



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

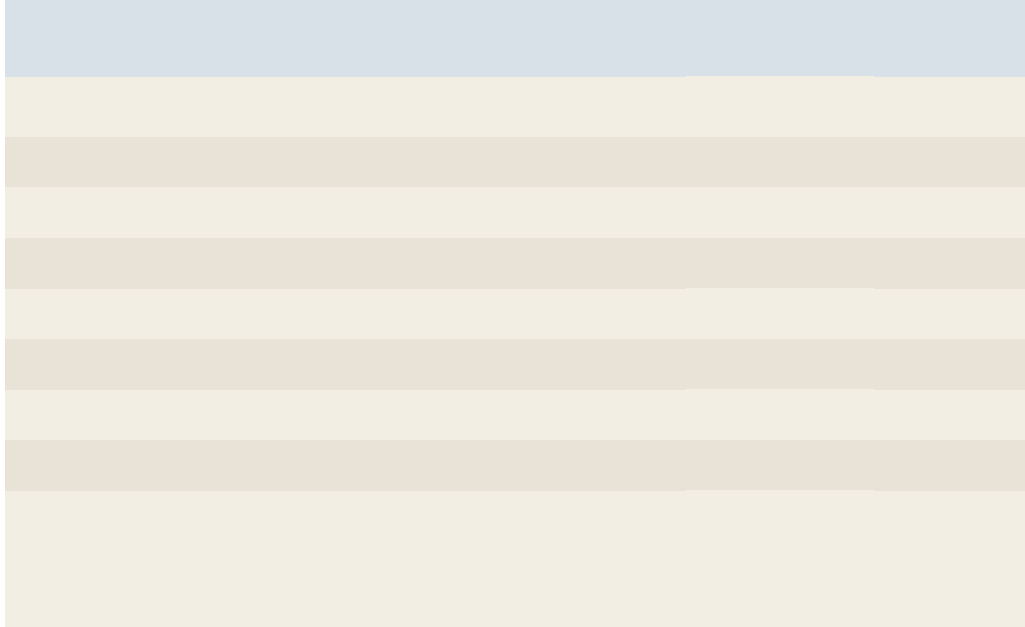
Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.



Name of institution	University of Bath
Date of application	April 2021
Award Level	Silver
Date joined Athena SWAN	2009
Current award	2017 Bronze
Contact for application	Dr Marion Harney
Email	██████████
Telephone	██████████

Glossary of Terms

121/1-2-1	One to one meeting
A&CE	Department of Architecture and Civil Engineering
ACP	Gender Pay Gap Working Group Action Plan
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
ALC6	Most senior management grade at the University
AP	Action Plan 2021
APDaS	Academic Professional Development for All Staff
AS	Athena SWAN, Athena Swan
ASC	Academic Staff Committee
ASDCS	Athena Swan Department Culture Survey
ASS	Athena Swan survey
AUA	Association of University Administrators
AWMG	Academic Workload Management Group
BAME	Black, Asian and Minority Ethnic
BAP	Bronze Action Plan
CLT	Centre for Learning and Teaching
CO-I	Co-Investigator
COO	Chief Operational Officer
CoP	Code of Practice
CPD	Continuing Professional Development
DHOD	Deputy Head of Department
DSAT	Departmental Self-Assessment Team
DVC	Deputy Vice-Chancellor and Provost
E+D	Equality and Diversity
ED&/EDI	Equality, Diversity and Inclusion
ED&IC/EDIC	Equality, Diversity and Inclusion Committee
E&R	Education and Research (job family)
ESPRC	Engineering and Physical Sciences Research Council
F	Female
F2F	Face to face
FDM	Company title, The FDM everywoman in Technology Awards
FED	Faculty of Engineering and Design
FHEA	Fellow of the Higher Education Academy
FPE	Full person equivalent
FT	Full time
FTC	Fixed Term Contract
FTE	Full Time Equivalent
G6	Grade 6
GPG	Gender Pay Gap
GPGWG	Gender Pay Gap Working Group
GW4	South West research alliance – Universities of Bath, Bristol, Cardiff and Exeter

HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
HSS	Faculty of Humanities and Social Sciences
IWD	International Women's Day
Kaleidoscope	LGBT+ Staff and PGR Group
KIT	Keeping in Touch
KPI	Key Performance Indicator
L	Lecturer
LGBT/LGBT+	Lesbian, Gay, Bisexual, Transgender plus
M	Male
MS	Microsoft
MSA	Management, Specialist and Administration (job family)
NASA	National Aeronautics and Space Administration
NSS	National Student Survey
p.a.	Per annum
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PHEAF	Pathway to HEA Fellowship
PI	Principal Investigator
POLIS	Department of Politics, Languages and International Studies
PT	Part time
PTO	Professional, Technical and Operational Staff
R	Reader
R+S	Report and support
REC	Race Equality Charter
RAE2008	Research Assessment Exercise 2008
REF2014	Research Excellence Framework 2014
RET	Race Equality Taskforce
RIS	Research and Innovation Services
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
SOM	School of Management
STEM	Science, Technology, Engineering and Mathematics
SU	Students' Union
SWAN	Senior Women's Academic Network – internal network at Bath
SWS	Staff Wellbeing Survey
TE/T&E	Technical and Experimental (job family)
TEF	Teaching Excellence Framework

TF	Teaching Fellow
TOR	Terms of Reference
UEB	University Executive Board
UG	Undergraduate
UoB	University of Bath
USAT	University Self-Assessment Team
VC	Vice-Chancellor and President
WAMS	Workload Allocation Management System
WESBath	Women in Engineering (Society)
WiT	Women in Technology
WP	Widening Participation

Data

Data in the submission is drawn from these respective sources unless otherwise stated:

Student Data: UoB Academic Registry

Staff Data: UoB HR - iTrent and Stonefish

Sector Data: HESA Data

Details of Academic Staff (all staff in Education & Research (E&R) job family)

	Job title	Grade
Teaching & research contracts	Lecturer	8
	Senior Lecturer	9
	Reader	9
	Professor	Prof
Research-only contracts	Research Assistants	6
	Research Associates	7
	Research Fellows	8
	Prize Fellows	8
	Senior Research Fellow	9
Teaching-only contracts	Teaching Fellows	6-8
	Senior Teaching Fellow	9
Other	Director of Learning & Teaching /Studies/Teaching etc.	

1. Letter of endorsement from the head of Institution

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dr Ruth Gilligan
Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

11 March 2021

Dear Dr Gilligan,

Athena Swan Silver Award Submission

It is my pleasure to write in support of this Athena Swan Silver Award application.

Since taking up my role as Vice-Chancellor in 2019, I have been keen to demonstrate my personal commitment to inclusive working practices. One of my first actions was to launch an engagement exercise, '[Our University, Our Future](#)' to enable all staff and students to contribute to the new University Strategy. Many took part providing valuable feedback and insights relating to Equality, Diversity and Inclusion, leading to a series of actions and ultimately four new ED&I appointments and the creation of a Race Equality Taskforce. Since the pandemic, we have paid particular attention to our internal communications, with regular Town Hall events enabling all staff, regardless of their role, to be better informed about University business and the challenging context in which we are working. We have conducted a series of pulse surveys to understand as much as we can about the challenges of staff in different circumstances, enabling participation from those still on campus, on furlough, or working from home. We have recognised the difficulties posed by home-schooling and other caring commitments and sought ways to improve support for health and wellbeing.

In developing our University Strategy for 2021 and beyond, one of my personal goals is to recognise the importance of the staff experience in ensuring personal success and opportunities for career development and support. I see the Athena Swan Charter and revised Principles as an essential framework for achieving this goal. Our 17 Athena Swan awards are a tangible measure of success and the process of submitting applications is an opportunity for rigorous assessment of our strengths and areas for improvement.

We have made significant progress since the renewal of our Institutional Bronze Award in 2017, implementing every action from the plan, and creating new posts of Executive Chair of the Equality, Diversity and Inclusion Committee, a full-time Equality, Diversity

and Inclusion Officer, a University Athena Swan Leader and a Head of the Race Equality Taskforce. Through these appointments, we have demonstrated commitment to equality and inclusivity with continuing important and challenging discussions at all levels within our community.

Our institutional-level ambitions are matched at departmental level, with ten Bronze and six Silver awards and the aim of 100% of our departments attaining at least Bronze this year (1 remaining).

Furthering our equality agenda, we now have the first female Chair of Council, have doubled the number of women at professorial level since 2013/14 to 22%, increased women in senior professional service roles from 28% to 34%, enhanced academic leadership programmes and achieved a reduction in the gender pay gap.

In this application we are focusing on forward-thinking and inclusivity, enabling the institution to excel further by improving workplace culture and developing our world-class reputation for research and learning. We will go further to recruit from a more diverse applicant pool, support flexible working, improve our maternity leave offering, and remove barriers to researcher' career progression. I am proud of our Silver action plan and I am personally committed to ensuring its implementation.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely,

Professor Ian White
President and Vice-Chancellor

2. Description of the Institution

Please provide a brief description of the institution, including any relevant contextual information. This should include:

- i) information on where the institution is in the Athena SWAN process



Figure 2.1: Aerial View of the University of Bath and its environs

The University of Bath joined the AS Charter in 2007 achieving a Bronze Intentional Award in 2009 we successfully renewed in 2013 and 2017. Since 2014, we have **achieved 22 AS awards** of which **17 are current**. All **12 STEM** departments hold awards (6 silver and 6 bronze) and 4 out of 5 AHBSL departments hold bronze awards. (Fig. 2.3) We are actively working towards our aim of 100% of departments holding a minimum Bronze award by end of 2021 (1 remaining).

BAP 3.6: Achieved 6 Silver awards (target was 4)

We **implemented every action in our 2017 Bronze Action Plan** and achieved **significant impact**, referenced throughout the application, including exceeding the target for female Professors (achieving 22%), and attaining gender parity on influential committees.

To support our AS commitments, we have invested resource and:

- Strengthened ED&I through establishing 3 Senior Roles in the VC's Office
 - University AS Leader (F, 0.2FTE) providing oversight, strategy and direction

- Executive Chair of the ED&I Committee (F, 0.3FTE) reporting directly to the VC and member of UEB
- Head of the Race Equality Taskforce (F, 0.3FTE)
- Established a Staff Experience Board to provide a pathway to instigate actions on ED&I issues and exert influence over UEB agenda
- Appointed an ED&I Officer (F, 1FTE, open-ended)
- Initiated “Reimagining Recruitment” project (funded by a £500,000 grant from the EPSRC Inclusion Matters programme)
- Allocated budget (£5K) for central AS & USAT activities
- Appointed 4 Faculty/School based AS Champions (3F, 1M) with agreed workload allocation
- Agreed workload allocation for DSAT Leads (24. 10M: 14F, 150 hours) and USAT members
- Developed AS resource hub and AS Toolkit
- Agreed 5 Equality objectives aligned to revised AS Principles
- Successfully progressed towards appearing on Stonewall Workplace Equality Index
- Signed up to REC and plan to submit within two years
- Introduced ELEVATE an innovative leadership and development programme run by GW4 for BAME women.

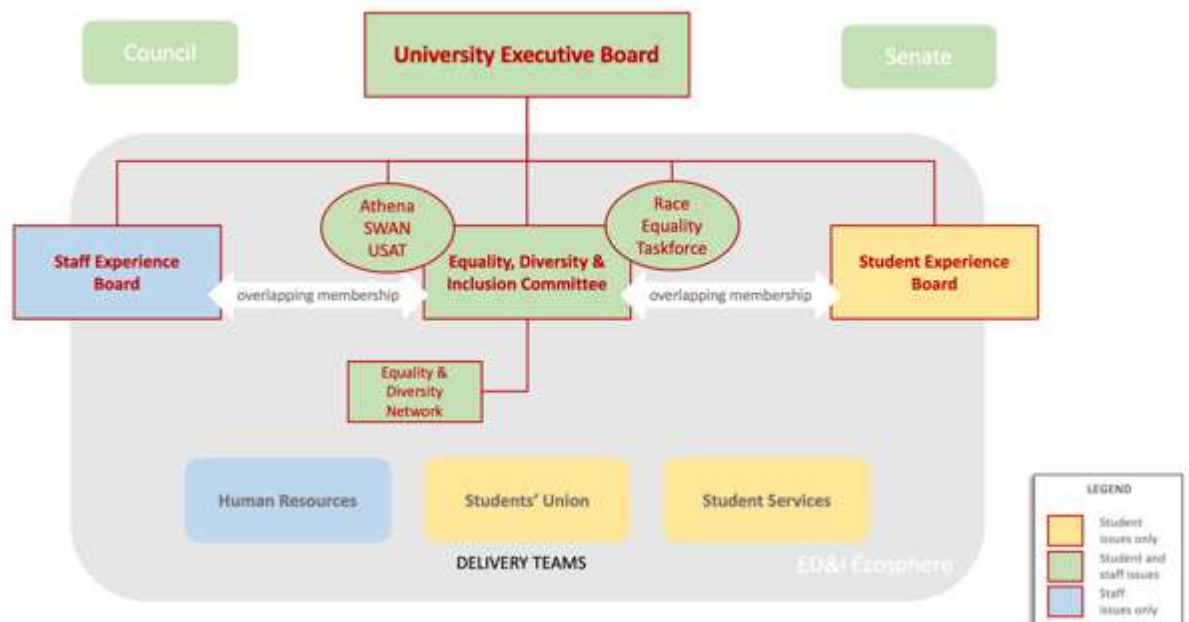


Figure 2.2: Reporting Structure



Figure 2.3: Athena Swan Awards

ii) information on its teaching and its research focus

UoB is a predominately STEM focused Top 10 leading UK university (ranked 8th in the Table of Tables) with an international reputation for teaching and research excellence with 2,968 staff and 20,331 students. Our new 5-year Strategy supports our mission to advance learning and knowledge in teaching and research, particularly in science and technology, in close association with industry and commerce. We have four Faculties, Engineering & Design, Science, Humanities & Social Sciences and Management, incorporating 17 departments. Bath is named as one of the world's top universities across 23 subject areas in the QS World University Rankings (2020) with courses placing a strong emphasis on vocational education.

87% of our research is classed as world-leading or internationally excellent (REF 2014). We were awarded **Gold TEF** standard (2017) and were **Ranked 2nd (in England) and joint 7th overall in NSS** results with **88.3%** for overall student satisfaction (2020).

We are located on a single campus on the outskirts of the World Heritage City of Bath with an Innovation Centre (Carpenter House) and a student hub and professional services building (Virgil Building) in the City.

iii) *the number of staff.*

Table 2.1: Staff split by job family: snapshot for 2018/19

Job family		Female	Male	Non binary	Total	%F
Education & Research	Teaching and Research	290	561	0	851	34%
	Teaching	81	107	0	188	43%
	Research	154	203	0	357	43%
	Total	525	871	0	1396	38%
Management Specialist and Administration		990	419	█	1412	70%
Technical and Experimental		44	110	0	154	29%
Total		1562	1403	█	2968	53%

In 2018/19 the university employed 2968 staff, 1396 academic (38%F) and 1566 professional, Technical and Operational staff (66%F).

Overall staff has increased from 2294 (2013/14) (50%F) to 2968 (2018/19) (53%F). PTO staff have increased to 66%F which is above the sector average of 60% (2018/19).

iv) *the total number of departments and total number of students*

UoB comprises **17 Departments/Schools, 12 STEM and 5 AHSSBL** and **20,331** students (12,122 STEM (41%F) and 8,209 AHSSBL (48%F)).

STEM comprises 8661 UG students (39% F), 2126 PGT (52% F) and 1335 PGR (42% F).

AHSSBL comprises 4764 UG (53%F), 2850 PGT (67%F), and 595 PGR (60% F).

v) *list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately*

There are 979 academic staff in STEM (33%F) and 354 in AHSSBL (44% F), 1566 (66%F) Professional, Technical and Operational (PTO) staff across Faculties.

Table 2.2: Total staff and students by Faculty and Department 2018/19

Faculty/Department		Academic Staff		Students							
				UG		PGT		PGR		Total	
		Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
STEM	<i>Faculty of Engineering & Design</i>										
	Architecture and Civil Engineering	95	27%	994	46%	390	47%	97	44%	1481	39%
	Chemical Engineering	53	34%	628	28%	20	45%	72	51%	720	31%
	Electronic and Electrical Engineering	64	27%	592	13%	75	17%	93	34%	760	16%
	Mechanical Engineering	124	19%	1122	11%	137	18%	143	15%	1402	12%
	Other staff: Engineering and Design Faculty Office	0	0%	0	-	0	-	0	-	0	-
	TOTAL	337	25%	3336	25%	622	40%	405	33%	4363	28%
	<i>Faculty of Science*</i>										
	Biology and Biochemistry	88	40%	804	63%	82	63%	119	50%	1005	62%
	Chemistry	96	33%	491	43%	10	30%	195	39%	696	42%
	Computer Science	57	28%	461	14%	236	31%	89	33%	786	21%
	Mathematical Sciences	90	18%	1100	32%	18	39%	116	28%	1234	31%
	Pharmacy and Pharmacology	74	57%	495	67%	688	67%	63	54%	1246	66%
	Physics	61	20%	527	24%	0	-	82	30%	609	24%
	Other (staff: Science Faculty Office, Natural Sciences)	8	38%	0	-	0	-	0	-	0	-
	TOTAL	474	32%	3878	41%	1034	58%	664	39%	5576	44%
	<i>Faculty of Humanities and Social Sciences</i>										
	Health	87	40%	804	45%	251	33%	147	47%	1202	42%
	Psychology	81	64%	643	88%	219	82%	119	80%	981	86%
	TOTAL	168	53%	1447	64%	470	56%	266	62%	2183	62%
	TOTAL STEM	979	33%	8661	39%	2126	52%	1335	42%	12122	41%

AHSSBL	School of Management										
	School of Management	140	40%	1606	50%	1586	67%	209	61%	3401	59%
	TOTAL	140	40%	1606	50%	1586	67%	209	61%	3401	59%
	Faculty of Humanities and Social Sciences										
	Economics	44	23%	930	30%	332	61%	36	50%	1298	39%
	Education	42	57%	139	94%	557	71%	247	60%	943	72%
	POLIS	70	49%	1340	57%	246	70%	37	54%	1623	59%
	SPS	56	61%	585	79%	129	67%	66	67%	780	76%
	Other (staff: Humanities and Social Sciences Faculty Office)	█	0%	0	-	0	-	0	-	0	-
	TOTAL	214	56%	2994	54%	1264	68%	386	60%	4644	59%
	Other										
	Cross Faculty Programmes (International Management and Modern Languages)	0	-	164	66%	0	-	0	-	164	66%
TOTAL AHSSBL	354	44%	4764	53%	2850	67%	595	60%	8209	59%	
OTHER	<i>Other Academic Staff (i.e. VC's office and other)</i>										
	TOTAL	63	63%	-	-	-	-	-	-	-	-
TOTAL		1396	38%	13425	44%	4976	61%	1930	47%	20331	48%

Table 2.3: PTO staff by Faculty/School: 2018/19

Faculty	MSA		T&E		Total	
	Total	%F	Total	%F	Total	% F
Faculty of Engineering and Design	50	94%	73	11%	123	45%
Faculty of Science	94	83%	69	46%	163	68%
Faculty of Humanities and Social Science	86	85%	5	40%	91	82%
School of Management	95	89%	0	-	95	89%
Other Professional and Support Staff	1087	65%	7	29%	1094	65%
Total	1413	70%	154	29%	1566	66%

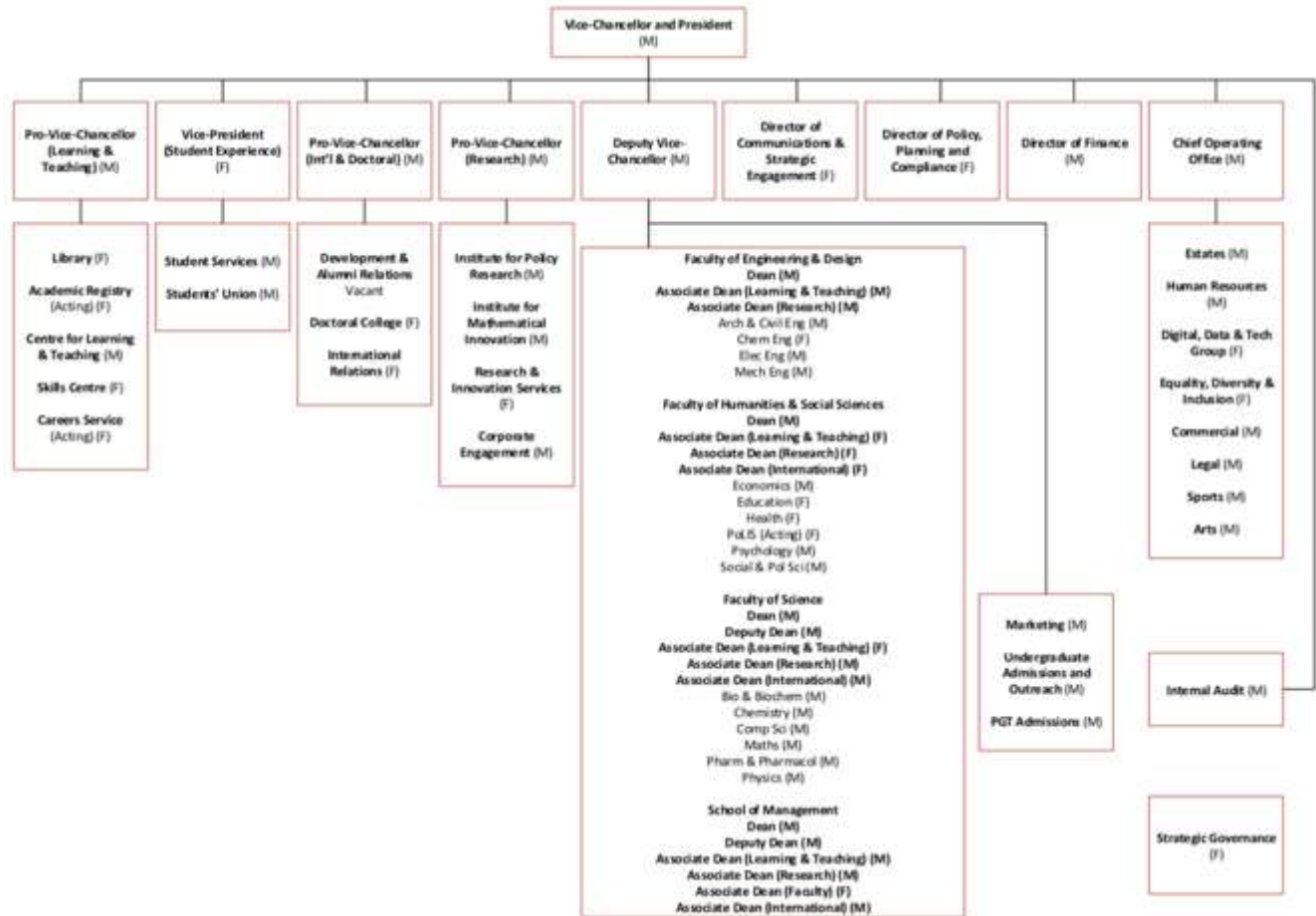


Figure 2.5: University Management Structure

3. The self-assessment process

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The University Self-Assessment Team (USAT) was established in 2009 to develop our original Bronze application and Chaired by the University Secretary until 2016. The USAT Chair role was then advertised to all staff via an open call with appointments made by VC.





Table 3.1: Chairs of USAT since 2009








Role at the University	Time in post	Gender
University Secretary	February 2009 – June 2016	M
Professor of Cost Engineering	June 2016 – October 2018	F
Dean of Humanities and Social Sciences	October 2018 – November 2019	M
University Athena Swan Leader, Senior Lecturer in Conservation, Director of Studies and Director of Teaching (PGT) in Department of A&CE	November 2019 – (initial 3 year appointment)	F

Membership: In 2009 members were approached by the Chair of USAT. Since 2018, USAT issued an annual open call for new members leading to an expansion from 16 in 2017 to 30 in 2020. Where we needed specific expertise, people in appropriate roles were invited to join. USAT members have been actively involved in previous actions, implementation and planning, preparation and writing stages of the Silver application.







USAT members share diverse experiences of taking shared parental leave, paternity and maternity leave, caring for children, elders and disabled dependents, PT/FT roles, Fixed/Open ended contracts, current student and alumni experience, early career researchers, single, dual career as well as partnered life, people with disabilities, members of BAME and LGBT communities, UK and international staff. The gender ratio is 70%F/30%M which we aim to improve **(AP 3.3)**.







Table 3.2: USAT members

Photo	Name	UoB role	USAT role
	Marion Harney	University AS Leader. Member of Senate Curriculum Transformation Committee involved in embedding ED&I in transformed courses.	Chair of USAT, responsible for section 2, supported all sub-groups and edited/refined the final document
	Loretta Gibson	Director of Administration, Faculty of Engineering and Design	Analysis of PTO data, responsible for sections 4.2, 5.2 and 5.4
	Sian Smith-Lickess	Research Associate, School of Management	Input into PDRA sections
	Tim Rogers	Professor, Department of Mathematics	Conducted a thorough analysis of recruitment data, including statistical analysis, responsible for section 5.1

	Jennifer Thomson	Lecturer, Department of PoLIS, Athena Swan Faculty Champion for Humanities and Social Sciences	Responsible for section 5.6, focus on culture
	Nuno Reis	Reader, Department of Chemical Engineering, co-chair of DSAT	Responsible for section 5.6
	Nicky Kemp	Director of Policy, Planning and Compliance	Responsible for the action plan
	Orietta Marsili	Professor, School of Management	Responsible for Gender Pay Gap sub-section and section 4.1, reviewed data accuracy
	Georgina Brown	Head of Equality, Diversity and Inclusion	Responsible for sections 5.6 and 6, input across ED&I sections
	Richard Brooks	Director of Human Resources	Responsible for the action plan and overall analysis of self-assessment
	Amy Birch	Researcher Development Manager, Research & Innovation Services	Responsible for sections 4.1 and 5.3, data analysis and presentation

	Despina Moschou	Lecturer, Department of Electronic and Electrical Engineering, and Alternate Faculty Champion	Responsible for sections 5.1 and 5.5
	Johanne Ward-Grosvold	Senior Lecturer, School of Management, and Alternate Faculty Champion	Responsible for section 5.6
	Tom Mason	Social Media Manager	Responsible for section 5.6
	Sarah Ibbitson	Operations and Projects Manager, Faculty of Humanities and Social Sciences, and Athena Swan Alternate Faculty Champion	Responsible for section 5.6
	Ka Ho Ho	PhD student, Department of Pharmacy and Pharmacology, Students' Union Postgraduate Officer	Provided PGR student input
	Edward Webster	Deputy Director of Workforce Development, Human Resources	Responsible for 5.3 and 5.5, supported all missing data sourcing and data quality
	Abigail Lyons	Head of Employee Recruitment, Human Resources	Responsible for section 5.1

	David Williams	Technical Manager, Engineering and Design Technical team	Analysis of PTO data, responsible for sections 4.2, 5.2 and 5.4
	Caroline Harris	Governance Manager, Department of Policy, Planning and Compliance	Responsible for sections 4.2, 5.2 and 5.4 and supported section 3
	Pedro Estrela	Senior Lecturer, Department of Electronic and Electrical Engineering	Responsible for section 5.5
	Molly Southwood	Deputy Director and Head of Alumni Relations, Department of Development & Alumni Relations	Responsible for section 5.6
	Juani Swart	Professor, School of Management, and Faculty Champion, Member of ASC	Responsible for section 5.3
	Sarah Bailey	Senior Lecturer, Department of Pharmacy and Pharmacology, and Faculty Champion	Responsible for sections 4.1 and 5.3

	Joanne Hinds	Lecturer, School of Management	Provided early career research input
	Ann-Marie Hartland	Director of Administration, Faculty of Humanities and Social Sciences	Supported PTO sections
	Aiste Senulyte Zubiniene	Equality, Diversity and Inclusion Officer	Provided central data, edited the sub-sections, collated the document, finalized the action plan and section 3
	David Galbreath	Dean of Humanities and Social Sciences; Professor, Department of Politics and International Relations	Kickstarted the work for Silver, secured USAT budget
	Carole Mundell	Professor, Department of Physics	Provided senior academic input
	Mona Bassuni	Researcher, Department of Biology and Biochemistry	Provided early career research input

Workload allowances: Faculty Champions – 250 hours, alternate Faculty Champions – 150.

Members of USAT – 20 hours. Before meetings moved online in March 2020, USAT had secretarial support for F2F meetings.

By 2018, all Departments/School were involved in AS, each establishing its own DSAT. DSAT & USAT Chairs attend Athena Swan Network meetings (twice yearly), an informal forum for exchanging best

practice, receiving updates and hearing internal and external speakers. Issues raised in the Network are discussed at USAT and tabled for discussion at ED&IC, a sub-committee of UEB, Senate and Council.

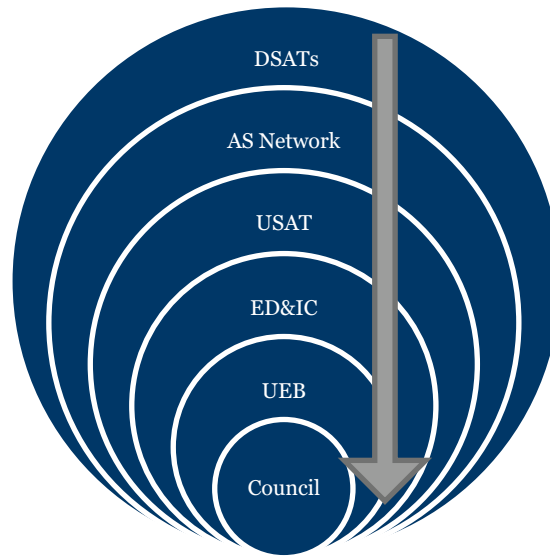


Figure 3.1: AS reporting structure

(ii) an account of the self-assessment process

USAT Members designed and approved Terms of Reference. During non-submission years, USAT meets 4 times a year. During 2020/21, when preparations for Silver peaked, USAT formally met 8 times and in response to Covid-19 moved its operations to MS Teams, where sub-groups worked together virtually.

Communication with senior management: USAT members have met with the VC annually to discuss progress to date and discussed the AS annual report with senior teams at ED&IC, UEB, Senate and Council.

Themes: USAT meetings focus on key concerns at University level, issues emerging from AS Network, DSAT Chairs, HoDs and Deans. USAT is responsible for overseeing and preparing the Institutional Athena Swan application and designing, delivering, and monitoring the action plan.

Since November 2017, AS activities have been communicated by:

- setting up an AS blog for sharing best practice with colleagues and external audiences
- launching an Athena Swan Anniversary stories project, highlighting 10 monthly themes during 2019 to celebrate the University's 10-year AS anniversary. The project received 2,000+ unique clicks and USAT was approached by Advance HE for permission to re-publish it on Advance HE webpages
- organizing flagship Athena Swan Annual Lectures 2018-2021
- revamping central AS webpages, systemising all successful submissions, created AS Resource Hub with numerous resources and tools for DSAT Leads such as submission checklist, top tips, suggested timelines, internal data collection sheets, departmental AS survey template and external documents
- inviting members of Athena Swan Network to USAT to present on various topics, such as showcasing the results from family-friendly departmental surveys and discussing ways of ensuring all Faculties have consistently applied a high-quality mentoring offer.

We also engaged regionally, nationally and internationally by: participating in SouthWest AS regional meetings, attending AS assessment panels, organizing mock panels with, and acting as a critical friend to the University of Bristol; contributing to a best-practice guide to developing inclusive conferences and events by the University of Oxford; sharing good practice around gender equality with a number of European universities, including Vesalius College, the University of Lille and Freie Universitat Berlin; hosted a Gender Equality Officer from University of Richmond, Virginia, USA and shared best practice; organized a workshop with and hosted the Vice-President for Human Rights, Equity and Inclusion from HeforShe Impact University, University of Waterloo in Canada.

In carrying out consultation for the submission we:

- set up, conducted and analysed results from **Athena Swan Survey (ASS)** in April 2020, with 459 staff (43%F, 54%M, 1% Non-binary, 2% Other/Prefer Not to Say) participating.
- examined the results of recent **Athena Swan Departmental Culture Surveys (ASDCS)** across 16 STEM and AHSSBL Departments.

Table 3.1 ASDCS responses split by STEM/AHSSBL and gender

Gender	STEM	AHSSBL
Female	261	125
Male	491	142
Non-binary	0	0
Total	752	267
% Female	35%	47%

- examined the results from a new forward-looking '**Our University, Our Future**' staff and student survey (1442 responses) and targeted engagement activities (6 World Café events, 372 attendees, 5 pop up engagement exhibitions) over 2019-2020
- conducted a gendered analysis of **Staff Wellbeing Survey (SWS)** on Covid-19 in June 2020 (38% response rate: 800F (59%) and 553M (41%)).

In preparation for our Silver 2021 submission we analysed quantitative and qualitative data and agreed on the 5-year action plan, presented our actions to senior management teams, discussed the application achieving sign off from the AS Network (all 16 DSAT Leads and Faculty Champions), VC, ED&IC, UEB and a member of Council. We engaged with critical friends, including an external consultant, Advance HE remote reviewer and ED&I Lead from an AS Silver University.

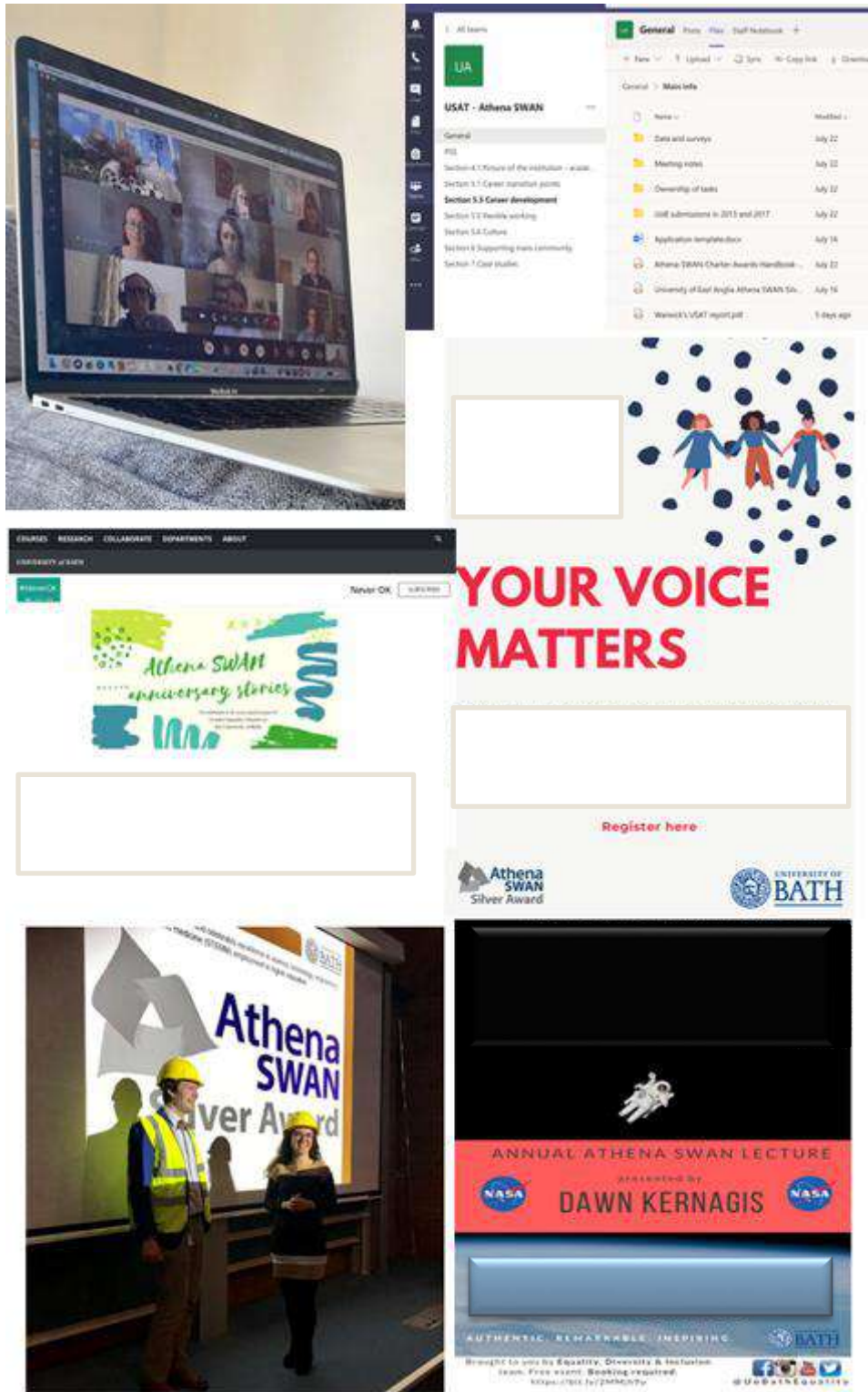


Figure 3.2: Clockwise from top left: virtual USAT meeting; Teams profile where all remote preparations for the Silver submission took place during Covid-19, (sub-groups left, shared Files right); Posters to advertise Athena Swan Survey (ASS) and Annual AS Lecture with NASA Scientist; DSAT Co-Chairs from Mechanical Engineering introducing AS to students at ‘Why is Engineering for everyone?’ Video challenge awards ceremony; webpage linked on staff homepage advertising AS anniversary stories.

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

The current structure facilitates a combination of consultation, exchange of best practice, and direction so key elements will be maintained.

The ED&I Committee (ED&IC) are responsible for monitoring and evaluating the impact of the Silver action plan, while USAT will remain as an operational arm implementing the AP with continuous opportunities to review and suggest policies/process improvements and providing annual progress reports to the ED&IC. USAT will continue to meet with the VC and discuss AS progress with UEB, Council and Senate.

USAT will meet 4 times a year, in-person or virtually. We will identify and review key insights emerging from DSATs, AS Network and the ED&I team and examine key issues identified in surveys and focus groups **(AP 3.1)**.

Staff and students will be informed of progress through the publication of the AS Annual report on USAT blog, AS awards will continue to be celebrated on staff homepage and social media accounts. USAT will host annual Athena Swan lectures for staff and students and extend the impact and scope of these and other talks **(AP 3.2)**.

Membership of USAT will be evaluated annually to ensure it is representative, inclusive, and inducted. We will broaden membership to include UG and PGT students, and representation from Widening Participation and Outreach teams to ensure our activity in attracting diverse students is coordinated and invite Expressions of Interest from more men. **(AP 3.3)**.

USAT will work directly with the new Race Equality Taskforce Lead and meet bi-annually to ensure cohesion in our approach and continue to regularly discuss AS progress with the VC **(AP 3.4)**.

Actions from section 3:

- AP 3.1 Establish a schedule for institution AS surveys and focus groups
- AP 3.2 Raise the awareness of our AS activities outside the university
- AP 3.3 Ensure USAT remains representative, inclusive, and inducted
- AP 3.4 Ensure AS action plan intersects with REC application

4. A picture of the institution

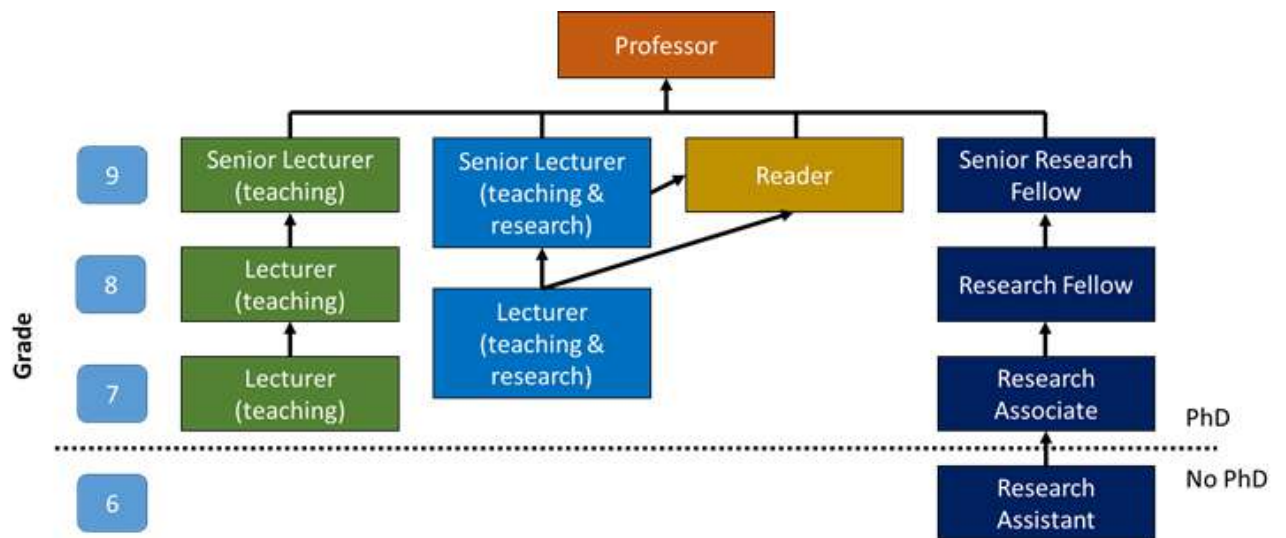


Figure 4.1.1: Grade and job titles at 2020 (for E&R job family), including the new promotional pathways for these roles.

Academic and research staff data

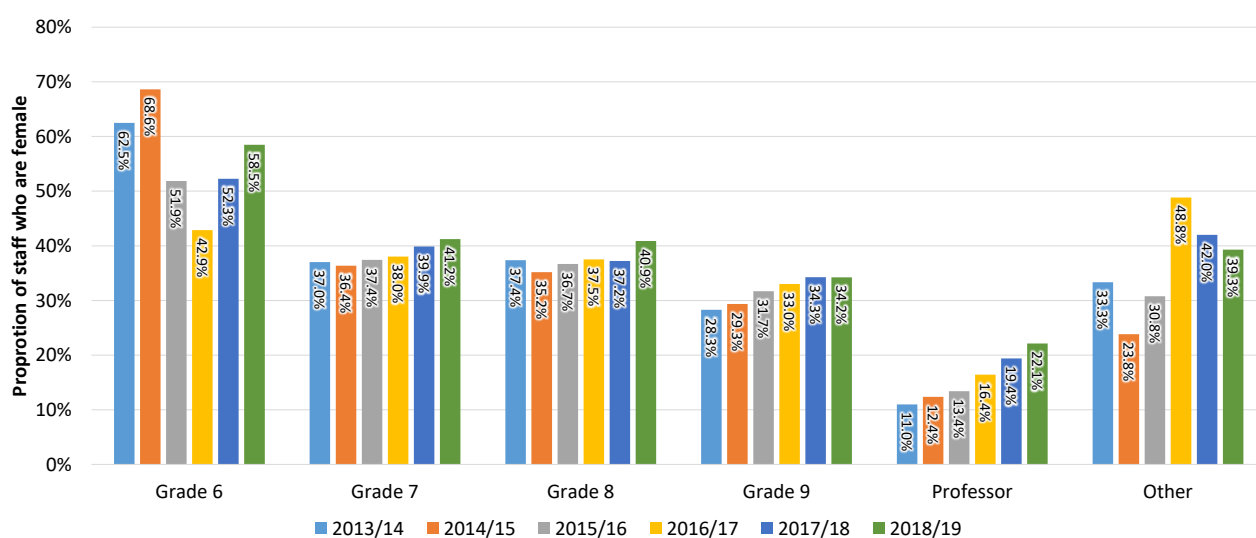
i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Table 4.1: Academic and Research Staff by grade and gender 2013-2019

Year	Gender	Grade 6	Grade 7	Grade 8	Grade 9	Professor	Other	Overall
2013/14	Female	35	104	102	75	19	8	343
	Male	21	177	171	190	154	16	729
	% Female	62.5%	37.0%	37.4%	28.3%	11.0%	33.3%	32.0%
2014/15	Female	35	108	102	81	23	5	354
	Male	16	189	188	195	163	16	767
	% Female	68.6%	36.4%	35.2%	29.3%	12.4%	23.8%	31.6%
2015/16	Female	28	110	110	90	26	8	372
	Male	26	184	190	194	168	18	780
	% Female	51.9%	37.4%	36.7%	31.7%	13.4%	30.8%	32.3%
2016/17	Female	27	108	123	99	32	21	410
	Male	36	176	205	201	163	22	803
	% Female	42.9%	38.0%	37.5%	33.0%	16.4%	48.8%	33.8%
2017/18	Female	23	112	134	111	38	21	439
	Male	21	169	226	213	158	29	816
	% Female	52.3%	39.9%	37.2%	34.3%	19.4%	42.0%	35.0%
2018/19	Female	31	115	157	114	46	22	485
	Male	22	164	227	219	162	34	828
	% Female	58.5%	41.2%	40.9%	34.2%	22.1%	39.3%	36.9%

Figure 4.1.2: Proportion of female Academic and Research staff by year and grade 2013-2019



In 2018/19 there were 1313 academic and research staff with 36.9% women, compared to 32.0% in 2013/14. While the proportion of women has increased annually, and more markedly at the highest grades, there is a clear “leaky pipeline” in respect of women’s representation at more senior grades. Women’s representation is:

- Highest at Grade 6, varying year to year between 69% and 43%
- Similar at Grades 7 and 8, between 35% and 41%.
- Lower at Grade 9 and at Professorial level but improved from 28% to 34% in Grade 9 and **doubled at Professorial level to 22%.**

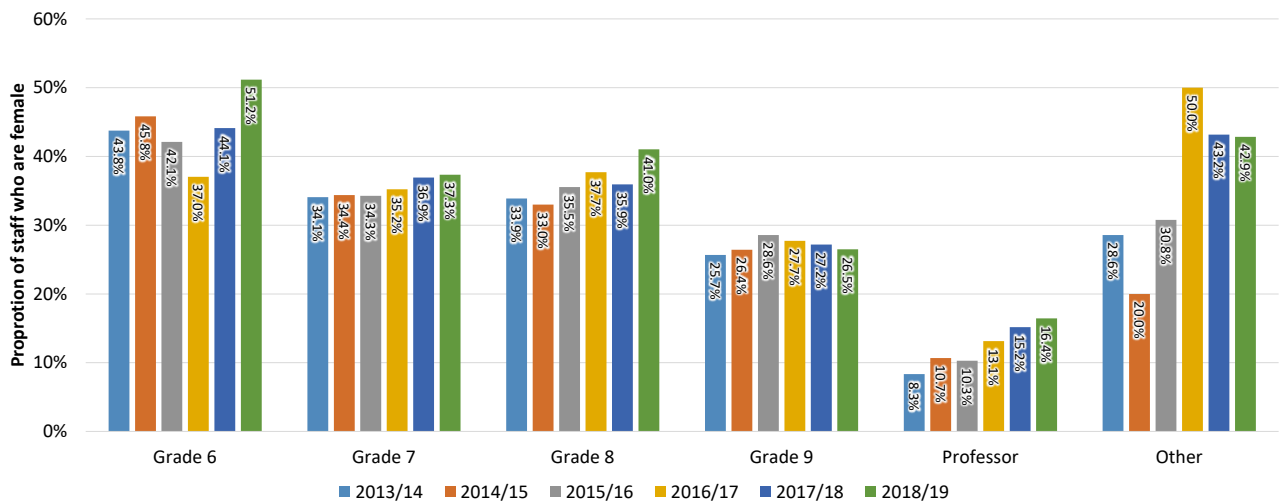
BAP 1.2: exceeded target of 20% female professors (22%)

Doubling the proportion of women in the professoriate has been achieved by enhancing recruitment processes to increase representation of women in the applicant pool, promotion workshops were held with staff and line managers to ensure transparency around the promotion process and training provided (See also Section 5.1). The impact of this has been a doubling of women Professors in STEM (8% to 16%) and AHSSBL (17% to 35%) since 2013/14. UoB is now roughly in line with the national picture for STEM (18%) and AHSSBL (31%) subjects.

Table 4.2: STEM Academic and Research Staff by grade and gender 2013-2019

Year	Gender	Grade 6	Grade 7	Grade 8	Grade 9	Professor	Other	Overall
2013/14	Female	14	77	61	47	10	6	215
	Male	18	149	119	136	110	15	547
	% Female	43.8%	34.1%	33.9%	25.7%	8.3%	28.6%	28.2%
2014/15	Female	11	88	64	51	14	4	232
	Male	13	168	130	142	117	16	586
	% Female	45.8%	34.4%	33.0%	26.4%	10.7%	20.0%	28.4%
2015/16	Female	16	85	75	56	14	8	254
	Male	22	163	136	140	122	18	601
	% Female	42.1%	34.3%	35.5%	28.6%	10.3%	30.8%	29.7%
2016/17	Female	20	81	89	56	18	19	283
	Male	34	149	147	146	119	19	614
	% Female	37.0%	35.2%	37.7%	27.7%	13.1%	50.0%	31.5%
2017/18	Female	15	89	97	62	22	19	304
	Male	19	152	173	166	123	25	658
	% Female	44.1%	36.9%	35.9%	27.2%	15.2%	43.2%	31.6%
2018/19	Female	22	90	112	58	24	21	327
	Male	21	151	161	161	122	28	644
	% Female	51.2%	37.3%	41.0%	26.5%	16.4%	42.9%	33.7%

Figure 4.1.3: Proportion of female STEM staff by year and grade 2013-2019



In STEM

- Women’s representation in academic and research staff has increased from 28.2% in 2013/14 to 33.7% in 2018/19. (5.5% increase).
- The percentage of women Professors has doubled from 8% to 16%.
- In comparison to the general upward trend, women’s representation at grade 9 remained stable just below 30%.

Table 4.3: Comparison of academic and research staff by STEM cost centre for all HEIs and UoB 2013-2019 (HESA FPE benchmarking data rounded to nearest 5). Only disciplines represented at Bath are included

Year	Gender	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
All HEIs	Female	18100	18935	19435	20185	21370	22195
	Male	38410	39725	40335	40900	42345	39850
	% Female	32.0%	32.3%	32.5%	33.0%	33.5%	35.8%
UoB	Female	215	32	254	83	304	327
	Male	547	586	601	614	658	644
	% Female	28.2%	28.4%	29.7%	31.5%	31.6%	33.7%

In comparison to national benchmarking data women in STEM are slightly below the benchmark. The gap continued to decrease over the last 6 years (4% to 2% in 2018/19).

Table 4.4: AHSSBL Academic and Research Staff by grade and gender 2013-2019

Year	Gender	Grade 6	Grade 7	Grade 8	Grade 9	Professor	Other	Overall
2013/14	Female	21	27	41	28	9	2	128
	Male	3	28	52	54	44	1	182
	% Female	87.5%	49.1%	44.1%	34.1%	17.0%	66.7%	41.3%
2014/15	Female	24	20	38	30	9	1	122
	Male	3	21	58	53	46	0	181
	% Female	88.9%	48.8%	39.6%	36.1%	16.4%	100.0%	40.3%
2015/16	Female	12	25	35	34	12	0	118
	Male	4	21	54	54	46	0	179
	% Female	75.0%	54.3%	39.3%	38.6%	20.7%	-	39.7%
2016/17	Female	7	27	34	43	14	2	127
	Male	2	27	58	55	44	3	189
	% Female	77.8%	50.0%	37.0%	43.9%	24.1%	40.0%	40.2%
2017/18	Female	8	23	37	49	16	2	135
	Male	2	17	53	47	35	4	158
	% Female	80.0%	57.5%	41.1%	51.0%	31.4%	33.3%	46.1%
2018/19	Female	9	25	45	56	22	1	158
	Male	1	13	66	58	40	6	184
	% Female	90.0%	65.8%	40.5%	49.1%	35.5%	14.3%	46.2%

Figure 4.1.4: Proportion of female AHSSBL staff by year and grade 2013-2019

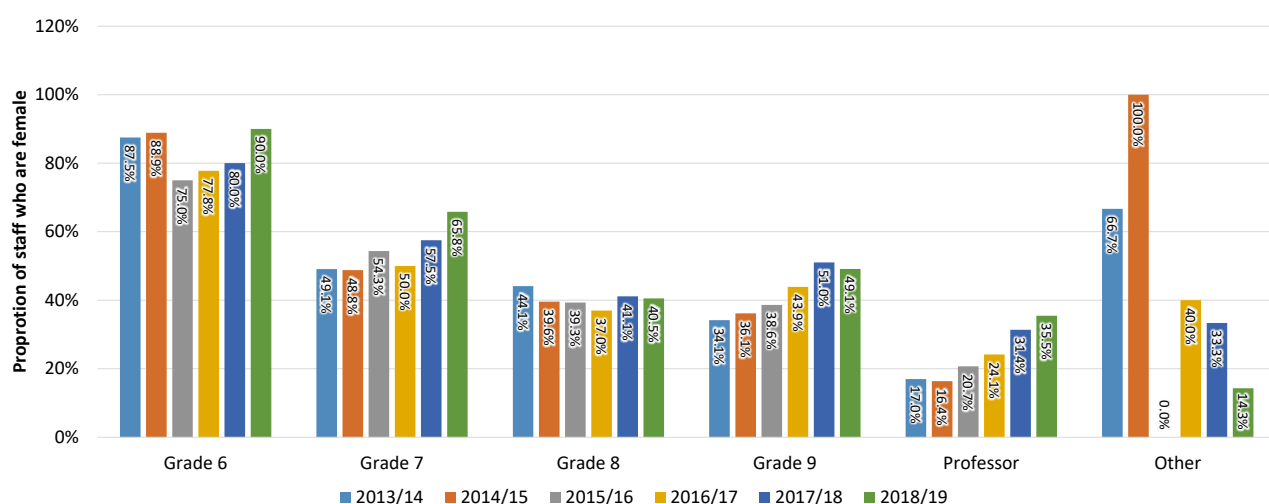


Table 4.5: Comparison of academic and research staff by AHSSBL cost centre for all HEIs and UoB 2013-2019

		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
All HEIs	Female	22275	22860	22995	23480	23765	24305
	Male	21275	21350	21550	21935	21975	22175
	% Female	51.1%	51.7%	51.6%	51.7%	52.0%	52.3%
UoB	Female	128	122	118	127	135	158
	Male	182	181	179	189	158	184
	% Female	41.3%	40.3%	39.7%	40.2%	46.1%	46.2%

In AHSSBL

- The proportion of female academic staff has increased from 41 % in 2013/14 to 46% in 2018/19 (5% increase).
- Women’s representation has been higher than in STEM and has consistently increased in grade 7 from 49% to 66%, in grade 9 from 34% to 49%, and more than doubled at Professorial level, from 17% to about 36%.
- In grade 8, women’s representation has remained stable. Grade 6 includes a limited number of staff, leading to more variation year on year.

BAP 1.1. Impact: %F Professors has doubled in both STEM and AHSSBL

Most researchers at Grades 6 and 7 are fixed term contract (FTC) researchers (86%). In contrast, Grade 8 researchers are a mix of FTC research fellows and lecturers. It is important to recognise that the contract type of researchers combines with grade to affect career progression. Precarity of job security has consistently been shown to have a greater impact on female researchers than males. We will examine barriers to academic career progression for all staff beyond grade 8 and generate a targeted support plan (**AP4.2**).

Table 4.6: FT and PT academic and research staff in STEM and AHSSBL 2013-2019

STEM/ AHSSBL	Gender	Full Time/ Part Time	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
STEM	Female	Full Time	166	176	191	206	215	236
		Part Time	49	56	63	75	81	91
		% Part Time	22.8%	24.1%	24.8%	26.7%	27.4%	27.8%
	Male	Full Time	504	537	549	545	558	576
		Part Time	43	49	52	69	66	68
		% Part Time	7.9%	8.4%	8.7%	11.2%	10.6%	10.6%
AHSSBL	Female	Full Time	91	89	107	116	129	133
		Part Time	37	33	11	11	14	25
		% Part Time	28.9%	27.0%	9.3%	8.7%	9.8%	15.8%
	Male	Full Time	155	154	158	167	171	175
		Part Time	27	27	21	22	23	19
		% Part Time	14.8%	14.9%	11.7%	11.6%	11.9%	9.8%

Table 4.7: FT and PT academic and research staff by career path 2018/19

STEM/AHSSBL	Gender	Full Time/ Part Time	Contract Function		
			Research	Teaching	Research and Teaching
STEM	Female	Full Time	104	12	114
		Part Time	32	32	24
		% Part Time	23.5%	72.7%	17.4%
	Male	Full Time	185	33	348
		Part Time	11	36	19
		% Part Time	5.6%	52.2%	5.2%
AHSSBL	Female	Full Time	14	27	87
		Part Time	5	10	10
		% Part Time	26.3%	27.0%	10.3%
	Male	Full Time	8	28	136
		Part Time	0	10	9
		% Part Time	0.0%	26.3%	6.2%

In STEM,

- The proportion of PT academic staff has increased over the last six years (Table 4.6) slightly accentuating the difference between women and men over time. In 2018/19, 28% of academic women worked PT, compared with 11% of men. In 2013/14, 23% of academic women worked PT, compared with 8% of men (Table 4.6)
- PT work is disproportionately more represented in teaching only staff (Table 4.7), for women (73%) and men (52%).

In AHSSBL,

- The proportion of PT academic staff has decreased over the last six years, especially for women, thus reducing the gender difference. In 2018/19, 16% of academic women worked PT, compared with 10% of men. In 2013/14, 29% of academic women worked PT, compared to 15% of men.
- Among female academic staff, PT work is evenly distributed between research only and teaching only (although numbers are small in some classes).

Tables 4.8: Ethnicity of academic staff by gender 2013-2019

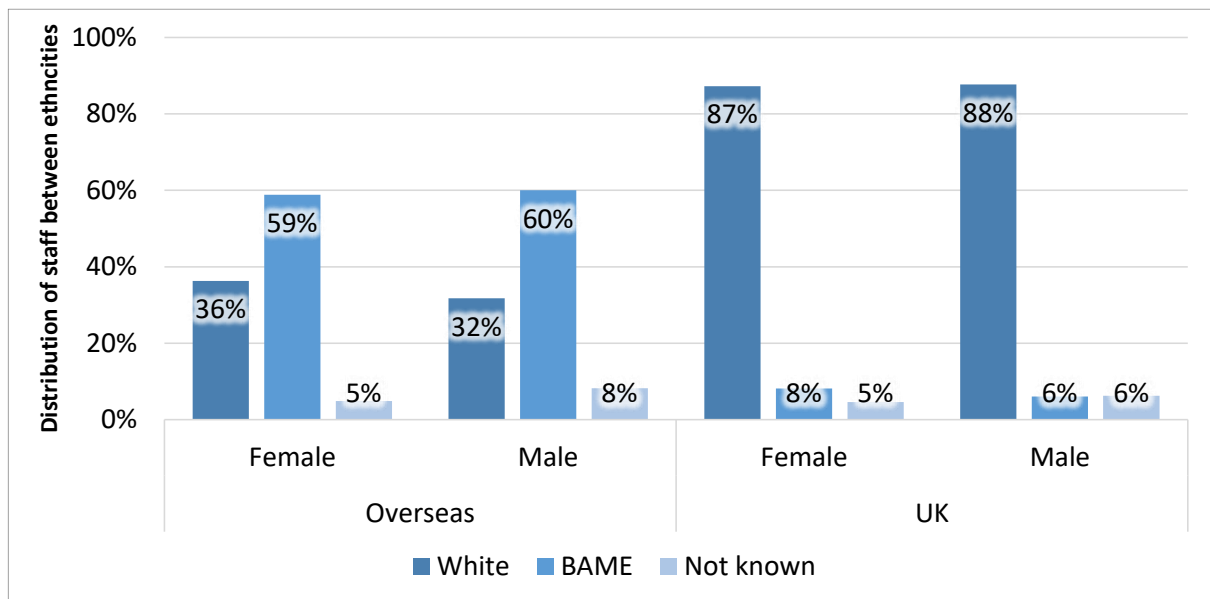
Gender	Ethnicity	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	White	285	292	312	347	378	410
	BAME	45	44	51	80	63	87
	Not known	25	27	35	12	32	31
	% BAME	12.7%	12.1%	12.8%	18.2%	13.3%	16.5%
Male	White	602	618	617	645	650	670
	BAME	82	104	104	156	134	142
	Not known	57	57	76	37	69	62
	% BAME	11.1%	13.4%	13.0%	18.6%	15.7%	16.2%

Table 4.9: Ethnicity of academic staff by gender and job category 2018/19

Gender	Ethnicity	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor
Female	White	114	89	72	66	12	42
	BAME	38	14	13	10	6	4
	% BAME	25%	14%	15%	13%	33%	9%
Male	White	120	102	107	125	51	146
	BAME	61	15	31	14	5	15
	% BAME	34%	13%	22%	10%	9%	9%

- The proportion of BAME academic staff has increased in the last 6 years from 12% to 16% in 2018/19, with about the same proportion of women and men (Table 4.8).
- The overall proportion of BAME academic staff is highest in the research only category (30%) and lowest at Professorial level (Table 4.9). In 2020, we introduced Elevate programme (more on p.80) to address this.
- BAME women are most represented in the Reader category: 33% women compared with 9% men.

Figure 4.1.5: Distribution of academic staff between ethnicities by nationality and gender 2018/19



Staff data split by nationality shows that there are no clear gendered patterns.

- Among overseas nationals, around 60% of staff self-classify as BAME.
- Among UK nationals, about 7% of academic staff self-classify as BAME.

BAME representation among academic staff who are UK nationals is around half that indicated in the Annual Population Survey of the UK which reports 15.1% of the population as BAME. UoB recognizes the importance of these issues and have become a member of REC and we will work with Race Equality Taskforce to further examine and address issues around gender and race (**AP 3.4**).

BAP 2.6 achieved: Intersectional data collected and analysed for Silver Action Plan

- ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Table 4.10: Staff on open ended and FTCs by year, gender and contract function

STEM/ AHSSBL	Contract Function	Contract Type	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
			F	M	F	M	F	M	F	M	F	M	F	M
			STEM											
STEM	Teaching and Research	Open	81	304	96	331	108	336	121	340	125	344	138	383
		FTC	█	█	█	█	█	█	█	█	█	█	█	█
		% FTC	1%	1%	1%	2%	1%	2%	1%	3%	0%	2%	0%	1%
	Teaching	Open	16	33	18	38	19	41	23	44	24	46	29	49
		FTC	█	█	6	█	█	6	7	13	20	22	15	20
		% FTC	6%	3%	25%	7%	14%	13%	23%	23%	45%	32%	34%	29%
	Research	Open	20	18	19	16	17	18	19	26	20	27	19	21
		FTC	88	171	86	172	98	175	106	174	100	171	117	175
		% FTC	81%	90%	82%	91%	85%	91%	85%	87%	83%	86%	86%	89%
	Other	Open	█	█	█	█	6	█	█	█	█	█	█	7
		FTC	█	12	█	15	█	13	█	█	█	█	█	█
		% FTC	50%	71%	17%	79%	25%	72%	75%	50%	43%	63%	56%	42%
AHSSBL														
AHSSBL	Teaching and Research	Open	66	134	66	144	71	141	78	148	88	152	96	134
		FTC	█	█	█	█	█	█	█	█	█	█	█	█
		% FTC	0%	1%	0%	1%	0%	2%	1%	1%	4%	0%	1%	1%
	Teaching	Open	36	22	31	16	22	16	21	16	25	21	27	26
		FTC	6	7	6	6	7	9	6	13	8	9	10	12
		% FTC	14%	24%	16%	27%	24%	36%	22%	45%	24%	30%	27%	32%
	Research	Open	█	█	█	█	█	█	█	█	█	█	█	█
		FTC	13	15	14	11	14	8	18	8	16	10	18	7
		% FTC	93%	100%	100%	100%	100%	100%	95%	100%	94%	100%	95%	88%
	Other	Open	█	█	█	█	█	█	█	█	█	█	█	█
		FTC	█	█	█	█	█	█	█	█	█	█	█	█
		% FTC	33%	0%	20%	50%	25%	0%	0%	0%	0%	0%	0%	0%

- The proportion of academic and research staff on FTCs is higher in STEM (year on year between 41% and 44% for women, and 32% and 34% for men) than in AHSSBL (between 16% and 20% for women, and 10% and 13% for men).
- Most researchers' posts are funded through external time-limited grants; researchers in STEM and AHSSBL are significantly more likely to be employed on FTCs than teaching and research or teaching staff.
- In STEM around 9 out of 10 researchers are on FTCs. In 2018/19, of 137 female academic staff on FTCs, 85% are research, 11% are teaching and 0% research and teaching. Similarly, of 204 male academic staff on FTCs in 2018/19, 86% are research, 10% teaching, and 2% research and teaching.
- In AHSSBL, the numbers of FTCs are smaller and more dispersed by function. In 2018/19, of 29 female academic staff on FTCs, 62% are research and 34% teaching. For the 20 male academic staff on FTCs, the percentages are reversed: 35% research and 60% teaching.
- From 2013/14 to 2018/19, the proportion of teaching staff on FTCs has steadily risen to 31% in STEM (n=20 out of 69), and 29% (n=12 out of 38) in AHSSBL. While the % increases are large, this is a relatively small group of people and increases are explained by the fact that we need more specialists on fixed term contracts – these are individuals, whose main employment is in another organisation, brought in for curriculum enrichment, for example, architects, physiotherapists and accountants.

UoB is committed to fulfilling the obligations of the 2019 Concordat to Support the Career Development of Researchers and continues to collectively consult with its trade unions on ways to improve the security of employment, such as, reducing the use of short-term contracts, providing bridging facilities, and flexible criteria for maternity and paternity benefits.

FTC staff achieving 4-years' continuous service are moved to permanent contracts. We operate a Redeployment Register so that all staff at risk of redundancy are given priority access to apply for redeployment to posts at their grade and one below. However, we do not have a detailed analysis of effectiveness of redeployment scheme, uptake by staff and if there are any gendered patterns. We will also reduce the use of FTCs (**AP 4.3**).

UoB allows short periods of unpaid leave to maintain continuity of service between contracts. There is recognition that the barriers to career progression for researchers, particularly from a fixed-term (grade 7 or 8) to an open-ended (grades 8+) contract are linked to opportunities to show research independence and leadership. We have established a working group to create a transparent and merit-based policy for researchers to become CO-Is or PIs on grants (**AP 4.1**).

There are no research & teaching staff on casual/hourly paid contracts.

iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Table 4.11: STEM staff by contract function, gender and year 2013-2019

Gender	Contract function	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	Research	108	105	115	125	120	136
	Teaching	17	24	22	30	44	44
	Teaching and Research	82	97	109	122	125	138
Male	Research	189	188	193	200	198	196
	Teaching	34	41	47	57	68	69
	Teaching and Research	307	338	343	349	350	367

Table 4.12: Distribution of STEM staff between contract functions by gender and year 2013-2019

Gender	Contract	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	Research	52%	46%	47%	45%	42%	43%
	Teaching	8%	11%	9%	11%	15%	14%
	Teaching and Research	40%	43%	44%	44%	43%	43%
Male	Research	36%	33%	33%	33%	32%	31%
	Teaching	6%	7%	8%	9%	11%	11%
	Teaching and Research	58%	60%	59%	58%	57%	58%

Table 4.13: AHSSBL staff by contract function, gender and year 2013/14 - 2018/19

Gender	Contract function	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	Research	108	105	115	125	120	136
	Teaching	17	24	22	30	44	44
	Teaching and Research	82	97	109	122	125	138
Male	Research	189	188	193	200	198	196
	Teaching	34	41	47	57	68	69
	Teaching and Research	307	338	343	349	350	367

Table 4.14: Distribution of AHSSBL staff between contract functions by gender and year 2013-2019

Gender	Contract	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	Research	11%	12%	12%	15%	12%	12%
	Teaching	34%	32%	25%	22%	23%	24%
	Teaching and Research	54%	56%	62%	63%	65%	63%
Male	Research	8%	6%	5%	4%	5%	4%
	Teaching	16%	12%	14%	16%	16%	20%
	Teaching and Research	76%	82%	81%	80%	79%	76%

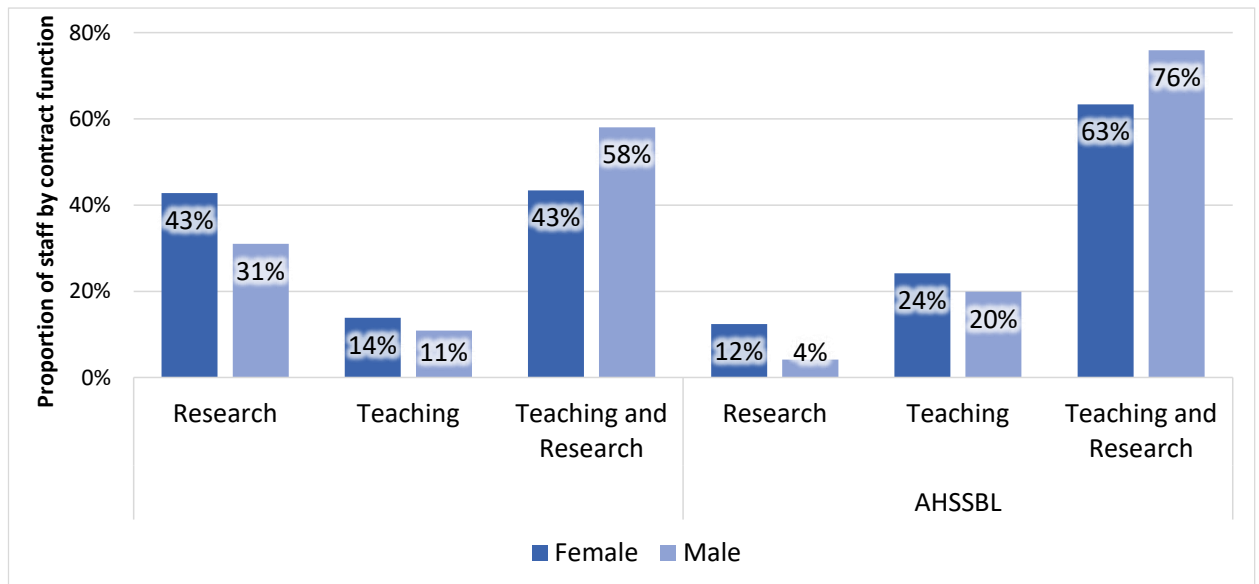


Figure 4.1.6: Distribution of STEM and AHSSBL staff between contract functions by gender in 2018/19

In STEM:

- In 2018/19 35% of staff were on Research, 12% Teaching and 53% on Teaching and Research contracts.
- Staff numbers have increased by 29%, although increases are not even by contract function. Teaching staff numbers increased by 122%, Teaching and Research by 30% and Research staff by 12%, resulting in the proportion employed on research contracts falling and those on teaching contracts increasing.
- Men are more likely to be employed on Teaching and Research contracts and women are more likely to be employed on Research contracts. In 2018/19, 58% of men were employed on Teaching and Research contracts compared to 43% of women. **(AP 4.1).**

In AHSSBL:

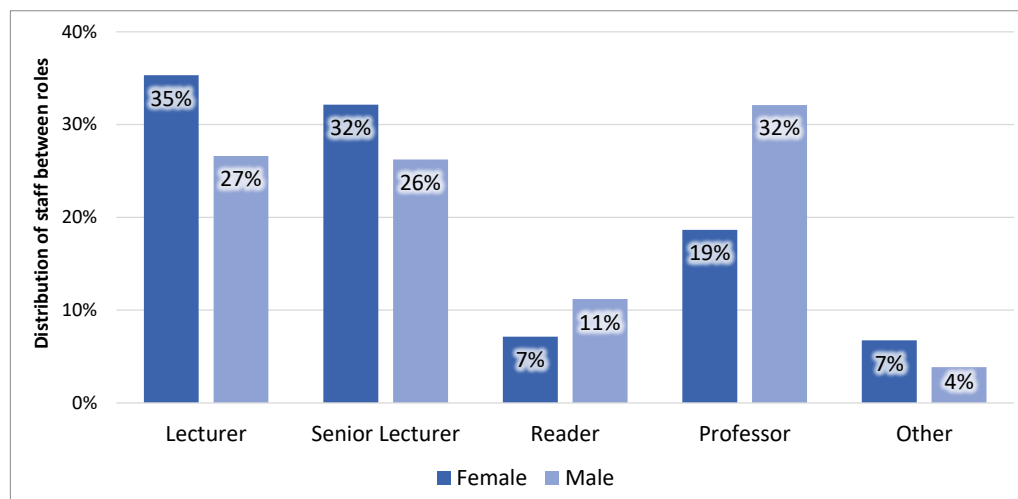
- In 2018/19 8% of staff were on Research, 22% on Teaching and 70% on Teaching and Research contracts.
- Staff numbers have increased by 14%, but there has been relatively little change in the distribution of staff between contract functions.
- The gendered differences are less than in STEM, but men are more likely to be employed on Teaching and Research contracts, and women on Research contracts. **(AP 4.1).**

Table 4.15: Distribution of staff between grade by contract function in 2013/14 & 2018/19

Contract Function	Role/Grade	2013/14			2018/19		
		Female	Male	% Female	Female	Male	% Female
Research	Total	123	205	38%	165	209	44%
	Research Assistant/Grade 6	15	21	42%	22	19	54%
	Research Associate/Grade 7	79	145	35%	92	133	41%
	Research Fellow/Prize Fellow/Grade 8	23	28	45%	43	42	51%
	Senior Research Fellow/Grade 9	1	2	33%	1	3	25%
	Other	5	9	36%	7	12	37%
Teaching	Total	67	67	50%	111	120	48%
	Teaching Fellow/Grade 8	64	57	53%	100	94	52%
	Senior Teaching Fellow/Grade 9	3	10	23%	11	26	30%
Teaching and Research	Total	165	469	26%	252	545	32%
	Lecturer/Grade 8	61	117	34%	89	145	38%
	Senior Lecturer/Grade 9	50	118	30%	81	143	36%
	Reader/Grade 9	18	54	25%	18	61	23%
	Professor	21	158	12%	47	175	21%
	Other	15	22	41%	17	21	45%
Total		355	741	32%	528	874	38%

- Among Research Staff, there is some evidence of a leaky pipeline.
- For teaching staff, women are less likely to be in a senior teaching fellow role than men and overall, in 2018/19 just 15% of teaching staff are at a higher grade. We will improve the promotion process for teaching fellows to increase application and success rates (**AP 4.4**).
- Teaching and Research staff dominate at higher grades. The leaky pipeline in respect of women is clear (table 4.15): in 2018/19, 21% of women Teaching and Research staff are Professors compared to 32% of men. Although our actions have achieved impact in reducing the leaky pipeline effect, there is still a way to go. Hence, we will provide more support for female SLs applying for promotion (**AP 4.5**).

Figure 4.1.7: Distribution of Teaching and Research staff between roles by gender 2018/19



iv) *Academic leavers by grade and gender*

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Table 4.16: Academic staff leavers by gender and contract type 2013-2019.

STEM/ AHSSBL	Grade	Year	Female			Male		
			Staff	Leavers	Turnover	Staff	Leavers	Turnover
STEM	Teaching and Research	2013/14	82	█	5%	307	15	5%
		2014/15	97	6	6%	338	10	3%
		2015/16	109	6	6%	343	17	5%
		2016/17	125	█	3%	357	17	5%
		2017/18	125	7	6%	350	22	6%
		2018/19	138	8	6%	367	16	4%
	Teaching- Only	2013/14	17	█	18%	34	10	29%
		2014/15	24	█	17%	41	8	20%
		2015/16	22	7	32%	47	7	15%
		2016/17	30	█	13%	56	7	13%
		2017/18	44	11	25%	68	14	21%
		2018/19	44	7	16%	69	6	9%
	Research- Only	2013/14	108	38	35%	189	48	25%
		2014/15	105	41	39%	188	65	35%
		2015/16	115	48	42%	193	72	37%
		2016/17	125	43	34%	195	89	46%
		2017/18	122	62	51%	201	98	49%
		2018/19	136	35	26%	196	91	46%
AHSSBL	Teaching and Research	2013/14	66	6	9%	136	14	10%
		2014/15	66	9	14%	146	17	12%
		2015/16	71	8	11%	144	12	8%
		2016/17	79	8	10%	150	7	5%
		2017/18	92	8	9%	152	17	11%
		2018/19	97	10	10%	145	15	10%
	Teaching- Only	2013/14	42	10	24%	29	8	28%
		2014/15	37	11	30%	22	13	59%
		2015/16	29	█	14%	25	█	8%
		2016/17	27	8	30%	29	█	14%
		2017/18	33	7	21%	30	12	40%
		2018/19	37	7	19%	38	█	5%
	Research- Only	2013/14	14	6	43%	15	█	33%
		2014/15	14	6	43%	11	█	45%
		2015/16	14	6	43%	9	8	89%
		2016/17	19	11	58%	9	8	89%
		2017/18	17	9	53%	10	█	30%
		2018/19	19	5	26%	8	7	88%

For STEM:

- Turnover rates for Teaching and Research staff are low at about 5% for women and men.
- Teaching staff turnover rates vary greatly. In the last 6 years rates have varied between 12% and 25%, although there are no clear gendered patterns.
- Turnover rates for researchers are highest, varying between 29% and 50%. The high rates are in line with the fact that most researchers are on time limited external funding.

For AHSSBL:

- Turnover rates for Teaching and Research staff are around 10% for women and men.
- Teaching staff turnover rates vary greatly. Over the last 6 years overall rates have varied between 11% and 41%, although there are no clear gendered patterns.
- Turnover rates for researchers are highest, varying between 38% and 68%. Again, there are no significant gender differences.

Table 4.17: Reasons for leaving for academic staff by gender 2013-2019

Leaving Reasons	Female		Male	
	N	%	N	%
Deceased	█	0%	█	0%
Expiry fixed term contract	274	49%	354	48%
Resignation	217	39%	281	38%
Dismissal	█	0%	█	0%
Redundancy	11	2%	10	1%
Retirement	12	2%	47	6%
Other reason	6	1%	6	1%
Unknown	37	7%	32	4%
Total	561	100%	733	100%

- There is little difference in the patterns of leaving reasons for women and men: men are slightly more likely to retire than women which reflects the demographic of more men in senior positions.
- Expiry of a fixed term contract was the most common reason given for leaving accounting for almost half those leaving which correlates with the typical profile of research staff.
- Most resignations were because staff were taking up positions elsewhere as indicated in exit interviews which are offered to all members of staff yet take up is low and no meaningful conclusions can be drawn. We will improve the collection of qualitative data from leavers (**AP 4.11**).

Table 4.18: Number of staff leaving by Open-ended contract/fixed term contract by gender 2013-2019

STEM/ AHSSBL	Fixed or Open ended contract	Year	Female			Male		
			Staff	Leavers	Turnover	Staff	Leavers	Turnover
STEM	Fixed Term Contract	2013/14	94	36	38%	187	64	34%
		2014/15	94	53	56%	197	77	39%
		2015/16	104	51	49%	201	84	42%
		2016/17	117	47	40%	200	98	49%
		2017/18	123	69	56%	204	112	55%
		2018/19	137	41	30%	204	99	49%
	Open	2013/14	121	11	9%	360	19	5%
		2014/15	138	12	9%	389	20	5%
		2015/16	150	11	7%	400	22	6%
		2016/17	164	5	3%	414	21	5%
		2017/18	173	11	6%	420	24	6%
		2018/19	190	11	6%	440	17	4%
AHSSBL	Fixed Term Contract	2013/14	21	17	81%	24	14	58%
		2014/15	21	21	100%	20	12	60%
		2015/16	22	14	64%	20	10	50%
		2016/17	25	20	80%	23	13	57%
		2017/18	28	17	61%	19	15	79%
		2018/19	29	16	55%	20	10	50%
	Open	2013/14	107	10	9%	158	15	9%
		2014/15	101	22	22%	161	23	14%
		2015/16	96	9	9%	159	13	8%
		2016/17	102	9	9%	166	7	4%
		2017/18	115	8	7%	175	17	10%
		2018/19	129	9	7%	174	15	9%

- In STEM and AHSSBL, FTC leaving rates are notably higher than for open-ended contracts. Most FTC staff are researchers on time limited, external funding and leave at the end of their contracts.
- There are no clear gendered patterns.

Table 4.19: Number of staff leaving by FT/ PT status and by gender 2013-2019

STEM	Full Time	2013/14	166	36	22%	504	70	14%
		2014/15	176	42	24%	537	77	14%
		2015/16	191	44	23%	549	87	16%
		2016/17	206	37	18%	545	104	19%
		2017/18	215	59	27%	558	106	19%
		2018/19	236	36	15%	576	96	17%
	Part Time	2013/14	49	11	22%	43	13	30%
		2014/15	56	23	41%	49	20	41%
		2015/16	63	18	29%	52	19	37%
		2016/17	75	15	20%	69	15	22%
		2017/18	81	21	26%	66	30	45%
		2018/19	91	16	18%	68	20	29%
AHSSBL	Full Time	2013/14	91	13	14%	155	18	12%
		2014/15	89	23	26%	154	26	17%
		2015/16	107	17	16%	158	17	11%
		2016/17	116	16	14%	167	11	7%
		2017/18	129	15	12%	171	23	13%
		2018/19	133	18	14%	175	20	11%
	Part Time	2013/14	37	14	38%	27	11	41%
		2014/15	33	20	61%	27	9	33%
		2015/16	11	6	55%	21	6	29%
		2016/17	11	█	27%	22	9	41%
		2017/18	14	10	71%	23	9	39%
		2018/19	25	7	28%	19	█	26%

- Leaving rates for PT staff are generally higher than those for FT. We are looking at support for PT staff **(AP 4.6)**.
- Although number of leavers are relatively small, average leaving rates for FT women in STEM are higher than those for men (22% vs.16%) and for PT women are lower than men's (26% vs.34%). Leaving rates are similar for FT women and men in AHSSBL, and although are different for AHSSBL PT women and men, the numbers of leavers are too small to draw firm conclusions.

BAP 2.8 Achieved: Analyse PT Staff leaving rates data

v) *Equal pay audits/reviews*

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Table 4.20: Median salaries for women and men by job family

Scale Point	Annual Salary	Hourly Rate	Medians
43 (Grade 8)	£48,677	£25.65	E&R Median (M)
40 (Grade 8)	£44,559	£23.48	E&R Median (F)
35 (Grade 7)	£38,460	£20.26	FTE Median (M)
29 (Grade 6)	£32,236	£16.98	FTE Median (F)
22 (Grade 6)	£26,243	£13.83	PTO Median (M & F)

UoB has conducted Equal Pay Audits annually since 2010. In 2018, the UoB reported that the mean hourly wage for women was 19.8% lower than men. As with the rest of the sector, the number of males at senior levels, compared with female staff, is the key factor influencing this pay differential.

Our Gender Pay Gap Working Group (GPGWG) was established as a working group of the EDI Committee in 2018, jointly with the Trade Unions, with the objective to understand the nature of the GPG and identify systemic causes. The GPGWG reviewed data by job family, contract function, examining recruitment, promotion, attrition, and caring responsibilities. GPG was analysed as the median value of the pay distribution and at the 25th and 75th centiles for a clear picture of pay differentials.

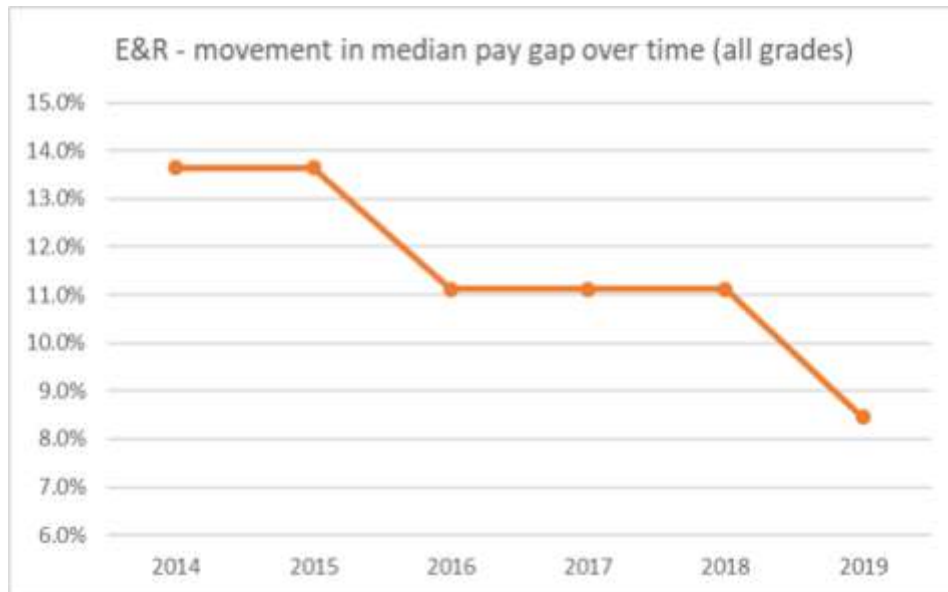


Figure 4.1.8: Gender pay gap movement in median pay gap among E&R job family (all grades) 2013-2019

The median pay gap for the E&R job family shows a downward trend, from just under 14% in 2013 to just over 8% in 2019, although there remains a persistent pay gap.

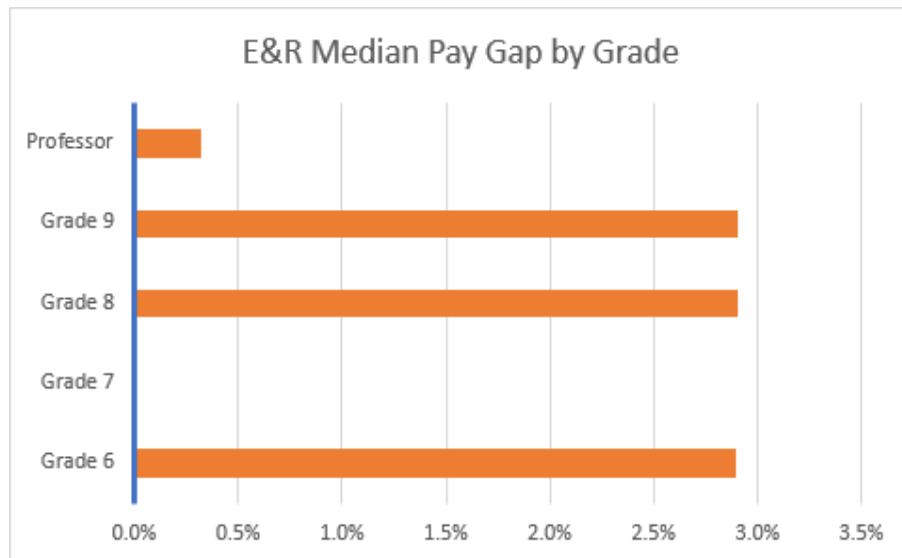


Figure 4.1.9: Median gender pay gap by grade 2019 (Orange bars represent a pay gap in favour of men)

In the E&R job family, at the median of the wage distribution, there is evidence of some gender gap, for grades 6, 8 and 9, with a median wage for women about 3% lower than men.

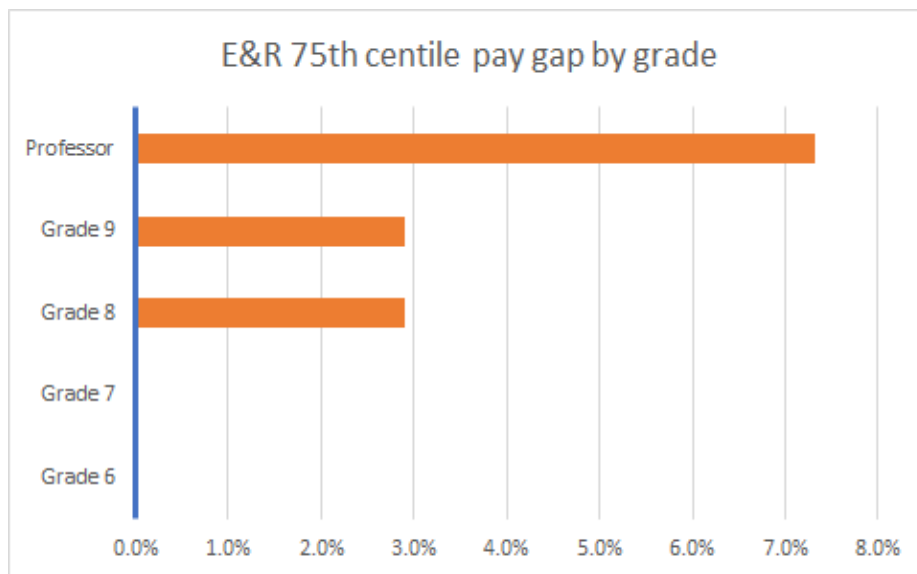


Figure 4.1.10: 75th centile pay gap by grade 2019 (Orange bars represent a pay gap in favour of men)

At the higher quartile (75th centile), there is a notable gender gap at Professorial level, with women receiving about 7% lower pay than men. We will improve the gender pay gap at professorial level **(AP 4.7)**.

GPGWG created an Action Plan in 2020 to address the causes of the gender pay gap.

Table 4.21: GPGWG's Top Three Priorities for Action

Pay Gap Action	How will this be achieved
Consider the agility and flexibility of the internal promotion system vis-a-vis the dynamics of the external job market and how this might discourage talented female and male staff alike from staying.	Perform a bottom-up review of the ACP documentation and process against the key requirements for someone progressing their career in the University and understand if these requirements might be met in a less bureaucratic and quicker way.
Develop an appropriate package of measures in consultation with academics to help them get back up to speed sooner on returning from a maternity break/caring responsibility.	Set up a working group to develop a package of measures and an approach to their application that is focused on supporting the role and career goals of the individual as they are part of our community [regardless of their job family or level]
Developing a more transparent pay and career progression framework for the professoriate, and clearly communicate this to all parties.	Create a pay spine for professorial pay
	Develop explicit progression criteria
	Determine the frequency of any such exercise, and the mechanisms by which it will work. Publish these.

Actions from 4.1:

- AP4.1 Establish a transparent policy for grade 7/8 fixed-term contract researchers to become CO-Is or PIs on grants
- AP4.2 Examine barriers to career progression beyond grade 8 in STEM/AHSSBL and generate targeted support plan
- AP4.3 Support staff on fixed term contracts: understand redeployment and reduce use of FTCs
- AP4.4 Improve the promotion process for teaching fellows to increase application and success rates
- AP4.5 Improve support for female Senior Lecturers applying for promotion
- AP4.6 Develop a greater understanding of the impact of PT work on leaving rates and improve support for PT staff
- AP4.7 Address gender pay gap amongst staff within the professoriate

4.2 Professional and support staff data

Professional and support staff are either members of the MSA or TE job family.

Professional and support staff by gender and grade

Table 4.22 MSA staff by grade and gender 2014-2019

Grade	2014/15			2015/16			2016/17			2017/18			2018/19		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Modern Apprentice	0	0	-	█	█	75%	0	0	-	0	0	-	0	0	-
Grade 1	█	█	60%	█	█	29%	0	0	-	0	0	-	0	0	-
Grade 2	█		100%	█	█	33%	█	█	50%	█	█	50%	█	█	57%
Grade 3	29	█	94%	28	█	90%	32	█	86%	25	█	93%	26	█	87%
Grade 4	119	16	88%	128	9	93%	108	11	91%	106	8	93%	105	9	92%
Grade 5	167	25	87%	182	37	83%	199	40	83%	209	47	82%	219	43	84%
Grade 6	178	69	72%	191	62	75%	206	70	75%	217	65	77%	236	69	77%
Grade 7	154	87	64%	153	97	61%	164	100	62%	182	126	59%	194	131	60%
Grade 8	88	55	62%	105	59	64%	109	65	63%	124	71	64%	132	73	64%
Grade 9	27	19	59%	25	21	54%	22	21	51%	27	19	59%	24	18	57%
ALC6	6	16	27%	█	17	19%	█	18	18%	█	19	14%	5	18	22%
Professor	0	0	-	0	0	-	0	0	-	█	█	50%	0	0	-
Total	772	291	73%	822	313	72%	849	335	72%	899	363	71%	945	368	72%

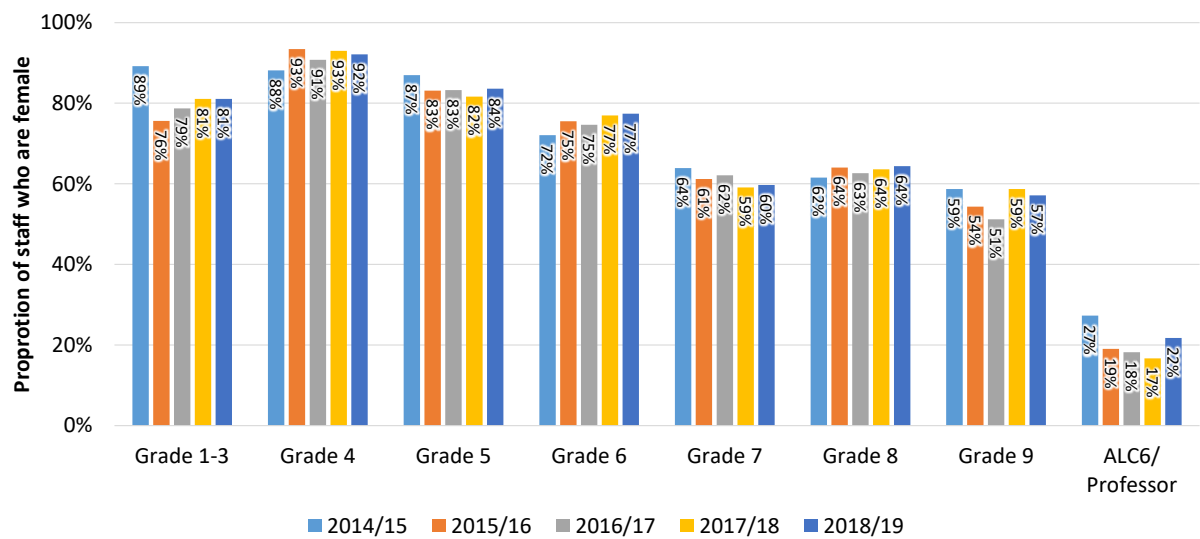


Figure 4.20: Proportion of female staff in the MSA job family by grade 2014-2019

- Over the past 5 years, women have made up approximately 70% of the MSA workforce. In 2018/19, this is 73%, which is higher than the sector average of 62.8% (Advance HE). We will increase the number of male administrative staff in MSA (**AP 4.9**).
- Women’s representation falls with increasing seniority such that, although women are in the majority up to and including grade 9, only 1 in 5 staff at ACL6/Professor level are female, with the average salary (FTE) for male postholders at £107,406, for female postholders at £98,547 – a 9% differential.
- Grades 6 and above have a different set of terms and conditions that includes better pension contributions and more annual leave than Grade 5 and below. This disproportionately affects women. We will address the leaky pipeline for females in the MSA job family (**AP 4.8**).

Table 4.23: TE staff by grade and gender 2014-2019

Grade	2014/15			2015/16			2016/17			2017/18			2018/19		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Grade 1	9	█	82%	█	█	89%	0	0	-	0	0	-	0	0	-
Grade 2	0	█	0%	█	█	67%	6	9	40%	5	8	38%	█	8	33%
Grade 3	█	█	67%	█	█	100%	█	█	100%	█	█	100%	█	█	100%
Grade 4	█	█	67%	█	█	75%	█	█	75%	█	█	75%	█	█	60%
Grade 5	11	38	22%	14	38	27%	18	34	35%	16	29	36%	15	25	38%
Grade 6	9	39	19%	10	41	20%	9	40	18%	11	43	20%	12	48	20%
Grade 7	█	12	20%	7	13	35%	█	14	22%	6	18	25%	6	19	24%
Grade 8	█	█	38%	█	█	43%	█	█	38%	█	█	25%	█	8	11%
Grade 9	0	█	0%	█	█	0%	█	█	0%	█	█	0%	█	█	0%
Total	39	100	28%	50	100	33%	46	104	31%	46	107	30%	44	112	28%

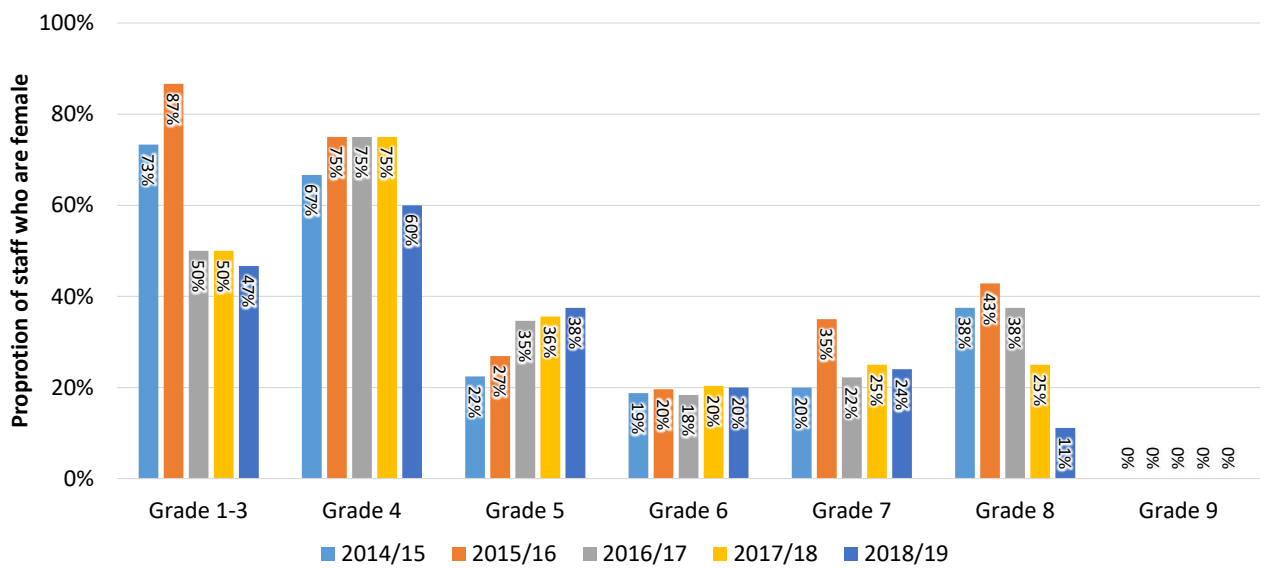


Figure 4.21: Proportion of staff who are female in the TE job family 2014-2019

- In the TE job family men made up between 67% – 72% of the workforce over the past 5 years.
- In 2018/19 28% of TE staff are female but female representation falls with increasing seniority such that over half the staff at Grades 1-4 are female but none at Grade 9.
- One of our Bronze action plan targets was to increase the proportion of female technical staff in the Faculty of Engineering and Design to 20%. This was unrealistic. The low turnover of technical staff limits opportunities to address this balance, and recent Technician Commitment reports show that nationwide only 11% of engineering technicians are female.

Table 4.24: Number of MSA staff by gender in academic departments and central teams, 2014-2019

Year	Gender	STEM	AHSSBL	Central Teams
2018/19	Female	128	162	655
	Male	20	23	325
	% Female	86%	88%	67%
2014/15	Female	122	147	630
	Male	14	22	327
	% Female	90%	87%	66%

It has always been difficult to attract male workers to administration roles, especially in the Faculty of Engineering and Design. Recent efforts using gender decoders to review job advertisements and job descriptions are showing promising signs, but we need to do more to increase the number of men within administration roles (AP 4.9).

Table 4.25: PTO FT and PT working by job family and gender 2014-2019

Staff	FT/PT	2014/15		2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M	F	M
MSA	FT	472	274	495	295	494	318	505	327	539	325
	PT	300	17	327	18	355	17	394	36	406	43
	% PT	39%	6%	40%	6%	42%	5%	44%	5%	43%	12%
TE	FT	29	93	36	94	33	95	35	98	34	97
	PT	10	7	14	6	13	9	11	9	10	15
	% PT	26%	7%	28%	6%	26%	9%	24%	8%	23%	13%

- Among both MSA and TE staff, women are more likely to work PT than men.
- Among TE staff, the proportion of men working PT has almost doubled, albeit the numbers are small.

Table 4.26: PTO FT and PT working by job family, gender and grade 2018/19

Grade	Gender	MSA			T&E		
		FT	PT	% PT	FT	PT	% PT
Grade 2	Female	0	0	-	█	█	25%
	Male	0	0	-	█	█	13%
Grade 3	Female	6	20	77%	█	█	33%
	Male	█	█	25%	█	█	-
Grade 4	Female	47	58	55%	█	█	33%
	Male	█	█	11%	█	█	50%
Grade 5	Female	124	95	43%	11	█	27%
	Male	34	9	21%	22	█	12%
Grade 6	Female	132	104	44%	10	█	17%
	Male	64	5	7%	42	█	11%
Grade 7	Female	120	74	38%	6	0	0%
	Male	116	15	11%	18	0	0%
Grade 8	Female	81	51	39%	█	█	100%
	Male	63	10	14%	█	█	25%
Grade 9	Female	22	█	8%	0	0	-
	Male	18	0	0%	█	█	50%
ALC6/Professor	Female	█	█	40%	0	0	-
	Male	18	0	0%	0	0	-

- The proportion of women who work PT falls with increasing seniority. There is not such a clear pattern for men.

This could be because of perceptions that senior roles are incompatible with PT working, or because PT staff feel unable to apply for more senior roles. To fully understand the reasons, we will examine the impact of PT working on career progression to senior roles (**AP 4.10**).

Ethnicity

Table 4.27: Ethnicity of PTO staff by job family and gender 2014-2019

Year	Gender	Total			MSA			T&E		
		BAME	White	% BAME	BAME	White	% BAME	BAME	White	% BAME
2013/14	Female	38	751	5%	33	719	4%	█	32	14%
	Male	25	373	6%	20	279	7%	█	94	5%
2014/15	Female	48	803	6%	46	767	6%	█	36	5%
	Male	26	397	6%	21	305	6%	█	92	5%
2015/16	Female	46	843	5%	44	800	5%	█	43	4%
	Male	23	414	5%	18	324	5%	█	90	5%
2016/17	Female	50	866	5%	48	826	5%	█	40	5%
	Male	26	431	6%	21	336	6%	█	95	5%
2017/18	Female	55	914	6%	50	874	5%	█	40	11%
	Male	25	474	5%	19	375	5%	█	99	6%
2018/19	Female	63	949	6%	58	912	6%	█	37	12%
	Male	28	482	5%	21	382	5%	█	100	7%

- Around 5% of MSA staff self-declare as BAME. There are no gendered patterns.
- Among TE staff, the proportion who are BAME increased in 2017/18, but the numbers are too small to draw firm conclusions or gendered patterns.

While cautious in drawing conclusions, the 2011 Census showed the population of Bath was 5.3% BAME. We observe that lower grade roles attract local applicants while higher graded roles draw from national recruitment pools. The overall proportion of PTO staff who are BAME is representative of the local population but is low compared to national BAME representation.

Professional and support staff on fixed-term, open-ended/permanent and zero-hours contracts by gender

The University does not employ PTO staff on zero-hour contracts. Contracts for casual workers are used sparingly - e.g., for student ambassadors – and outline the expected number of hours over a specific time frame. Hiring managers are encouraged to use temporary agency staff for short term vacancy filling up to 9 weeks.

The University takes a cautious approach to the use of FTC PTO staff, encouraging line managers to allow team members to take secondment opportunities that benefit the individual and the University as a whole.

Table 4.28: PTO fixed term and open-ended contracts by work area, job family, gender and grade 2014-2019

Work area	Grade	Gender	MSA			T&E			
			FTC	Open	% FTC	FTC	Open	% FTC	
STEM	2014/15	Female	14	101	14%	7	32	18%	
		Male	█	█	18%	15	85	15%	
	2015/16	Female	23	111	17%	10	37	21%	
		Male	█	█	19%	12	83	13%	
	2016/17	Female	20	104	16%	9	34	21%	
		Male	█	13	19%	12	86	12%	
	2017/18	Female	23	99	19%	█	37	12%	
		Male	5	9	36%	14	87	14%	
	2018/19	Female	32	96	25%	█	36	10%	
		Male	8	12	8%	18	85	17%	
	AHSSBL	2014/15	Female	19	141	12%	█	█	0%
			Male	█	17	6%	█	█	0%
2015/16		Female	24	138	15%	█	█	0%	
		Male	█	20	13%	█	█	0%	
2016/17		Female	34	134	20%	█	█	0%	
		Male	█	17	19%	█	█	0%	
2017/18		Female	26	121	18%	█	█	0%	
		Male	7	15	32%	█	█	0%	
2018/19		Female	30	132	19%	█	█	0%	
		Male	8	15	35%	█	█	33%	
Central		2014/15	Female	58	370	14%	█	█	0%
			Male	24	218	10%	█	█	0%
	2015/16	Female	73	453	14%	█	█	0%	
		Male	32	242	12%	█	█	0%	
	2016/17	Female	73	484	13%	█	█	0%	
		Male	39	259	13%	█	█	0%	
	2017/18	Female	88	491	15%	█	█	0%	
		Male	39	152	20%	█	█	25%	
	2018/19	Female	104	551	16%	█	█	0%	
		Male	42	283	13%	█	█	50%	

Table 4.29: MSA fixed term and open-ended contracts by grade 2018/19

Grade	Female			Male		
	Open	FTC	%FTC	Open	FTC	%FTC
Grade 2	█	█	100%	█	█	100%
Grade 3	20	█	23%	█	█	75%
Grade 4	92	13	12%	█	█	33%
Grade 5	183	36	16%	38	█	12%
Grade 6	190	46	19%	59	10	14%
Grade 7	159	35	18%	119	12	9%
Grade 8	108	24	18%	53	20	27%
Grade 9	22	█	8%	16	█	11%
ALC6	█	█	0%	18	█	0%

Table 4.30: TE fixed term and open-ended contracts by grade 2018/19

Grade	Female			Male		
	Open	FTC	%FTC	Open	FTC	%FTC
Grade 2	█	█	0%	█	█	25%
Grade 3	█	█	0%	█	█	0%
Grade 4	█	█	0%	█	█	0%
Grade 5	14	█	7%	24	█	4%
Grade 6	10	█	17%	37	█	21%
Grade 7	█	█	17%	14	█	22%
Grade 8	█	█	0%	█	█	50%
Grade 9	█	█	0%	█	█	50%
Total	40	█	9%	88	22	20%

- In 2018/19, 83% of MSA staff are on open-ended, permanent contracts. This is in line with the sector average (84.7%). Most FTCs are at grades 5 to 8.
- There are more men on FTCs than women. The exception in STEM FTC for women in 18/19 is due to a number of temporary secondments within the Engineering marketing team. Most FTC post holders have been in post for less than a year. These posts tend to be secondments, for example to cover maternity leave, although some TE staff are time-limited, external funded posts associated with research projects.

The University has a robust redeployment process to support staff who are at risk of end of contract employment termination.

Professional and support staff leavers by grade and gender

Table 4.31: PTO staff leavers by job family, gender and contract type 2014-2019

Grade	Gender	MSA			TE		
		FTC	Open	% FTC	FTC	Open	% FTC
2014/15	Female	47	65	42%	█	█	33%
	Male	17	35	33%	█	█	17%
2015/16	Female	45	77	37%	█	█	20%
	Male	16	44	27%	█	█	20%
2016/17	Female	69	105	40%	█	█	55%
	Male	17	62	22%	█	█	33%
2017/18	Female	92	186	33%	█	█	47%
	Male	36	71	34%	█	█	42%
2018/19	Female	49	96	34%	█	█	5%
	Male	27	45	38%	█	█	27%

Table 4.32: PTO staff leavers by job family, gender and grade 2018/19

Grade	Female			Male		
	Staff	leavers	Turnover	Staff	leavers	Turnover
MSA Staff						
Other	█	█	-	█	█	-
Grade 2	█	█	50%	█	█	-
Grade 3	26	13	50%	█	█	-
Grade 4	105	26	25%	█	█	44%
Grade 5	219	38	17%	43	11	26%
Grade 6	236	31	13%	69	10	14%
Grade 7	194	22	11%	131	14	11%
Grade 8	132	8	6%	73	18	25%
Grade 9	24	█	13%	18	█	17%
ALC6	5		0%	18	█	11%
Total	945	145	15%	368	72	20%
TE Staff						
Grade 2	█	█	█	█	█	25%
Grade 5	15	█	33%	25	█	20%
Grade 6	12	█	33%	48	█	13%
Grade 7	█	█	67%	19	█	5%
Grade 8	█	█	-	8	█	13%
Total	44	20	45%	112	15	13%

- In general, MSA staff leaving rates are higher for lower grade roles.
- Patterns are less clear among TE staff as the numbers of leavers by grade is small.

Table 4.33: PTO Staff reasons for leaving 2018/19

Leaving reason	Female	Male	Total
MSA Staff			
Deceased	█	█	█
Dismissal	█	█	█
Expiry fixed term contract	34	15	49
Left by TUPE	█	█	█
Redundancy	█	█	7
Resignation	97	50	147
Retirement	█	█	10
TE Staff			
Dismissal - Failed probation	█	█	█
Expiry fixed term contract	█	█	█
Left by Mutual Agreement	█	█	█
Resignation	15	10	25
Retirement	█	█	█

Exit interviews suggest that the main reason for departure is resignation, yet we have no further details. Uptake of exit interviews is low. We will aim to improve the collection of qualitative data from leavers to better understand the motivations and key concerns raised. We will also examine any gender-related issues affecting motivations to leave **(AP4.11)**.

Actions from 4.2:

- AP 4.8 Improve the representation of females at senior levels in the MSA job family
- AP 4.9 Increase the number of male administrative staff
- AP 4.10 Examine the impact of PT working on career progression to more senior roles in the TE job family
- AP 4.11 Improve the collection of qualitative data from leavers across all job families

5. *Supporting and advancing women's careers*

5.1 *Key career transition points: academic staff*

(i) *Recruitment*

Break down data by gender and grade for applications, long and shortlisted candidates, offer and acceptance rates.

Tables 5.1.1-5.1.4: Recruitment data break down by gender (5.1.1) and grade (5.1.2) for STEM and by gender (5.1.3) and grade (5.1.4) for AHSSBL

5.1.1 STEM Year	Gender	Applications	Shortlisted	Interviewed	Appointable*	New Starters**	Shortlisted: Applications	Interviewed: Shortlisted	Appointable: Interviewed	Appointable: Applications
2013/14	Female	935	202	168	51		22%	83%	30%	5%
	Male	2397	347	300	115		14%	86%	38%	5%
	% Female	28%	37%	36%	31%					
2014/15	Female	890	187	157	66	64	21%	84%	42%	7%
	Male	2931	408	323	91	109	14%	79%	28%	3%
	% Female	23%	31%	33%	42%	37%				
2015/16	Female	1089	217	190	75	98	20%	88%	39%	7%
	Male	3026	451	404	132	152	15%	90%	33%	4%
	% Female	26%	32%	32%	36%	39%				
2016/17	Female	1028	214	192	74	77	21%	90%	39%	7%
	Male	2625	427	364	113	141	16%	85%	31%	4%
	% Female	28%	33%	35%	40%	35%				
2017/18	Female	1330	253	217	84	92	19%	86%	39%	6%
	Male	3011	558	471	147	120	19%	84%	31%	5%
	% Female	31%	31%	32%	36%	43%				
2018/19	Female	1295	285	235	92	104	22%	82%	39%	7%
	Male	2768	473	414	133	141	17%	88%	32%	5%
	% Female	32%	38%	36%	41%	42%				
Overall	Female	6567	1358	1159	442	435	21%	85%	38%	7%
	Male	16758	2664	2276	731	703	16%	85%	32%	4%
	% Female	28%	34%	34%	38%	38%				

* Not all interviewees judged appointable will receive a job offer as the number of positions available is limited.

** New starters data are taken from a database with a different reporting period and includes staff taken on without interview (e.g. graduate teaching assistants).

5.1.2 STEM Grade	Gender	Applications	Shortlisted	Interviewed	Appointable*	Shortlisted: Applications	Interviewed: Shortlisted	Appointable: Interviewed	Appointable: Applications
Grade 5	Female	124	20	17	5	16%	85%	29%	4%

	Male	58	█	█	█	9%	80%	75%	5%
	% Female	68%	80%	81%	63%				
Grade 6	Female	1018	138	120	44	14%	87%	37%	4%
	Male	649	100	87	37	15%	87%	43%	6%
	% Female	61%	58%	58%	54%				
Grade 7	Female	1806	487	416	161	27%	85%	39%	9%
	Male	4450	950	804	284	21%	85%	35%	6%
	% Female	29%	34%	34%	36%				
Grade 8	Female	1059	204	168	56	19%	82%	33%	5%
	Male	3159	375	330	95	12%	88%	29%	3%
	% Female	25%	35%	34%	37%				
Grade 9	Female	113	25	22	7	22%	88%	32%	6%
	Male	335	48	41	10	14%	85%	24%	3%
	% Female	25%	34%	35%	41%				
Competitive package (e.g. professor)	Female	431	72	61	25	17%	85%	41%	6%
	Male	1937	293	251	67	15%	86%	27%	3%
	% Female	18%	20%	20%	27%				

* Not all interviewees judged appointable will receive a job offer as the number of positions available is limited.

5.1.3 AHSSBL Year	Gender	Applications	Shortlisted	Interviewed	Appointable*	New Starters**	Shortlisted: Applications	Interviewed: Shortlisted	Appointable: Interviewed	Appointable: Applications
2013/14	Female	693	101	83	20		15%	82%	24%	3%
	Male	950	120	94	35		13%	78%	37%	4%
	% Female	42%	46%	47%	36%					
2014/15	Female	778	100	88	31	28	13%	88%	35%	4%
	Male	1142	132	112	34	50	12%	85%	30%	3%
	% Female	41%	43%	44%	48%	36%				
2015/16	Female	745	100	90	24	38	13%	90%	27%	3%
	Male	963	110	86	33	29	11%	78%	38%	3%

	% Female	44%	48%	51%	42%	57%				
2016/17	Female	750	130	116	34	41	17%	89%	29%	5%
	Male	1060	160	139	34	34	15%	87%	24%	3%
	% Female	41%	45%	45%	50%	55%				
2017/18	Female	718	119	106	36	63	17%	89%	34%	5%
	Male	1213	144	118	29	36	12%	82%	25%	2%
	% Female	37%	45%	47%	55%	64%				
2018/19	Female	565	103	90	37	50	18%	87%	41%	7%
	Male	807	103	83	19	47	13%	81%	23%	2%
	% Female	41%	50%	52%	66%	52%				
Overall	Female	4249	653	573	182	220	15%	88%	32%	4%
	Male	6135	769	632	184	196	13%	82%	29%	3%
	% Female	41%	46%	48%	50%	53%				

* Not all interviewees judged appointable will receive a job offer as the number of positions available is limited.

** New starters data are taken from a database with a different reporting period and includes staff taken on without interview (e.g. graduate teaching assistants).

5.1.4 AHSSBL Grade	Gender	Applications	Shortlisted	Interviewed	Appointable*	Shortlisted: Applications	Interviewed: Shortlisted	Appointable: Interviewed	Appointable: Applications
Grade 6	Female	237	30	23	8	13%	77%	35%	3%
	Male	123	13	12	1	11%	92%	8%	1%
	% Female	66%	70%	66%	89%				
Grade 7	Female	700	155	140	48	22%	90%	34%	7%
	Male	762	124	107	31	16%	86%	29%	4%
	% Female	48%	56%	57%	61%				
Grade 8	Female	1244	174	156	47	14%	90%	30%	4%
	Male	2060	211	166	46	10%	79%	28%	2%
	% Female	38%	45%	48%	51%				
Grade 9	Female	236	37	32	10	16%	86%	31%	4%
	Male	441	64	55	16	15%	86%	29%	4%

	% Female	35%	37%	37%	38%				
Competitive package (e.g. professor)	Female	309	57	44	14	18%	77%	32%	5%
	Male	644	115	94	23	18%	82%	24%	4%
	% Female	32%	33%	32%	38%				

* Not all interviewees judged appointable will receive a job offer as the number of positions available is limited.

** New starters data are taken from a database with a different reporting period and includes staff taken on without interview (e.g. graduate teaching assistants).

Impact: % women recruited increased from 37% to 42% in STEM and from 36% to 52% in AHSSBL

STEM:

- Between 23% and 32% of applicants each year are female, and the proportion is increasing.
- The proportion of female applicants falls with increasing grade from 68% at Grade 5 to 18% for posts such as Chairs.
- Women were more likely to be shortlisted than men (21% of women and 16% of men).
- At all grades except Grade 6, women are more likely to be shortlisted than men.
- The same proportion of women and men shortlisted are interviewed.
- Women who are interviewed are more likely to be identified appointable than men.
- At lower grades, women interviewed are less likely to be deemed appointable than men, but at higher grades, the opposite is true.

AHSSBL:

- On average 41% of applicants are female.
- Women are more likely to be shortlisted than men and more likely to be interviewed.
- Women interviewed are more likely to be appointable than men.
- The proportion of applicants who are female falls with increasing grade from 66% at Grade 6 to 32% for posts such as Chairs.
- For all grades, women are at least as likely as men to be shortlisted and women interviewed are more likely to be deemed appointable.

BAP 3.7 achieved: Further enhancement of recruitment practices.

- Recruitment is planned and approved annually.
- Each vacancy has a gender decoded advert, and a nominated chair who has completed Recruitment Panel/ED&I training.
- Single gender recruitment panels have been abolished.
- Recruitment software requires gender balanced panels.
- Users are not able to select a single-sex panel without explanation.

Feedback on recruitment is gathered within departments and used to improve practice. Appointees report satisfaction with the flexibility offered and visible commitment to ED&I in recruitment:

“The recruitment process for the Prize Fellowship was transparent and efficient ... the requirements and criteria were clear and fair” – Female, Prize Fellow in Chemistry

“Every stage of the recruitment process I felt welcomed and able to perform at my best. I noticed the advert mentioned the department's commitment to equality and inclusivity which I found reassuring and gave a good first impression ... the panel had a mix of genders which I think made me more relaxed” – Female, Lecturer in Mechanical Engineering

Impact: since 2017, more than 850 academic appointments made and representation of women has improved in every academic Department

Table 5.1.5: Comparison of female representation in academic departments identified as ‘below HESA benchmark level’ 2016-19

Architecture and Civil Engineering	81	20%	Arch: 34% CE:23%	95	27%	Arch: 36%, CE:24%
Biology and Biochemistry	84	37%	46%	88	40%	46%
Economics	43	21%	30%	44	23%	31%
Mechanical Engineering	116	16%	17%	124	19%	17%
Pharmacy and Pharmacology	78	49%	50%	74	57%	50%
Physics	53	17%	19%	61	20%	20%
School of Management	127	38%	43%	140	40%	56%

Departments highlighted in 2017 application as requiring support to improve gender balance of academic staff have all improved their gender compositions.

BAP 1.1 achieved: Impact in increasing the % of staff in underrepresented genders.

The main recruitment challenge is a lack of diversity in the applicant pool. Since 2017 actions have address this issue:

- DSAT leads are provided with a dashboard giving a gender/ethnicity/disability breakdown of recruitment to inform Departmental ED&I strategies.
- Advertisements include clear/attractive information about our support structure.
- Adverts screened for implicit gendered language.
- Wider use of Social Media to advertise including ‘talking adverts’.

These actions are yet to translate into a substantial uplift in female applications although STEM departments have seen a slight upward trend.

Addressing gender imbalance in recruitment to senior level positions requires a more ambitious approach. Male applicants to professorial posts in STEM in 2018/19 outnumbered female applicants by 3 to 1.

Our approach to tackle these issues so far include:

- Launched “fast-track to professor” scheme designed to broaden the appeal of our senior-level recruitment
- Male and female contact names on adverts
- Anonymised shortlisting for all STEM posts
- Mandatory that panel members undertake Recruitment Panel & ED&I training
- Diverse panel members to be consistent from shortlisting to assessment. Including people with various genders, ethnicities, ages and neurodiversity.

- Outcome from interview – final offer based on feedback from panel on aggregated scores to avoid bias, halo/horns effect and stereotype threats.

We will:

- Launch a targeted search programme to attract more diverse applicants **(AP 5.1.2)**
- Cease to advertise L/SL/R, and switch L/SL and R/Prof **(AP 5.1.1)**.
- Improve completion rates of ED&I training for hiring managers and ensure annual refresher training is mandatory **(AP 5.1.3)**.

The University benefits from the “Reimagining Recruitment” project which explores barriers to diversity in recruitment for early career researchers and developing innovative inclusive approaches to recruitment. Findings of the research will also inform a recruitment policy development group, whose recommendations will be carried forward by HR in 2021-2023.

In addition, in 2021 UoB signed up to The Women's Work Lab, which supports unemployed mums who experienced challenges in life to become work ready. We will support up to 20 mums in the South West back into the workplace via a meaningful work placement over a 4-week period.

(ii) Induction

Describe the induction and support provided to new all staff at all levels.

Comment on the uptake of this and how its effectiveness is reviewed.

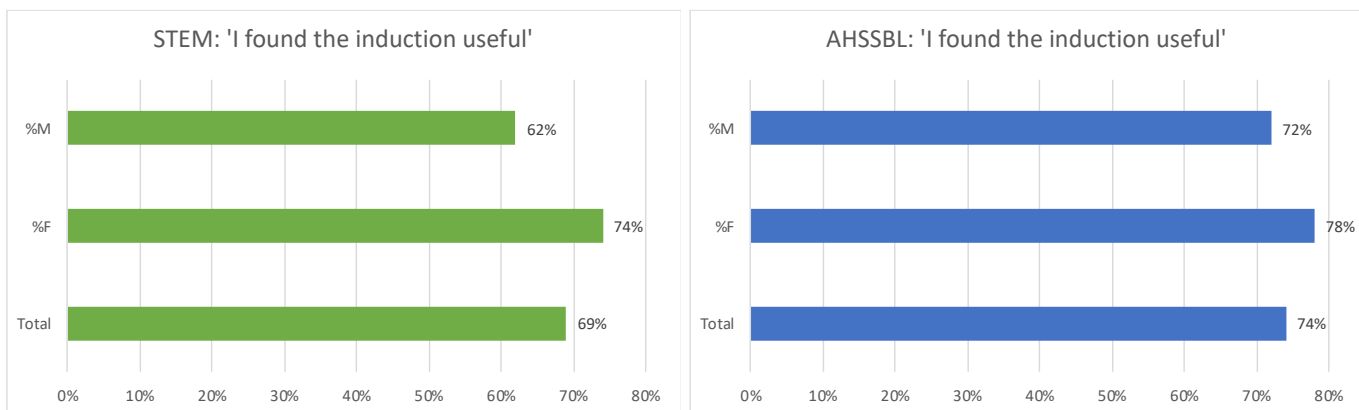
New starters undertake a variety of induction activities both bespoke to departments and coordinated centrally.

- Onboarding
- Mandatory training
- Probationary targets
- Mentors for probationers

Departmental-level focus groups revealed that PDRAs were positive about the career management plans but would benefit from a refreshed induction provision. The HR Workforce Development team will refresh induction offering for early career researchers. **(AP 5.1.5)**.

BAP 1.3 Achievement: Developing PDRA career management plans

Figure 5.1.1: ASDCS feedback: %F and %M agree/strongly agree on usefulness of induction: AHSSBL and STEM



There is general contentment that the induction process covers the essential knowledge required to work in the university. However, there was some variation with over 75% of staff in Biology and Biochemistry and Mechanical Engineering finding induction helpful, compared to just 50% of respondents in Economics and Physics. We will investigate cross Faculty and cross Departmental differences to ensure a consistent, positive experience for all **(AP 5.1.4)**.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Career progression routes in the E&R job family are on Academic Career Progression webpages, with detailed and clear guidance on promotion criteria at all levels. All staff are notified of the twice annual promotion rounds and are encouraged to consider applying.

Academic departments mentor candidates and support the development of their applications before submission to the central Academic Staff Committee (ASC) for decision. Unsuccessful candidates are supported by their HoD to develop a personal action plan based on feedback from ASC to improve their case.

The 2017 AS self-assessment identified variability in the quality of pre-application support provided by departments. We have since enhanced the transparency and fairness of the pre-promotion process:

- A suite of online information and resources has been developed, including a formalised framework and guidance documents.
- Newly instigated Department Promotions Committees are tasked with supporting applicants.

Feedback: F, Lecturer promoted to SL

“It was really useful to have a one-to-one meeting with someone from the [Promotions Committee] to get detailed feedback on how to improve my case”

Faculty promotions committees have been instituted to ensure consistency between departments in the support offered. This new framework was supported through Faculty-wide workshops to highlight the experience of promotion, the non-research focused paths to promotion and the mechanics of the promotion process. We will create profiles of staff at different levels who have recently been promoted. **(AP 5.1.6)**

BAP 2.3 Achievement: Clear and consistent approach to pre promotion process.

A major focus since 2017 has been improving rates of female promotion to Professor.

- Faculties now have a (gender-balanced) Professorial Promotions Committee chaired by the Dean and supported by senior professional services staff.
- Draft applications for promotion to professor are discussed by the panel (after members with conflicts of interest are recused) and may be returned to departments with specific recommendations for improvement.
- Meeting more frequently than ASC, these Faculty panels are an important tool to support colleagues in developing the best possible case.

BAP 1.2 Achievement: Professorial promotions process established

In 2018 a 'Career Conversations' pilot scheme was undertaken, with a long-term view to overhaul our SDPR process to be better aligned with career development goals for individual staff.

- Following the success of this pilot we will further improve the pre-promotions process and support and investigate cross Faculty/Departmental differences to ensure a consistent, positive experience and approach **(AP 5.1.8)**.

To support HoDs in forming a clear picture of the promotions pipeline in their departments we have trialled 'Career Management' reports in A&CE, Chemical Engineering, Chemistry, and Health. The report combines data from three systems and provides a complete picture of the department staff profile, career histories and data on publications and funding activity.

Deputy HoD comment:

"The Careers Conversations helped in putting staff into a mindset thinking about their mid to long-term career objectives but also how their work fits into the strategic objectives of the Department/ Faculty/ University."

Positive feedback from HoDs found the report a useful tool to create a more balanced and fair approach to supporting progression. For example, in Health, following a review of the report data, two female colleagues were identified as potential promotion candidates and supported to make successful applications. The changes we have implemented have achieved significant impact, but we will do more.

- To improve pre-promotions process we will roll out the Career Management reports across all academic departments **(AP 5.1.7)**.
- Survey and focus group data show that there are stark differences between departments in the perception of the promotion process (e.g. staff feeling encouraged to apply for promotion varies from 42% to 75%).
- We will monitor the effects of the changes made with a goal of increasing the number of successful female applications **(AP 5.1.9)**.

Table 5.1.6: Promotion applications and success rates by work area and gender 2013-2019

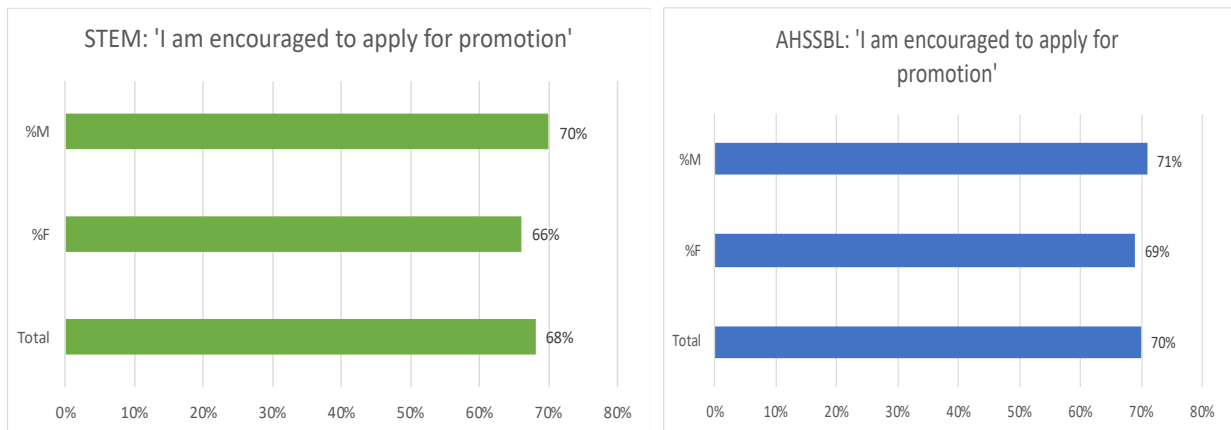
Year	Applications				Promotions				Success rate			
	STEM		AHSSBL		STEM		AHSSBL		STEM		AHSSBL	
	F	M	F	M	F	M	F	M	F	M	F	M
2013/14	8	19	█	█	8	17	█	█	100%	89%	100%	86%
2014/15	10	24	9	█	10	21	█	█	100%	88%	78%	80%
2015/16	8	28	█	█	6	24	█	█	75%	86%	-	56%
2016/17	11	26	9	14	9	23	8	12	82%	88%	89%	86%
2017/18	15	32	10	10	14	28	8	7	93%	88%	80%	70%
2018/19	14	30	12	14	12	28	8	13	86%	93%	67%	93%

- During 2016-19 the **number of female applications for promotion increased markedly** (from 37 in 2013-16 to 71 in 2016-19).
- As a result, **more women were successful in achieving a promotion** (33 in 2013-16 compared to 59 in 2016-19).

- There is no longer a significant gender difference in the frequency of promotion: women comprise 38% of all academic staff, 36% of promotion applications since 2016, and 35% of successful promotions.

Impact: Number of applications for promotion from females increased substantially as did the actual number of promotions secured by females.

Figure 5.1.2 ASDCS feedback: %F and %M agree/strongly agree that they are encouraged to apply for promotion: AHSSBL and STEM



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Table 5.1.7: Comparison of promotion applications and success rates by work area, grade and gender 2013-19

Years	Grade promoted to	Applications				Promotions				Success rate			
		STEM		AHSSBL		STEM		AHSSBL		STEM		AHSSBL	
		F	M	F	M	F	M	F	M	F	M	F	M
2016/17 to 2018/19	TOTAL	40	90	30	37	35	79	24	32	88%	88%	80%	86%
	Professor	12	18	█	█	8	12	█	█	67%	67%	60%	60%
	Reader / Reader (translation)	6	21	5	7	6	20	█	█	100%	95%	80%	86%
	Senior Lecturer	14	38	11	15	14	35	9	14	100%	92%	82%	93%
	Senior Teaching Fellow	█	█	█	█	█	█	█	█	100%	100%	80%	80%
	Senior Research Fellow	█	█	█	█	█	█	█	█	100%	75%	-	-
	Research Fellow	█	█	█	█	█	█	█	█	-	100%	-	-
	Teaching Fellow 7-8	█	█	█	█	█	█	█	█	67%	100%	100%	100%
2013/14 to 2015/16	TOTAL	26	71	11	21	24	62	9	15	92%	87%	82%	71%
	Professor	█	26	█	█	█	20	█	█	50%	77%	33%	50%
	Reader / Reader (translation)	8	17	█	█	█	17	█	█	100%	100%	-	100%
	Senior Lecturer	10	25	6	13	10	22	6	9	100%	88%	100%	69%
	Senior Teaching Fellow	█	█	█	█	█	█	█	█	100%	100%	100%	67%
	Senior Research Fellow	█	█	█	█	█	█	█	█	-	-	-	-
	Research Fellow	█	█	█	█	█	█	█	█	-	-	-	-
	Teaching Fellow 7-8	█	█	█	█	█	█	█	█	-	-	-	-

- The number of applications for promotion by women and men has increased. STEM increase is 54% for women and 27% for men. In AHSSBL increases are 172% and 76%, respectively.
- Increases in successful promotions are 46% and 27% respectively for women and men in STEM, and 167% and 107%, respectively in AHSSBL.
- Applications for promotion to professor from women increased from 7 to 17, with successes increasing from 7 to 11.
- Increases in the number of applications for promotion and in successful promotions by teaching staff, particularly for women and men in AHSSBL.
- Success rates are generally high except for promotion to Professor and there are no gendered patterns.
- For 2016/17 to 2018/19, success rates for promotion to Professor were 65% for both women and men, and for promotion to other grades 91% for women and 92% for men.

We made a commitment to monitoring promotions rates amongst PT staff.

- Of 171 promotions made 2016-19, only 7 were for PT staff.
- A quarter of female academics employed at grades below Professor have PT contracts, but account for only 10% of female promotions made 2016-19.
- The success rate for PT staff over this period is 100%, suggesting that too few PT colleagues feel confident to apply for promotion.

BAP 2.8 Achieved: Analyse and monitor promotion rates for PT staff.

We will support and encourage PT staff to apply for promotion (**AP 5.1.10**).

iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

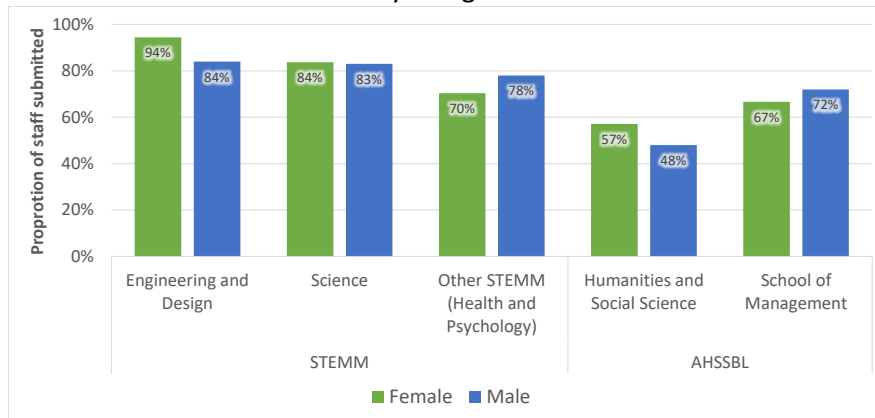
Table 5.4.1 Submissions from women in the research assessment exercises 2008 & 2014

	Uo B	STEM M	AHSS BL
RAE2008	21 %	15%	33%
REF2014	25 %	21%	35%

Submission rates for REF2014 were comparable for men and women:

- In STEM 82% of eligible female and 83% of eligible male staff were submitted
- In AHSSBL 61% of eligible female and 58% of eligible male staff were submitted, with some variation by faculty (below).

Figure 5.1.2: 2014 REF submission rates faculty and gender



and

- Submission rates for women to 2014 REF varied but differences were

not significant and there was no consistent gender difference.

REF2014 included mandatory E+D training for all staff involved in decision-making. Equality analysis covering all aspects of preparation for submission to REF2014 did not identify any equality-related issues.

All staff will be submitted for REF 2021.

Action points from 5.1:

- AP 5.1.1 Cease advertising positions at L/SL/R, and switch to L/SL and R/Prof
- AP 5.1.2 Attract more diverse applicants
- AP 5.1.3 Improve tracking and completion rates of ED&I training for hiring managers
- AP 5.1.4 Investigate cross Faculty/Departmental differences to ensure a consistent, positive experience
- AP 5.1.5 Refresh induction provision, with a focus on ECRs
- AP 5.1.6 Produce profiles of recently promoted staff at different levels
- AP 5.1.7 Roll out Career Management reports across all academic departments
- AP 5.1.8 Further improve the pre-promotions process and support and investigate cross Faculty/Departmental differences to ensure a consistent, positive experience and approach
- AP 5.1.9 Assess the effects of changes to support for promotion in academic departments
- AP 5.1.10 Increase promotion applications from PT staff

5.2. Key Career Transition Points: professional and support staff

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The line manager of a new starter automatically receives a notification to start planning induction with a link to a checklist and associated documents that facilitate a positive on-boarding experience. Remote induction guidance was added in 2020. Throughout the 6-month probation period the new starter is supported to quickly succeed in their new role through clear objectives, relevant training, and constructive feedback. In some areas, new starters are assigned a buddy and mentor. Probation meetings are held at the start, mid and end of probation and resultant forms uploaded to the system. However, Institutional data on probation completion is incomplete and unreliable (AP 5.2.1).

Despite policies and resources in place for line managers, induction and on-boarding experiences for new PTO staff varies greatly.

- We will review induction to create comprehensive probation and induction processes and best practices to ensure new staff are fully supported to quickly becoming effective in their roles. (AP 5.1.2).

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

PTO staff have contractual terms and conditions that do not include a promotions pathway within existing roles. Progression is achieved by applying for higher graded roles through a competitive process or regrading of roles due to significant changes in responsibilities. Staff can apply for open-ended roles or fixed term secondment contracts without risking longer term job security. Line managers are encouraged to support internal secondment opportunities. Hiring managers are also required to provide constructive feedback to unsuccessful internal candidates.

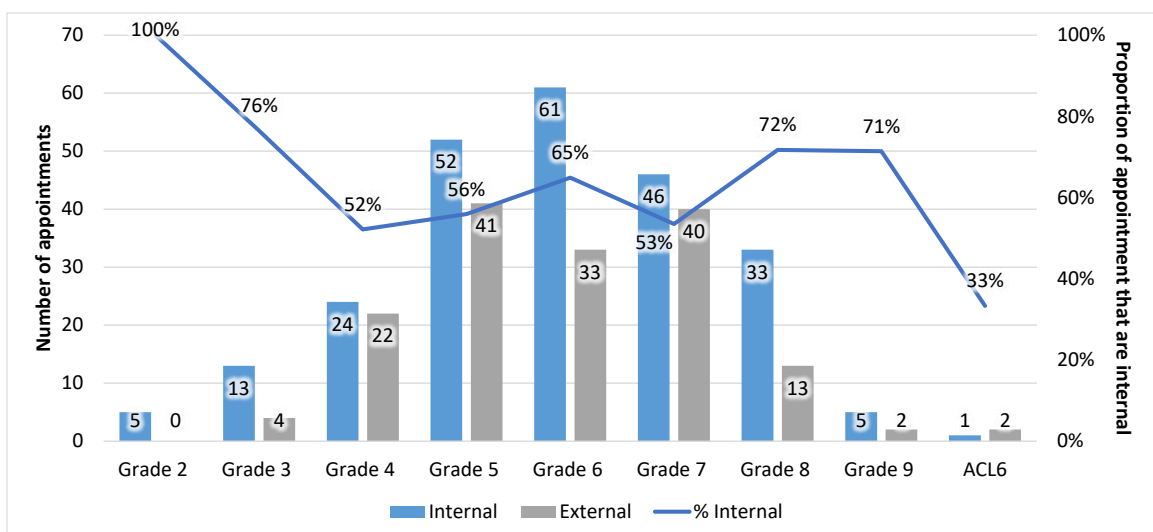


Figure 5.2.1 Internal and external MSA appointments 2018/19



- Internal candidates have considerable success when competing for new roles with 60% of appointments to MSA roles internal candidates.

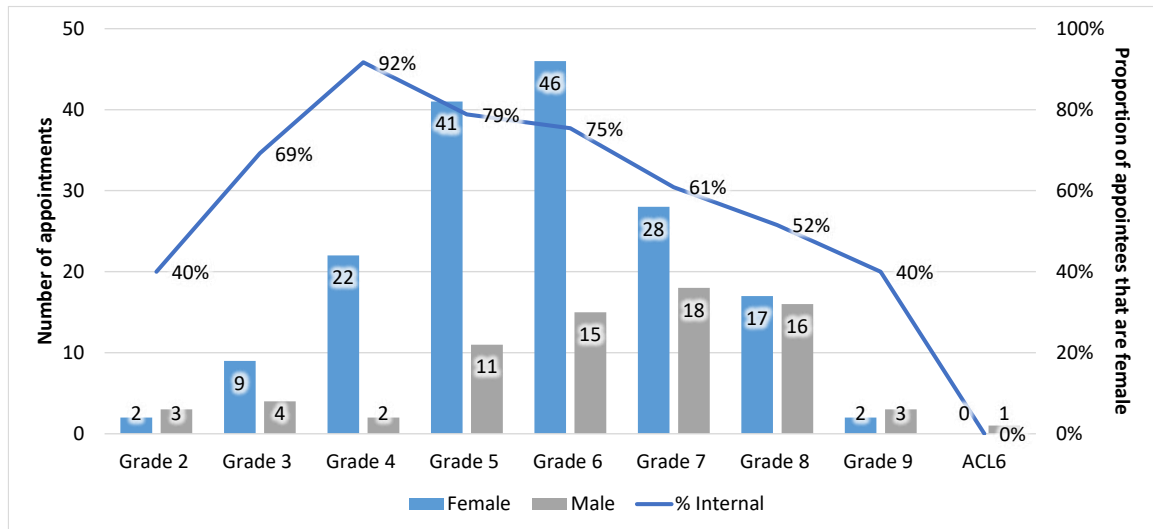


Figure 5.2.2 Successful internal candidates for MSA roles by gender 2018/19

Table 5.2.1: MSA staff increasing grade level (2014-15 to 2018-19 years combined) by gender

Gender	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	ACL6	Total
Female	█	12	35	52	45	28	█	█	181
Male	█	█	█	8	25	16	█	█	61
% Female	0%	100%	88%	87%	64%	64%	70%	40%	75%
% Female at grade below 2018/19	57%	87%	92%	84%	77%	60%	64%	57%	

- The gender breakdown of successful internal candidates is in line with gender profiles of MSA roles by grade suggesting that women and men are equally successful in applying for internal roles.
- MSA staff who have increased grade levels over the 5- year period up to July 2019 shows the gender balance of those progressing is broadly in line with expectations, suggesting there are no gendered issues by grade.

Table 5.2.2: TE staff increasing grade level (2014-15 to 2018-19 years combined) by gender

Gender	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Female	█	█	█	█	█	█	█
Male	█	█	█	█	█	█	█
% Female	100%	-	0%	0%	17%	0%	10%

- Numbers of TE staff applying for internal posts is much smaller than MSA staff. Given the gender profile of TE staff, internal appointment data are skewed toward men but the number by grade increasing level over the last 5 years is too small to draw firm conclusions.

While career progression opportunities for current staff is a positive, a negative impact of this is the impediment of efforts to diversify staffing ethnic profiles, perpetuating the tendency to recruit 'like for like'.

We seek a balance between supporting the career development of existing staff and achieving a culturally rich and diverse workforce.

In addition, internal candidates successfully applying to a role at a higher grade are automatically appointed to the bottom grade salary point with no option for negotiation, compared to successful external candidates who can negotiate their incoming salary. Career progression for internal candidates in the PTO job family, 70% of whom are women, is slow with no opportunity for acceleration through the pay scale spine points outside of the standard annual increment.

We will introduce a scheme to accelerate progression for staff demonstrating sustained exceptional performance **(AP 5.2.3)**.

Actions from 5.2:	
AP 5.2.1	Improve the recording and completion of probation reports for PTO
AP 5.2.2	Identify and share induction and probation best practice approaches across all PTO areas
AP 5.2.3	Introduce a scheme to accelerate movement up the grade scales for PTO staff demonstrating sustained exceptional performance

5.3 Career development: academic staff

i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

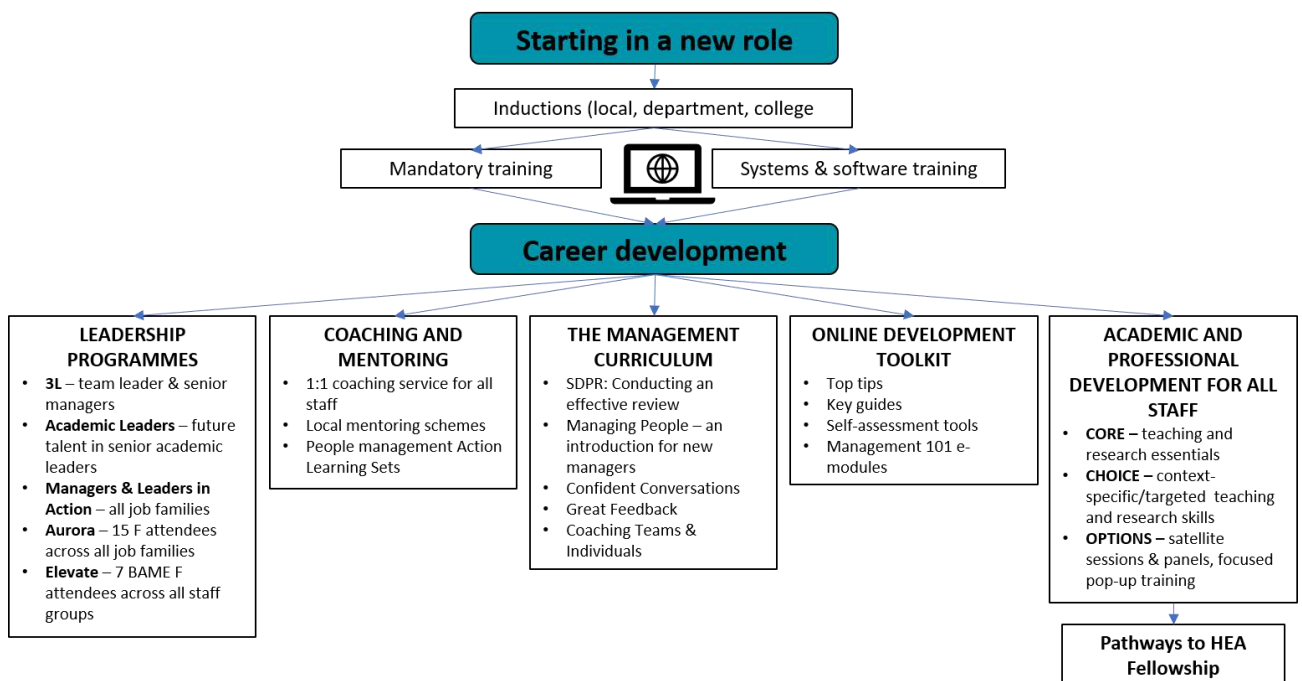


Figure 5.3.1: Summary of career development support and internal training

Training opportunities are announced on the staff homepage and promoted through weekly ‘Development Toolkit’ emails to all staff. Training needs are identified in annual appraisals. The Workforce Development team deliver career development training in leadership, coaching and mentoring, mandatory training, and online self-directed development resources. In 2020/21, the Centre for Learning and Teaching (CLT) brought training provision together under a new ‘Academic Professional Development for All Staff’ banner. This includes teaching and Research & Innovation Services (RIS) workshops as well as tailored skills development (Fig: 5.3.2). This single, flexible offering will open provision to all academic and professional support staff at all levels of experience and improve records of uptake and evaluation. The difficulty of collating attendance, feedback and assessing the impact of training across departments will be addressed through this new pathway which will be assessed annually for its value and impact (**AP 5.3.1**).

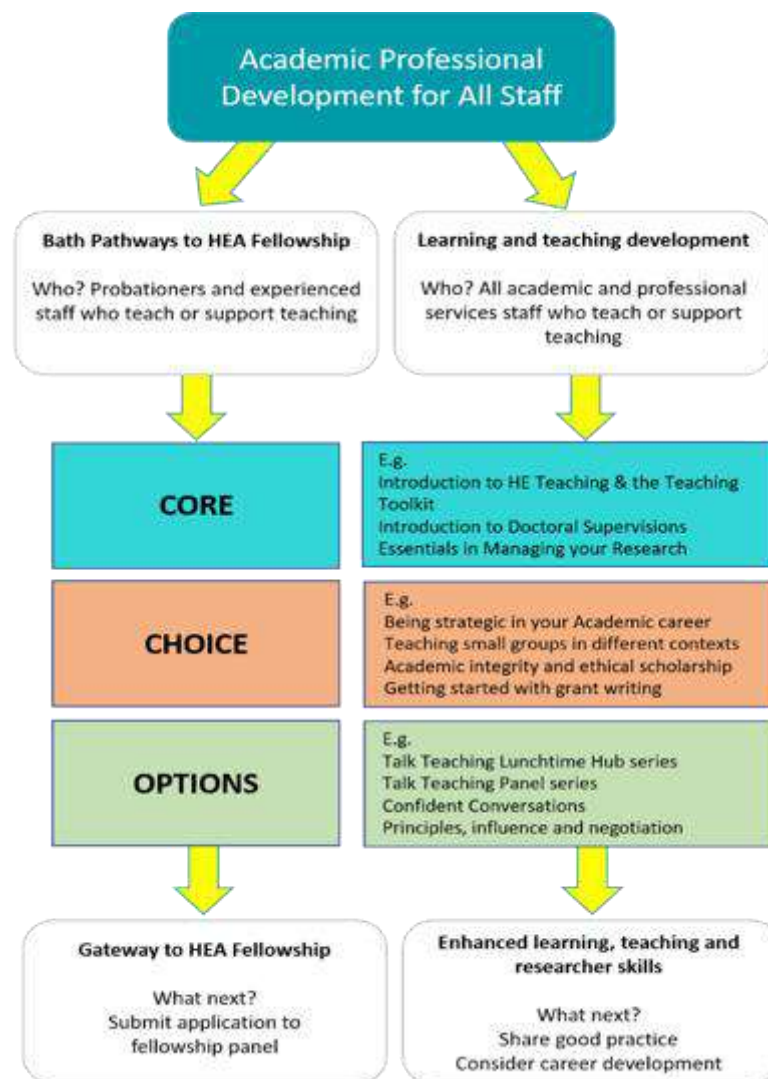


Figure 5.3.2: Academic Professional Development for All Staff

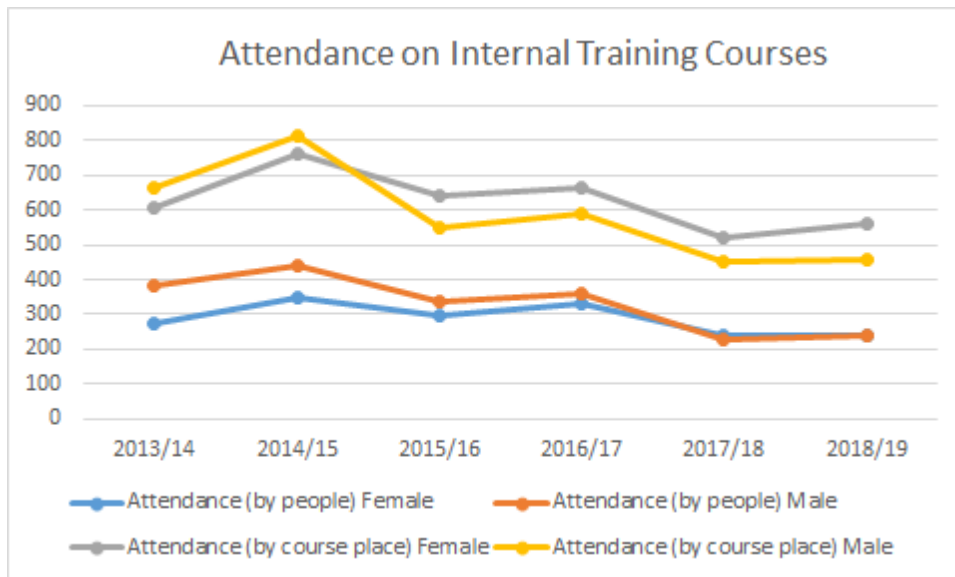


Figure 5.3.3: Academic staff attendance at all internal training courses by gender 2013-2019

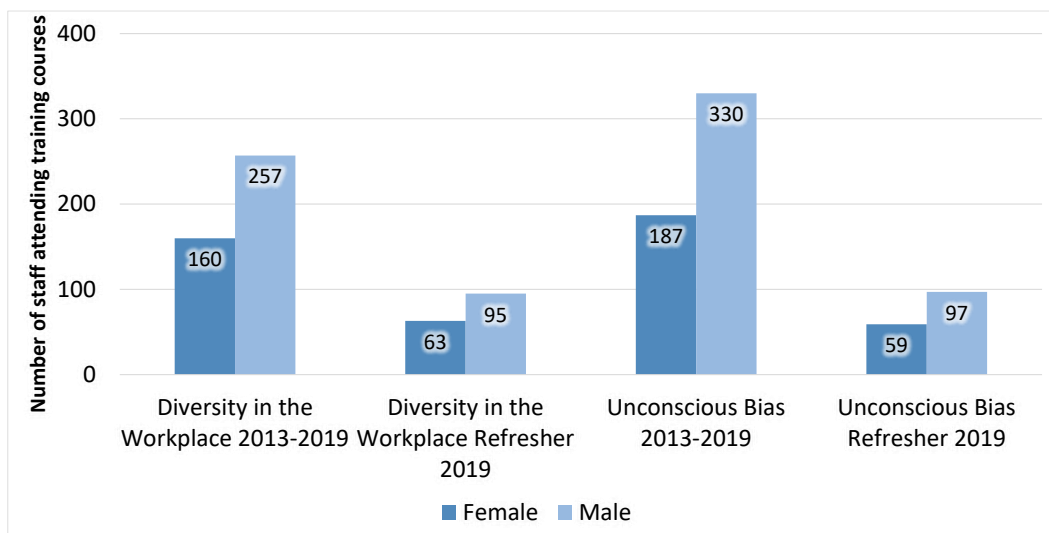


Figure 5.3.4: Participation at all staff EDI-related training 2013-2019.

Year	Gender	Academic Leaders Programme	Athena Swan Annual Lecture	Bath Scheme Workshops	Inclusivity	Mental Health First Aid workshop	Recruitment and Selection for panel members	SDPR training	Athena Swan training
2018/19	Female	7	72	73	45	83	67	80	14
	Male	6	30	44	55	28	39	41	8
	%F	54%	71%	62%	45%	75%	63%	66%	64%
2017/18	Female	7	100	49	0	87	82	82	12
	Male	5	15	32	0	34	63	60	5
	%F	58%	87%	60%	0%	72%	57%	58%	71%
2016/17	Female	6	38	11	0	0	83	77	0
	Male	7	20	34	0	0	66	39	0
	%F	46%	66%	24%	0%	0%	56%	66%	0%
2015/16	Female	3	49	19	0	0	92	90	0
	Male	10	18	44	0	0	93	54	0
	%F	23%	73%	30%	0%	0%	50%	63%	0%
2014/15	Female	7	25	16	0	0	172	79	0
	Male	12	11	16	0	0	197	62	0
	%F	37%	69%	50%	0%	0%	47%	56%	0%
2013/14	Female	7	32	21	0	0	78	114	0
	Male	10	13	25	0	0	114	113	0
	%F	41%	71%	46%	0%	0%	41%	50%	0%

Table 5.3.1: Athena Swan-related and other training open to all staff by gender 2013-2019

Uptake of training shows a small decline over the years (Fig:5.3.3). Uptake of EDI-related (Fig:5.3.4) and other training (Table:5.3.1) show that females have increased their engagement with training in recent years. This may reflect enhanced investment in academic leadership programmes for women, enhanced awareness of the benefits of participation in training and proactive encouragement by HoDs to engage with these initiatives. We will encourage more men to attend different types of training by promoting the value and effectiveness of all training initiatives (AP 5.3.2).

Figure 5.3.5: ASDCS feedback: %F and %M agree/strongly agree on availability of training opportunities, split by AHSSBL and STEM



Training effectiveness is monitored, and provision developed through an evolving annual review to support staff needs and strategic developments. For example, during 'Curriculum Transformation' - a campus-wide initiative to refresh curricula - CLT provided training opportunities across Faculties for curriculum design and change management. The Academic Professional Development for All Staff provision (APDaS) also enables probationers and experienced staff who wish to apply for HEA fellowship to customise a Pathway to HEA Fellowship (PHEAF). The proportion of staff achieving HEA status *via* the previous 'Bath Scheme' in Enhancing Academic Practice has varied year on year, with no clear gendered pattern and low awareness. We will promote the value of FHEA status to a much broader and diverse group of staff (**AP 5.3.3**).

ii) *Appraisal/development review*

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Staff Development and Performance Review (SDPR) is mandatory for all staff who have completed probation. SDPR provides an opportunity to receive feedback on performance, discuss and set objectives, and explore career aspirations and training needs annually. Training for reviewers/reviewees is offered several times a year and bespoke training is provided in Departments. HoDs are responsible for arranging reviewers, ensuring reviewers complete training, and reviewing all completed SDPR forms. Since 2013/14, 951 staff have undertaken SDPR training, with a higher proportion of females (50-66%).

Table 5.3.2: Appraisal uptake by teaching and research and teaching staff by gender 2013-2019

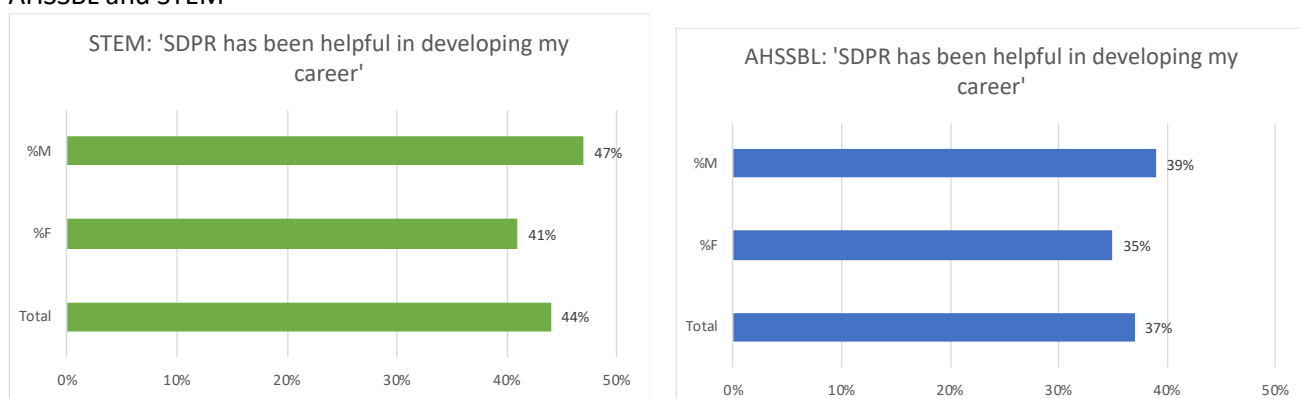
SDPR Completion	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M	F	M
SDPR completed	127	294	122	297	111	270	118	291	147	327	165	334
Headcount	343	729	354	767	398	797	439	838	473	853	528	874
% Completions	37%	40%	34%	39%	28%	34%	27%	35%	31%	38%	31%	38%

Table 5.3.3: Appraisal uptake by research staff by gender 2013-2019

SDPR Completion	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M	F	M
SDPR completed	18	25	20	27	19	35	18	37	23	34	24	50
Headcount	123	205	119	201	131	203	150	208	139	212	165	210
% Completions	15%	12%	17%	13%	15%	17%	12%	18%	17%	16%	15%	24%

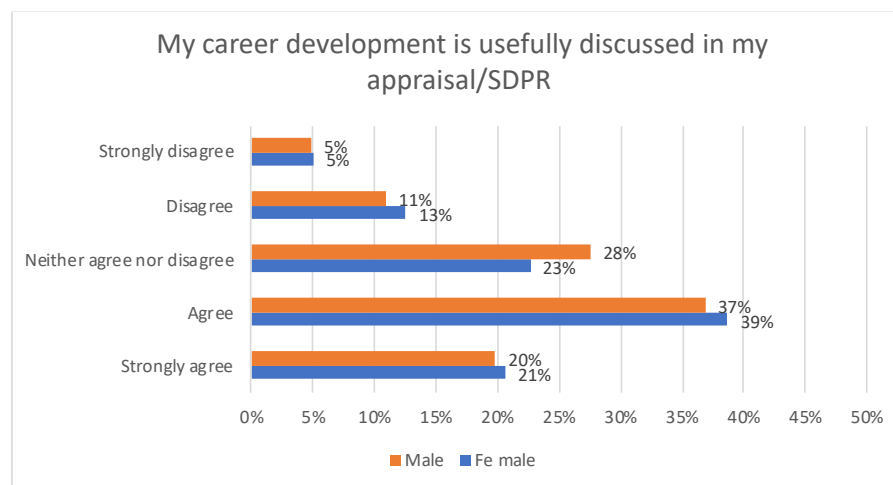
Uptake of SDPR has been consistently low with 27% to 40% of academic staff and 12 to 24% of research staff completing SDPRs annually. Completion rates for men are generally higher than for women. Data reflects poor record keeping within Departments as focus groups show SDPRs are taking place, but not uploaded onto central systems.

Figure 5.3.6: ASDCS feedback: %F and %M agree/strongly agree that SDPR has been helpful: AHSSBL and STEM



Comments indicated a perception that the success of SDPR depended on the engagement of the appraiser and more female colleagues highlighted that SDPR was viewed as 'just a formality' and a 'tick box' exercise.

Figure 5.3.7: ASS feedback: %F and %M agree/strongly agree that career development is usefully discussed in their appraisal/SDPR



In response to staff feedback, a new, more developmental and empowering approach to SDPR, based on best practice in other sectors is being developed to encourage staff to discuss the whole context and trajectory of their career in relation to goal setting and training needs. Aimed at supporting autonomous and highly specialised academic careers, ‘Career Conversations’ were trialled in late 2018 in the School of Management, (now reporting 100% engagement) then across Faculty of Science (2019) but further roll out stalled in 2020 because of COVID-19. Full training was given to all staff although some Departments need more support and better communication around managing this change. Women in focus groups reported more satisfaction with the new Career Conversations approach, both as appraisers and appraisees.

We will improve SDPR processes, including better record keeping (**AP 5.3.4**), and roll out Career Conversations across the institution (**see AP 5.1.7**)

iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Career progression workshops were introduced in 2019 to create transparency around career progression opportunities and to encourage a diverse range of promotion applications across various career progression routes.

Table 5.3.4: Number of E&R staff invited to career progression workshops by gender

Faculty	Invited			Signed up		
	Female	Male	% F	Female	Male	%F
Faculty of Engineering & Design	78	252	24%	16	30	35%
Faculty of Humanities & Social Sciences	190	189	50%	29	16	64%
Faculty of Science	150	319	32%	14	28	33%
School of Management	55	83	40%	6	16	27%
Total	473	843	36%	59	74	44%

Feedback surveys (29%F, 71%M) found the content helpful, increased awareness of career progression routes and 73% of attendees agreed that the session will help them to plan their career progression.

USAT identified weaknesses in the provision of mentoring and networking opportunities that will be strengthened to enhance support for career progression. A new centrally administered cross-campus mentoring scheme with Departmental Mentoring Champions was introduced in 2014 but stagnated, with few active Departmental Champions remaining, and few mentees seeking mentors. Anecdotal evidence suggests that informal mentoring relationships exist outside the formal framework. Interestingly, qualitative comments on ASDCS survey indicated that staff didn't feel like they needed and/or wanted a mentoring scheme.

We will review the provision of mentoring opportunities across campus and support initiatives that are fit for purpose **(AP 5.3.5)**.

The Senior Women's Academic Network was established to promote networking for female academic staff at Senior Lecturer level and above. In the AS focus groups women expressed a wish to have more informal opportunities to meet and network. We will refresh and develop a broader network to build a sense of inclusiveness for women at all career levels **(AP 5.3.6)**.

We believe completing probation is a key step in career progression and our probationary processes have been highlighted in departmental focus groups (see figure 5.3.8). Individual experience varied, highlighting an inconsistent approach. Action has been taken to enhance the consistency and quality of the probationary process for new Lecturers and Teaching Fellows. An enhanced mentoring and buddy schemes, tailored briefings for HoDs and a single induction/probation hub are now all being trialled and will be evaluated **(AP 5.3.7)**.

Figure 5.3.8: Comments from focus groups with 30 (53% female) current and recent probationary Lecturers and Teaching Fellows (2018/19)



In 2017, we identified that more support was needed for PDRA to move into academic careers. The Academic Career Academy is an intensive and practical programme covering research strategy, teaching statements, proposal writing, and interview practice with personalised feedback which generates a detailed action plan. Participants' feedback sheets indicated a positive experience. 47% of participants (no gender difference) in the 2017/18 cohort gained lectureships and fellowships, within 2 years of completion.

Figure 5.3.9: Celebrating IWD and raising the profile of 15 ECRs across all Faculties, featuring diverse backgrounds and a mix of career routes to increase ECRs' visibility. The VC personally re-shared the stories through an email to all-staff.



BAP 1.3 Achievement: Developing PDRA career management plans and raising their academic profile.

In 2017/18, the Researcher Development Programme was embedded to support the career development of research staff at the cusp of independence. The programme filled gaps in training that aligned with domains of the Researcher Development Framework. The proportion of women taking up this programme has increased, indicating a desire to seek out and engage with professional development. In 2018/19, 44% of G6 and G7 staff participating were female indicating females are more likely to attend than males. This gendered pattern requires action to encourage male attendance. **AP 5.3.2**



Figure 5.3.10: Interventions to support elements of the Researcher Development Concordat

Table 5.3.5: Researcher Development Programme Attendance by gender 2017-2019

Theme	2017/18			2018/19		
	Female	Male	% Female	Female	Male	% Female
Career development	62	62	50%	73	54	57%
Personal effectiveness	9	11	45%	22	16	58%
Skills development	24	44	35%	49	20	71%
Supervisory/teaching practice	18	32	36%	22	17	56%
Total	113	149	43%	166	107	61%

In 2018, we increased the number of places funded on the externally provided AURORA programme from 10 to 15 annually. In 2018 the programme was widened to include technical and support staff. We have an AURORA Community of more than 100 individuals who have been participants, mentors and role models acting as an informal network of expertise and support for leadership.

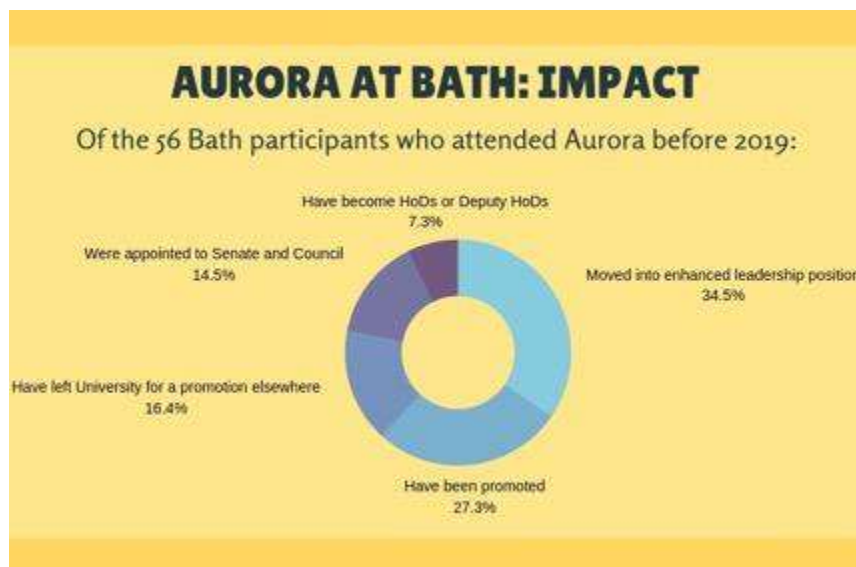


Figure 5.3.11: Aurora impact graphic

BAP 2.1 & 3.3 achieved: Leadership programmes embedded with 15 female PTO and Academics participating in Aurora programmes each year.

The University is committed to having a representative number of females on senior management committees that reflects the gender profile of staff through several mechanisms. In addition to Aurora, we run a yearly externally provided Academic Leaders Programme with an average of 12 nominated participants targeted at individuals moving into roles with strategic reach (e.g. new HoDs, Associate Deans). In 2020, we also launched Elevate, an innovative leadership and development programme run by GW4 for Black, Asian and Minority Ethnic (BAME) Women.

Aurora Participant: *“I myself really developed as the year went on, and it hasn’t stopped. I had a fantastic mentor during the process and he really also helped me see how to change things here at the University and enable myself to overcome challenges ahead.”*

Academic Leaders Programme Participant: *“I have learnt a lot from both the course tutors and peers. I’ve gained significant confidence in my current role. I can see a long-term future for myself at the University in which there may be other challenging roles. In my opinion, the course certainly helps prepare for this.”*

Actions from 5.3:

- AP 5.3.1** Attendance and feedback from the new training pathway will be assessed annually for its value and impact
- AP 5.3.2** Encourage more men to attend different types of training by promoting the value and effectiveness of all training initiatives
- Ap 5.3.3** Promote value of FHEA status to research staff and other staff who teach (beyond academics)
- AP 5.3.4** Improve SDPR process for all, including improving record keeping, and complete the roll out of career conversations
- AP 5.3.5** Review and update the mentoring scheme to ensure new mentoring opportunities are fit for purpose
- AP 5.3.6** Improve networking opportunities for women at all career stages
- AP 5.3.7** Evaluate the enhanced support for probation

SILVER APPLICATIONS ONLY

Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.4 Career development: professional and support staff

i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Our staff development provision is informed by strategic need and developed in collaboration with staff members. We carry out training needs analyses following performance reviews to identify emerging development trends such as digital skills and management training, and work with in-house and external partners to fill these gaps. Individual training needs of PTO staff are assessed by line managers through SDPR and 121s. Teams can apply for staff development budgets to support bespoke, outsourced workshops and attendance at conferences. The quality of training and development activities is measured and reviewed through participant feedback forms completed at the end of each session, enabling continuous improvement and relevance.

In 2018/19, of 124 courses available, 1988 training activities were taken by PTO staff (74% females, 26% males). However only 25% were PT workers, suggesting there may be barriers to PT staff attending training sessions. Bespoke CPD opportunities for technical staff will be considered through the Technician's Commitment framework (**AP 5.20**).

Table 5.4.1: A selection of training Courses run by Staff development and take up by PTO staff 2018/19

Training Course	Female	Male	PTO Staff attended
Project Management	41	25	66
Athena Swan lecture	34	9	43
Coaching Conversations	15	1	16
Effective Meetings	19	3	22
Influencing and negotiating for managers	5	8	13

Influencing and negotiating for non-managers	14	1	15
Managers and Leaders in Action (MLA)	6	8	14
Managing people and teams	16	7	25
Mental Health and Wellbeing workshop	80	14	94
Mental Health and Wellbeing workshop for managers	41	21	62
Mental Health First Aid	34	4	38
Mental Health First Aid Higher Education	26	6	32
Shameless self-promotion	5	2	7

The data shows that overall women undertake more training courses than men.

ED&I training is mandatory for hiring managers and recommended for all staff, with department heads responsible for ensuring compliance via monthly completion reports. Although take up is good, there is no specific consequence for non-compliance.

Table 5.4.2: ED&I online training statistics for PTO 2013-2019

Training Course	Female	Male	% Female
MSA job family			
Diversity in the Workplace 2013-2019	528	247	68.1%
Diversity in the Workplace Refresher 2019	327	148	68.8%
Unconscious Bias 2013-2019	664	311	68.1%
Unconscious Bias Refresher 2019	315	138	69.5%
TE job family			
Diversity in the Workplace 2013-2019	23	71	24.5%
Diversity in the Workplace Refresher 2019	13	23	36.1%
Unconscious Bias 2013-2019	20	49	29.0%
Unconscious Bias Refresher 2019	11	25	30.6%

ii) *Appraisal/development review*

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

SDPRs follow University guidelines, whereby staff consider their long-term career aspirations and the activities/training required to achieve them.

All line managers undertake mandatory training in how to conduct an effective review and new members of staff are offered training “Getting the most out of your review”. Line managers are also encouraged to hold regular 121s to assess progress against objectives.

SDPRs are mandatory for PTO staff but across both job families SDPR completion rates are poor:

SDPR Completion: PTO	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M	F	M
SDPR completed	428	237	444	228	417	247	461	206	390	230	381	181
Headcount	805	417	866	434	917	457	941	483	992	518	1034	533
% Completions	53%	57%	51%	53%	45%	54%	49%	43%	39%	44%	37%	34%

Table 5.4.3: SDPR completion rates for PTO staff by job family 2014-2019

Job Family	2014/15		2015/16		2016/17		2017/18		2018/19	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
MSA	51%	54%	45%	53%	51%	43%	41%	47%	39%	35%
TE	20%	53%	22%	60%	54%	59%	48%	53%	41%	50%

It is unclear if the data reflects poor record keeping or failure to carry out SDPR conversations. **(AP 5.4.1).**

In line with Technician’s Commitment requirements, we will review the SDPR process for technical staff to ensure it is fit for purpose and facilitates meaningful discussions about career development **(AP 5.4.2).**

iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression

In addition to our comprehensive staff training provision, we have initiatives (timed around varied working patterns) that facilitate a personalised approach to career development, including mentoring, coaching, and networking such as:

- Senior PTO Women's Leadership Network
- Active Coaching Network including qualified *Strengthscope* practitioners
- Informal mentoring support and job shadowing
- Vibrant and active Association of University Administrators (AUA) local network that sponsors a series of career development and networking initiatives
- Participation in the Technician’s Commitment

The Technician Commitment (TC) aims to address the key challenges facing technical staff in HE. Bath signed up in 2018 and submitted its application in 2019. Signatories commit to addressing visibility, recognition, career development and sustainability (of workforce). The issues technical staff face parallels the aims of the AS Charter, so we have aligned our actions where possible, and will create and launch a career framework for TE staff **(AP 5.4.3).**

Our TC action plan focuses on career development, ensuring that all technical staff have support for and opportunities to access appropriate CPD. Our ‘Technical Working Charter’ was drafted as part of the Technical Progression Project, which will be consulted on, finalised, and implemented by TC working group.

Actions from 5.4:

- AP 5.4.1 Ensure that SDPRs are carried out for PTO staff
- AP 5.4.2 Review of the SDPR process for technical staff to ensure it is fit for purpose
- AP 5.4.3 Create and launch a career framework for TE staff

5.5. *Flexible working and managing career breaks*

i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

The University is committed to helping balance the needs of work and family life. Our policies and support for maternity, adoption/surrogacy, paternity, shared parental and unpaid parental leave are available on our website, together with employee and manager's guides. A majority of staff agree/strongly agree that they could easily find these HR policies (see p.98).

Line managers arrange a 121 meeting as soon as practicable once notified of a person's pregnancy or adoption/surrogacy plans to discuss next steps and brief staff on time off for appointments, flexible working, keeping in touch (KIT) days, breastfeeding room availability, nursery provision and returning to work guidance. Risk assessments are carried out and adjustments made to ensure the safety and comfort of the parent and their baby. The manager arranges maternity cover and examines implications for research grants, PhD students and research staff. For pregnant PDRAs, the manager discusses options for contract-extensions and research management with the respective research officer. Maternity and adoption/surrogacy leave of up to 52 weeks is available.

In April 2021, University established a process where Departments can receive funding for parental/adoption leave cover for the same grade/FTE as the person taking leave, for a maximum of the period of leave plus two weeks, to allow for handover.

Achievement: Centrally funded provision for the additional cost of parental leave cover in place

Pay is above the statutory minimum for staff continuously employed for a year. However, qualitative comments from ASDCS and ASS indicate that there is a need to improve our maternity pay packages. We will review this **(AP 5.5.1)**.

ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

Employees are invited to take up to 10 KIT days. 88% of staff who took leave within the past three years took all ten KIT days, using them for working with colleagues on grant applications, papers etc. Staff on leave are routinely invited to attend staff social events.

vi) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

When staff return, we offer a slow transition, with reduced workload to allow time to re-establish research (if academic).

Prior to returning, the line manager and/or HoD meet the staff member to discuss support measures and possible working patterns. New objectives are agreed, development needs identified, and regular review meetings scheduled to ensure return is as smooth as possible.

Focus group feedback suggests parental leave procedures are not applied consistently, so we will better prepare line managers **(AP 5.5.2)**.

Parents and Carers Network was launched to support staff with caring commitments. We will work with the Network to review issues that were raised in their meetings, including financial support for

returners, establishing a Return-to-Work Fund by formalising Faculty-level initiatives into a central offering (AP 5.5.3).

BAP 2.5 achieved: Enhance support for staff with caring responsibilities.

iii) *Maternity return rate*

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section. Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Return rates from maternity leave are in line with GW4 average for Academic and Research staff and PSS (between 92%-100%). All contracts for staff on maternity leave were renewed.

Tables 5.5.1-2 demonstrate that around 70% are still in post 18 months after return. We will investigate why the other c.30% left 18 months after return. (AP 5.5.4) Exit interviews suggest leaving reasons relate to: a personal decision to take a career break; took up positions elsewhere; moved; partner relocated, or partner accepted another job.

F, Senior lecturer: *“Returning from maternity leave was much more daunting than I had ever anticipated. I am incredibly grateful to my HoD and HR representative for helping me manage this and smoothly transition back to work. I was offered a part-time trial for 6 months to see if this working pattern suited me and my family. After 6 months we all reviewed this and decided upon contract changes. I was filled with reassurance and felt supported every step of the way.”*

Table 5.5.1: Maternity leave take up and return rates 2013-2019

Year	Staff category	Number taking leave	Number returned	% returned	*Number still at university after:		
					6 months	12 months	18 months
2013/14	Teaching & Research	14	14	100%	13	12	12
	Teaching-only	█	█	100%	█	█	█
	Research-only	█	█	67%	█	█	█
	PTO	74	67	91%	57	52	50
2014/15	Teaching & Research	13	13	100%	12	12	12
	Teaching-only	█	█	-	█	█	█
	Research-only	█	█	100%	█	█	█
	PTO	86	77	90%	68	58	57
2015/16	Teaching & Research	15	15	100%	14	14	14
	Teaching-only	█	█	80%	█	█	█
	Research-only	11	9	82%	█	█	█
	PTO	82	75	91%	67	60	57
2016/17	Teaching & Research	9	9	100%	9	8	7
	Teaching-only	█	█	100%	█	█	█
	Research-only	11	9	82%	█	█	█
	PTO	72	65	90%	58	52	49
2017/18	Teaching & Research	10	10	100%	10	9	9
	Teaching-only	█	█	80%	█	█	█
	Research-only	9	8	89%	8	7	7
	PTO	65	63	97%	57	53	47
2018/19	Teaching & Research	17	17	100%	15	15	13
	Teaching-only	12	11	92%	10	10	10
	Research-only	13	12	92%	10	8	7
	PTO	101	96	95%	81	75	72

Table 5.5.2: Staff remaining in post following maternity leave 2013-2019 inclusive

Staff Group	6 months	12 months	18 months plus
Academic and Research Staff	83%	78%	72%
Professional and Support Staff	81%	73%	69%

iv) *Paternity, shared parental, adoption, and parental leave uptake*

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Table 5.5.3: Uptake of parental leave 2013-2019

Staff Group	Year	Paternity Leave	Shared Parental Leave	Parental Leave	Adoption*
Academic staff	2013/14	13	█	█	
	2014/15	13	█	█	
	2015/16	21	█	█	
	2016/17	17	█	█	█
	2017/18	24	█	█	█
	2018/19	25	█	█	█
PTO Staff	2013/14	11	█	█	
	2014/15	9	█	█	
	2015/16	13	█	█	
	2016/17	14	█	█	█
	2017/18	10	█	█	█
	2018/19	17	█	█	█

Table 5.5.3.1: Uptake of parental leave by grade and gender

Years (cumulative)	Grade	Academic staff							
		Paternity		Shared parental		Parental		Adoption	
		F	M	F	M	F	M	F	M
2014/15 to 2018/19	TOTAL	█	99	█	█	█	█	█	█
	6		█						
	7		20		█	█		█	
	8	█	44	█	█			█	
	9		21	█	█				
	Professor		12						
Years (cumulative)	Grade	PTO staff							
		Paternity		Shared parental		Parental		Adoption	
		F	M	F	M	F	M	F	M
2014/15 to 2018/19	TOTAL	█	61	█	█	█	█	█	█
	4		1			█			
	5		5		█	█			
	6	█	17		█	█	█	█	
	7	█	23	█	█	█	█		
	8		13	█	█	█			
	9		2						

The number of staff taking paternity leave increased in 2018/19 compared to 2013/14 for Academic and PTO staff (Table 5.5.3). This could reflect a younger demographic or better promotion of policies. There is low uptake of shared parental leave and unpaid parental leave. Adoption/surrogacy leave is typically 1-2 per year.

SWS comments also suggested there should be more incentives for a greater sharing of parental leave between partners. Hence, to encourage adoption of Shared Parental Leave, in April 2021 the University agreed to bring the rate of pay for shared parental leave in line with that for Occupational Maternity Pay.

Achievement: equalising the rate of pay for Shared Parental Leave and Occupational Maternity Pay

Interviews/focus groups with involved staff will assess any reasons that contribute to the low uptake of shared parental, parental and adoption/surrogacy leave. **(AP 5.5.5)**.

v) *Flexible working*

Provide information on the flexible working arrangements available.

The University actively promotes and supports staff to embrace flexible working via HoDs, the website and induction processes.

Pre-COVID, formal changes to contractual working arrangements included term-time only working, annualised hours, flexitime, home working and job-sharing options. Fair and thorough consideration is given to all formal requests and viewed positively in all cases where the role and operational requirements will not be adversely affected. Workload is fully considered to ensure a full-time job is not squeezed into PT hours, and to provide flexibility to allow a return to FT working later. Successful flexible working requests are centrally recorded but we need to capture applications and success rates **(AP 5.5.6)**.

Academic staff are more likely than PTO staff to have informal local arrangements with HoDs (e.g. teaching exemptions for early morning lectures).

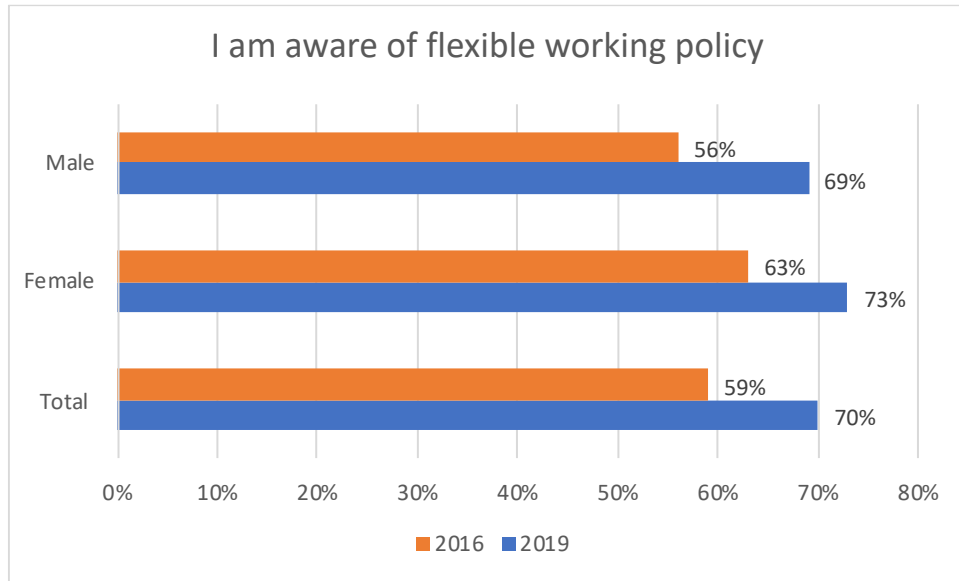
Table 5.5.4: Flexible working arrangements of Academic Staff by role and gender 2013-2019

Year	Gender	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total
2013/14	Female	█	█	█	█	█	█	█	10
	Male	█	█	█	█	█	█	█	█
	% Female	100%	100%	-	100%	50%	0%	-	71%
2014/15	Female	█	█	█	█	█	█	█	5
	Male	█	█	█	█	█	█	█	9
	% Female	100%	-	100%	0%	0%	14%	-	36%
2015/16	Female	█	█	█	█	█	█	█	11
	Male	█	█	█	█	█	█	█	9
	% Female	100%	0%	67%	0%	67%	17%	100%	55%
2016/17	Female	█	█	█	█	█	█	█	5
	Male	█	█	█	█	█	█	█	█
	% Female	0%	67%	100%	-	100%	100%	-	71%
2017/18	Female	█	█	█	█	█	█	█	14
	Male	█	█	█	█	█	█	█	10
	% Female	100%	50%	100%	50%	-	17%	-	58%
2018/19	Female	█	█	█	█	█	█	█	17
	Male	█	█	█	█	█	█	█	8
	% Female	100%	50%	50%	100%	50%	25%	100%	68%

Table 5.5.5: Flexible working arrangements of PTO staff by job family and gender 2013-2019

Year	Gender	MSA	TE	Total
2013/14	Female	23	█	25
	Male	13	█	14
	% Female	64%	67%	64%
2014/15	Female	34	█	37
	Male	█	█	4
	% Female	89%	100%	90%
2015/16	Female	43	█	44
	Male	█	█	5
	% Female	91%	50%	90%
2016/17	Female	30	█	30
	Male	█	█	2
	% Female	97%	0%	94%
2017/18	Female	54	█	54
	Male	13	█	14
	% Female	81%	0%	79%
2018/19	Female	62	█	█
	Male	7	6	13
	% Female	90%	33%	83%

Figure 5.5.1: AS Survey: %F and %M agree/strongly agree they are aware of flexible working policy



Feedback: F, Grade 7, MSA job family (PTO)

'I was extremely grateful to have been granted a remote working request (in 2019, 6 months before the pandemic), which allowed me to relocate with my partner who had a military assignment abroad. My line manager and an HR representative were very supportive, went the extra mile and made the process really easy to follow and, most importantly, made me feel valued and proud to work at the University.'

During Covid-19 a system of 'Emergency Leave' was introduced to support staff who were shielding or had caring responsibilities for children who were unable to attend school.

Table 5.5.6: SWS survey

SWS: Questions	Job Family	Gender	Strongly agree/agree	Disagree/Strongly disagree
I am comfortable returning to campus for all the time	E&R	F	19%	65%
		M	32%	59%
	PTO (MSA and T&E)	F	13%	74%
		M	28%	56%
I am comfortable returning to campus for some of the time	E&R	F	51%	36%
		M	52%	32%
	PTO (MSA and T&E)	F	48%	35%
		M	54%	26%
I can rely on my manager to give me the support I need	E&R	F	72%	9%
		M	73%	9%
	PTO (MSA and T&E)	F	78%	7%
		M	83%	7%
My manager trusts me to do my job	E&R	F	94%	3%
		M	92%	4%

	PTO (MSA and T&E)	F	93%	2%
		M	94%	1%
I feel well informed about the University's response to Covid19 pandemic	E&R	F	67%	17%
		M	61%	20%
	PTO (MSA and T&E)	F	78%	7%
		M	74%	11%
My wellbeing has improved as a consequence of working from home	E&R	F	33%	30%
		M	28%	32%
	PTO (MSA and T&E)	F	50%	17%
		M	41%	19%

SWS showed that:

- Half of women in MSA and T&E job family agreed their wellbeing has improved.
- A large percentage of colleagues felt an improvement to their wellbeing as a direct consequence of working from home, suggesting some colleagues would benefit from continuing to work from home permanently/ partially.

We will explore possible solutions and potential policy revisions for home working options in a working group **(AP 5.5.7)**. SWS will run every 6 months to monitor staff views on changes made and any issues arising.

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Staff wishing to transition to a FT role from PT discuss this with the HoD and HR adviser who support them with the process; for example, through staggered reintegration to FT work enabling staff to phase the change. All requests are considered through a formal flexible working request procedure and although there is no formal policy for this transition, we offer a range of pathways for individuals who wish to work flexibly or return to FT employment and encourage managers to be as accommodating as possible to retain skilled staff.

Female member of staff:

"I joined the University in 2005 as a temporary lecturer, and during my maternity leave was appointed to a permanent position, working part-time. I was promoted to Senior Lecturer in 2012 and decided in 2017 to go up to full-time work. "

vii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Day care facilities for children of students and staff is provided by the on-site Westwood Nursery (Ofsted Outstanding) with 48 places for children from 6 months to school entry age. Staff can pay through *NurseryPlus* a university run salary sacrifice scheme to help with costs. A Baby Change and Feeding Room is provided on site for staff, equipped with a mini fridge and a bed. There is a similar facility for students. A childcare voucher scheme operates for all staff (closed by Government to new entrants in 2018). Additionally, childcare vouchers are provided via *Fideliti* to support all

parents to cover costs. Nursery information is provided at recruitment, induction, HR webpages, and via line managers. A Westwood nursery Committee is currently being set-up which will include nursery caregivers, staff, management, parents and a member of USAT to ensure effective communications among key teams and smooth cascading of any issues that arise.

Team Bath Tribe offer regular after school and school holiday sporting activities to over 800 children per week on campus for children aged 2-14, of which 160+ (20%) are children of staff.

vii) *Caring responsibilities*

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.



Staff are encouraged to talk to their line manager when there are issues with dependants/caring responsibilities and take up Emergency Leave (up to three working days).

In the short-term, informal flexible working arrangements can accommodate most situations. Unpaid leave can also be arranged depending on the circumstances and duration of the absence. Additionally, staff with five years of continuous service are eligible for a longer-term career break to take care of dependants. In 2019, a Staff Parents and Carers Network was launched for informal networking.

Table 5.5.7: SWS survey

SWS: Questions	Job Family	Gender	Never/Rarely	Often/Sometimes
How often do the demands of your job impact on your family life?	E&R	F	16%	78%
		M	16%	80%
	MSA and T&E	F	33%	62%
		M	30%	53%
How often do the demands of your family impact on your work on the job?	E&R	F	52%	43%
		M	53%	43%
	MSA and T&E	F	63%	32%
		M	49%	34%

Of those who said family never or rarely impacted their work, over 90% (F and M) had no caring responsibilities. 71% (F and M) of those who said family did impact their work often or sometimes had caring responsibilities for school aged children, suggesting caring is a factor.

Colleagues are invited to attend Parents and Carers Network meetings, however SWS evidences a need to improve support ensuring there is a policy and clear guidance for colleagues and managers of staff who care for children, elderly parents or other dependants (**AP 5.5.8**).

Actions from 5.5:

- AP 5.5.1** Review Maternity and Adoption pay packages
- AP 5.5.2** Prepare line managers to manage parental leave to establish a fully consistent approach
- AP 5.5.3** Develop a central Return to Work Fund to support staff returning from family-related leave
- AP 5.5.4** Explore why nearly 1 in 4 maternity leave returners have left 18 months post-return and make changes to returners support to improve retention rates
- AP 5.5.5** Ascertain why the take up rate for shared parental leave is low, and make necessary changes to policies
- AP 5.5.6** Collect application and success rates for contractual changes to working patterns
- AP 5.5.7** Explore policy revisions around flexible working, with the focus to allow for more opportunities to work from home
- AP 5.5.8** Improve support for carers

5.6 Organisation and culture

i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

UoB is strongly committed to equality and inclusivity. We value, promote, and celebrate inclusion, challenging discrimination and put equality, diversity and belonging at the heart of everything we do. We aim to celebrate, respect, and encourage difference.

Embedding AS principles across Campus is evidenced by increased numbers of Departments holding AS awards (16/17 in 2020 vs 7/16 in 2016) and the successful progression of 6 departments to Silver Awards in 2020 (zero in 2016). This significantly raises the profile of gender equality initiatives amongst staff and students.

Figure 5.6.1: ASDCS: %F and %M agree/strongly agree that the workplace is supportive

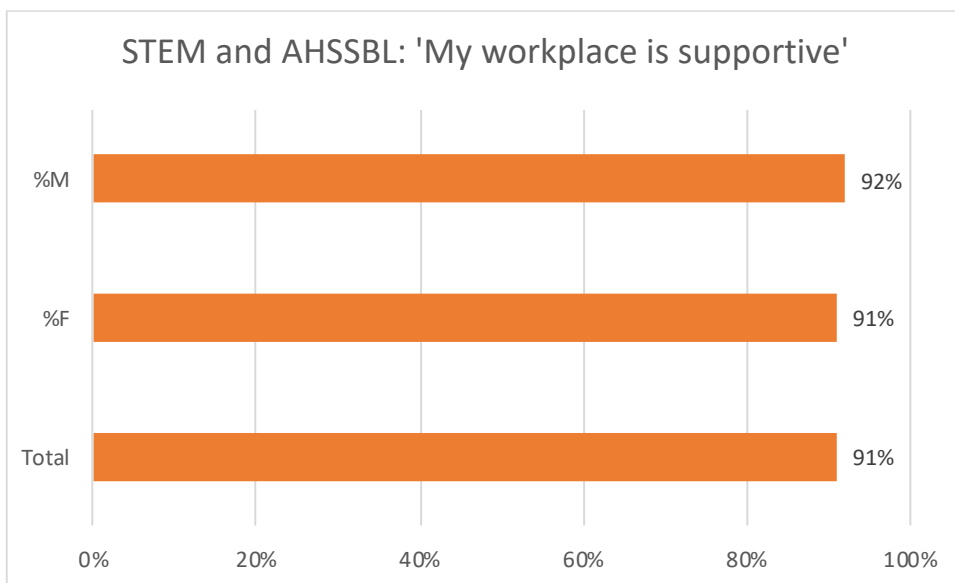
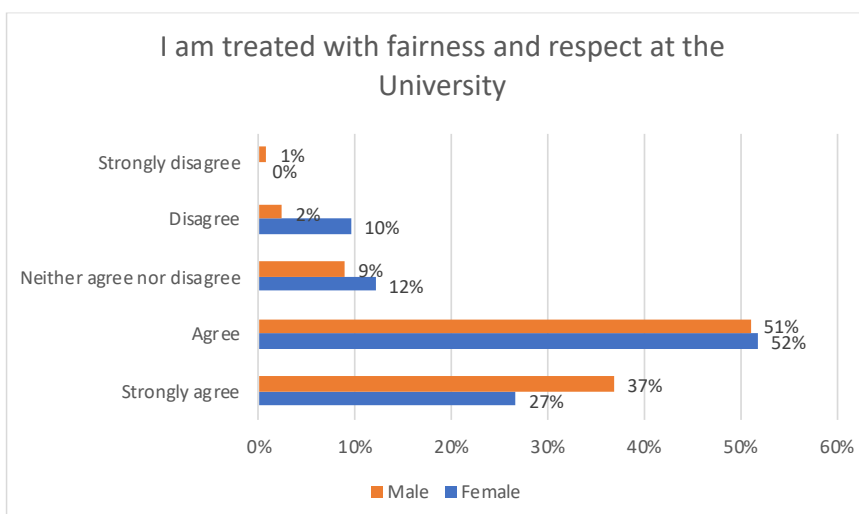
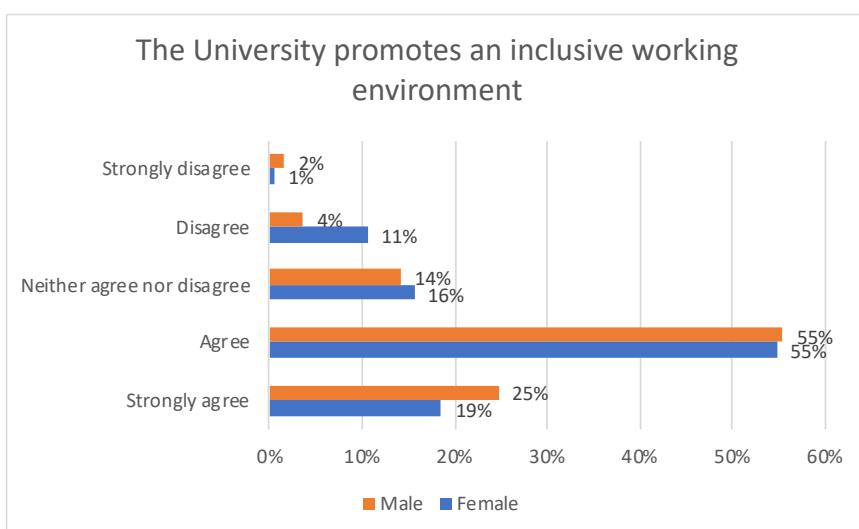
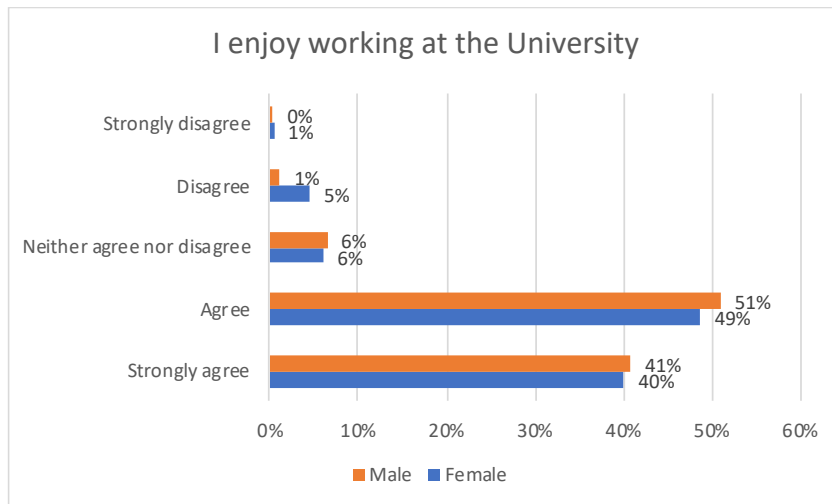


Figure 5.6.2: ASS: A high proportion of staff agree that there is a positive, respectful culture





In 2019 the University announced its equality objectives. These align to the new principles of AS:

- Increase the proportion of women in senior roles and take positive action to address gender imbalances and the gender pay gap, considering intersectionality.
- Improve the recruitment of staff and students from under-represented groups.
- Foster a culture of inclusion and belonging through a programme of raising awareness and training.
- Create a supportive environment for our LGBT+ community.

Our ED&I team work collaboratively with departments to achieve these objectives.



Figure 5.6.3: Athena Swan Leader, Head of the Race Equality Taskforce and Executive Chair of ED&I

ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

In 2019, we carried out a comprehensive review of policies and practices which resulted in a new Dignity & Respect Policy, setting out objectives and responsibilities, and a D&R Procedure setting out new processes, as well as revised policies for staff (and student) disciplinary matters and student complaints.



Figure 5.6.4: The #NeverOK campaign represents our commitment to creating a community which never tolerates hate, harassment and assault, to ensure all students, staff and visitors feel safe and valued - including in online spaces. It provides training, resources and marketing materials to empower people to speak out against harassment.

Report & Support Tool

An R&S tool was developed and implemented in 2019 allowing easy to access and confidential reporting any incidences of inappropriate behaviour for staff and students (including anonymous reporting). It provides improved analysis of reporting, and support offered.

Figure 5.6.5: ASS: %F and %M staff agreeing they know where to report inappropriate language/behaviour and seek support

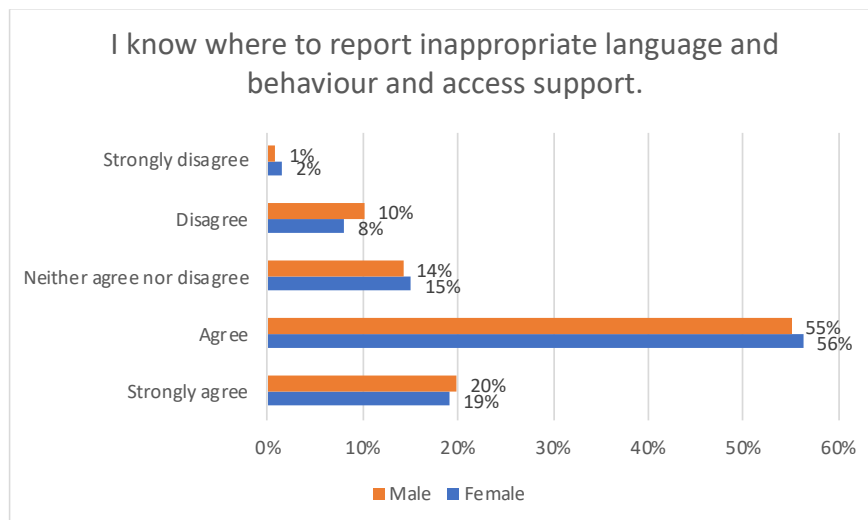
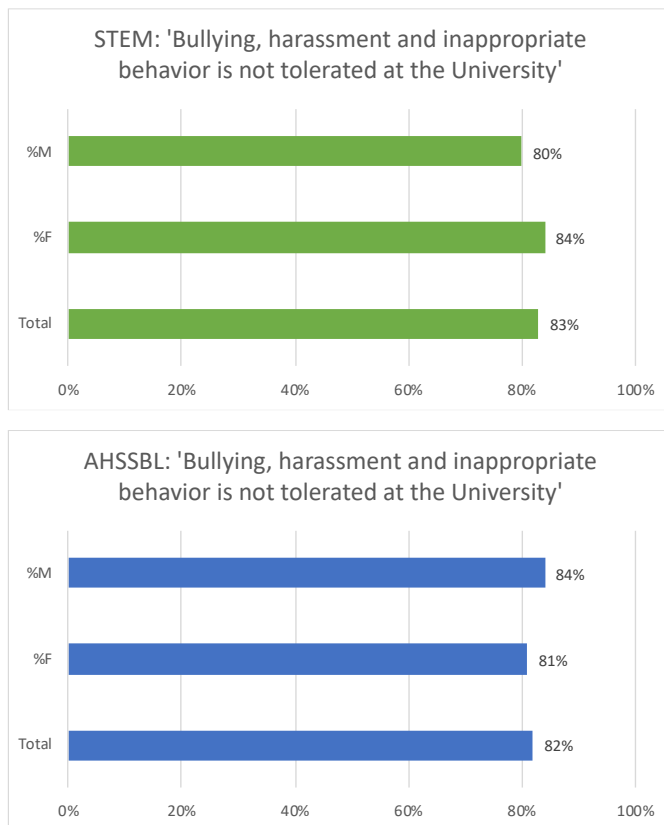


Figure 5.6.6. ASDCS: %F and %M agree/strongly agree on zero tolerance towards bullying, harassment, and inappropriate behaviour: AHSSBL and STEM



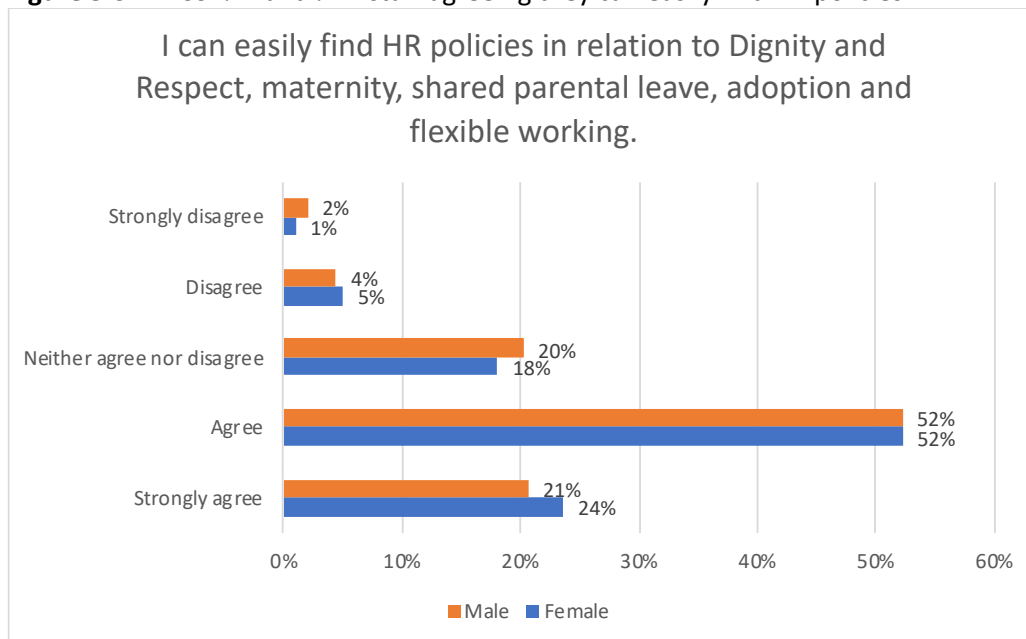
Monitoring and reviewing practice

Our Harassment Prevention Working Group undertake regular reviews of data from R&S and feedback which resulted in several actions:

- Setting up a Staff-Student Professional Boundaries Working Group, which created a range of guidance and supporting materials for academic staff to improve practice (included Research Associate and casual staff and students) and the requirement for staff Disciplinary, Appeal and Investigative panels to have balanced gender representation.

ASS (see figure 5.6.7) show that over 74% of staff can easily find HR policies in relation to D&R, maternity, shared parental leave, adoption, and flexible working.

Figure 5.6.7: ASS: %F and %M staff agreeing they can easily find HR policies



iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Table 5.6.7 Heads of Department, Deputy Head of Department and Heads of Division by gender, April 2014, April 2019 and October 2020

Job title	April 2014			April 2019			October 2020		
	F	M	% F	F	M	% F	F	M	% F
Head of Department	█	█	6%	█	█	13%	█	█	20%
Deputy Head of Department	█	█	12%	7	6	54%	9	6	60%
Head of Division (School of Management)	n/a	n/a		█	█	50%	█	█	50%

The HoD recruitment process is managed by HR, and positions are advertised online. Appointments are made by the VC, with an initial three-year term of office, which can be extended for a further 3 years maximum. All (except Computer Science) were internal appointments. An external appointment would be subject to a new or replacement position being approved.

The DHoD's role varies across Departments and Faculties. The role is distinct from the HoD's and in some cases not necessarily regarded as a stepping-stone to HoD. Their main role is to support the HoD, and to take on other specific duties, e.g. looking after probation. DHoD roles are advertised internally and the process is managed by HoD with the final decision subject to approval by the DVC.

While the number of females holding HoD roles remains low, it has increased steadily, from 6% in 2014 to 20% in 2020. The increase in female DHoD to 60% may potentially indicate an increase in female HoDs in the future.

BAP 3.5 achieved: More balanced gender representation in senior roles, including HoDs.

There is a tendency for individuals to remain in the DHoD role for an extended period and we recognise the importance of establishing a long-term approach to building a diverse pipeline for future HoDs (AP 5.6.1).

iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Membership of senior management committees is role dependent. Changes made to the senior management committees in 2018 and in 2019 (Table 5.6.8) resulted initially in a dip in female representation. However, recent changes in UEB and the launch of the new Operations Board evidence the number of female members increasing.

Table 5.6.8: Staff representation on Senior Management Committees, 2014-2020

Committee	Year	Female	Male	% Female
Executive Committee	2014/15	6	11	35%
	2015/16	5	13	28%
	2016/17	5	12	29%
	2017/18	1	4	21%
Vice Chancellors Group (VCG)	2014/15	5	5	50%
	2015/16	4	8	33%
	2016/17	5	8	38%
	2017/18	3	7	30%
Executive Committee and Vice-Chancellors Group replaced with University Executive Board 2018/19. Operations Board introduced 2019/20				
University Executive Board	2018/19	3	16	19%
	2019/20	5	13	28%
Operations Board	2019/20	7	12	37%

v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Female representation across all central influential committees has increased from 31% to 50% between 2014/15 and 2018/19. Data shows that the Equality and Diversity Committee has overrepresentation of female members and will be reviewed to reflect the gender profile of staff. (AP 5.6.2)

Table 5.6.9: Representation on central University Committees, 2014-2019

		2014/15	2015/16	2016/17	2017/18	2018/19					
2014/15	Female	■	■	■	■	■	■	■	■	■	46
	Male	■	■	■	■	■	■	■	■	■	101
2015/16	Female	8	16	5	7	■	■	■	■	■	53
	Male	18	25	9	10	■	■	■	■	■	96
2016/17	Female	9	15	■	■	■	■	■	■	■	58
	Male	15	21	■	■	■	■	■	■	■	81
2017/18	Female	10	19	■	■	■	■	■	■	■	58
	Male	16	20	■	■	■	■	■	■	■	83
2018/19	Female	11	21	■	■	■	■	■	■	■	75
	Male	12	20	■	■	■	■	■	■	■	74

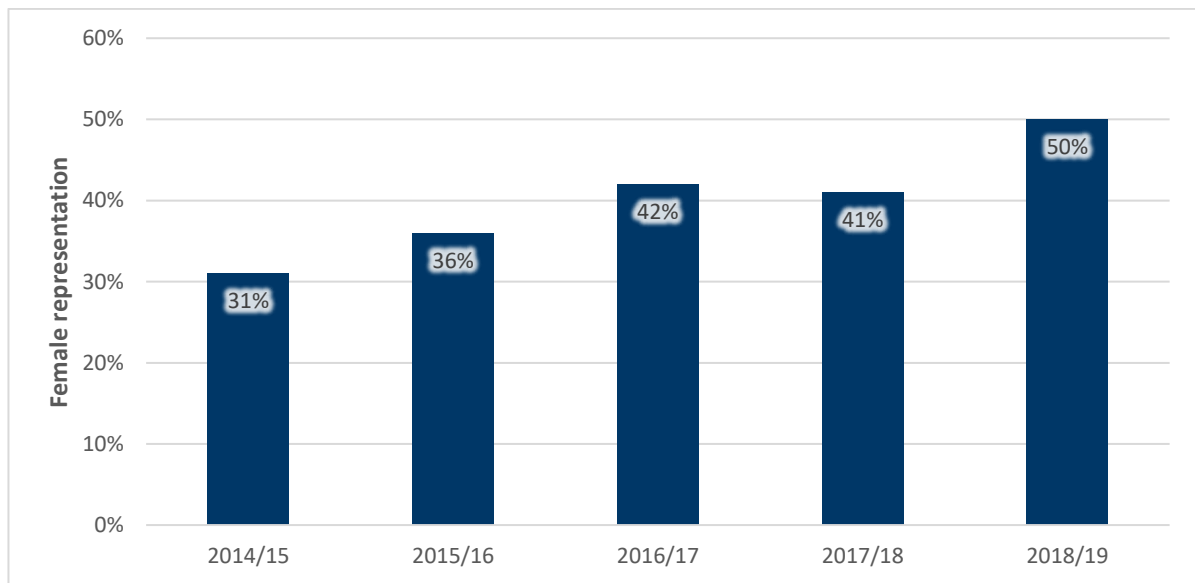


Figure 5.6.10: Percentage of female representation on University Committees 2014-2019

BAP 3.8 & 3.9 achieved gender parity on influential committees.



Figure 5.6.11: Pamela Chesters CBE, Chair of Council

In recent years, and in response to the Halpin Review (2018), changes have been introduced at a senior level, starting with the appointment of Pamela Chesters CBE, an advocate of ED&I as Chair of Council. Council has appointed Green Park, an external recruitment company with advocacy for ED&I to recruit new lay members to its committees to broaden the range of backgrounds its members are drawn from.

Council is also:

- reviewing the terms of members elected from Senate to ensure the roles are rotated and representation is diverse
- implementing recommendations from the Stakeholder Engagement Working Group on changes to the membership of Court

These changes have a positive influence and will ensure that best practice and consistency in committee membership processes impacts other University committees. We'll seek regular updates from Council on progress made against ED&I targets **(AP 5.6.3)**.

vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Council introduced changes to ensure balanced committees, open to all members to play an effective role. Subcommittee appointments are made for one year only aiming to upskill members and ensure diversity.

Council will also undertake a root and branch review of the governing framework to create a supple and durable framework to foster widespread cultural change.

Faculties have introduced changes to address issues of committee overload. Since 2018, the Faculty of Science has undertaken an annual review of departmental committee membership, an initiative we will implement across the University. **(AP 5.6.4)**.

Secretaries to Faculty/Department committees actively manage committee overload and staff are discouraged from serving on multiple department committees with large workloads. Staff with caring responsibilities or those working on a PT basis found remote attendance at committees beneficial and we will ensure these benefits are not lost going forward **(AP 5.6.5)**.

vii) *Institutional policies, practices and procedures*

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

All University policies are subject to an Equality Analysis. Our Policy Framework states that all new policies must not have “an inadvertent negative impact on individuals by virtue of them being part of a protected group.” ED&IC is overseeing implementation and review.

viii) *Workload model*

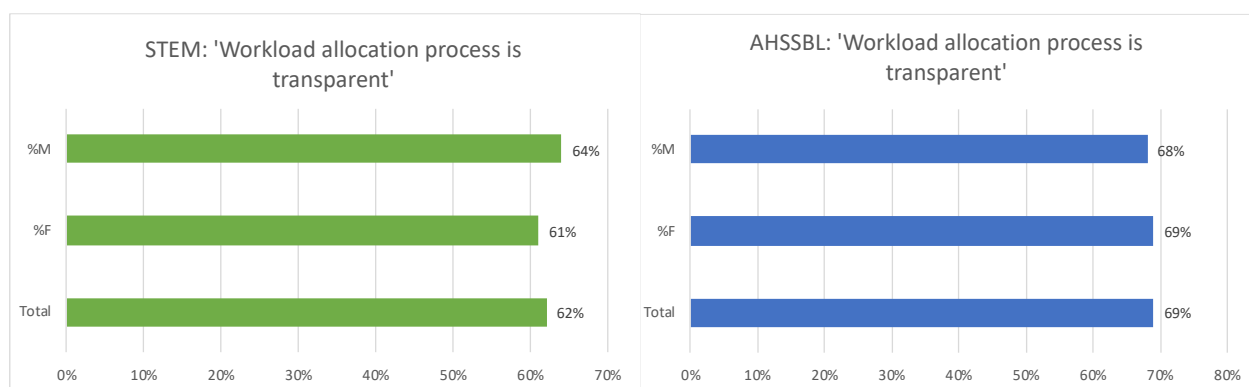
Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The workload model is used by c.65% of academic staff that have split responsibilities. In 2019/20, 70% of these staff verified that the model was a reasonably accurate representation of their workload. This was higher than anticipated in view of the serious disruption caused by the pandemic.

To assist HoDs and academics, we are transitioning from spreadsheets to a web-based Workload Allocation Management System (WAMS). We will undertake an annual, gender-based, analysis of workload model data to help understand the pressures on staff when the pandemic is over and the rollout of WAMS is complete. This will be guided by the senior academic staff on the Academic Workload Management Group (AWMG) (AP 5.15).

The AWMG is chaired by the Deputy Vice-Chancellor with Dean and HoD representation from each Faculty and the School. The AWMG has developed a University level framework within which guideline tariffs have been set for all major activities at Faculty/School level. HoDs are responsible for allocating and managing staff workloads, and for ensuring that there is an equitable distribution across their department. Staff can review their workloads on a regular basis, raise discrepancies with their HoD and these are fed back to AWMG.

Figure 5.6.12: ASDCS: %F and %M agreeing that the workload allocation process is transparent: STEM and AHSSBL. ASDCS data shows there has been significant variation by department in the proportion of academic staff who have felt that workload modelling was fair and transparent. We will be undertaking further analysis to understand the drivers behind these responses to ensure



that there is a high level of agreement that the workload allocation model is fair and transparent (AP 5.6.6).

ix) *Timing of institution meetings and social gatherings*

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

For most University-wide events, such as the 'Our University, Our Future' and online Town Hall meetings introduced during the pandemic, times are varied, provide live and 'catch-up' streaming so that all staff can engage. Let's Talk, our open staff meeting with the VC and Senior Management team, is held each semester on alternate days to accommodate staff with different working arrangements.

Departments are expected to set local policy after staff consultation. The majority hold all meetings within core hours (10am-4pm) and schedule social events well in advance or at lunchtimes to make it easier for those with childcare or caring responsibilities to attend.



Figure 5.6.13: Attendees at one of the 'Our University, Our Future' World Café events (October 2019)

x) *Visibility of role models*

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Women are under-represented at senior levels, so we celebrate junior and senior female role models at the University internally and externally through a collaborative effort led by Communications, HR, Alumni, ED&I, and other teams.



Figure 5.6.14: Above (left to right): Lecturer Asel Sartbaeva & Professor Marcelle McManus, 2021 & 2020 FDM Everywoman in Technology Award winners; Dr Vasanta Subramanian, finalist for Science in Asian Women of Achievement Awards 2020.

The University's annual AS lecture series ran in 2018-2021 saw high demand (all events over-subscribed) for talks from brilliant female leaders in their fields.

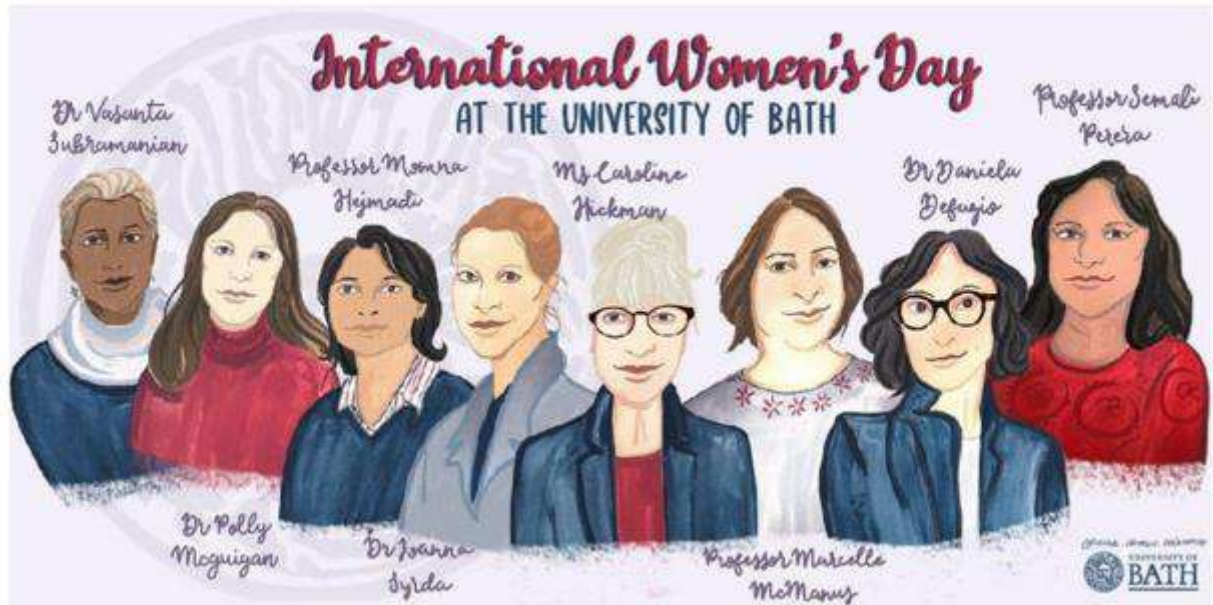


Figure 5.6.15: Artwork for International Women’s Day, posted on staff homepage and commissioned by the University’s Communications team



Figure 5.6.16: Left: Dawn Kernagis, speaker at AS Annual Lecture, pictured with Student Engineering society Team Bath Racing Co-Chairs, who in a 121 session with Dawn questioned her on how to get more women into the society and participate in its activities. Right: AS banners representing a variety of role models are displayed at all AS and ED&I events throughout the year.

There is some excellent formal practice in this area, but there is a need to develop this into a robust procedure which can be evidenced **(AP 5.6.7)**.

xi) *Outreach activities*

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

At University level several teams run outreach events: Recruitment (post-16 – anyone considering Bath UK or international); Widening Participation (all age groups – targeted groups), and Marketing (open days). 266 schools (all state) and 690 UK schools (mix of state/independent) were targeted by WP and by Student recruitment, respectively. Activities in the last academic year comprised 2000 delivery hours, 3908 hours prep, 270 hours of academic time and 5660 hours from student ambassadors.

Table 5.6.13: Outreach events and attendance

Year	Events	Participants	Gender split
2018/19	213	14,000	55%F, 45%M
2019/20	164	14,500	62%F, 38%M

BAP 3.10 Achieved: Enhance the granularity of our internal mapping data to inform benchmarking data.

The University hosts, “Bath Taps into Science”, a school and family science festival. Last academic year we engaged 1524 primary school children and 2860 members of public (pre-COVID-19). There is a clear observable trend of increased Bath applications due to WP programs, leading us to enhance this activity in the future.

Centrally conducted outreach historically has focused on STEM. There are now many activities in AHSSBL too, particularly in fields such as Social Policy and Caring, where men are heavily underrepresented.

WESBath, established in 2014, aims to support and empower current female students in the Faculty of Engineering & Design and to engage in outreach to encourage young women to choose engineering as a career. In 2018, 53% of female students were members of the society.

In 2018/19, Women in Technology (WiT) group in the Department of Computer Science worked in collaboration with ‘Code First: Girls’, to offer 8-week beginner and intermediate coding courses to women across campus, studying non-computer science degrees.



Figure 5.6.17: Above left: Our student Women in Engineering Society (WES) members during an outreach event for “Bath taps into Science”. Above right: Electronic and Electrical Engineering outreach team members during an outreach activity for a visit from the Girls Day School Trust.

In 2018/19 120 staff (55F, 65M, 46%F) took part in summer schools, open days, school projects and other recorded outreach activities. Participation at weekends is shared among staff, and the dates set in advance allowing all staff, particularly those with family commitments, the opportunity to swap dates. Those engaging on Saturday activities get time off in lieu.

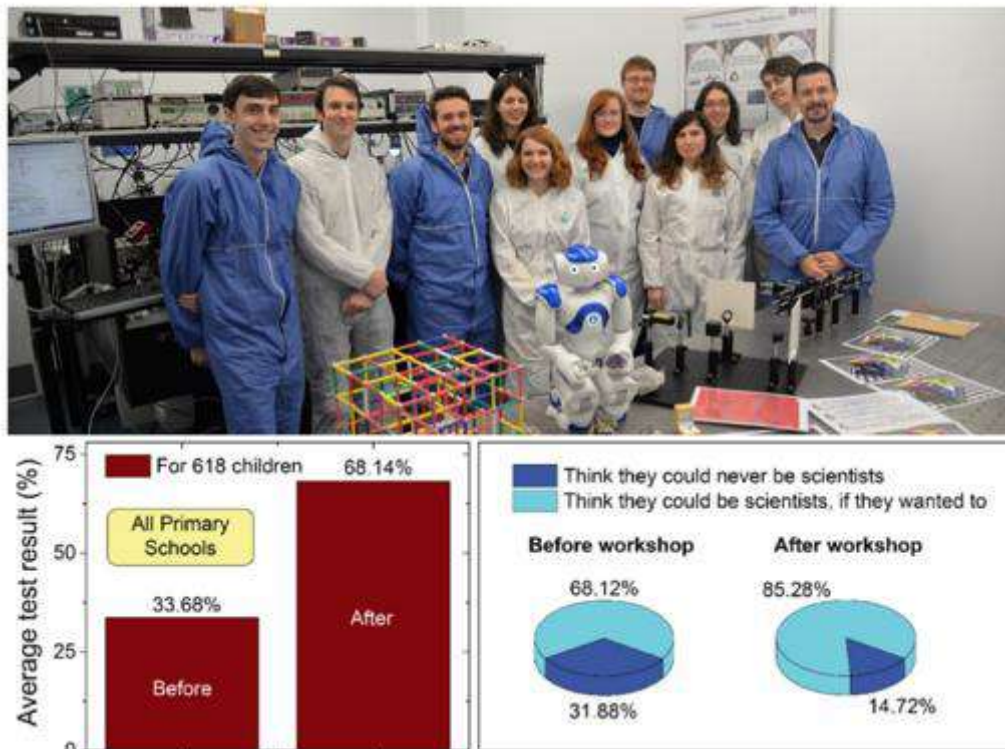


Figure 5.6.18: Members of Physics outreach team (top). Before and after statistics on 618 children, compiled from more than 20 primary school visits, demonstrating improved understanding, confidence and interest of the children participating in outreach activity (bottom).

Prior to 2018, outreach data were not routinely collected and monitored. A Departmental Outreach officer role has now been created, organizing centrally and at Departmental level our outreach and Widening Participation activities, implementing a robust data-collection system and evaluating and monitoring positive changes in engagement.

We will appoint an Outreach representative to USAT and conduct a thorough analysis of outreach activities through a gender equality lens **(AP 5.6.8)**.

xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Currently, we hold 10 Departmental Bronze awards, 6 Silver, and the 1 remaining department submitting 2021.

Our Future Plans are to achieve:

- First Departmental Gold by 2025
- Over 75% of Departments hold Silver by 2025, encouraging and supporting all Bronze award holders to apply for Silver
- Actively engaged in AS activities nationally and internationally

All DSAT Leads receive support from our ED&I Officer who dispatches annual departmental data packs and provides ongoing advice and guidance through 121 sessions (3-5 a year) and monthly newsletters. We will continue to support Departments with tailored advice, comprehensive annual

data packs, targeted AS Network activities, coaching and upskilling DSAT Chairs through webinars on how to move from Silver to Gold and from Bronze to Silver.

USAT will fund workshops for DSAT Chairs and members on best practice around gender equality and ED&I (AP 5.6.9).

Actions from 5.6:

- AP 3.2** Raising the awareness of our AS activities locally, regionally, and nationally
- AP 5.6.1** Develop a clear approach to building up the diverse pipeline of future HoDs
- AP 5.6.2** Increase male representation on the Equality, Diversity & Inclusion Committee
- AP 5.6.3** Monitor how ED&I is considered at Senate and Council levels
- AP 5.6.4** Review committee workloads for individuals across the university
- AP 5.6.5** Enable remote attendance at committee meetings
- AP 5.6.6** Review workload allocation processes in departments and ensure that there is a consistent approach
- AP 5.6.7** Introduce a formal procedure to schedule, launch and capture all role model activity
- AP 5.6.8** Set up a central database for outreach and produce annual report on Outreach for USAT
- AP 5.6.9** Fund workshops for DSAT Chairs and members on best practice around gender equality and ED&I

6. Supporting trans people

i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

The University's *Dignity and Respect policy* includes a zero-tolerance approach to bullying and harassment of all forms based on gender identity.

Our Strategic Equality Objectives 2019-2021 include an objective that specifically focuses on our LGBT+ community and progressing trans equality. A trans road map has been in place since 2017 to support staff and students through gender reassignment. During 2020 this road map was updated, working in consultation with our LGBT+ Staff Network Kaleidoscope.

We have a Transitioning at Work and Study Guide, which refers explicitly to bullying and harassment based on a person's gender identity, and how to seek confidential advice internally and externally.

We aim for all HR policies and procedures to use gender-neutral language and be completely gender neutral within three years. Our maternity and paternity policies refer to Caregiver 1 & 2.

We deliver a training package on 'The incomplete guide to inappropriate language', which is oversubscribed.

Our LGBT+ Staff Network, Kaleidoscope has a ringfenced budget, offers social support, advice, events and guidance and has excellent links with local trans organisations and actively celebrates significant dates in the trans calendar.

All job adverts and descriptions are now vetted for gendered language with the use of Textio. Training is provided by HR on what constitutes gendered language and we are working on removing gendered language from all webpages.

As part of the new Civic University agreement, the Civic University team has created EDI training, including trans equality, for our City and local community charities.

Working with Kaleidoscope, we have produced gender neutral pronoun badges for over 400 staff and students and are spreading best practice of including preferred pronouns within email signatures.

We offer discussion groups on the intersections of faith and trans identity through our work in the Chaplaincy and our student LGBT+ group.

During 2019/20, we have been working closely with Stonewall to ensure that we appear on their Equality Index. We are working towards appearing in the top 100 employers for trans people within three years **(AP 6.1)**.

ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

All training and events are routinely evaluated through feedback forms.

We consult with Kaleidoscope to gain feedback on policies and procedures and will continue to work closely with them and the SU to identify further work needed and involve them in the implementation of that work.

Student Services and HR review reports through R&S tool and present statistics around types of reports and incidents, including any gender reassignment or trans equality related issues. There have been no reports related to incidents around trans equality or gender reassignment since the R&S tool was launched in 2018.

iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We are currently developing a Trans Policy in consultation with Kaleidoscope, our trans students, and experts. We regularly hold activities and events around Trans Day of Remembrance and LGBT History Month, and we aim for trans equality to be embedded across all that we do throughout the year. We will work with Stonewall to further improve support for the LGBT community **(AP 6.2)**.

Action from 6:

AP 6.1 Aim to appear in the top 100 employers for trans people

AP 6.2 Improve support for the LGBT community

7. Further information

In addressing gender equality Bath fully recognises the need to take account of the impact of Covid-19 which has had a disproportionate impact for female staff who are most likely to be single parents or in caring roles, and for BME staff.

Our VC has commissioned pulse SWS surveys every 6 months since the beginning of the pandemic to evaluate how staff are feeling working from home, on furlough and on campus and HR have used these insights to design and implement short and long term solutions and actions to ensure we meet the current needs of staff as we progressed through different stages of the pandemic, including lockdown. We then communicated the results of these surveys and actions to our staff in a 'You said – We did' format. Over the last weeks, we have also analysed research papers produced by our own academics, mostly in the Faculty of HSS, with recommendations and proposals drafted for addressing issues. For example, there is clear evidence emerging that families with children who had to self-isolate due to Covid-19 are highly likely be forced to reduce their working hours, with a substantial impact on their research activity. As a result, USAT will work with the WAM, HR and Comms teams to implement and communicate developments and actions as soon as they are activated.

We have also produced an interactive self-learning guide which looks at evidence emerging on gender differences on promotable vs non promotable tasks and the impact Covid19 will have on further widening the gap between men and women. We will be actively seeking opportunities to understand the short and long term Covid19 implications of the allocation of these tasks and with new evidence emerging, we will ensure that Covid19 action plans are aligned to our AS actions over the next five years.

Action plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Action plan

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The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

Priority rank– H (high), M (medium), L (low)

No	Objective & Priority rank	Rationale	Proposed Action(s)	Timescale	Responsibility	Success Criteria
3. Self assessment section						
3.1	Establish an AS survey and focus group schedule at University level. Priority – H.	Ensure regular collection of meaningful data on staff experience and develop better understanding of the issues and routes to mitigation.	1. Establish a biennial AS staff survey.	Sep 2021 - Sep 2023	Head of ED&I	Biennial AS survey schedule in place. A minimum 60% response rate for both women and men achieved.
			2. Establish staff focus groups to follow up the biennial staff surveys to explore issues arising in greater depth.	Nov 2021 - Nov 2023		Follow up focus groups established exploring key issues arising from the surveys. A minimum of two focus groups run each time, with a minimum of 12 people from relevant staff groups.
			3. USAT to analyse the results of the surveys and focus groups and present reports to ED&IC together with any recommendation for actions to address issues identified.	Dec 2021 - Dec 2023.		Feedback from survey and focus groups shared in reports to ED&IC, together with proposed actions.
			4. USAT to publish the analysis on USAT blog & staff homepage.	Jan 2022 – Jan 2024		Actions identified and taken forward and published across campus via AS blog and all staff news updates.

3.2	Raise the awareness of our AS activities inside and outside the university. Priority – M.	Most of our AS activities are focused on our staff and students. We want to open the events to everyone, with a focus on extending personal invitations to members of the local community and staff and students from other Universities, especially since we expect most of these activities to take place online.	1. AS annual lecture made available to the public via the internet, with members of the local community and other Universities invited personally through engagement with SETSquared, local Universities, Bath and North East Somerset Council, Civic University initiative.	Sep 2021 - Sep 2023	University Athena Swan Leader	AS lecture available online. Lecture invitations extended to members of the local community. At least 30% of attendees from outside the university and online views to total at least 200 on the day of the talk, rising to 400 three months afterwards.
			2. Regularly assess staff awareness of AS activities in Bath through the biennial surveys and by monitoring the usage made of the USAT blog.	Sep 2021 - Sep 2023.		At least 75% of respondents in the biennial survey indicate good or very good awareness of AS activities in Bath. By 2023, 100% increase in unique monthly hits on our Athena SWAN blog page (from 385 unique hits a month currently).
3.3	Ensure USAT remains representative, inclusive, and inducted. Priority – H.	There were no UG, PGT and Outreach reps on USAT and men are underrepresented on USAT. New members of USAT have suggested an induction booklet would have been useful to understand how the team operates. It was also suggested that clear Terms of Reference (ToR) are put in place. USAT also agreed we should aim to be more like role models when it comes to committee diversity, ensuring we have the widest views and	1. Through an open call, appoint a representative from a WP and Outreach team to work on gender equality objectives within Outreach.	By June 2022	Chair of USAT and Head of ED&I	WP and Outreach representative appointed.
			2. Through annual open calls, appoint male and female PGT and UG representatives on USAT.	May 2022 to Jun 2023		Process for appointing PGT & UG representatives in place and at least 1 representative of PGT and UG students appointed.
			3. Produce a diversity analysis on the composition of USAT as part of the annual AS report to ED&IC, bearing in mind the gender balance of the different staff constituencies. Ensure that USAT membership better reflects the gender balance of the university. If necessary, specifically target members of different groups to join USAT.	May 2022 to Jun 2023		The diversity of USAT is representative of protected characteristics and various working arrangements/personal circumstances; to include 50% men and 15% BAME.
			4. Induction booklet created for new members of USAT, and 1-2-1 meetings between new members and Chair of USAT and a member of ED&I team in place as part of the USAT induction process.	May 2022 to June 2023		80% of new members comment positively on the effectiveness of USAT induction process through the targeted induction survey.

		representation on the Committee.	6 months after joining, new members complete a short induction survey.	December 2022, annual thereafter		
3.4	Ensure AS action plan intersects with REC application and action plan Priority – M.	There is a need to ensure that the work of the USAT on intersectionality is in line with the work carried out by the Race Equality Taskforce on REC application.	1. USAT to have a representative on Race Equality Taskforce (RET) and regular meetings between the Chairs of USAT, ED&IC and Race Equality Taskforce to be established.	May 2021 – May 2023	Chairs of ED&IC, USAT and Race Equality Taskforce	USAT and RET commit to actions, monitoring & evaluation to address identified issues around intersectionality of gender and race.
			2. USAT to work with RET in understanding intersectional issues of gender and race and incorporate these into REC application.	June 2021- April 2024		

4. A picture of the institution

No	Objective & Priority rank	Rationale	Proposed Action(s)	Timescale	Responsibility	Success Criteria
4.1	Establish a transparent policy for grade 7/8 fixed-term contract researchers to become CO-Is or PIs on grants. Priority – M.	There is a recognition that the barriers to career progression for researchers, particularly from a fixed-term (grade 7 or 8) to an open-ended (grades 8+) contract are linked to opportunities to show research independence and leadership. UoB has created a working group to liaise with UK funders and internal staff processes, which we can utilize to achieve this objective.	1. Working group on researcher careers puts forward recommendations to enable grade 7/8 fixed-term contract researchers to become CO-Is or PIs on grants. Recommendations discussed by HR and USAT and are modified if necessary, prior to UEB approval.	Aug 2021 - Aug 2022	Director of HR	Policy in place. At least 10 grade 7/8 researchers (at least 5F and 5 M) named as CO-Is or PIs on submitted grant proposals.
			2. New policy implemented, and data collected on numbers of grade 7/8 researchers becoming CO-Is or PIs.	Sep 2022 – Aug 2024		
			3. Every grade 7/8 fixed-term contract researcher to be assigned a mentor who is not their supervisor. Mentor required to meet with supervisor to discuss possibility of including researcher as Co-I on future grant	November 2021 – March 2022	Researcher Development Manager	All Grade 7/8 researchers have an assigned mentor.

			application or helping researcher to develop own grant application as PI.			
4.2	Examine barriers to career progression beyond grade 8 in STEM/AHSSBL, to generate targeted support plan. Priority – M.	Most researchers at Grades 6 and 7 are fixed-term contract researchers (86%). In contrast, Grade 8 researchers are a mix of research fellows (FTC) and lecturers. Research shows this may have a disproportionately negative effect on female researchers.	1. Conduct a survey of researchers and academics at grades 6, 7 and 8 to understand better the barriers to progression beyond Grade 8. Follow up the survey with focus groups. Use the results to develop a set of recommendations to improve career support for researcher. USAT to agree recommendation and pass to UEB for approval and implementation.	Jan 2022 - Mar 2022	Deputy Director of Workforce Development	Survey carried out with at least a 60% response rate. At least two focus groups held with a minimum of 12 staff attending in total. Recommendations for improvement in career support developed and approved by USAT.
			2. UEB approves plans for improving career support for academic and research staff at grade 6,7 and 8.	Apr 2022 - May 2022		A targeted support plan implemented. Over 75% of respondents to AS biennial survey on grades 8 and below are feeling supported with their career progression at Bath.
			3. Improved support implemented. Staff survey used to assess researchers views on support in place.	Jun 2022 - Sep 2023		
4.3	Support staff on fixed term contracts: understand redeployment and reduce use of FTCs. Priority – M.	We do not have data on redeployment that would allow us to conduct a thorough analysis by gender, grade, and ethnicity. We also don't know if staff feel the scheme is effective. There has also been little work to reduce the use of FTCs.	1. Establish annual collection and analysis of redeployment data to assess proportions of female and male academic and research staff on fixed term contracts who are successfully redeployed.	Apr 2022 – Apr 2024	Deputy Director of Workforce Development	Report of analysis of redeployment data with gender and ethnicity information produced annually. At least 80% of staff on fixed term contracts report in the biennial AS survey the support for career progression as good or very good.
			2. USAT to consider the analysis and highlight any issues, particularly gender related.	May 2022 – May 2024		
			3. Working group to be established with the brief to make recommendations to reduce the use of fixed term contracts among researchers. Recommendations put forward to Director of HR and signed off by UEB.	Jul 2022- Dec 2022		
			4. Recommendations implemented. Staff on fixed term contracts surveyed.	Jan 2023 - Dec 2025		

4.4	Improve the promotion process for teaching fellows to increase application and success rates. Priority – H.	Women are less likely to be in a Senior Teaching Fellow role than men and overall. In 2018/19 just 15% of teaching staff are at a higher grade.	1. Assess current promotion process from Teaching Fellow to Senior Teaching Fellow to ascertain why promotion rates are low and why women are less likely to be at the more senior level. Make recommendations for changes to the promotion process and criteria for teaching fellows with a view to increasing promotion rates and reducing the gender differences. SDPR process for teaching fellows to include promotion readiness review, including plan to achieve required number of promotion criteria. USAT to pass recommendations to ASC.	Feb 2022- Dec 2022	Chair of ASC, Director of HR	80% of Teaching Fellows attend workshops to introduce new promotion process and report they have understood the new criteria. Application rates for promotion are seen to have increased by 20% a year. Data also show that women and men are equally likely to apply for promotion and that success rates are also equal.
			2. Implement changes to the promotion process and criteria for teaching fellows. Produce briefing documents for line managers and teaching staff and ensure SDPR documentation is updated. Workshops to introduce new promotion process are live.	Jan 2023 – Apr 2023	Director of HR	
			3. Assess the effect of the new promotion procedures. Assess effectiveness every year afterwards.	Every May starting 2024		
			4. Deputy VC to write to every teaching fellow, encouraging them to be aware of the criteria for promotion to Senior Teaching Fellow, and to work towards an application.	February 2023	Deputy VC	
4.5	Increased support for Senior Lecturers applying for promotion. Priority – M.	The proportion of female professors has increased year on year from 12% to 22% but the proportion of Readers that are women has declined to 23% from 30%.	1. Focus groups conducted with SLs to understand any issues affecting preparation and application for promotion. Explore any gender-related issues.	Jun 2022 - Oct 2022	Deputy Director of Workforce Development, Learning and Organisational Development Team	80% of focus group attendees are positive about improvements to promotion process and 80% of Senior Lecturers in the biennial AS survey report they have understood the criteria for promotion.
			2. Use the feedback from focus groups to produce recommendations for improvement in support for preparation for promotion from Senior Lecturer level. Also, if necessary, make changes to criteria and processes, e.g.,	Oct 2022 - Feb 2023		

			on how career breaks are accounted for in the promotion process.			
			3. Highlight promotion case studies prominently on webpages.	Aug 2021 – Sep 2022		At least six promotion case studies produced and published on the staff intranet. Schedule in place for updating case studies annually.
			4. Opportunities such as Aurora and other leadership training internally or externally discussed in SDPR and highlighted via targeted emails.	Aug 2021 – Aug 2023		
			5. Assess the effect of changes in promotion, support, criteria, and procedures through the AS survey and through promotions data.	Oct 2025 – Dec 2025		
4.6	Develop a greater understanding of the impact of part-time work on leaving rates and improve support for part-time staff. Priority – H.	There is a higher proportion of female PT staff leaving when compared with males (STEM: 31% vs 17%; AHSSBL: 28% vs 20% in 2018/19). This % is slightly larger (28% in STEM, 11% in AHSSBL) than the proportion of staff on PT contracts, suggesting that there is a disproportionate number of part-time staff who leave the university.	1. Examine exit interviews completed by PT staff and hold focus groups with PT staff to understand better why leaving rates are higher and how working conditions of PT staff can be improved, including support for career progression. Also explore data from other staff surveys including the AS survey. Explore with participants what changes might be made to working conditions to improve retention.	Jul 2021 - Aug 2021	Deputy Director of Workforce Development	Focus groups will be used to devise and implement actions to improve support for part-time staff. Improved satisfaction evident in biennial Athena SWAN survey and reduction in proportion of female part-time staff leaving.
			2. Use staff consultation to produce a set of recommendations to improve the retention of PT staff. Implement the recommendations.	Sep 2021 - Mar 2022		
			3. Assess the effects of the changes to the working conditions of PT staff using the AS survey and by monitoring the leaving rates of PT staff.	Sep 2025 – Dec 2025		

4.7	Address gender pay gap amongst staff promoted to Professor. Priority – M.	Career and salary progression in the professor grade are opaque; gender pay gap is 7% amongst higher-paid academics.	1. Introduce a set of pay bands which would improve transparency in the system.	Apr 2023 – May 2024	Executive Chair of ED&IC, Director of HR	Pay bands introduced and publicised.
			2. Ensure there is clarity about expectations to move up the banding – clear, publicly accessible information on webpages.	Aug 2023 – December 2024		Guidance produced and published on website.
			3. Assess the effect of the changes on the gender pay gap.	June 2025		Close gender pay gap at professor grade to under 2%.
4.8	Improve the representation of females at senior levels in the MSA job family. Priority – M.	Women make up 70% of the MSA workforce but median grade level is 5-6, compared to grade 7 for the male workforce. Men make up proportionally significantly higher number in more senior roles.	1. Review recruitment practices and ensure that hiring managers are trained to implement best practice, including: a. Effective use of Textio in all recruitment activities. b. Publicize the culture of flexible working and diversity by compiling 4 case studies for the web and other recruitment campaigns.	Apr 2023 – May 2024	Head of Employee Recruitment and Experience, Director of Administration	Gender decoding software used in preparation of 100% of job advertisements. Four case studies (on females in senior MSA roles and culture of flexible working) prepared and published and a schedule in place for updating these at least once a year.
			2. Unconscious Bias and ED&I Training for all hiring managers with annual refresher courses, 100% compliance required annually and reflected in SDPR.	September 2024		100% of line managers undertake Unconscious Bias and ED&I training annually. This is checked through the SDPR process and signed off by a line manager.
			3. Assess the effects of changes in respect of the improvement in representation of females at more senior grades.	Dec 2025		At least 70% of MSA staff at Grades 7, 8 and 9 are female.
4.9	Improve recruitment of male administrative staff across Faculties. Priority – H.	Faculties/school attract more females to their posts, proportionally higher than the 70% seen across the whole institution. This is particularly problematic in the Faculty of Engineering & Design who have approx. 95%	1. Consistently review job titles, job descriptions and job advertisements to attract more male candidates and produce case studies of male team members for recruitment campaigns.	Jan 2020 – Dec 2022	Head of Employee Recruitment and Experience, Director of Administration	Case studies of male PSS team members published and linked to adverts. 100% of recruitment ads are gender neutral.
			2. Ensure that all shortlists include at least one male candidate. Where this is not possible, shortlists need to be signed off by Director of Administration.	Jan 2022 - Dec 2025		The number of male candidates, interviewees and appointees increase by 35% across all grade levels, aiming to reach 25% male team members.

		female team members. This is has decreased slightly from 98% in 2014/15.				
4.10	Examine the impact of part time working on career progression, especially to more senior roles in the TE job family. Priority – M.	The proportion of women who work part-time falls with increasing seniority. There is not such a clear pattern for men. Responding to the COVID crisis demonstrated innovative approaches to agile working that have the potential to improve efficiencies, promote better wellbeing and support staff with caring responsibilities.	1. Carry out a survey of PSS staff to assess whether there are perceptions that barriers exist for the progression of PT staff to senior grade roles. Report of findings produced, including recommendations for reducing barriers to PT staff applying for more senior roles, and on ways in which more senior roles can be made more flexible.	Jan 2023 - Jun 2023	Chair of Technician’s Commitment steering group, Head of Employee Recruitment and Experience	Survey on perceptions of PT working distributed to all PSS. At least 60% response rate obtained. Four focus groups carried out, including at least 24 participants (with representative numbers of men and women). Report produced setting out recommendations for changing the perception of staff in respect of working PT in senior roles.
			2. Implement recommendations including: a. Ensuring all roles are advertised as being prepared to considered PT/Job shares. b. By promoting flexible working options to staff and managers and encouraging managers to find ways to accommodate this.	Jul 2023 - Jun 2024		Recommendations implemented. Flexible working options available in all PSS roles.
			3. Ensure that recruitment training for hiring managers includes handling of request for flexible working options.	Jul 2023 - Jun 2024		Recruitment training for hiring managers includes handling of request for flexible working options.
			4. Assess the effect of changes.	Dec 2025		At least 25% of women in senior grades working PT/flexibly.
4.11	Improving the collection of qualitative data from leavers across all job families and using this to	There is poor exit interview take-up by PTO staff.	1. Confidential exit interviews offered to all leavers at least two weeks before their leaving date. Follow up offers made if no response together with reasons as to why leavers should have an exit interview.	Sep 2021 - Aug 2023	Deputy Director of HR	>80% of exiting staff complete an exit interview with line manager.
			2. All line managers to be trained in best practice in exit interviewing including creation	Sep 2021 - Aug 2022		Training for line managers designed and implemented. 100% take up.

	inform action plans. Priority – H.		of a checklist for managers to facilitate the conversation.			
			3. Line manager to send anonymized feedback to HR, who will collate all information and present to USAT annually.	Sep 2022 – Aug 2024		Information regularly sent to ED&I officer. Annual report presented to USAT.

5. Supporting and advancing careers

No	Objective & Priority rank	Rationale	Proposed Action(s)	Timescale	Responsibility	Success Criteria
5.1.1	Cease advertising positions at L/SL/R, and instead switch to L/SL and R/Prof. Priority – M.	Advertising positions as L/SL/R may put off some candidates as they are not clear what level appointment is being sought.	1. In future advertise positions either as L/SL or R/Professor.	Jul 2021 - Jun 2022	Head of Employee Recruitment and Experience	All posts routinely advertised either as L/SL or R/Professor.
5.1.2	Attract more diverse applicants. Priority – H.	Male applicants significantly outnumber female and there are similar issues with race data. The problem is particularly acute at professorial level. Female appointments to Reader are disproportionately low.	1. Enhance the targeted search programme with the investment in Horsefly (talent mapping & talent planning software tool) software; skills gaps highlighted in underpopulated areas and plans to target those talent shortfalls.	Jun 2023 - Apr 2026	Head of Employee Recruitment and Experience, Director of HR	Targeted programme developed and implemented. At least 45% female applicants for AHSSBL roles and 40% female applicants for STEM roles. A 50% increase in BAME applicants for all roles.
			2. Implement fast-track professor scheme (appointments made at Reader with two-year action plan to achieve promotion to Prof), in line with the Royal Society 'resume for researchers' scheme.	Aug 2023 - Nov 2026		Fast track scheme designed and implemented. A 15% increase in female Professors.
5.1.3	Improve tracking and completion rates of ED&I training for hiring	ED&I training while mandatory is still not completed by 100% of staff.	1. All hiring managers complete mandatory ED&I training or refresher module. Include reminders/checks in SDPR discussions. Completion of ED&I training discussed in all-HoDs meeting and reminded to managers in PTO departments more consistently.	Nov 2022 – Oct 2023	Deputy Director of Workforce Development	Checks show that all hiring managers have completed 100% ED&I training or refresher module within the last 12 months.

	managers. Priority – L.					
5.1.4	Investigate cross Faculty and cross Departmental induction differences to ensure a consistent, positive experience. Priority – M.	Experience of induction varies across the university. Over 75% of staff in Biology and Biochemistry and Mechanical Engineering found it helpful, compared to just 1 in 2 of respondents in Economics and Physics.	1. Collect information on induction processes across the university to identify good practices.	Mar 2023 - Dec 2023	Deputy Director of HR	At least 75% of new starters report that their experience of induction was good and useful.
			2. Produce a good practice guide for local induction which is disseminated across the university. Follow this up with check that best practice is being implemented.	Jan 2024 – Dec 2024		
			3. Use the AS survey to assess whether there is a consistent, high quality induction across the university	Sep 2025 – Dec 2025		
5.1.5	Refresh induction provision for early career researchers. Priority – H.	Feedback from early career researchers indicated a need to update our induction provision.	1. Hold two focus groups with early career researchers from across the university to learn how their experience of induction could be improved.	Mar 2023 - Dec 2023	Deputy Director of HR	Focus groups held involving at least 12 participants from at least 8 departments. At least 80% of early career respondents report that their induction experience was useful and informative.
			2. Design and implement an improved university level induction for early career researchers.	Jan 2024 – Dec 2024		
			3. Use AS survey to assess early career staff's views of induction.	Sep 2025 – Dec 2025		
5.1.6	Produce diverse profiles of staff at different levels who have recently been promoted. Priority – L.	To build confidence in staff it is important that staff are aware of various staff experiences of the promotion process, including 'non-typical' or 'non-research' promotion routes.	1. Develop at least four case studies each year of staff who have been promoted. Ensure that over time a diverse range of case studies are posted online.	Sep 2021 – Aug 2024	Director of HR	Four new promotion case studies published each year. Case studies illustrate a diverse range of academic staff.
			2. Highlight recently promoted academics at all grades through website and University News email.	Sep 2021 – Aug 2022		Recently promoted academics highlighted on the UoB website and University News emails.
5.1.7	Roll out Career Management		1. Introduce 'Career management dashboard' to all Faculties.	Jun 2021 – Dec 2021	Deputy Director of	100% of academic staff use the career management dashboard. The biennial

	reports across all academic departments. Priority – H.	Career management reports have been successfully piloted.	2. USAT to receive an annual report of applications & successful cases split by gender that were attributed to 'Career management dashboard'.	Jan 2022 – Dec 2024	Workforce Development	AS survey shows 80% of staff find this an effective resource to manage their career planning.
5.1.8	Further improve the pre-promotions process and support and investigate cross Faculty and cross Departmental differences to ensure a consistent, positive experience and approach. Priority – M.	Survey and focus group data from departments evidence stark differences to how the promotion process is perceived.	1. Carry out a study of the different ways in which promotion is operated in academic departments. Investigate pre-promotion support as well as the promotion process itself.	Feb 2022 - Jun 2023	Director of HR	AS survey shows 80% of staff across all Departments agree or strongly agree that promotions process is fair and transparent.
			2. Use the results of the study to identify best practice and prepare a best practice guide for roll out across the university.	Jul 2023 - Jun 2024		
5.1.9	Assess the effects of changes to the support for promotion in academic departments. Priority – M.	Several changes have been made to the support pre-promotion. It is necessary to assess the effects once the changes have had time to take effect.	1. Assess qualitative outcomes through AS survey and promotion applications and success rates.	Jan 2026 - Dec 2026	Deputy Director of HR Workforce Development	Over 80% of female and male academics are feeling supported with their career progression at Bath. The number of successful applications from women increase by 25% since 2020.

5.1.10	Increase promotion applications from part-time staff across all job families. Priority – H.	PT staff (majority female) badly underrepresented amongst promotions, despite recent 100% success rate for applications from this group. PTO data shows not all training opportunities are accessible to all PT staff.	1. Publish case studies and interviews on website highlighting various routes to promotion for PT staff. At least three new case studies to be added each year.	Jan 2023 - Jun 2024	Director of HR	Annual promotion PT event established. All PT staff eligible for promotion invited each year. 40% of eligible staff attend. The number of staff applying for a promotion on PT contract increase by 40% compared to the 2020 baseline. The number of staff on PT contracts that have been promoted increase by 40% from the 2020 baseline.
			2. Ask HoDs to encourage PT academic staff to consider applying via personal email to all PT staff in Department.	Sep 2021 – Aug 2022		
			3. Ensure that PT staff development needs are highlighted in the SDPR briefing document and training.	Sep 2021 – Dec 2021		
			4. Hold an annual training event for PT staff on promotions with the aim of busting some of the myths around promotion of PT staff.	Sep 2021 – Aug 2023		
			5. Assess the effects of the changes introduced.	Jan 2026 – Dec 2026		
5.2.1	Improve the recording and completion of probation reports for PTO. Priority – M.	Poor data around completion of probation reports. We might be missing any gendered patterns.	1. Set completion of comprehensive probation process as a KPI for all line managers of new staff.	Jan 2022 - Nov 2022	Deputy Director of Workforce Development, Directors of Administration	KPI for all line managers of new PTO staff introduced for completion of probation process.
			2. Line managers record the completion with their HoD, who keeps a database. Database then shared centrally with ED&I Officer.	Jan 2020 – Dec 2022		Database updated with data on probation completions.
			3. Assess the probation completion rates in the light of the changes made.	Jan 2023 – Jun 2023		90% completion and recording of probation processes for all new PTO achieved.
5.2.2	Identify and share induction and probation best practice approaches across all PTO areas. Priority – L.	There is a lot of good practice in individual Departments, however a more consistent approach is needed to ensure equitable outcomes for all.	1. Workshops held to identify best practices on induction and probation for PTO staff around the University, and the information collected used to create training resources.	Mar 2022 – Jun 2022	Directors of Administration, Chair of Technician’s Commitment Steering Group, Deputy Director of	Workshops held and information collated for training course development.
			2. Induction checklist for PTO staff developed and confirmed, with a separate standardized technical staff induction process highlighted. Checklists to be signed by line manager and new staff member.	Jul 2022 - Aug 2023		Checklists developed and 90% checklist completion rate across PTO.

			3. Training programme developed and rolled out to line managers of PTO staff.	Jul 2023 – Dec 2023	HR Workforce Development	100% of line managers complete training in induction and probation for PTO staff.
			4. Assess the effects of the changes to induction and probation for PTO staff.	Sep 2024 – Nov 2024		At least 80% of recent PTO starters report that they found induction good and useful, and that they felt well supported throughout their probation.
5.2.3	Introduce a scheme to accelerate movement up the grade scales for PTO staff demonstrating sustained exceptional performance. Priority – H.	For example, an internal candidate successfully appointed to a grade 6 role from a lower grade will be awarded the bottom of the grade 6 scale – it will take 7 years to reach the top of the scale. Through the current grading structure, longevity of employment is rewarded, rather than skills, experience, and overall contribution to the institution.	1. Carry out a benchmarking exercise with other institutions to identify best practice in career progression for PTO staff.	Jun 2023 – Feb 2024	Directors of Administration, Chair of Technicians' Commitment Steering Group	80% of PTO are feeling supported with their career progression at Bath and 80% are feeling valued by the University through biennial AS survey.
			2. Working within PTO contractual terms and conditions, design a scheme to accelerate movement up the grade scales for PTO staff demonstrating sustained exceptional performance and set out proposals in an options paper for consideration by UEB on potential ways forward.	Mar 2024 – Jun 2024		
			3. Implement approved scheme.	Jul 2024 – May 2026		
			4. Assess feedback from PTO staff regarding the new career progression scheme using the AS survey.	Sep 2026 – Dec 2026		
5.3.1	Attendance and feedback from the new training pathway will be assessed annually for its value and impact. Priority – L.	CLT launched 'Academic professional development for all staff' pathway however there have been difficulties in collating attendance and assessing the impact of training across departments.	1. CLT to set up a system for recording attendance of staff at training ensuring that data are recorded by protected characteristics in order to assess whether there are any attendance patterns.	Jun 2021 – Dec 2021	Head of CLT, Chair of USAT	80% of staff are satisfied with training provision through AS Biennial survey.
			2. CLT to set up a system to collect feedback from all training events and ensure that feedback is available to departments and for USAT. USAT to evaluate annual training feedback provided by CLT and make recommendations to ED&IC.	Jun 2021 – Dec 2021		

5.3.2	Encourage more men to attend different types of training by promoting the value and effectiveness of all training initiatives. Priority – M.	Data shows men across job families are less likely to attend Athena SWAN lectures or mental health training programmes.	1. HR to assess training courses to ensure all training engagement is relevant and engages equally males & females (where applicable). Ensure that new courses are assessed.	Nov 2021 - Oct 2022	Deputy Director of HR	The proportion of colleagues who identify as men attending training increase to 50%.
			2. Promotional materials assessed to ensure that workshop advertisements highlight the value of training for all genders.	Nov 2022 – Oct 2024		
5.3.3	Promote value of FHEA status to research staff and other staff who teach (beyond academics) Priority – M.	Awareness of FHEA status is low.	1. Design and deliver a campaign targeted to research staff and other staff who teach to raise awareness of the value of FHEA status through staff homepage articles and case studies.	Feb 2022- Dec 2022	Research Development Manager	Increase in the overall number of successful FHEA applications by 25% among research staff and other staff who teach.
			2. Assess the change in number of successful applications for FHEA status by research staff and other staff who teach.	Jan 2022 – Dec 2024		
5.3.4	Improve SDPR process for all, including improving record keeping, and complete the roll out of career conversations. Priority – H.	AS focus group shows current SDPR is not an effective tool for preparation for promotion, with only 58% agreeing it is a useful tool for career progression. Career Conversations' was trialled in 2018 in the School of Management, then across Faculty of Science (2019) and planned further roll out has	1. Complete roll out of career conversations and critically assess and carry out a benchmarking exercise for the SDPR processes to provide policy guidance to create appropriate career review processes for all job families. USAT to pass recommendation to UEB for consideration and approval.	Sep 2021 – Aug 2022	Deputy Director of Workforce Development	SDPR revisions implemented and roll out of career conversations completed. SDPR uptake increase by 35% or to 90% (whichever is greater). 80% are positive about SDPR process (SDPR is a useful tool – agree/strongly agree) through biennial AS survey.
			2. Implement revisions to SDPR. Assess success through improvement in SDPR take up rates.	Sep 2022 – Aug 2024		

		stalled in 2020 because of COVID-19.				
5.3.5	Review and update the mentoring scheme to ensure new mentoring opportunities are fit for purpose. Priority – M.	Academics value mentoring relationships but central data is limited. Anecdotal evidence suggests that informal mentoring relationships exist outside of this formal University framework which has stagnated.	1. Review mentoring scheme and implement changes to increase effectiveness of the current mentoring scheme. USAT to consider new scheme and pass proposals to UEB.	Oct 2022- May 2023	Learning and Organisational Development team manager	Over 80% of female and male academics find mentoring offer at the University useful through AS Biennial survey.
			2. Launch revised mentoring scheme. Train new mentors and appoint departmental mentoring champions.	Jun 2023 – Dec 2023		
			3. Assess awareness of mentoring using the AS Survey.	Sep 2024 - Dec 2024		
5.3.6	Improve networking opportunities for women at all career stages. Priority – M.	Through AS focus group, women have expressed a wish to have more informal opportunities to meet and network. We want to ensure women at all career levels can benefit from these opportunities.	1. Launch Women’s Network for women at all grades.	Oct 2022 - Sep 2023	Head of ED&I team	Sub-networks for Senior Leaders, Emerging Leaders, and Aspiring Leaders launched. Each sub-network met at least twice a year. Over 80% of attendees indicate in a feedback form that they found WN events useful.
			2. Launch subnetworks for Senior Leaders, Emerging Leaders, and Aspiring Leaders (invited to attend events by grade through line managers).	May 2023 - Apr 2024		
			3. Establish and annual WN event for all groups with external guest speakers	May 2023 - Apr 2024		
5.3.7	Evaluate the enhanced support for probation. Priority – L.	For probationers, an enhanced mentoring, a buddy scheme, and briefings for HoDs and a single induction/ probation hub are being trialed and will be evaluated.	1. Evaluate the new offering for probationers and if necessary, make changes to provision in the light of feedback.	Sep 2022 – Feb 2023	Deputy Director of HR	At least 75% of new starters report that the support they received through their probation was good or better.
			2. Assess new starters’ views of the support they received over their probation period using the AS survey.	Sep 2023 – Dec 2023		
5.4.1	Ensure that SDPRs are carried out for	SDPRs are mandatory for PTO staff but SDPR completion rates are poor. It is unclear if the	1. Ensure that all PTO staff have a SDPR each year by appointing a coordinator within HR whose role is to ensure all PTO staff have a SDPR and that the paperwork is complete.	Sep 2021 – Aug 2023	Director of HR	HR PTO SDPR coordinator appointed. 100% of PTO staff have SPDRs and paperwork is submitted.

	PTO staff. Priority – M.	data reflects poor record keeping or failure to carry out SDPR conversations. Either way, better utilisation of the tool and improved record keeping are required.				
5.4.2	Review of the SDPR process for technical staff to ensure it is fit for purpose. Priority – M.	The Technician’s Commitment requires a review of the SDPR process for technical staff to ensure it is fit for purpose and allow for meaningful discussions about career development.	1. Carry out a review of SDPR for technical staff by carrying out focus groups with line managers and staff, and by reviewing data from surveys. Assess whether the SDPR is fit for purpose and gives space for meaningful discussions about career development. Use the data collected to develop recommendations to address any issues found.	Sep 2021 – Dec 2021	Deputy Director of Workforce Development	At least 80% of technical staff report that the SDPR is useful for career development through AS Biennial survey.
			2. Implement changes as required to the SDPR process for technical staff. Update briefing documentation for line managers and appraisees, and update training as required.	Jan 2022 – Dec 2023		
			3. Assess the change to staff views about SDPR using the AS Survey.	Sep 2024 – Dec 2024		
5.4.3	Create and launch a career framework for TE staff. Priority – M.	Bath signed up to the Technician Commitment in 2018 and submitted its self-assessment and action plan in December 2019. As part of this work there is a desire to create and launch a career framework for TE staff.	1. Carry out benchmarking work and consult with technical staff to design a career framework. Draft framework to be passed to UEB for approval.	March 2022- Dec 2022	Pro VC for Research, Chair of Technician’s Commitment Steering Group	At least 80% of technical staff report that they are supported with their career progression through AS Biennial survey.
			2. Career framework launched. Briefing documents, webpages and training prepared.	Jan 2023 – Dec 2023		

			3. Review how the Careers Framework is operating by consulting with Technical staff and their line managers using focus groups (2) and a specifically designed survey. Use the feedback to make any necessary adjustments to the Careers Framework.	Jan 2025 – Apr 2025		
5.5.1	Review Maternity and Adoption leave pay packages Priority – H.	AS survey and Focus group indicated a need to review the pay packages related to family leave policies.	1. Review UoB parental leave pay and associated policies and compare with HE sector. Prepare a proposal for UEB recommending a change based on the feedback from staff and best practice in the sector.	Jun 2021 – Dec 2021	Director of HR	Changes to parental leave pay implemented. Changes apply to both those currently on leave and those yet to take leave.
			2. Implement changes to parental leave pay offering.	Jan 2022		
5.5.2	Better prepare line managers to manage all types of family related leave to establish a fully consistent approach to the management of parental leave. Priority – H.	It is evident that staff discuss flexible working and family leave policies with their line managers in the first instance. Line managers should be 100% equipped to have these conversations and be prepared to guide a staff member through policies, next steps and provide clarity around central processes. Low take up of family related leave could be improved if these conversations are	1. Deliver annual briefing sessions for line managers on parental leave policies covering policies and practices before, during and after leave. Ensure that all line managers have attended a session within the least three years.	Sep 2021- Aug 2023	Deputy Director of HR	Maternity returners survey indicates that over 80% of colleagues feel supported by their line-managers upon return from maternity leave. 100% of line managers have completed online training/briefing. AS survey people report that there is increased effectiveness - and increased uptake by eligible staff.
			2. Prepare good practice examples for Line Managers on how to apply parental leave policies to ensure more consistent practice.	Jan 2022 – Dec 2022		
			3. Produce a guidance document for line managers on the best use of KIT days.	Jan 2022 – Jun 2022		
			4. Require monthly line manager reviews with parental leave returners for at least six months post return. The purpose of the review is to ensure that the returnees have the support they need and are settling back into work. Briefing documents and checklists prepared which are appropriate to different staff roles to support line managers.	Jan 2022 – Dec 2022		

		effective, clear, and useful for staff.	5. Send a targeted short survey to all parental returners to measure satisfaction & evaluate progress.	Aug 2023- Jan 2024		
5.5.3	Develop a central Return to Work Fund and other support for staff returning from family-related leave. Priority – H.	There are a number of Faculty-level initiatives to support returners. There is a need to spread that good practice by establishing a central fund, to cover various expenses such as child support at conferences.	1. Gather best practice from across the faculties in respect of financial support for staff returning from family-related leave and establish a central fund to provide the same financial support across the whole university. Produce a list of support available for consultation.	Jan 2022- Jun 2022	COO	Financial support for returners centralised into a single fund. List of support available produced for consultation with staff.
			2. Collect feedback on support and make changes as necessary. Launch Return to Work Fund and publicise it to line managers and staff.	Jul 2022 – Nov 2022		Changes made to support available based on feedback and Return to Work Fund launched along with publicity.
5.5.4	Explore why nearly 1 in 4 maternity leave returners have left by 18 months post-return and make changes to returners support to improve retention rates. Priority – H.	Nearly 25% of women returning from maternity leave decide to leave 18 months after their return, which needs further investigation.	1. Collate reasons why women leave the University within 18 months of returning from maternity leave. If appropriate contact those who have left to collect more information. Use the data collected to propose changes to improve return to work experience and submit it to UEB for approval.	Jan 2022 – Jun 2022	Director of HR	Maternity return rate improves to 90% returners remaining in post 18 months after return.
			2. UEB to approve changes to returners' support and changes implemented.	Jul 2020 – Dec 2022		
			3. Assess effect of changes on long-term retention rates for maternity leave returners.	Jan 2025 – Mar 2025		
5.5.5	Ascertain why the take up rate for shared parental leave is low and make changes to policies to	Take up of these types of leave seems to be low. Some AS focus group members indicated more awareness could be raised around University's offering at	1. Undertake focus groups with new fathers who have not taken shared parental leave to ascertain why they did not take leave. Use the feedback to make changes to policies to encourage the take up of shared parental leave. Collate feedback from the focus group and USAT develops recommendation to improve shared parental take up.	Jan 2022 – Mar 2022	Director of HR	10% of eligible men take shared parental leave.

	encourage. Priority – M.	more frequent intervals.	2. Changes made to working practices and policies with a view to increase take up of shared parental leave. 3. Refreshed communications highlight various types of parental leave to appear regularly on staff homepage (twice a year) and sent to HoD to be presented at Departmental meetings annually. 4. Assess the effect of changes made through changes in shared parental leave uptake.	Apr 2022 – Dec 2022. Jan 2022 – Dec 2022 Jan 2026 – Dec 2026		
5.5.6	Collect application and success rates for contractual changes to working patterns. Priority - M	While successful flexible working requests are centrally recorded, unsuccessful requests and success rates are not.	1. Establish a system for collecting data on all requests for changes to contractual working patterns whether successful or unsuccessful. Data used to produce annual reports for USAT and departments. Assess for gender differences.	Sep 2021 – Dec 2022	Deputy Director of HR	Annual data reports produced for USAT and departments.
5.5.7	Explore policy revisions around flexible working, with the focus to allow for more opportunities to work from home. Priority – H.	The Covid19 pandemic challenged preconceived ideas of how the job must be done. Covid19 staff survey indicated a need for the University to be more agile around working practices, with over half of staff reporting an increase in their wellbeing since starting remote working.	1. Working group to be set up to explore policy revisions around flexible working in response to staff feedback. The working group’s brief is to allow staff more opportunities for working from home by using tools for remote working. Proposals for changes to policy presented to UEB. The workings and outputs of the working group are to be communicated openly to all staff. 2. Implement changes to flexible working policies. Provide briefing documents for line managers and their staff. 3. Use AS Survey and focus groups to assess staff attitudes to changes in flexible working policies.	Jun 2021 - Dec 2021 Jan 2022 Sep 2022 - Dec 2022	to	AS survey and focus groups across job families demonstrate that over 80% of colleagues are happy with their flexible working arrangements.

5.5.8	Improve support for carers. Priority – H.	Based on Covid19 survey results, caring responsibilities appear to have a clear impact for staff balancing work and demanding family life. We need to do more to support carers.	1. Set up a working group explore issues that require improving the Carers Policy and Guidance and propose revisions.	Jan 2023 - Jun 2023	Deputy Director of HR, Head of EDI	Parents and Carers Network has admin support and an annual operational budget. Biennial AS survey indicates that over 80% of staff who have caring responsibilities feel supported and valued by the University.
			2. Put revised Carers policy and guidance into place.	Jul 2023 – Sep 2023		
			3. Parents and Carers Network is allocated administrative support and an annual operational budget so that speakers can be invited, and staff find meetings useful.	Feb 2023		
			4. Use AS Survey to assess staff who have caring responsibilities views of the carers policy.	Sep 2024 – Dec 2024		
5.6.1	Develop a clear approach to building a diverse pipeline of future HoDs. Priority – M.	While the number of female Deputy HoDs is rising and promises more positive outcomes in the future, females, and members of the BAME community are still significantly underrepresented at HoD level. We must do more to ensure this improves going forward.	1. Deans to encourage HoD to consider succession planning every 6 months at the all-HoD meetings and establish a clear approach on how to diversify DHoDs and HoDs list.	Jun 2021 - Dec 2022	Deputy VC	At least 30% of HoDs are female and there are at least two BAME Deputy HoDs or HoDs in post.
			2. Ensure DHoDs are given the opportunity to build the necessary skills to progress when opportunities arise, highlighting networking, mentoring and leadership programmes available internally and externally.	Jun 2021 – Jun 2023		
			3. Assess data on DHoDs and HoDs to check diversity.	Jan 2026		
5.6.2	Increase male representation on the Equality, Diversity & Inclusion Committee Priority – M.	Female representation has increased from 35% to 70% over the last 5 years and is higher than any other central influential committee, and not	1. Increase male representation on the Equality, Diversity & Inclusion Committee to be in line with other university committees.	Sep 2021 – Dec 2022	Executive Chair of the Equality, Diversity Inclusion Committee	Gender balance on Equality, Diversity & Inclusion Committee is between 45 and 55%.

		currently in line with the University's gender profile of staff.				
5.6.3	Assess how ED&I is considered at Senate and Council levels. Priority – L.	We will ask for regular updates from the Strategic Governance team to monitor how ED&I is taken into consideration and understand progress they are making against ED&I targets.	1. Establish annual reporting by the Strategic Governance and Academic Governance teams to USAT on how ED&I is taken into consideration and on progress towards ED&I targets to assess how ED&I is taken into consideration at Council and Senate Committees.	Jun 2022- Jun 2023	Chairs of Senate and Council	Annual reports on ED&I at Council and Senate submitted to USAT and USAT feedback to Council on Senate on their assessment of progress being made.
5.6.4	Review committee workloads for individuals across the university. Priority – M.	Since 2018, the Faculty of Science have addressed committee overload issues along with gender imbalance by undertaking an annual review of departmental committee membership at Board of Studies at the start of each academic year.	1. Ensure all Faculty/School undertake an annual review of committee membership to include a thorough gender analysis of committee workloads.	Apr 2022 – Dec 2023	Deputy Vice Chancellor	Annual reviews in place in all faculties and departments that include a review of committee workloads by gender. Evidence shows that faculties and departments are taking action to ensure that committee workloads are equal.
5.6.5	Enable remote attendance at committee meetings. Priority – H.	Remote attendance at committees during the pandemic has been beneficial to staff with caring responsibilities or those working on a part-time basis.	1. Work to be undertaken to ensure that appropriate meeting rooms are equipped to allow remote attendance at meetings.	Jan 2022 – Dec 2022	Deputy Director Safety & Wellbeing Services	At least 40% of meeting rooms to be equipped to allow remote attendance.
			2. Remote attendance at committee meetings to be allowed to facilitate more flexible working.	Jan 2022 – Dec 2024	Deputy Director Safety & Wellbeing Services	Biennial AS Survey confirms that staff feel enabled to attend meetings remotely – at least 80% of staff agree or strongly agree that this is the case.

5.6.6	Review workload allocation processes in departments and ensure that there is a consistent approach. Priority – H.	Data from each department evidences stark differences in how the workload allocation process is perceived.	1. Review approaches to workload allocation and workload patterns across the University, including by gender. Assess how the systems in place correlate with survey data regarding staff attitudes to the workload allocation system. Identify the best approaches to workload allocation and produce guidance to ensure that best practice can be implemented across the university.	Apr 2022 – Dec 2022	Deputy VC	At least 80% of eligible staff in all departments agree or strongly agree that work is distributed fairly and transparently. Data also shows that there are no gendered patterns in workload allocation in departments.
			2. Ensure that all departments use best practices in distributing work.	Jan 2023 – Dec 2023		
			3. Assess staff view on workload allocation using the AS Survey.	Sep 2024 – Dec 2024		
5.6.7	Introduce a formal procedure to schedule, launch and capture all role model activity. Priority – H.	There are many initiatives at University around visibility of role models but there is no central unified approach that can be evaluated.	1. USAT to engage with University Communications and Marketing teams to develop a plan to increase the visibility of role models – for all genders. As part of that plan, a set of measurable goals will be developed to evaluate success.	Mar 2022 – Dec 2022	Head of Comms	Over 80% of responses in the AS Biennial Survey indicate all genders are visible in University messaging.
			2. New plan to be launched and in operation. Success to be reviewed every 12 months.	Jan 2023 – Dec 2024		
			3. Assess success of plan using the AS Survey.	Sep 2025 – Dec 2025		
5.6.8	Set up a central database for outreach and produce annual report on Outreach for USAT. Priority – M.	The University does not hold a central database with Outreach data split by gender and grade for staff taking up outreach duties. It has limited data on pupils attending events too. Ensure there is an Outreach rep on USAT	1. Set up a central database of outreach statistics across University covering gender, grade, and ethnicity information for outreach data.	Mar 2023- Apr 2024	Head of Widening Participation	Database is launched, annual report discussed by USAT. Over 80% of responses in the AS Biennial Survey indicate all genders are visible in University messaging.
			2. Annual report to be produced by Outreach for ED&IC and USAT on outreach covering participation of those running outreach activities and participants. USAT to conduct an analysis and make recommendations where issues around gender equality arise.	May 2024 - Apr 2026		

5.6.9	Fund workshops for DSAT Chairs and members on best practice around gender equality and ED&I. Priority – M.	Departments need advice and guidance to be strongly positioned to advance gender equality work to the next level, including demonstrating impact and beacon activity.	1. Fund workshops and events around gender equality for DSAT members focusing on how to move to higher level awards.	Jan 2022 – Dec 2022	Chair of USAT, Head of EDI	At least two representatives from each DSAT attends. Over 80% of attendees agree or strongly agree the workshops were effective.
6. Supporting trans people						
No	Objective & Priority rank	Rationale	Proposed Action(s)	Timescale	Responsibility	Success Criteria
6.1	Aim to appear in the top 100 employers for trans people. Priority – M.	During 2019/20, we have been working closely with Stonewall to ensure that we appear on their Equality Index. It is our aim to work towards appearing in the top 100 employers for trans people within the next three years.	1. Work with Kaleidoscope, SU and HR on Stonewall accreditation. Introduce a system of continuous improvement to work towards appearing in the top 100 employers for trans people list.	Jun 2021 – Jun 2024	Head of EDI, COO	University appears in the top 100 employers for trans people list.
6.2	Improve support for the LGBT community Priority – H.	As part of our Statement of Equality Objectives and efforts of our SU, there is a growing need to be better at supporting LGBT community at Bath.	1. Kaleidoscope to have its own ringfenced annual operational budget. 2. Establish ongoing support for Kaleidoscope events and activities for trans staff and students. 3. University induction booklet contains a section dedicated to trans inclusivity in the workplace and the University support for trans equality. 4. Dedicated webpages acting as a one stop hub of information for those who are	Aug 2021 – Dec 2022 May 2021 – Apr 2023 Aug 2021 – Dec 2021 October 2022	Head of EDI	100% of Kaleidoscope members when surveyed report feeling supported. 80% of respondents to Biennial AS survey indicate that the University is inclusive and supportive of its LGBT community.

			trans/non-binary or gender fluid to highlight the policies, guidance and support available.	March 2023		
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