



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **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 department 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.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	UNIVERSITY OF BATH	
<b>Department</b>	PSYCHOLOGY	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	NOVEMBER 2017	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: October 2017</b>	<b>Level: BRONZE</b>
<b>Contact for application</b> <small>Must be based in the department</small>	PROF JULIE BARNETT	
<b>Email</b>	J.C.BARNETT@BATH.AC.UK	
<b>Telephone</b>	01225 383167	
<b>Departmental website</b>	<a href="http://www.bath.ac.uk/psychology/">http://www.bath.ac.uk/psychology/</a>	

Table A: List of acronyms and abbreviations used in document.

AP	Action Point
AS	Athena SWAN
SAT	Athena SWAN Self-Assessment Team
DEC	Department Executive Committee
DRC	Department Research Committee
DLTQC	Department Learning and Teaching Quality Committee
DSH	Department Staff Handbook
DSM	Department Staff Meeting
EDC	Department Equality and Diversity Committee
FTC	Fixed Term Contract
HEA	Higher Education Academy
HEI	Higher Education Institution
HoD	Head of Department
KIT	Keeping in Touch
L	Lecturer
PDR	Post-Doctoral Researcher
PGT	Post Graduate Taught
PGR	Post Graduate Research
PL	Parental Leave
RA	Research Assistant or Associate
RF	Research Fellow
RIS	Research and Innovation Services
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
SSLC	Staff Student Liaison Committee
SPL	Shared Parental Leave
UG	Undergraduate
WLM	Workload Model
UoB	University of Bath
WP	Widening Participation

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

Dear Athena SWAN Manager,

Before arriving at Bath as Head of Department of Psychology (September, 2016), I was pleased that women were represented at all academic ranks, with great role models at Professorial level. This representation inspired optimism about gender equality in the department. Although this optimism had merits, deeper fact-finding and analysis revealed we can do better. By working towards Athena SWAN awards, we can avoid complacency and continue as a top-rated department for teaching and research.

I plainly see how the Athena SWAN Charter is built on values that are *intrinsically* important. I see this both personally as a father of two daughters who are routinely subjected to systemic bias (e.g., playground space, sex role imputation) and professionally as a scientist who studies egalitarian values, prejudice and sexism. Furthermore, as Head of Department, I have inherited a profound responsibility to develop our approach to equality and diversity, and this aim is a central part of our strategic planning.

We therefore worked earnestly on this departmental self-assessment. The Deputy Head agreed to Chair the departmental SAT; I took part in all of the monthly meetings, chaired the data analysis group, and discussed our action plans at every stage. The whole department helped, and our self-assessment has been tremendously enlightening. Working together, we must address a number of issues:

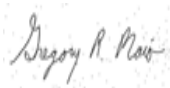
1. *Student recruitment.* Regrettably, societal prejudices continue to devalue disciplines that are perceived as ‘feminine’; our student survey highlighted this issue alongside the under-recruitment of male students to Psychology. We will seek to challenge these biases in our recruitment of young men through new national networking, widening participation and outreach activities.
2. *Staff career advancement and development.* Despite attracting women to the discipline, there is a greater preponderance of men in senior positions. It is vital that we address issues of progression into positions of leadership in the field. In support of the University AS action plan, we are instituting a new committee to provide constructive feedback on early drafts of applications for promotion and sabbaticals and actively promoting leadership training for women.
3. *Staff recruitment.* We noticed that we can make the academic recruitment process more appealing to applications from women and carers. We will ensure equal gender representation across the entire recruitment process from the definition of vacancies (e.g., as job share or full-time) to appointment.
4. *Departmental organisation.* We need to better integrate equality and diversity values across the department. To drive this agenda forward, we are including a new Equality and Diversity Committee in our leadership framework. This committee will

address AS Implementation alongside broader Equality and Diversity issues. This new arrangement will allow for a broader and more active implementation of Athena SWAN principles across the whole department, reflecting our deep commitment to making the principles truly transformative.

We have resolved to take many other proactive steps. For example, more financial resources have been allocated in relation to maternity, staff development, public engagement and widening participation. In addition, complex issues in workload histories, fractional appointments and resource allocation have led to gender disparities. I will lead an analysis of workloads and determine appropriate actions in consultation with the entire department.

Please be assured that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department of Psychology at University of Bath.

Sincerely,



Prof Greg Maio

Head of Department of Psychology

WORD COUNT 564

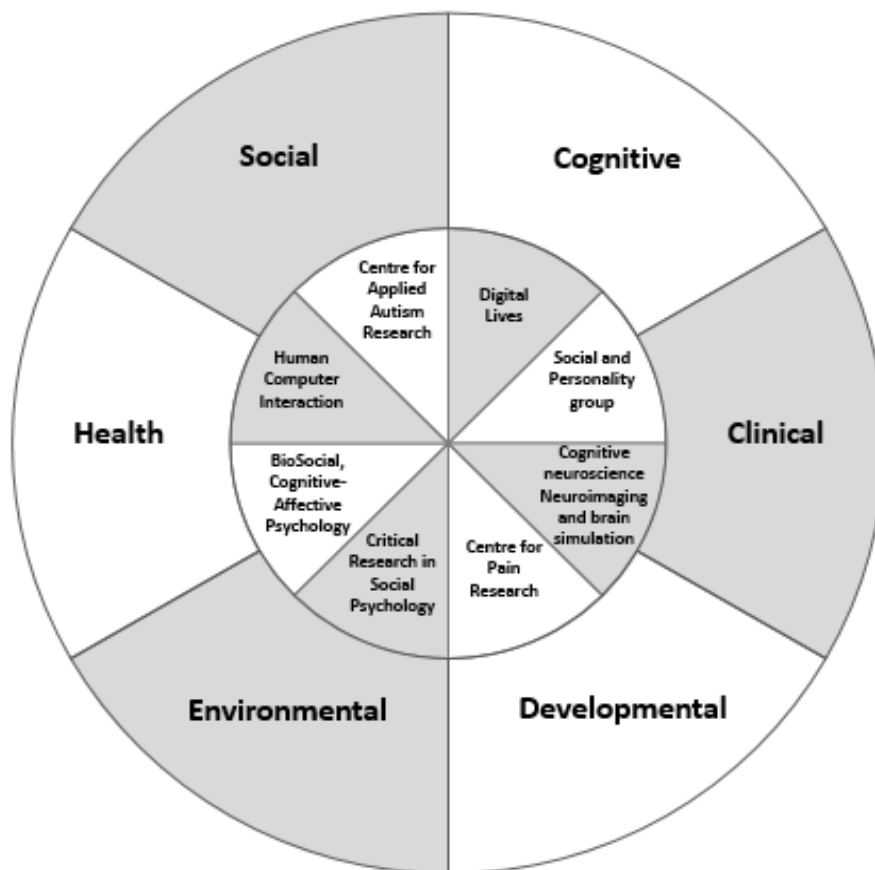


## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

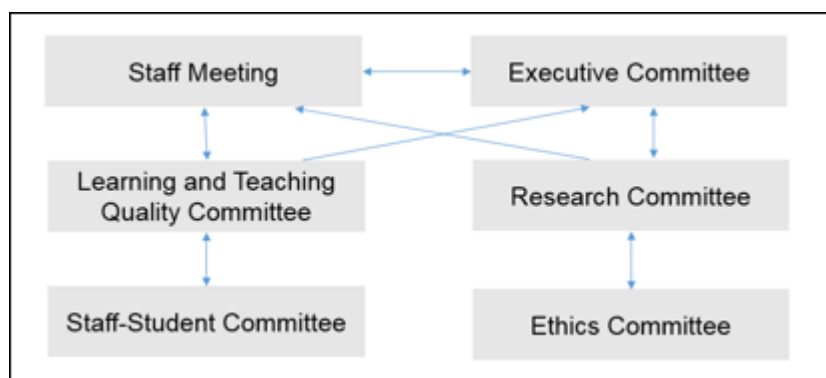
Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Psychology is one of six Departments in the Faculty of Humanities and Social Sciences. It has a distinctive profile of cutting-edge, theoretically-informed research in applied aspects of Psychology.



There are six areas of disciplinary expertise in the Department and eight active Research Groups comprising staff from the different sub-disciplines.

The Department's Committee structure is depicted below. The Head of Department (HoD) chairs the Department Executive Committee (DEC) and the Department Staff Meeting (DSM).



The DSM, held quarterly, engages staff with the core business of the committees and other issues arising. Each of the Committees is chaired by a different member of staff. There are Deputies for each Committee in order to avoid single points of failure and to help devolve and nurture leadership. Committee Chairs and research group leaders do not have line management responsibility. Chairs of all Committees are part of the DEC.

All Department staff - with the exception of those employed under a research contract - come under HoD line management. Almost all of the professional support staff working to support the Department are Faculty staff and are managed by the Faculty. Staff employed as researchers funded by external sources are line managed by the staff member who secured the funds. Informally, week-to-week teaching operations are supervised by Directors of Studies for each degree programme, and the HoD checks with these and other senior management on a routine basis to inform any decisions pertinent to line management.

**Table 1** gives a detailed snapshot of numbers of academic staff, professional and support staff and students by gender in 2015-16.

**Table 1: Department of Psychology: All academic, professional and support staff and students by gender in 2015/2016**

		FEMALE	MALE	% FEMALE
<b>Professional &amp; Support Staff</b>	Management Specialist & Administration	1	0	100%
	Technical & Experimental	2	0	100%
	Operational & Facilities Support	0	0	0%
<b>Students</b>	Undergraduates	443	80	85%
	Postgraduate Taught	26	4	87%
	Postgraduate Research	51	10	84%
<b>Academic: Teaching Only, Research Only And Teaching &amp; Research Staff</b>	Teaching	0	1	0%
	Research	14	4	78%
	Lecturer	19	4	83%
	Senior Lecturer	3	5	38%
	Reader	3	4	43%
	Professor	3	3	50%

**Table 2** below provides details of the titles and grades of all Psychology staff in the Education and Research job family.

**Table 2: Mapping of Contract Type to Job Title and Grade of Psychology Staff**

	<b>JOB TITLE</b>	<b>GRADE</b>
<b>Teaching &amp; Research Contracts</b>	Lecturer	8
	Senior Lecturer	9
	Reader	9
	Professor	Spot Salary
<b>Research Only Contracts</b>	Research Assistant	6
	Research Associate	7
<b>Teaching Only Contracts</b>	Teaching Fellow	6-8

We have a highly successful and well-established undergraduate Psychology programme with a high standard entrance requirement of A\*AA at A level, or equivalent. We are committed to providing a high quality student experience and received 95% for overall student satisfaction in the National Student Survey 2016.

To accommodate growing staff and student numbers, we moved into a new £29 million building in July 2016. Previously staff were dispersed in four buildings. The new building provides a more cohesive working environment that brings together all Psychology staff, PGT and PGR students (PhD and DClInPsy) with dedicated space for all of these groups. There are shared social spaces that are routinely used for informal staff gatherings as well as a range of break out rooms for small group meetings and seminars. Being co-located for the first time in many years, we share a great opportunity to build a strong and inclusive culture.

**WORD COUNT = 490**

### **3. THE SELF-ASSESSMENT PROCESS**

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

*Describe the self-assessment process. This should include:*

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

In October 2016 we were informed that our April 2016 application for a Bronze award had been unsuccessful. The DEC, and the Self-Assessment Team (SAT) discussed the feedback and agreed that a more reflective approach that involved the whole Department was required. After consultation in and outside of the department, the HoD (Professor Greg Maio) invited one of the most experienced members of the department, Prof Julie Barnett, to Chair the development of a new application. The SAT listed below was formed following the response to an open invitation from the Chair to contribute and take an active part in meetings and sub-committees. The SAT includes a diverse set of experiences and career backgrounds in order to represent the views of academic, professional and support staff, UG, PGT and PGR students and the key Department committees. Although there are twice as many women as men, male

The SAT had three sub-committees to support the developing application. The Chair liaised closely with each of these sub-committees and they shared their work at the monthly SAT meetings.

	<b>Role</b>	<b>SAT members</b>
Data analysis	To analyse data and lead discussion in SAT	GM, KB, NH
Survey	To lead development and analysis of staff and student surveys	RJ, AJ, AR, JBAI
Benchmarking and good practice	To challenge the SAT with information about good practice in gender equality and staff and student progress, support and development	CD, HC, SW

There was extensive email contact between the SAT and Faculty and University staff to obtain relevant data. Matters arising (e.g., results of staff and student surveys) were discussed at DSMs and DECs. AS has been a standing item on the agenda of the DEC. In September 2017 the submission was circulated to the whole Department and adjustments made in response to helpful comments. The final submission and AP was signed off by the SAT, DEC and the HoD in November 2017.

Two substantial surveys have been conducted to inform the reflections of the SAT. One with Psychology academic, professional and support staff (n = 51; 77% response rate) and one with UG, PGT and PGR students (n = 253; 41% response rate). The results of these surveys inform our analysis throughout this document. These surveys were followed up with group and individual discussions on particular issues (e.g., arrangements for maternity and paternity leave).

**The data are reported for 3 years: 2013-14, 2014-15 and 2015-16. 2016-17 data were unavailable when preparing the application in 2016-17.**

Members of the SAT have also attended equality and diversity meetings inside and outside the University to learn from good practice. Specifically, the SAT Chair represented the Department at University level AS Network meetings, has met individually with 3 Chairs of other Department SATs in the University and valued the support of the Faculty AS representatives throughout. She also, along with one of the student members of the SAT (AP) attended the AS Workshop for Psychology (February 2017, UCL). The SAT was represented at other equality and diversity events: Oct 2016, Bath Spa University (AJ); Jan 2017, Universities of GW4 (KP), March and May 2017, Bath AS Workshop, Sulis Minerva (the HoD). Department funding has been available to facilitate SAT participation in external meetings.

Support within the University was obtained from Ms Marlene Bertrand, University Equality and Diversity Manager (guidance on the process); Ms Katherine Evans (CPPO) provided and updated data. A range of other teams within the University helped to clarify procedures and provide

data not available centrally (e.g. HR, Training, Careers). Ms Yvonne Ascott helped with formatting of text and tables.

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

The AS agenda in the Department will be progressed through a new committee: the Equality and Diversity Committee (EDC) (**AP 3.1**). The EDC will provide a forum for considering all issues pertaining to Departmental Equality and Diversity, including AS. Along with other committees in the Department, the EDC will report to the DEC and be responsive to strategic and operational issues arising (**AP 3.2**). The EDC will also report to the DSM via a standing agenda item to ensure that the implementation of the AP and other equality and diversity issues are consistently discussed to increase staff awareness (**AP 3.3**). To ensure continuity, we will seek some current SAT members to serve on the EDC. We will also invite expressions of interest for new members through an open call to staff and students. In line with other committees there will be a 3-year term of office, although other staff may be involved for shorter periods if they bring expertise, experience and representation in an area that the committee lacks.

**ACTION POINT 3.1 Constitute a Department Equality & Diversity Committee (EDC) to take forward the Athena SWAN agenda.**

**ACTION POINT 3.2 The EDC will report to the DEC and be responsive to strategic and operational issues arising with the DEC**

**ACTION POINT 3.3 EDC issues will be routinely discussed at Departmental Staff meetings**

The EDC will be chaired by an experienced member of staff who is familiar with the Department and the institution. The Chair will represent the EDC on the DEC and will be the Department representative to the Faculty's Equality and Diversity group. The EDC will meet once each quarter. Its remit will be embedded within an annual business cycle: to monitor the implementation of the AP and update it as required; collate and review new data and carry out annual surveys of staff and students (**AP 3.4**). There will be a formal annual review of the AP, the output of which will be a revised AP which will be published on the AS website (**AP 3.5**). The AS Action Plan will initially constitute the main business of the EDC, but its remit will expand to broaden the Department's consideration of equality and diversity issues (e.g., disability, ethnicity). An AS SAT will be re-constituted within the EDC in order to develop future AS applications.

**ACTION POINT 3.4 Conduct an annual survey of staff and students to monitor and evaluate progress on relevant metrics in the Action Plan**

**ACTION POINT 3.5 Conduct an annual review of the Action Plan and publish the revised Action Plan on the Athena SWAN website**

Word count = 1001

#### 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

##### 4.1. Student data

*If courses in the categories below do not exist, please enter n/a.*

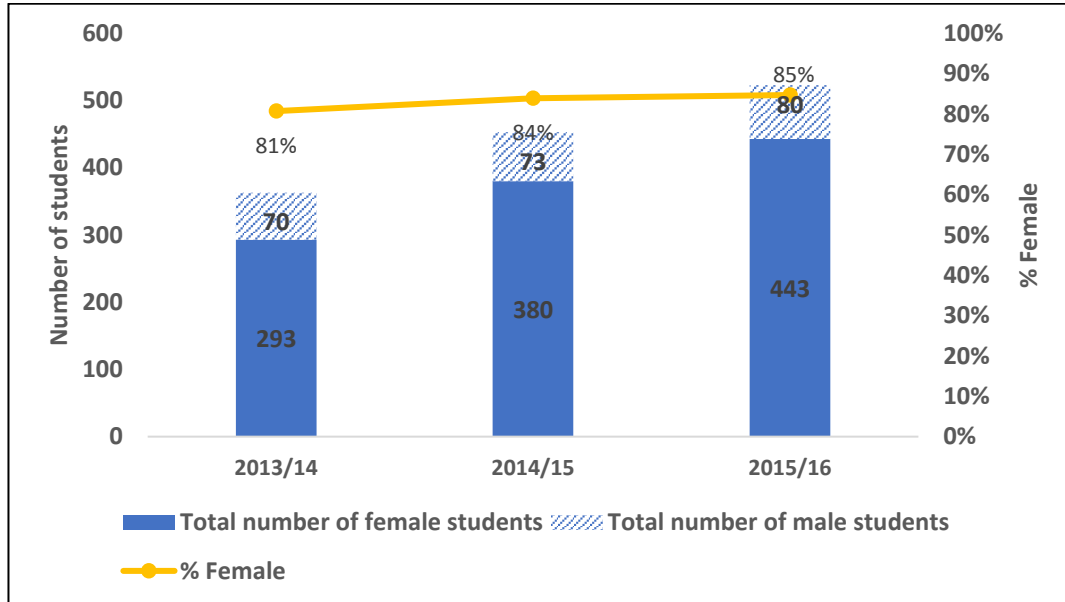
(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*

The 4-year BSc (Hons) Psychology degree with compulsory professional placement is the largest UG programme. In 2014-15, 60 students were recruited to a further three Psychology undergraduate programmes: 3 year BSc (Hons), 4-year UG MSci and 5-year UG MSci Psychology degree with compulsory professional placement.



**Figure 1: Total UG Psychology students over the last 3 years by gender**

We offered 4 postgraduate programmes from 2013-2016:

- ❖ MSc in Health Psychology;
- ❖ Faculty-based Masters in Research, with specialist Psychology stream;
- ❖ MPhil/PhD programme;

❖ Doctorate in Clinical Psychology

All Psychology UG students are full time (FT). In line with the national picture in Psychology degrees, **Figure 1** indicates that the number of female Psychology BSc UGs far exceeds male UGs. The proportion of female students has slightly increased since 2013/14. **Table 3** shows that, when compared to HESA data the proportion of female students is in line with, albeit a little higher than, the figure for the sector as a whole. We will seek to be part of a national strategy for addressing this disparity (**AP 4.1.1**).

Since 2014/15 we have had an MSci as well as BSc programme. Although it is early days, **Table 3** indicates that the gender disparity for students on this course is less than for the BSc. If this trend persists, we will talk with men who enter the MSci to investigate possible reasons for their interest and to inform our recruitment of men to the BSc (**AP 4.1.2**).

**ACTION POINT 4.1.1 To discuss the gender imbalance among UG Psychology students and ways of redressing this imbalance via the Association of Heads of Psychology Departments**

**ACTION POINT 4.1.2 To monitor a possible differential between men taking BSc and MSci and, if differences persist when numbers on MSci increase, to explore the reasons for this difference with a view to informing recruitment of male students to other UG courses**

**Table 3: UG (BSc & MSci) student numbers by gender compared to national (HESA) rates**

Year	Gender	BSc number	BSc %	MSci number	MSci %	TOTAL %	HESA %
2013/2014	Female	293	81%			81%	79%
	Male	70	19%			19%	21%
2014/2015	Female	371	84%	9	75%	84%	79%
	Male	70	16%	3	25%	16%	21%
2015/2016	Female	425	85%	18	72%	85%	80%
	Male	73	15%	7	28%	15%	20%

Source: HESA figures from the HESA Cost Centre: Psychology & behavioural sciences for HEI 2016

**Table 4** enables a closer analysis of the relatively low proportion of male Psychology UGs and informs the actions that we will take to address this. It shows that:

- Over 80% of *applications* to study UG Psychology at UoB were from women.
- In each of the three years, men are less likely than women to receive *offers*; men are significantly less likely to receive offers across the three years combined ( $\chi^2$ ,  $p < 0.05$ ).
- Women are more likely than men to *accept offers*; men are marginally though significantly less likely to accept offers across the three years combined ( $\chi^2$ ,  $p < 0.01$ ).

**Table 4: UG student progression from application, through offer, to acceptance split by gender**

Year	Gender	Applications	Offers	Acceptances	% Of Applicants Receiving Offers	% Of Applicants Receiving Offers That Accept
2013-2014	Female	897	496	91	55%	18%
	Male	210	99	18	47%	18%
	% Male	19%	17%	17%		
2014-2015	Female	1,102	721	147	65%	20%
	Male	275	151	20	55%	13%
	% Male	20%	17%	12%		
2015-2016	Female	1,293	898	156	69%	17%
	Male	298	179	22	60%	12%
	% Male	19%	17%	12%		

In relation to *applications*, there are no set A level requirements to study Psychology at Bath. Thus it is not the case that we need to persuade prospective male applicants to study the right A levels. It rather suggests that there are differences in the beliefs held about psychology. The qualitative data from the student survey support the notion that psychology is often considered to be a stereotypically female subject.

*It is a shame that psychology is now stereotypically female*

*If it was more gender-equal, then there would be less stigma associated with studying it*

*My dad laughed in my face when I told him I wanted to study Psychology and although he supported me in my decision, I can tell he thinks my degree is kind of a joke and a waste of time*

To address the possibility that A-level students may regard Psychology as more appropriate for women than men, we will recruit some current male UGs to come and speak on school visits (**AP 4.1.3**) and assess this impact of this.

**ACTION POINT 4.1.3 Pilot an initiative to assess the impact of involving male staff and UG students on students' willingness to consider studying Psychology at University**

*Offers* are almost exclusively based on predicted/obtained grades, with women being more likely to have better predicted grades than men. Seeking to reduce the male/female



discrepancy in relation to offers is thus the least viable point of intervention as we cannot control this.

For *acceptances*, male applicants who get offers are consistently less likely to accept them by making Bath Psychology their first choice. One hypothesis could be that men receive more offers than women and so are less likely to accept any one offer. **Table 5** below shows that this is not the case.

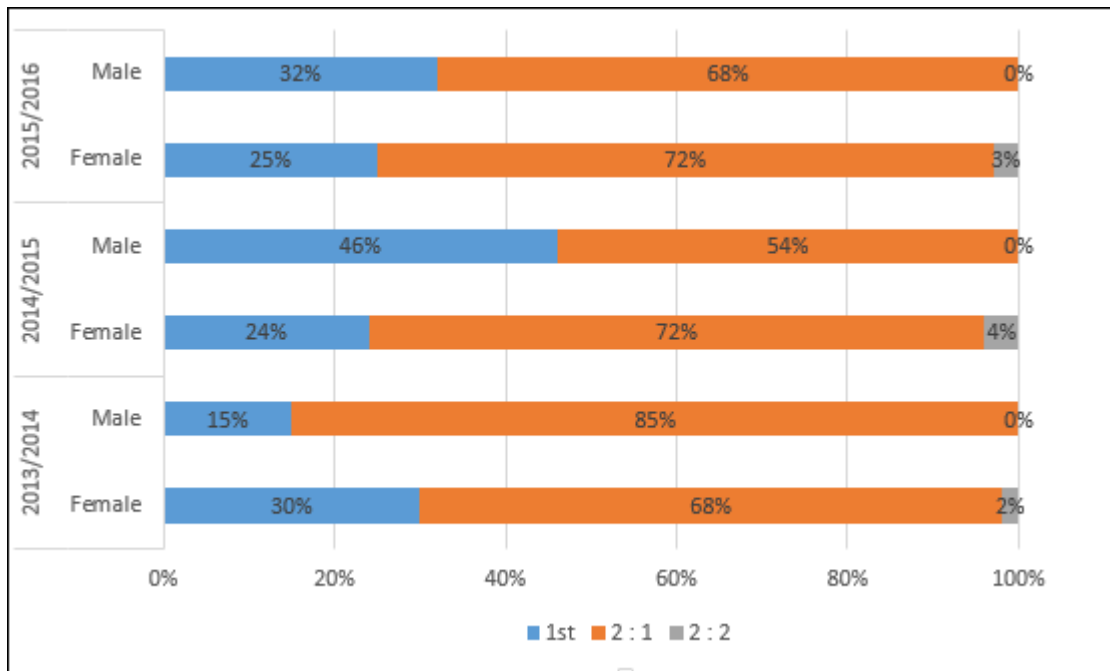
**Table 5: Average number of offers received by Psychology applicants by gender (out of a maximum of 5)**

GENDER	2014	2015	2016
FEMALE	4.5	4.5	4.3
MALE	4.1	4.1	4.1

An alternative hypothesis is that men select to go elsewhere because they feel that other degree courses meet their needs better. We will explore this with the central UG Admissions office (**AP4.1.4**).

**ACTION POINT 4.1.4 To ascertain the reasons that male UG offer holders are less likely than female applicants to accept Bath as their preferred destination**

Turning to *attainment*, **Figure 2** depicts the number of students graduating with different degree classes. No students got a 3rd. Only women received a 2:2 and in 14-15 and 15-16 men tended to receive a greater percentage of 1sts than women. However, this trend varies a lot from year to year (reversing in 13-14) and there were no statistically significant differences. Overall, the evidence is that women's and men's attainment in the undergraduate degree was the same.



**Figure 2: Undergraduate degree class data: proportions of women and men obtaining specific degree classifications**

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

*Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.*

Across both FT and PT cohorts relatively few PGT students are male (**Table 6**). This is not surprising in that a BPS accredited UG Psychology degree is required for entry to MSc Health Psychology, which accounts for all but 1-3 MRes students. **Table 6** also shows the comparison with the HESA benchmarks: as with UG degree, the percentage of male PGT Psychology students at UoB is broadly in line though lower than the national figures.

**Table 6: Total numbers of male and female PGT Psychology students by FT and PT**

Year	Gender	UNIVERSITY OF BATH		All HEIs	
		FT	PT	FT	PT
2013-2014	FEMALE	25	5	4525	1940
	MALE	5	1	1215	550
	% MALE	17%	17%	21%	22%
2014-2015	FEMALE	26	9	4280	1895
	MALE	4	1	1180	505
	% MALE	13%	10%	22%	21%
2015-2016	FEMALE	20	6	1195	520
	MALE	3	1	5800	2480
	% MALE	13%	14%	21%	21%

Source: HESA figures from the HESA Cost Centre: Psychology & behavioural sciences for HEI 2016

**Table 7** depicts the profile of PGT applications, offers and acceptances. This indicates that:

- Around 80% of applications for PGT courses come from women.
- Women are consistently more likely to get an offer than men.
- There is no clear gendered pattern in terms of acceptance of offers made.

**Table 7: PGT student progression from application, through offer, to acceptance split by gender**

Year	Gender	Applications	Offers	Acceptances	% Of Applicants Receiving Offers	% Of Applicants Receiving Offers That Accept
2013-2014	FEMALE	111	60	31	54%	52%
	MALE	27	8	7	30%	88%
	% MALE	20%	12%	18%		
2014-2015	FEMALE	108	55	33	51%	60%
	MALE	20	8	5	40%	63%
	% MALE	16%	13%	13%		
2015-2016	FEMALE	105	48	25	46%	52%
	MALE	30	10	3	33%	30%
	% MALE	22%	17%	11%		

PGT offers are not simply based on predicted/achieved results. They also consider understandings of health psychology and relevant experience. It may be that men with relevant qualifications achieve lower ratings for this. We will explore if this is the reason for the disparity in offers (**AP 4.1.5**).

**ACTION POINT 4.1.5 To ascertain the reasons that male PGT applicants are less likely to be offered a place on the PGT Health Psychology course**

**Table 8** depicts attainment for PGT students. Given the very small number of male students there is no marked difference between female and male PGT students in attainment.

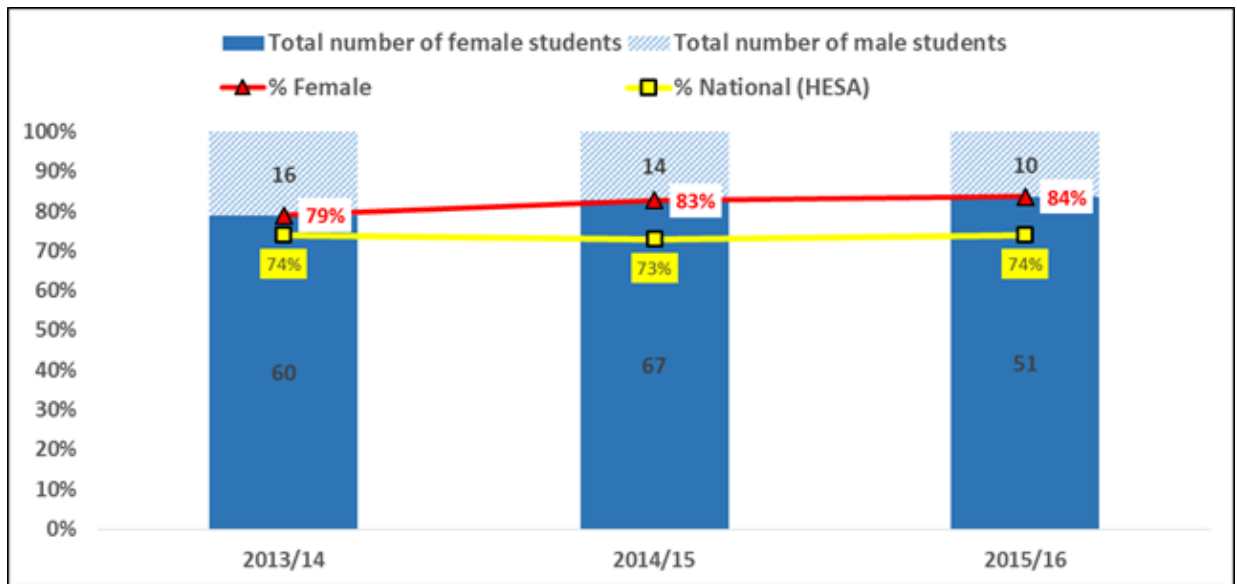
**Table 8: PGT degree class data: proportions of women and men obtaining specific degree classifications**

<b>Female</b>	<b>Distinction</b>	<b>Merit</b>	<b>Pass</b>	<b>Not complete</b>	<b>Total</b>
2013-2014	5	18	3	0	26
	<b>19%</b>	<b>69%</b>	<b>12%</b>	<b>0%</b>	
2014-2015	3	18	7	0	28
	<b>11%</b>	<b>64%</b>	<b>25%</b>	<b>0%</b>	
2015-2016	2	11	2	0	15
	<b>13%</b>	<b>73%</b>	<b>13%</b>	<b>0%</b>	
<b>Male</b>	<b>Distinction</b>	<b>Merit</b>	<b>Pass</b>	<b>Not complete</b>	<b>Total</b>
2013-2014	1	3	1	0	5
	<b>20%</b>	<b>60%</b>	<b>20%</b>	<b>0%</b>	
2014-2015	0	2	0	0	2
	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	
2015-2016	0	2	1	0	3
	<b>0%</b>	<b>67%</b>	<b>33%</b>	<b>0%</b>	

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

*Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.*

There are 2 groups of PGR students: PhD and DClInPsy. We refer to DClInPsy students as trainees. There is no PT option for DClInPsy. Figure 3 depicts the cohort size for both groups. There is a notable disparity in the gender balance. HESA benchmarking data for PGR students (which does not separate PhD from DClInPsy) confirms that Psychology PGR courses have a high proportion of women.



**Fig 3: PGR students split by gender (numbers refer to all students not just those admitted in that year)** Source: HESA figures from the HESA Cost Centre: Psychology & behavioural sciences for HEI 2016

DClinPsy admissions can be benchmarked against admissions to all other UK clinical psychology doctorate programmes (**Table 9**). These data indicate that the trainee cohort on the Bath DClinPsy programme have a higher percentage of women than the national profile of admissions across all 3 years.

**Table 9: DClinPsy admissions by gender benchmarked against all UK clinical psychology doctorate programmes**

UK clinical psychology doctorate programmes		University of Bath	All UK DClinPsy
2013/14	Female	15	484
	Male	2	99
	TOTAL	17	583
	%Female	88%	83%
2014/15	Female	16	484
	Male	1	99
	TOTAL	17	583
	%Female	93%	83%
2015/16	Female	13	508
	Male	1	87
	Prefer not to say	-	2
	TOTAL	14	597
	% Female	93%	85%

Source: DClinPsy Admission Records

**Table 9** below depicts the profile of DClInPsy applications, shortlisting, offers and acceptances. This indicates that:

- Men are less likely to be shortlisted than women.
- If they are shortlisted, men were less likely to receive an offer in two of the three years, but the Ns are very small (i.e., a difference of merely one male acceptance in each year would change the conclusions).
- Women and men with offers are equally likely to accept them.

**Table 9: DClInPsy student progression from application, through shortlisting and offer to acceptance, split by gender**

Year	Gender	Applicants	Short Listed	Offers	Accepted	% Of Applicants Shortlisted	% Of Shortlisted Receiving Offers	% Of Offers Accepting
2013 - 2014	Female	450	77	16	15	17%	21%	94%
	Male	81	5	3	2	6%	60%	67%
	Not Disclosed	3	0	0	0	0%	-	-
	% Male	15	6	17	12			
2014 - 2015	Female	443	65	23	16	15%	35%	70%
	Male	97	4	1	1	4%	25%	100%
	Not Disclosed	3	0	0	0	0%	0%	0%
	% Male	18	6	4	6			
2015 - 2016	Female	426	67	13	13	16%	19%	100%
	Male	94	7	1	1	7%	14%	100%
	% Male	18	9	7	7			

Shortlisted candidates are interviewed. DClInPsy staff ensure that all male candidates see at least one male interviewer and that all interviewers are trained by HR with reference to the Equalities Act 2010 as well as completing Unconscious Bias training. We will explore this issue further to examine the reasons for the low rates of males being shortlisted, which has implications for receiving and accepting an offer (**AP 4.1.6**)

**ACTION POINT 4.1.6 Conduct research to ascertain the reasons for the lower percentage of men moving from application to shortlisting on the DClInPsy course**

**Table 10** presents PhD student progression across application, offer and acceptance. This indicates that:

- Overall, 38% of applicants and 30% of those accepting offers were male.
- Overall, men are less likely than women to receive an offer, but the difference is not statistically significant.
- Women and men are equally likely to accept offers.

**Table 10: PhD student progression from application, through offer, to acceptance split by gender**

Year	Gender	Applicants	Offers	Accepted	% of applicants getting an offer	% of those with offers who accept
2013-2014	Female	26	3	2	12%	67%
	Male	23	3	2	13%	67%
	% Male	47%	50%	50%		
2014-2015	Female	61	9	6	15%	67%
	Male	30	4	3	13%	75%
	% Male	33%	31%	33%		
2015-2016	Female	71	10	10	14%	100%
	Male	39	2	1	5%	50%
	% Male	35%	17%	8%		

As PhD offers follow an interview we will make all potential supervisors aware that men tend to be less likely to apply to do a PhD and less likely to receive an offer. We will also ensure that they have completed the necessary interview training (**AP4.1.7 – see too AP 5.1.1**)

**ACTION POINT 4.1.7 Raise supervisor awareness of gendered patterns of application/offer of PhD candidates and address this in relation to University good practice guidance on interviewing**

**Table 11** depicts completion rates for DCLinPsy trainees for the currently available data (from the programme’s start in 2011). Virtually all trainees complete and submit their portfolio within the 3 year programme. Where a trainee has suspended studies (usually for maternity leave) they will submit in the fourth year. Given the small number of men, there is no indication of gender differences in completion rates.

**Table 11: DClInPsy completion rates by gender by starting date of training**

Year of starting		Submitted within 5 years	Submitted after 5 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2011-12	Female	11	0	0	0	11	100%
	Male	2	0	0	1	3	67%
	% Female	85%	-	-	0%	79%	-
2012-13	Female	12	0	0	1	13	92%
	Male	1	0	0	0	1	100%
	% Female	92%	-	-	100%	93%	-

PhD submission rates for full time students are presented in **Table 12**. There are no gender differences.

**Table 12: PhD completion rates by gender**

Year Of Starting		Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2010-11	Female	0	1	0	0	1	100%
	Male	3	0	0	0	3	100%
	% Female	0%	100%	-	-	25%	-
2011-12	Female	3	0	0	0	3	100%
	Male	2	1	0	0	3	100%
	% Female	60%	0%	-	-	50%	-
2012-13	Female	6	0	0	1	7	86%
	Male	0	0	0	0	0	-
	% Female	100%	-	-	100%	100%	-

(v) Progression pipeline between undergraduate and postgraduate student levels

*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

Regrettably, we have not been collecting data about the pipelines from UG to PGT/PGR or PGT to PGR. Anecdotally we are aware of excellent UG students being made PGR offers by other Universities. We will therefore start earlier to actively encourage UG students to consider PGT and PGR options (**AP 4.1.8**). Encouragement to do this is provided by the student survey where



almost 20% of UGs said they planned further study in Psychology and similar numbers said they saw Psychology as central to their career. Funding is an issue but a significant amount of PhD funding is for 3+1 students and thus open to UGs.

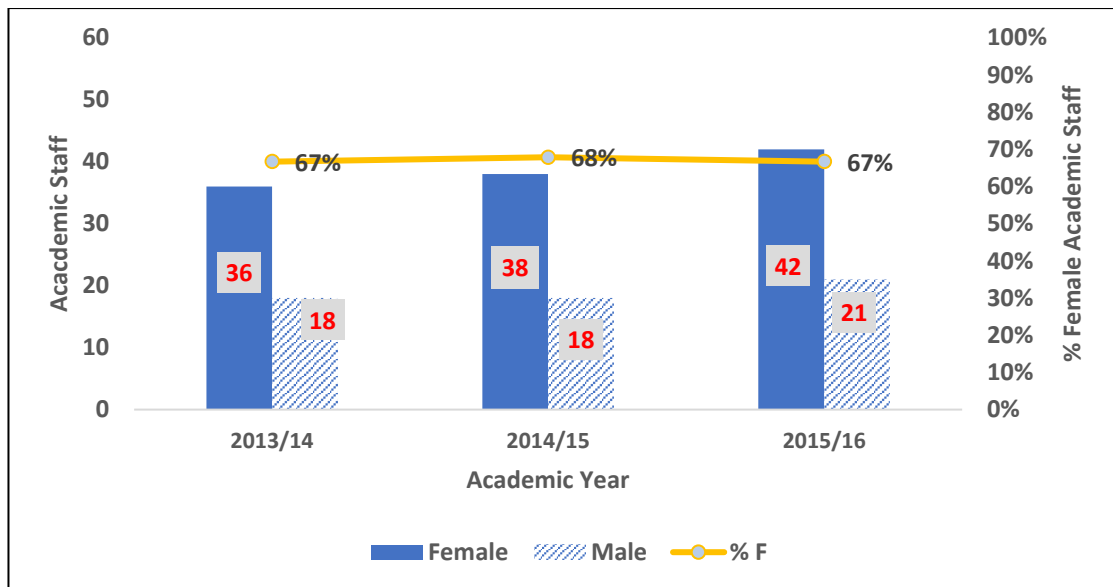
**ACTION POINT 4.1.8 Encourage UG students at an early stage to consider post-graduate study in Psychology**

**4.2. Academic and research staff data**

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

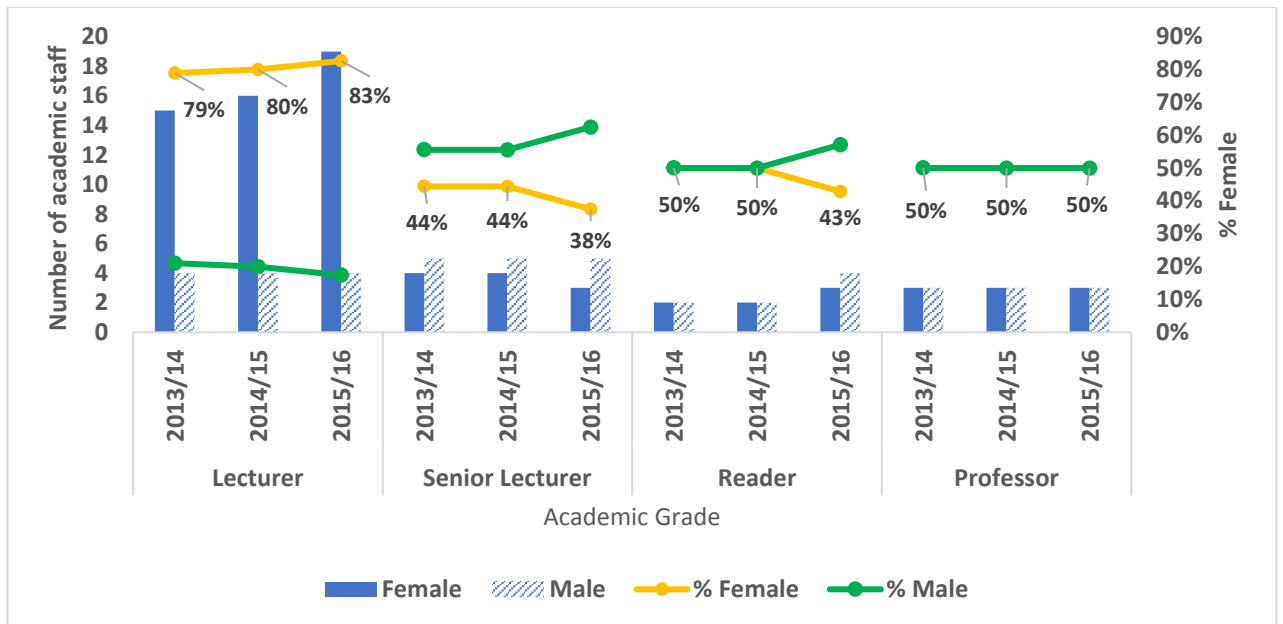
*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

Staff numbers are growing. **Figure 4** shows the trend over the last 3 years for the percentage of female staff. These figures are high compared to the HESA data showing 60% women for other comparable HEIs for all 3 years.



**Figure 4: Growth in staff from 2012/13 to 2015/16**

Figures broken down by grade indicate that there is a high percentage of women at lecturer level but at SL and above, at least half of academic staff across all years are men (**Figure 5**). The single line at Professorial level indicates that the numbers for women and men are the same.



**Figure 5: Academic staff by grade role and gender**

**Table 13** adds information about Research only and Teaching only roles. This confirms the analysis above: the majority of staff in less senior roles are women.

**Table 13: Academic staff by grade and gender**

		Research Only (Grades 6 & 7)	Teaching Only (Grade 7)	Lecturer	Senior Lecturer	Reader	Prof	Total Teaching And Research
2013 - 2014	Female	11	1	15	4	2	3	24
	Male	3	1	4	5	2	3	14
	% Female	79%	50%	79%	44%	50%	50%	63%
2014 - 2015	Female	12	1	16	4	2	3	25
	Male	2	2	4	5	2	3	14
	% Female	86%	33%	80%	44%	50%	50%	64%
2015 - 2016	Female	14	0	19	3	3	3	28
	Male	4	1	4	5	4	3	16
	% Female	78%	0%	83%	38%	57%	50%	64%

Responses to the staff survey indicated that relatively fewer women are optimistic about their career prospects; and women are more likely to be uncertain or ambivalent than men (**Table 14**).

**Table 14: Staff survey responses relating to optimism about career prospects by gender**

		Agree	Neither Agree Nor Disagree	Disagree
<b>I Feel Optimistic About My Career Prospects</b>	<b>Female</b>	12	10	9
	<b>Male</b>	11	2	1
	% Female	<b>39%</b>	<b>32%</b>	<b>29%</b>
	% Male	<b>79%</b>	<b>14%</b>	<b>7%</b>

Overall, the data above present a consistent picture. Significantly more women occupy more junior roles. Although most of these are recent lecturer appointments (15 women; 3 men), the survey data indicate that a greater percentage of men in the Department felt optimistic about their career prospects. In the light of this we conclude that

- There is a need to support research staff, and in particular female research staff, into tenured positions.
- For T&R staff there is a need to ensure that women in particular are supported in progressing from lecturer to senior lecturer

A range of actions will help us to achieve these aims: **AP5.1.3; AP5.1.4; AP5.3.1; AP5.3.2; AP5.3.3; AP5.3.4; AP5.3.6; AP5.3.7; AP5.3.10; AP5.5.3; AP5.5.5; AP5.6.5.**

#### SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

- (ii) **Academic and research staff by grade 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 15** shows the gender breakdown of academic and research staff in relation to fixed term and open contracts. All research contracts are fixed term. All but one teaching and research (T&R) contracts are open. One woman was on a fixed term T&R contract - her post was to set up and seek accreditation for a particular course. This was done and she moved to an open contract. Most fixed term contracts are held by women because women fill the majority of research only externally funded posts.

**Table 15: Breakdown of academic and research staff by contract function**

PSYCHOLOGY (ACADEMIC AND RESEARCH)		FEMALE				MALE			
		Total	Research-Only	Teaching-Only	Teaching And Research	Total	Research-Only	Teaching-Only	Teaching And Research
2013/14	FTC	13	11	1	1	3	3	0	0
	Open	23	0	0	23	15	0	1	14
	% FTC	36%	100%	100%	0%	17%	100%	0%	0%
2014/15	FTC	14	12	1	1	3	2	1	0
	Open	24	0	0	24	15	0	1	14
	% FTC	37%	100%	100%	4%	17%	100%	50%	0%
2015/16	FTC	15	14	0	1	4	4	0	0
	Open	27	0	0	27	17	0	1	16
	% FTC	36%	100%	-	4%	19%	100%	0%	0%

We will seek to enhance possibilities for career progression for those on FTCs through **AP5.3.5; AP5.3.1 and AP5.3.2.**

To maximise the possibility of continuity of employment the University has a clear redeployment procedure. Employees at risk of redundancy have priority status for available posts within the University at the same grade or one grade below. If applicants meet the essential criteria for shortlisting they are invited for interview before any non–redemption candidates.

Data on zero hours contracts is not collected by the University. Although the Department has 190 people registered for casual work 74% of these are Student Ambassadors. The remaining 50 are students assisting with various aspects of Department life, e.g. demonstrating, invigilating. The gender division in these roles is broadly in line with the student population: 19 (14%) are male.

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

*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

**Table 16** shows staff leaving rates. Overall, there is no evidence of leaving rates being gendered though care in interpretation is needed as staff who start and leave within a year will not have been recorded (e.g. 2015/16 - 0 teaching staff but 2 leavers).

**Table 16 Academic leavers by grade and gender**

		Research			Teaching			Teaching & Research		
		Leavers	No Of Staff	Rate	Leavers	No Of Staff	Rate	Leavers	No Of Staff	Rate
2013-2014	Female	3	11	27.3%	0	1	0.0%	2	24	8.3%
	Male	1	3	33.3%	0	1	0.0%	1	14	7.1%
2014-2015	Female	1	12	8.3%	1	1	100%	3	25	12%
	Male	1	2	50%	0	2	0%	2	14	14.3%
2015-2016	Female	7	14	50%	2	0	...	2	28	7.1%
	Male	0	4	0%	1	1	100%	0	16	0%

81% of leavers were women and 48% of these were research staff on FTCs. 70% of the T&R staff leaving were women: 4 L and 3 SL. We do not know the reasons for their departure as there is no formal process within the Department for understanding this. The university has begun routinely including exit interview questionnaires this year, and we will use the staff survey to find out staff preferences for providing information about reasons for departure (AP4.2.1). The high percentage of female leavers also suggests the importance of ensuring a strong structure of progression support. This is addressed through a range of actions: AP5.1.3; AP5.1.4; AP5.3.1; AP5.3.2; AP5.3.3; AP5.3.4; AP5.3.6; AP5.3.7; AP5.3.10; AP5.5.3; AP5.5.5; AP5.6.5.

**ACTION POINT 4.2.1** We will examine a variety of options to capture views about Departmental processes from staff that are leaving

**WORD COUNT 2094**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

*Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.*

**Table 17** shows applications and shortlisting for academic posts. **Table 18** shows new starters. As the new starters in a particular year could have applied in the previous year, it is not possible to directly read across from shortlisting to appointments.

**Table 17** indicates that overall around 70% of applicants for research posts are female which is broadly in line with the proportion of Psychology PGR students who are female (Figure 3). The ‘application to shortlisting’ percentages indicate that overall women are more likely to be shortlisted. The picture in **Table 18** is broadly the same – over the last 3 years women have been more likely to be appointed than men.

**Table 17: Staff recruitment (applications and shortlisting) by gender**

		Applications			Shortlisted			Application To Shortlisting	
		F	M	%F	F	M	%F	Female	Male
<b>2013-2014</b>	<b>TOTAL</b>	<b>204</b>	<b>119</b>	<b>63%</b>	<b>43</b>	<b>13</b>	<b>77%</b>	<b>21%</b>	<b>11%</b>
	Research	95	28	77%	16	2	89%	17%	7%
	Teaching	34	14	71%	3	1	75%	9%	7%
	L	72	72	50%	22	7	76%	31%	10%
	SI	3	5	38%	2	3	40%	67%	60%
	Reader	0	0	-	0	0	-		
	Prof	0	0	-	0	0	-		
<b>2014-2015</b>	<b>TOTAL</b>	<b>89</b>	<b>62</b>	<b>59%</b>	<b>20</b>	<b>18</b>	<b>53%</b>	<b>22%</b>	<b>29%</b>
	Research	52	39	57%	8	13	38%	15%	33%
	Teaching	8	6	57%	2	0	100%	25%	0%
	L	29	17	63%	10	5	67%	34%	29%
	SI	0	0	-	0	0	-		
	Reader	0	0	-	0	0	-		
	Prof	0	0	-	0	0	-		
<b>2015-2016</b>	<b>Total</b>	<b>228</b>	<b>151</b>	<b>60%</b>	<b>30</b>	<b>13</b>	<b>70%</b>	<b>13%</b>	<b>9%</b>
	Research	148	57	72%	21	2	91%	14%	4%
	Teaching	6	4	60%	2	1	67%	33%	25%
	L	72	90	44%	6	10	38%	8%	11%
	SI	2	0	100%	1	0	100%	50%	-
	Reader	0	0	-	0	0	-		
	Prof	0	0	-	0	0	-		
<b>Overall</b>	<b>Total</b>	<b>521</b>	<b>332</b>	<b>61%</b>	<b>93</b>	<b>44</b>	<b>68%</b>	<b>18%</b>	<b>13%</b>
	Research	295	124	70%	45	17	73%	15%	14%
	Teaching	48	24	67%	7	2	78%	15%	8%
	L	173	179	49%	38	22	63%	22%	12%
	SI	5	5	50%	3	3	50%	60%	60%
	Reader	0	0	-	0	0	-		
	Prof	0	0	-	0	0	-		

**Table 19: Staff recruitment (new starters) by gender**

		Total	Research	Teaching	L	SI	Reader	Prof
2013/ 14	Female	18	6	1	9	0	1	1
	Male	4	3	0	1	0	0	0
	% Male	18%	33%	0%	10%	-	0%	0%
2014/ 15	Female	10	6	1	3	0	0	0
	Male	3	0	1	2	0	0	0
	% Male	23%	0%	50%	40%	-	-	-
2015/ 16	Female	16	11	1	3	0	1	0
	Male	4	2	0	0	1	1	0
	% Male	20%	15%	0%	0%	100%	50%	-

In the survey 76% of staff (86% male, 69% female) agreed that the Department actively promotes gender equality in recruitment. Department policy is to have mixed gender interview panels wherever possible. We will also seek to ensure processes of shortlisting and interviewing are fair by requiring all staff complete training modules on unconscious bias and conduct on recruitment panels (**AP 5.1.1**). At the moment uptake of these courses is patchy. Historical data are not available but in July 2017 there was only 35% uptake for the former and 70% for the latter.

**ACTION POINT 5.1.1 For all teaching and research staff to complete training that is relevant to fair processes of recruitment**

Since March 2017, the Departmental commitment to principles of AS is clear in job adverts for academic posts. We also encourage all staff to act as academic talent spotters, circulating adverts widely to their networks.

(ii) Induction

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

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

There is a University wide induction programme for all staff. Additional induction within the Department has thus far been piecemeal. It mainly consisted of a welcome via email and the DSM and introductory meetings arranged by the Faculty.

New T&R staff on probation complete the three year Bath Course in Enhancing Academic Practice leading to Fellowship of the HEA. Hours on the Workload Model (WLM) reflect the learning curve, induction, and responsibilities that arise in the first three years. The workload allocation for the Bath course gradually reduces from 400 (Year 1), to 300 (Year 2) to 200 (Year 3) hours. This arrangement eases staff into work of greater responsibility which is important for enabling them to make their case for completion of probation and promotion.

In the staff survey, 7 responses were from staff that had started within the last 2 years. 3 agreed induction had been helpful, 2 did not agree and 2 said they did not have an induction. This mixed profile of responses, and increasing numbers of new staff suggests the merits of a more systematic approach. Over summer 2017 we have instituted a more thorough induction procedure, which includes both face to face and written information as well as the provision of opportunities to meet all staff socially. A Department Staff Handbook (DSH) has been compiled, with a 'Welcome to Bath' section produced by lecturers on probation, and a timeline showing key events in the academic year. There is an arranged itinerary to meet key academic and support staff and an induction event giving an overview of all key processes. Satisfactory completion will be monitored by an induction check list and a discussion group with new starters at the end of each academic year. The value of the induction process will be assessed with a survey within 12 weeks of completion in order that the process can be improved (AP 5.1.2).

**ACTION POINT 5.1.2 To introduce and evaluate a systematic and satisfactory induction procedure for all new staff**

(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 how staff are encouraged and supported through the process.*

The promotion process has required individual members of staff seeking HoD support if they wished to submit an application under the annual promotion round. HoD support is necessary for an application to progress. Applications passed on from the HoD are considered at a central University level. Feedback is provided to the HoD and the applicant if the application is not supported. The HoD is then required to arrange for a Personal Action Plan to be developed.

**Table 20** shows the pattern of applications for promotion and the success of these applications by gender. There were 5 applications, 4 from men. The 3 successful applications were all from men: 1 was promoted to SL and 2 were translated to Reader.

**Table 20: Applications and achieved promotions broken down by gender**

	Applications				Promotions				Success Rate		
	F	M	TOTAL	% F	F	M	TOTAL	% F	F	M	TOTAL
<b>TOTAL</b>	1	4	5	20%	0	3	3	0%	0%	75%	60%
<b>2013/14</b>	0	2	2	0%	0	2	2	0%	-	100%	100%
<b>2014/15</b>	0	1	1	0%	0	0	0	0%	-	0%	0%
<b>2015/16</b>	1	1	2	50%	0	1	1	0%	0%	100%	50%



Responses to the staff survey shown in **Table 21** below are markedly gendered: women had a much less positive view of the promotion process and of opportunities for women. They also reported less understanding of the promotion process.

**Table 21 Staff survey responses to promotion questions split by gender**

		Agree	Neither Agree Nor Disagree	Disagree
<b>Men and women are equally encouraged to apply for promotion.</b>	<b>Female</b>	9	16	6
	<b>Male</b>	11	2	0
	<b>% Female</b>	<b>28%</b>	<b>52%</b>	<b>19%</b>
	<b>% Male</b>	<b>86%</b>	<b>14%</b>	<b>0%</b>
<b>The department actively promotes gender equality in promotion</b>	<b>Female</b>	9	11	11
	<b>Male</b>	10	4	0
	<b>% Female</b>	<b>29%</b>	<b>35%</b>	<b>35%</b>
	<b>% Male</b>	<b>71%</b>	<b>29%</b>	<b>0%</b>
<b>I have a clear understanding of the criteria for promotion</b>	<b>Female</b>	17	3	11
	<b>Male</b>	11	1	2
	<b>% Female</b>	<b>55%</b>	<b>10%</b>	<b>35%</b>
	<b>% Male</b>	<b>79%</b>	<b>7%</b>	<b>14%</b>
<b>I have a clear understanding of how the promotion process works</b>	Female	14	6	11
	Male	9	2	3
	<b>% Female</b>	<b>45%</b>	<b>19%</b>	<b>35%</b>
	<b>% Male</b>	<b>64%</b>	<b>14%</b>	<b>21%</b>

There is clearly a need to increase understanding of the promotion process, and to provide particular support and encouragement to women. Until this year, there were no structures in place to broaden consideration of staff readiness. We have now set up a Departmental Promotions Advisory Group (PAG) to ensure that a range of senior male and female staff consider draft applications rather than just the HoD. The PAG will encourage staff who have an interest in promotion to submit prospective applications. Interested parties will be encouraged through the annual SDPR process (**see AP 5.3.4**), but the PAG will encourage *all* individuals who are potentially interested in promotion to submit a draft application for feedback. We will monitor and evaluate the success of the PAG (**AP 5.1.3**). We will also invite HR to the DSM to provide an overview of the process and answer questions ahead of the promotion round (**AP 5.1.4**). Staff will be regularly informed about the timings of the promotion process.

**ACTION POINT 5.1.3 To monitor and evaluate the success of the newly established Promotions Advisory Group (PAG)**

**ACTION POINT 5.1.4. A representative of HR will attend the DSM each year to inform staff of the promotion procedures, the criteria and to answer questions**

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

*Provide data on the 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.*

No data split by gender are available for the 2008 REF. In 2014 63% of eligible staff were submitted to the REF. **Table 22** shows the submission rates for women and men were similar. As the most recent REF guidance indicates that all staff will be returned the key issue is how to support staff so that more people can feel confident about their contribution to the REF return through publications, impact or environment. **AP5.1.3; AP5.3.1; AP5.3.2; AP5.3.4; AP5.3.6; AP5.3.7 and AP5.3.10** have been designed to this end.

**Table 22: 2014 Psychology REF submission by gender**

	Submitted To Ref	Total Eligible	% Of Eligible Staff Submitted
Female	11	18	61%
Male	9	14	64%
Total	20	32	63%

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

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

#### (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 how staff are encouraged and supported through the process.

### 5.3. Career development: academic staff

#### (i) Training

*Describe the training available to staff at all levels in the department. 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?*

An extensive range of training courses are available to all staff at the University who research or teach (e.g., generic work skills, management development, IT, and e-learning). Course details are provided centrally at a single location. The data indicate low levels of uptake (**Table 23**) though care is needed to interpret these figures as changes in attendance of particular courses cannot be tracked nor can we see whether the numbers refer to different people.

**Table 23: Number of training course attendances**

	Female	Male	Total
<b>2013-2014</b>	16	9	25
<b>2014-2015</b>	33	8	41
<b>2015-2016</b>	11	3	14

Despite this, in the survey, both male and female staff indicated generally high levels of awareness of support and skills services to support their professional development (**Table 24**).

**Table 24: Academic and research staff responses to survey question on professional development**

		Agree	Neither Agree Nor Disagree	Disagree
<b><i>I am aware of existing support and skills services to support my professional development</i></b>	Female	27	1	4
	Male	13	0	1
	% Female	<b>85%</b>	<b>3%</b>	<b>12%</b>
	% Male	<b>93%</b>	<b>0%</b>	<b>7%</b>

Training requirements are discussed as part of the SDPR process, but training needs are rarely identified. This may reflect people considering that training would be difficult to access or too time-consuming, rather than not wanting training opportunities. Given low levels of uptake alongside apparently high levels of awareness, we will explore this issue thoroughly in our next AS Staff survey. We will ask about the types of training that would be valued and will identify barriers to sourcing and attending such training (AP 5.3.1). This will form the basis for identifying appropriate next steps.

**ACTION POINT 5.3.1 Make detailed assessment of training needs, aspirations and barriers to training uptake in Athena SWAN survey**

Capacity building is a core Research Council focus and thus it is possible to request funds for project relevant training resources both for academics and research staff as part of grant applications (e.g. media training, statistics training). Informal enquiries with relevant staff suggest that this resource may be under used. Thus, through the Department Research Committee (DRC), we will encourage the systematic consideration of this by PIs and Co-Is. (AP 5.3.2).

**ACTION POINT 5.3.2 Promote awareness of attracting external funding for staff training through a focus on capacity building in research grants and implement and distribute funds in a new staff development budget**

(ii) Appraisal/development review

*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*

The SDPR requires staff to meet annually with a senior member of staff to discuss performance against previously set goals, set new goals and record training needs. Records of the SDPR process indicate that the SDPR process was not done, or not recorded as done, for the majority of staff (Table 25).

**Table 25: Academic & Research Staff Appraisals uploaded to iTrent data base during the Academic Year**

	2013/14		2014/15		2015/16	
	Female	Male	Female	Male	Female	Male
Numbers completing SDPR process	8	10	8	7	8	4
% of staff completing SDPR process	22%	56%	21%	39%	19%	19%

In the staff survey, we asked whether staff found their most recent SDPR helpful. 55% agreed it was, 9% were uncertain and 9% considered it unhelpful. This was the only SDPR related question in the survey - we will now extend this to evaluate the process more systematically **(AP 5.3.3)**.

In part triggered by the AS reflections, the SDPR process was systematised during 2017. Two senior staff (male and female) now oversee this and reviewees are formally allocated to senior staff. Training in conducting SDPRs is available and all reviewers have now completed this. All members of academic staff completed an SDPR in 2017. This does not include PDRs - we address this below. The EDC will evaluate the impact of the new SDPR process on staff views regarding its utility in their approach to their job role and progression **(AP 5.3.3)**.

**ACTION 5.3.3 Evaluate the impact of the new SDPR process**

The SDPR provides an opportunity to discuss aspirations for promotion and for the reviewer to provide appropriate encouragement to seek feedback from the PAG. Given uncertainty around the promotion process particularly for women (**Table 21**), the SDPR leadership team will signpost all staff (reviewers and reviewees) to information about this in preparation for the SDPR **(AP 5.3.4)**.

**ACTION 5.3.4 Provide encouragement and guidance for discussion of the promotion process in SDPR**

Though doing this AS application it has come to our attention that, for PDR staff, the completion of an SDPR has been left to the discretion of the PI. We recognise that this is not in line with the principle that PDRs are an essential and integral part of our human resources as outlined in the Early Career Researcher Concordat. Therefore from the next SDPR round (Jan-March 2018) we will fully integrate PDRs within the SDPR process. PDR staff will be given a choice as to whether they would most benefit from their line manager or another senior member of Department staff conducting their SDPR. They will also indicate the preferred timing of their SDPR in order to fit with the timing of their contract. Those conducting PDR staff SDPRs will be provided with appropriate resources to ensure that clear and relevant trajectories of progress are planned **(AP5.3.5)**.

**ACTION 5.3.5 Include and integrate PDRs in the SDPR process.**

(iii) Support given to academic staff for career progression

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

Although the staff survey indicated that both women and men are relatively positive about career development - though women are generally less so (**Table 26**) - it is clear that greater awareness and encouragement around career development is needed.

Over the last four years targeted support for career progression for women has been provided through the 'Aurora: Women in Leadership' programme. Female academics from Bath have been funded to attend this national initiative which provides a series of day-long development workshops, materials, support and mentorship targeted at helping women in academia to identify and overcome personal hurdles to progression. After attending Aurora, the majority of applicants have moved on to promotion or leadership roles within or outside the university. Given this success, the University this year also implemented a new Career Leadership Development scheme open to all staff. This past year, the HoD has signposted and promoted these highly competitive funding opportunities to staff, and supported 14 applications for funding (13 female, 1 male) with an excellent 50% success rate (6 female, 1 male). This support will continue through the HoD and SDPR team (**AP 5.3.2**).

**Table 26: Staff survey results relating to career development**

		Agree	Neither Agree Nor Disagree	Disagree
<b><i>I Am Aware Of Career Development Opportunities</i></b>	Female	23	1	6
	Male	12	0	2
	% Female	<b>77%</b>	<b>3%</b>	<b>20%</b>
	% Male	<b>85%</b>	<b>0%</b>	<b>14%</b>
<b><i>I Am Encouraged To Take Up Career Development Opportunities</i></b>	Female	17	7	7
	Male	11	1	2
	% Female	<b>55%</b>	<b>23%</b>	<b>23%</b>
	% Male	<b>78%</b>	<b>7%</b>	<b>14%</b>

The two other main schemes that support career progression are mentoring and sabbaticals.

The staff survey indicated that 85% were aware of opportunities for mentoring but 53% had not requested or been allocated a mentor in the previous 12 months. Discussions indicated that there was uncertainty about whether mentoring after probation was appropriate. There was no clear idea about how mentoring is used and how often it should occur, although many

considered it would be beneficial to have a mentor. Accordingly we have set up a mentoring system and the University provides training for mentors (**AP5.3.6**). The mentoring system will ensure 100% allocation of mentors to those academic staff who wish to have a mentor.

**ACTION 5.3.6 To establish and evaluate a mentoring coordination system for all staff.**

The University offers career progression routes through research, teaching, and leadership, but most applications are predicated on research accomplishments. Being awarded a sabbatical provides career support by enabling an extended and exclusive focus on research without teaching and administrative responsibilities. Sabbatical leave is normally for a period of six months. Academic staff on permanent contracts and who have three years of continuous service after probation are eligible to apply. Staff wishing to apply for a sabbatical consider the web guidance on the university's criteria and application process in consultation with the HoD.

From 2012/13 to 2015/16 there have been 3 applications - all awarded: 2 to men and 1 to a woman. The staff survey indicated that only 33% of staff were aware of the eligibility criteria for a sabbatical (49% of men; 26% of women). 29% said they were aware of the processes involved (50% of men; 19% women).

In response, our aspiration is to increase the number of staff on sabbatical over the next three-year period (**AP 5.3.7**) and to ensure a supportive arrangement of departmental processes (e.g. team teaching). To improve the staff awareness of sabbaticals and increase the number of successful applications, this process will be overseen by the newly formed PAG, which will invite and review draft applications for sabbaticals as well as promotions, providing constructive feedback and support (**AP 5.1.5**).

**ACTION POINT 5.3.7: To increase the number of applications for sabbaticals and the number of applications that are granted over the next three years, while exemplifying a good gender balance.**

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

*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*

In addition to the Careers Service there is a comprehensive personal tutoring system across UG and PGT. One of its functions is to help students in considering their career development options. Placements, which are a core part of the 4 year UG course and the Health Psychology Masters, are a key catalyst in generating consideration of career development opportunities. Talks are given by alumni about career progression and this issue is also covered in the UG course on 'Being a Psychologist', where different members of staff outline the routes taken into an academic career. PGR students have a seminar series arranged covering topics relating to academic life (e.g. developing grants, generating impact etc.).



MSc Health Psychology staff and students at the celebrations of the 20<sup>th</sup> anniversary of the Psychology Department July 2016

Perceived support for career progression was addressed in the student survey (**Table 27**). Overall the picture is a positive one with no significant differences in relation to gender.

**Table 27: Student responses to career development questions in the survey by gender**

	Does The Department Provide You With		Agree	Neither Agree Nor Disagree	Disagree
<b>UG</b>	<b>Encouragement To Take Up Career Development Opportunities</b>	Female	149	10	14
		Male	22	1	2
		% Female	86%	6%	8%
		% Male	88%	4%	8%
	<b>Opportunities To Expand Your Skills And Experience</b>	Female	156	7	10
		Male	22	1	2
		% Female	91%	3%	6%
		% Male	88%	4%	8%
<b>PGT</b>	<b>Encouragement To Take Up Career Development Opportunities</b>	Female	13	0	1
		Male	0	1	1
		% Female	93%	0%	7%
		% Male	0%	50%	50%
	<b>Opportunities To Expand Your Skills And Experience</b>	Female	11	2	1
		Male	0	1	1
		% Female	79%	14%	7%
		% Male	0%	50%	50%



<b>PGR</b>	<b>Encouragement To Take Up Career Development Opportunities</b>	Female	20	2	3
		Male	3	1	0
		% Female	80%	8%	12%
		% Male	75%	25%	0%
	<b>Opportunities To Expand Your Skills And Experience</b>	Female	25	0	0
		Male	4	0	0
		% Female	100%	0%	0%
		% Male	100%	0%	0%

Informal encouragement to consider PhD opportunities is given to those MSc and UG students interested in an academic career. However, most of the UG activities are targeted toward final-year students. Actions ensuring earlier discussions of career opportunities with UG students have been described in **AP4.1.7**.

For PGR students, supervisors are a key route to providing support and consideration of career development opportunities. Extra departmental funding is made available for students to attend conferences and this is especially encouraged in the final year. Career progression is also facilitated by the recent University wide introduction of a PhD ‘thesis in the form of publications’. This can assist the publication process and thus the development of a strong CV. We will examine the uptake of this option and views about it in our next survey (**AP 5.3.8**).

**ACTION POINT 5.3.8: To evaluate uptake of the ‘thesis in the form of publications’ and its impact on PGR student perceptions of preparedness for post-doctoral progression**

One potential barrier to taking the next step in academic careers is that prospective academic employers are increasingly attracted to post-doctoral applicants who have teaching experience. Discussions with PhD students have shown we can do more to facilitate teaching development opportunities: 78% (11 out of 14) said they wanted more involvement with teaching. The Department’s Learning and Teaching Team will therefore provide more opportunities for guest lecturing, teaching and mentoring (**AP 5.3.9**).

**ACTION POINT 5.3.9: To provide PGR students with opportunities for teaching and mentoring**

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

*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

Research and Innovation Services provide central support and training for developing research grants. Support is given with identifying funding opportunities, costing a bid, data management

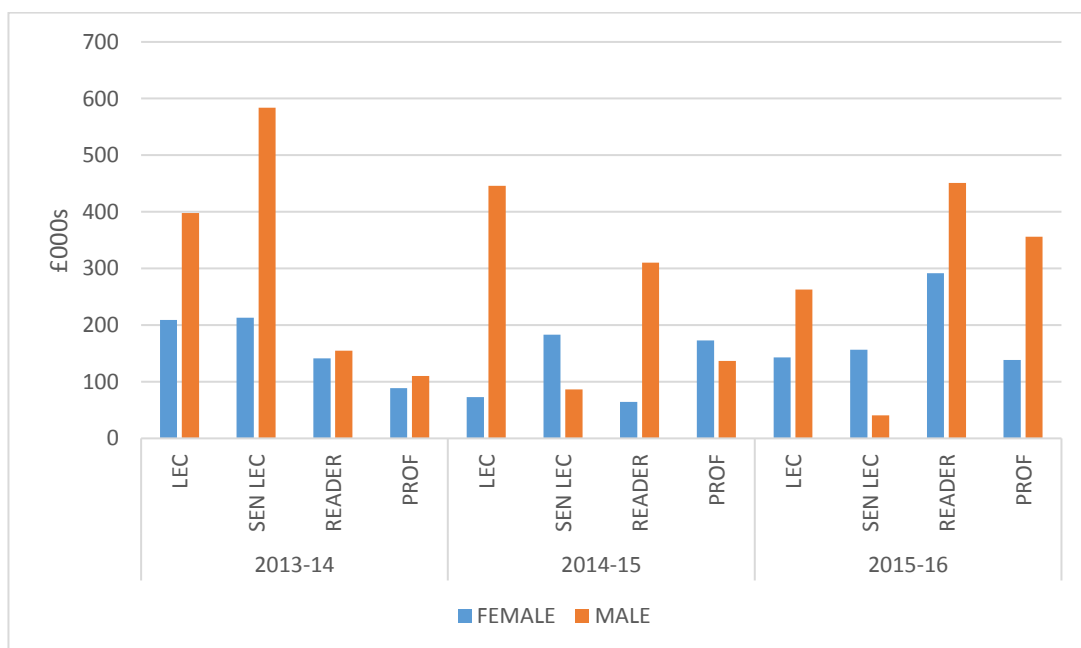
and writing impact statements. Internal peer review of proposals can be arranged and is routinely arranged for large bids.

Department support for research is delivered through the DRC. The DRC provides a forum for an exchange of expertise and local intelligence to progress bid development. Each staff member has had an annual 'rolling research fund' of £750 and this can be supplemented with applications to the Research Support Fund. This arrangement has been in place for less than 2 years and numbers are small but thus far there have been 8 successful bids to this fund from men and 7 from women. In addition to introducing new staff to the fund at induction, the DRC will encourage all staff and particularly ECRs to apply (AP 5.3.10).

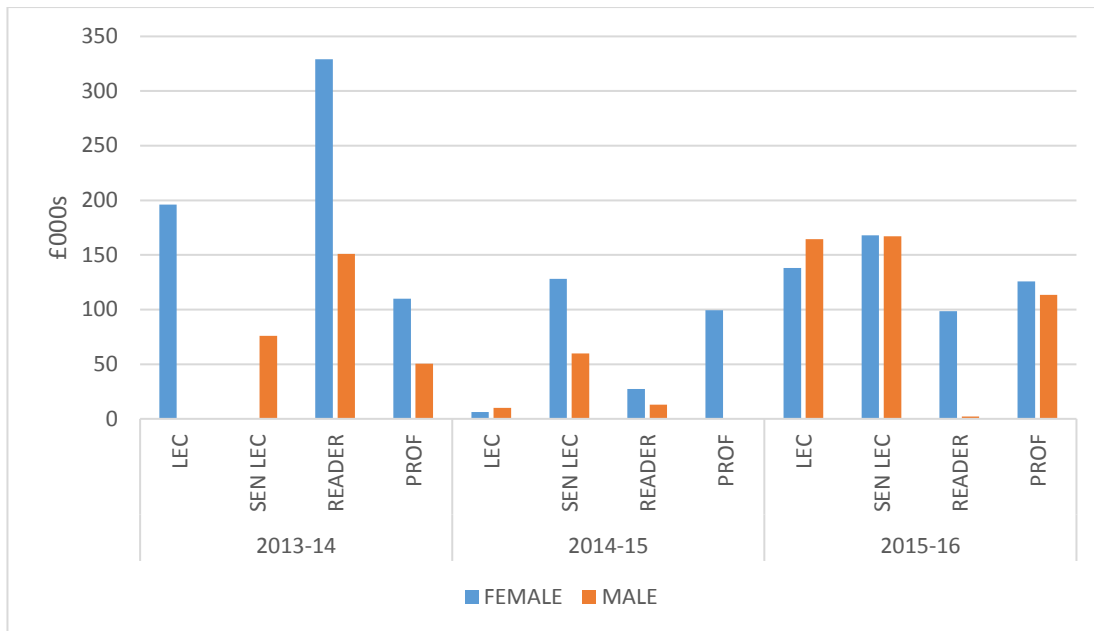
**ACTION POINT 5.3.10: To encourage an increase in applications to the Department Research Support Fund from a broader range of staff**

We endeavor to give new starters in the Department reduced teaching and admin loads to enable them to get a programme of research underway or assist the transition of a research team. We have been able to offer workloads that are typically less than average by 200 or more hours. This is especially the case of probationary ECR staff. Start-up funds for new staff are provided, historically varying from £2500 to £5000 based on negotiated research and equipment needs.

The profile of research Departmental grant applications and awards can be seen in **Figures 6 and 7**. We had not previously considered identifying how gender issues play into research and how this might inform where support might best be targeted. One early observation from the data presented below is that over the last 3 years men tend to apply for larger amounts of money than women, but women tend to be awarded more than men.



**Figure 6: Grant applications by grade and gender**



**Figure 7 Grant awards by grade and gender**

It is important to consider these data in relation to the proportion of potential applicants of each gender at each academic level in the Department. We will therefore analyse research application and award data to inform future research support activity in the Department (**AP 5.3.11**). We did not ask about staff views regarding research support in the AS survey, but will now do so in order to be able to assess the impact of changed research support (**AP 5.3.12**). Both of these actions will seek to identify ways to best support people around unsuccessful applications.

**ACTION POINT 5.3.11 Conduct full analysis of grant application and award data to inform research support actions**

**ACTION POINT 5.3.12 Gather views of all staff about research support in order to act as a baseline against which to evaluate future changes**

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/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.

### 5.5. Flexible working and managing career breaks

*Note: Present professional and support staff and academic staff data separately*

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

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

The Maternity/Adoption leave policy and guidance is available on-line. Staff are invited to an individual maternity/adoption meeting with their HR Advisor prior to going on maternity/adoption leave. This provides personalised advice on pay and leave entitlements and processes before, during and at the end of leave including: occupational maternity/adoption pay; shared parental leave; return to work options. Probationers are offered suspensions of the probation period for their maternity leave. Paid teaching cover for maternity leave is provided by the University.

A focus group including staff with recent experience of maternity/paternity leave revealed that the first steps of who to inform and when were unclear: it was down to 'intuition' and 'Google'. However, once the process was underway the University HR Department were reported to be extremely helpful and supportive.

To better signpost the support available, we will introduce information about the process for maternity/adoption and shared parental leave in our DSH (**Action 5.5.1**). It was also suggested that a 'buddy system' would be helpful: linking up with staff that had recently returned from maternity/paternity/adoption leave could be a useful source of information and support if desired in order to complement the official sources of information (**Action 5.5.2**).

**ACTION POINT 5.5.1 To include information about University and Department level maternity/adoption and paternity leave policies in the Department Staff Handbook**

**ACTION POINT 5.5.2 To set up an informal buddy system for staff taking and returning from maternity/adoption or paternity leave**

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

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



Staff member with new baby visiting friends in the Department

During maternity leave, it is the staff member's choice how to maintain contact with the Department. We are mindful that preferences can change depending on personal and child related needs. We fully support the use of KIT days, and staff signalled appreciation of these. Staff remain in our email distribution lists, and are therefore made aware of related social events but are under no pressure to check email or attend. On returning to work, staff meet with the HoD to revisit the transition to work plan and discuss whether any new considerations should apply.

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

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

Possible sources of support on returning to work include an on-site nursery, salary sacrifice childcare vouchers, flexible working and temporary teaching exemptions. Currently there is no extra resource available to support those returning from maternity leave to support their return to research work. Staff felt extra financial resource following maternity/adoption leave would help with this. Consequently, the department's standard yearly rolling research allocation will be doubled in the year following maternity/adoption leave (**AP 5.5.3**). If shared parental leave is taken for an extended period, the same increase in rolling research funds applies.

**ACTION POINT 5.5.3 To double the standard yearly research allocation following maternity/adoption/shared parental leave to support reinvigoration of research**

Staff had different views on the process of reintegration back into the Department and experiences varied. There has been no official scheme to monitor reintegration and check that the returner settles well. The buddy system will assist the settling back into work process for those that want it (AP 5.5.2).

(iv) Maternity return rate

*Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.*

All staff that have been on maternity leave have returned, or plan to return (Table 28). None of these staff had contracts requiring renewal.

**Table 28: Return rates from maternity leave**

		Return Rate (%)	Total Uptake	Returned	Not Returned	Future Return
Academic & Research Staff	2013/14	100%	2	2	0	0
	2014/15	100%	1	1	0	0
	2015/16	100%	2	1	0	1

**SILVER APPLICATIONS ONLY**

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

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

*Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*

Paternity leave of 1-2 weeks can be taken on full pay. 15 weeks' notice of the wish to take paternity leave is required. Since 2013/4 all new fathers in the Department have taken two weeks paternity leave. Parents who have been employees for one year or more are entitled to take a total of 18 week's unpaid parental leave per parent per child. No staff have taken parental leave or shared parental leave (Table 29). Those seeking maternity leave are automatically referred to HR advisors for guidance on the leave and their rights and obligations, but there is no similar process for paternity leave. We therefore propose that anyone seeking paternity leave is automatically and speedily referred to HR for advice, and a discussion of shared parental leave. We will liaise with HR about providing information about PL/SPL at a DSM, and adding information to the DSH (AP 5.5.4).

**Table 29: Rates of paternity leave, shared parental leave and parental leave**

		<b>Paternity Leave</b>	<b>Shared Parental Leave</b>	<b>Parental Leave</b>
<b>Academic &amp; Research Staff</b>	2013/14	0	-	0
	2014/15	2	0	0
	2015/16	1	0	0

**ACTION POINT 5.5.4 To make staff aware of the possibilities of paternity, shared parental and parental leave.**

(vi) Flexible working

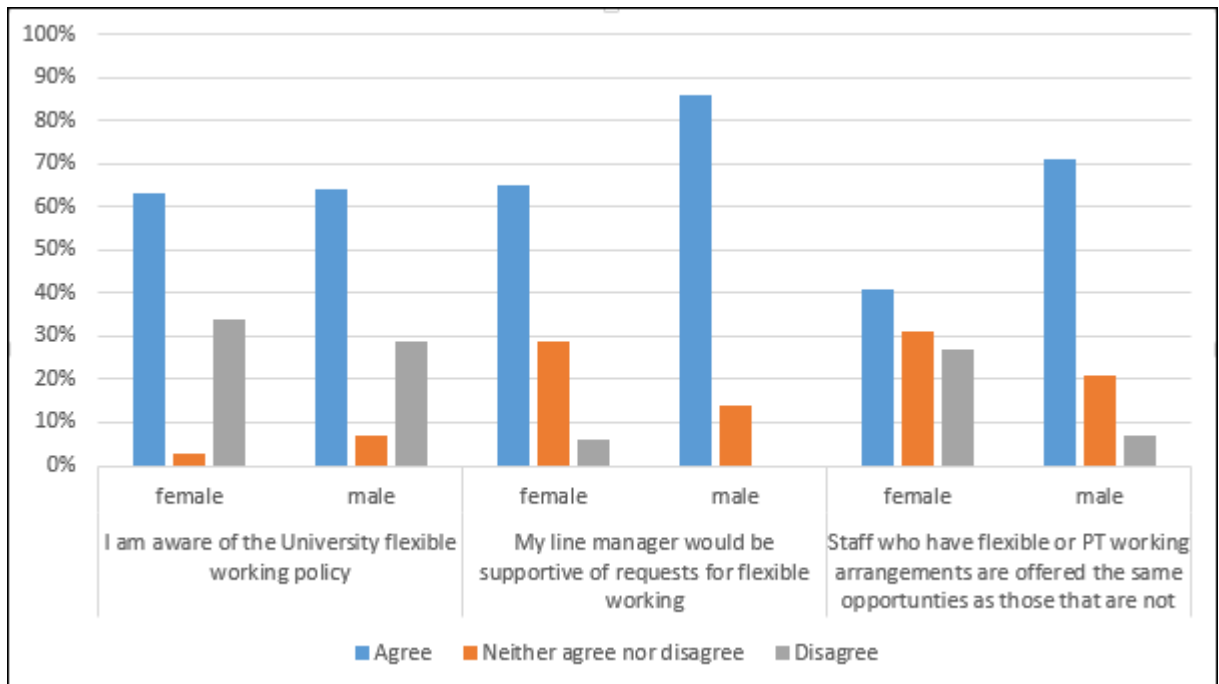
*Provide information on the flexible working arrangements available.*

The University makes provision for a range of flexible working options for all employees although most taking them up are women. These include part-time working, flexi-time, homeworking, job-sharing, term-time only and annualised hours. Although informal flexible working is common, formal flexible working ensures that staff can confidently meet their caring responsibilities by not being timetabled on particular days or times. Applications are made to the HoD and assessed in line with University policy. Thus far all applications have been granted.

**Table 30: Successful flexible working requests by gender**

	<b>Female</b>	<b>Male</b>	<b>TOTAL</b>
<b>2013/14</b>	1	0	1
<b>2014/15</b>	1	0	1
<b>2015/16</b>	4	0	4

However, in the staff survey almost a third of men and women said that they were not aware of the flexible working policy. Men were rather more confident in the support of line managers for flexible working requests than women. Similarly, men were more likely than women to adjudge that similar opportunities accrued to those on flexible and full time working schedules. **(Figure 8)**



**Figure 8: Staff views about the flexible working policy**

We will seek to increase staff awareness of the range of flexible working options available to them through an HR presentation at DSM. To increase the awareness of the Department's support for flexible working, we will make it clear at the DSM and in the DSH that (a) flexible working options are available, (b) they are routinely supported as effective ways of fulfilling job roles, and (c) they attract the same opportunities (AP 5.5.5).

**ACTION POINT 5.5.5 Make staff more aware of Department support for flexible working**

(vii) 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 after a career break to transition back to full-time roles.*

After a complete career break or period of illness, phased return to work procedures are routinely employed for both FT and PT staff. There is no formal policy on staff wishing to move back to FT working after a period of PT working and a business case has to be made for this. Nonetheless, the University recognises the contribution that such arrangements make to the retention of skilled staff and positive consideration of such requests is encouraged. There were no requests for a transition from part time to full time work between 2012 and 2016 although there has since been one request which was supported.

*The transition is quite a big deal to me, and it would be really useful to be supported through it by a more senior member of staff who also has kids so 'gets it'. All in all, it is quite similar to returning to work from mat leave.*

The member of staff who was granted this request went from FT to PT and then made the transition back to FT. Her comments suggest the value of our proposed buddy system (AP 5.5.2) including those that transition between FT and PT working.

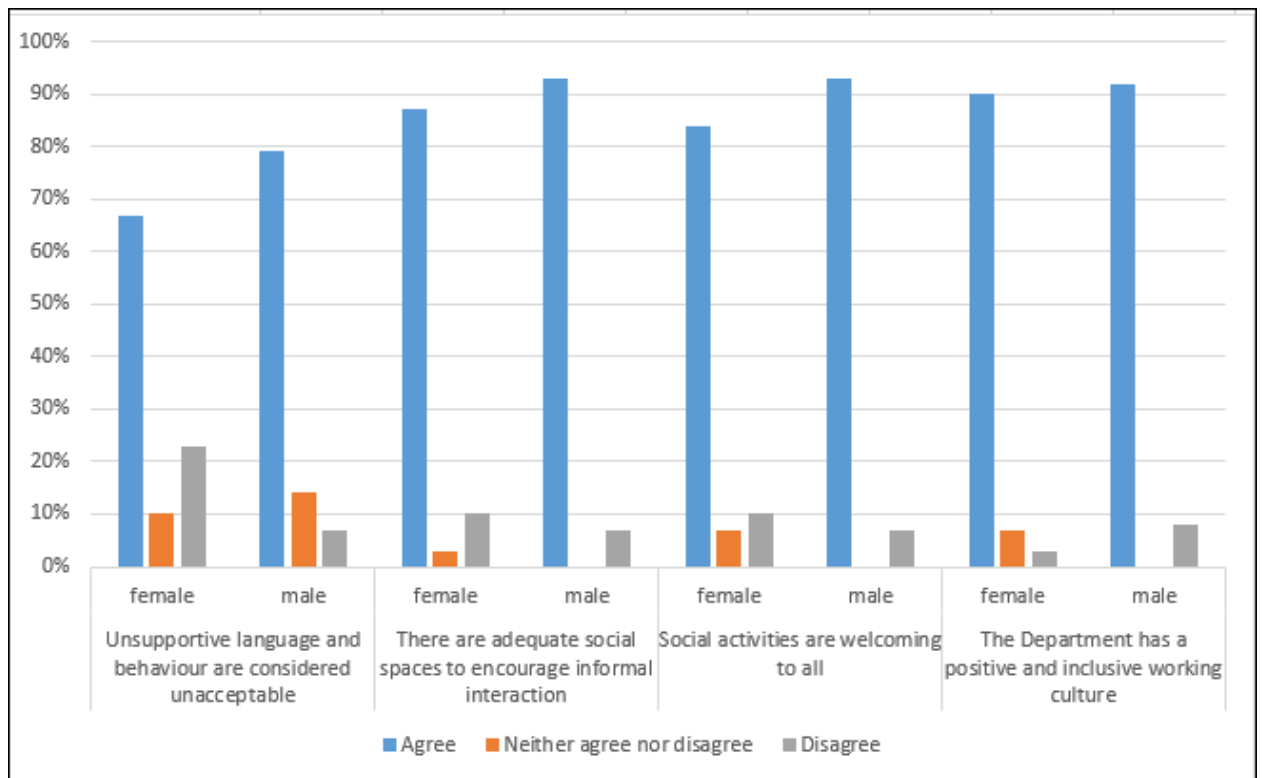


## 5.6. Organisation and culture

### (i) Culture

*Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.*

Overall the feedback in our staff and student surveys indicates that the Department is a friendly and supportive place to work and has a welcoming and inclusive environment. The quantitative results (**Figure 9**) suggest that overall the culture is viewed positively by both women and men, although women tend to be somewhat less positive.



**Figure 9: Staff perceptions of Department culture**

The qualitative comments reflected some negative evaluations of the culture - changes in Department policy and direction are not always positively regarded. However the vast majority of comments were positive about the Department culture.

*Very positive and inclusive atmosphere. ... Team attitude that we are all in this together; A wonderful climate and is supportive and inclusive ...Productive balance of work and social discussions*

The Department newsletter has a key role in celebrating staff contributions and successes. Research groups include active participation of PhD students and PDRs as well as academic

staff. The social spaces and kitchens on each floor of the building are heavily used by academic staff, PGRs, PhD students and clinical trainees informally as well as for organised coffee/cake



sessions. Policies relating to dignity and respect are highlighted on the staff wiki and these make clear the procedures people should follow if they have matters of concern.

Though we are a Department that considers itself to be attuned to the principles of gender equality and inclusivity, preparing this application has shown that there are many dimensions of Department life that can be improved. This has

led to us to devise a range of highly practical action points, the implementation of which we believe will lead to meaningful change. The AS process has provided evidence of the value of having equality and diversity as a standing item on the agenda of the key Department committees and the DSM and it is vital to continue this (**AP5.6.1**).

**ACTION POINT 5.6.1 Inform all staff of new or changed commitments and procedures resulting from Athena SWAN analysis using Departmental Staff meetings, Departmental Newsletter and emails.**

To further embed the principles of equality and diversity in the life of the Department we aspire to 100% take up of key online modules relating to Diversity in the Workplace (**Action 5.6.2**). In July 2017 take up of this module stood at 30% with only 40% of managers having completed it. The SAT believes there is intrinsic value to these modules and that they should be essential for completion. The HoD receives quarterly reports on staff uptake of this training and will follow up with staff individually when necessary.

**ACTION POINT 5.6.2 To achieve 100% uptake of Diversity in the Workplace Training**

We have had excellent engagement from PhD representatives on the SAT in preparing this application. One of their contributions was the suggestion that we develop a Department Equality and Diversity blog (**Action 5.6.3**). The DEC are fully supportive of this initiative and contributions are being sought and secured from staff and students in and outside the Department. It will be promoted internally and externally.

**ACTION POINT 5.6.3 To initiate, maintain and promote a Departmental blog about diversity and equality issues**

One important way to signal the expectations and values of the Department around E&D is to embed relevant material in the collective life of the Department through seminars, talks and discussion fora in order that all staff understand the characteristics of offensive behavior and that we continue to find ways to ensure a constructive and respectful culture of mutual appreciation. The EDCs inclusion in the formal working of the DEC, DSM, and broader department life will actively promote this, also liaising with Faculty and University representatives (via the Chair).

In line with national reports of this issue, gender based harassment is a key issue for students. In the student survey 7% said they had experienced sexual harassment themselves; 30% said they knew someone that had been sexually harassed during their time as a student at UoB. Notably, this harassment was often not reported. The main reasons for this were that (a) 'there is no point as it happens all the time' (b) that it would have made the situation more difficult or (c) that nothing would have been done. This is not simply a local issue, so it is vital that through the EDC the Department continues to liaise closely with those leading consideration of this issue at University level.

(ii) HR policies

*Describe how the department monitors the consistency in application of 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. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.*

The HoD meets monthly with the HR Business Partner to review staff issues, including staff changes, staff issues (e.g., extended illness absence, promotion, SDPR), and all HR policies that apply to current staff. The Business Partner advises the HoD on any steps needed to address these issues. They discuss plans, next steps, and potential training for staff. The HoD also communicates routinely with the Probation, Promotion, and Staff Development units in HR, on topics ranging from objective setting and assessment to mentoring and support.

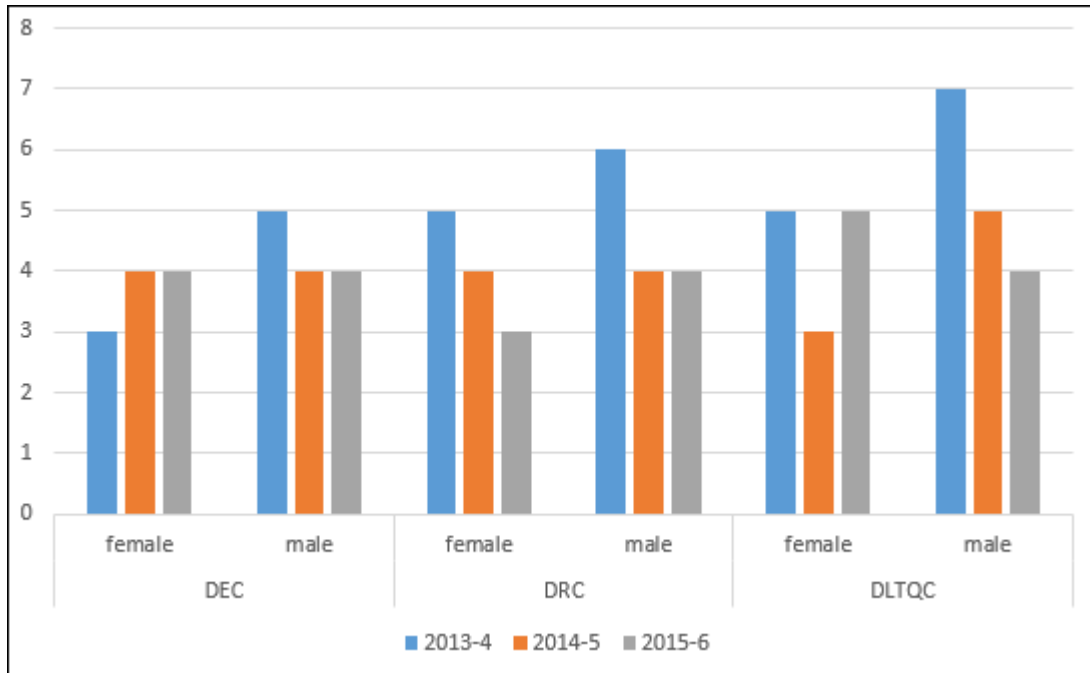
In the survey, two thirds of staff disagreed that they were kept up to date about changes in legislation or policy that might affect them in relation to changes in personal circumstances (e.g. parental leave, flexible working). 30% of staff indicated that they would not know where to find appropriate policies and procedures in the event of a colleague disclosing experiences of harassment or bullying. Our actions to improve accessibility of information around these key issues (**AP 5.6.1 to AP 5.6.3**) aims to facilitate greater confidence to be able to act appropriately in the face of such disclosures.

(iii) Representation of men and women on committees

*Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances.*

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

**Figure 10** below depicts gender representation on the three key Departmental committees: DEC, DRC and DLTQC. Gender representation is fairly even. We do not have accurate records of the membership of Ethics Committee and the Staff/Student/Liaison Committees for these years.



**Figure 10: Staff numbers on key Committees by gender**

All committees have representation from junior members of the Department. All members of the Department are invited to attend those Committee meetings except for any reserved business. Expressions of interest in vacancies in Chair or Deputy roles are invited from all members of the Department and discussed with the HoD. The gender balance of the Committee is taken into account when making appointments. The size of the Department means that no-one need be overloaded with administrative roles.

Thus far there have not been terms of reference for Chair roles. Length of service has been considered informally. We believe that balance can be aided by introducing one-to-three year terms of office (depending on departmental, staff member, and student needs) and Deputy Chair roles for every committee, noted in the DSH. This will require us (the HoD and Department Coordinator) to keep records of start and stop dates, to develop long-term plans for succession, and have transparency in what each role involves (**AP 5.6.4**).

**ACTION POINT 5.6.4 To develop clear terms of reference for the Committee Chair and Deputy Chair roles**

(iv) Participation on influential external committees

*How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?*

The vast majority of staff serve on influential external committees of funding bodies, journals, learned societies, other educational institutions, business, government and third sector. There is clear encouragement to do so: a minimum of 40 hours is allocated on the workload for roles with significant academic leadership (e.g., Research Council Panels, Journal Editorship, and Executive Roles in Societies). Advertised opportunities are circulated via email and participation encouraged through the SDPR process and through the PAG who note their importance to potential promotion candidates. The HoD publicly congratulates staff after they begin a significant new leadership role externally or internally and these successes are reported in the Newsletter.

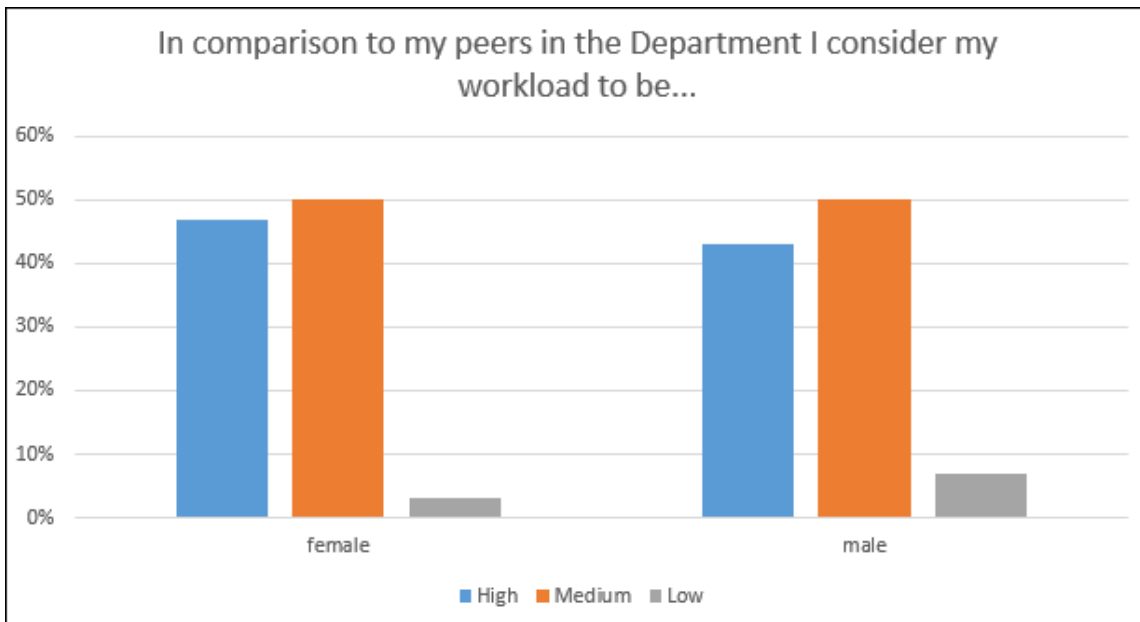
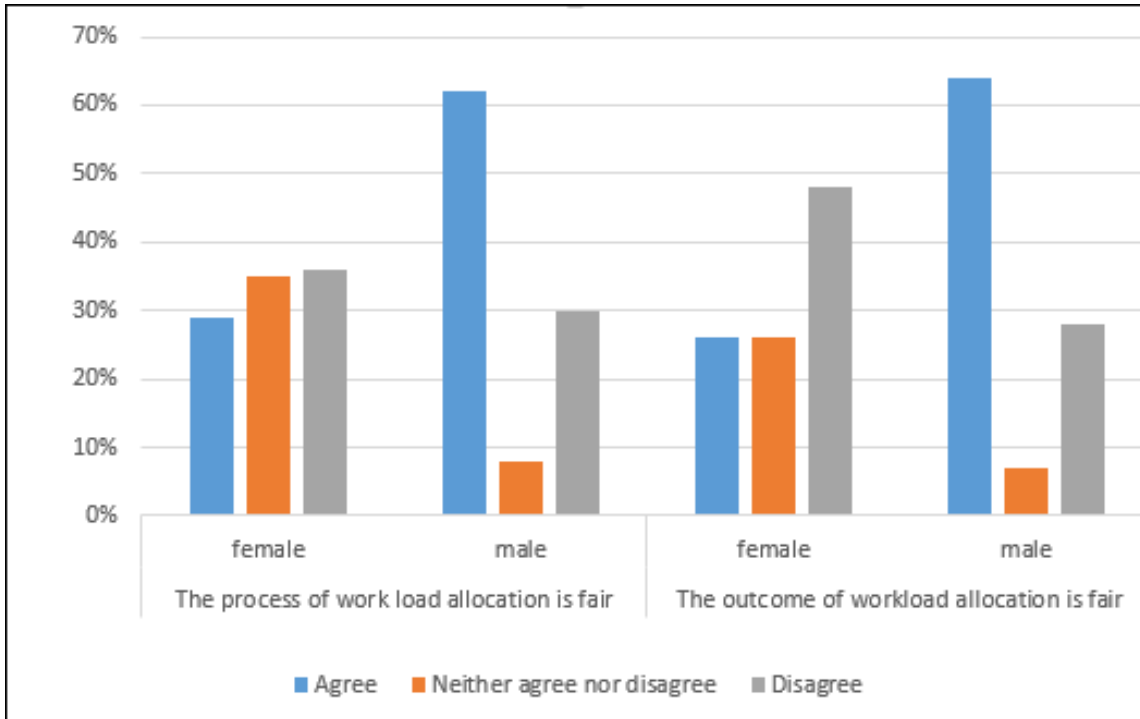
(v) Workload model

*Describe any workload allocation model in place and what it includes. Comment on ways in which 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 Department WLM tracks activities in relation to teaching and assessment, teaching support, research grants and contracts, general research, scholarship and professional development, management and administration, and other income-generating activities. It has been evolving over the past three years. The broad aim is to allocate workload evenly across staff, with the majority of staff time allocated to research and teaching (approx. 40% for each) and 20% for leadership and administration whilst taking into account staff interests and expertise.

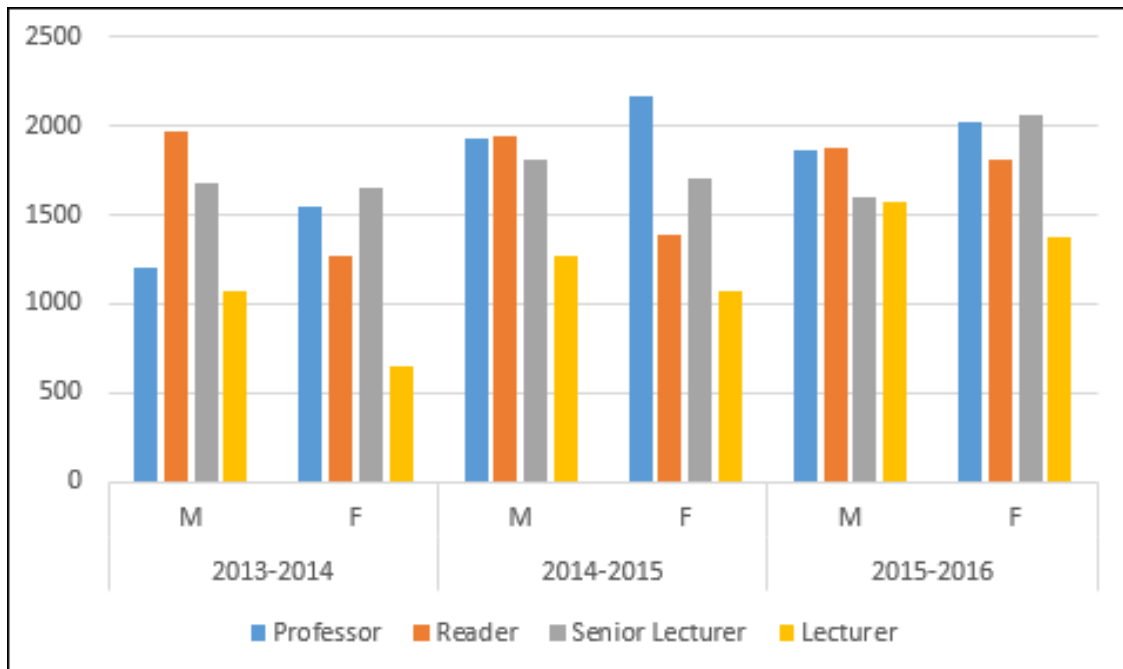
Planning and managing the WLM is the responsibility of the HoD. The WLM is easily accessible and visible to all staff through the shared computer drives: every member of staff can see the allocations for all. Staff are asked to highlight any significant work undertaken that does not appear in the WLM.

Nonetheless, there are significant imbalances in workload across staff. Excluding new staff in transition, loads currently vary from approximately 1300 hours to 2600 (FTE equivalent). This is clearly too wide a spread. The staff survey revealed staff reservations about the process and the outcome of workload allocation (**Fig. 11**). Women were less positive than men about both. Over 40% of all staff felt their workload was high compared to their peers (**Fig. 12**).



**Figures 11 & 12: Staff responses to workload model survey questions**

We need thoughtful and collective action to help resolve the problems. Thus far we have not monitored the WLM for gender bias. We first requested these data as part of the AS process – see Figure 13 below.



**Figure 13: Staff workload data (NB lecturer hours do not include those allocated to completing the Bath Course)**

This does not show any consistent patterns across all grades – female professors tend to have more hours recorded than men; male readers tend to have more than women. However this provides a stimulus to obtaining the more detailed comparisons that will be required for routine use of this information in decision making. For example, it will be necessary to obtain gender and grade data by research, teaching and administration as a % of total hours as well as number of hours. The EDC will conduct many such fine-grained analyses of WLM data (e.g., across teaching- and research-focused posts, high vs low responsibility tasks) and informed by this, the DEC will derive appropriate actions to address any gender inequalities as well as discrepancies in hourly allocations (**AP 5.6.5**).

**ACTION 5.6.5 Conduct, report on and act on an analysis of disparities in the WLM, including gender differences**

(vi) **Timing of departmental meetings and social gatherings**

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

All Department meetings, research groups, exam boards and committees take place within the core hours of 1000-1600. Departmental seminars are held in the middle of the day with time designated for social interaction and lunch. In the staff survey 80% of staff indicated the timing of events gave everyone the opportunity to attend (including 5 female PT staff). The 7 that disagreed were all women (2 PT). This may relate to arrangements for social events, some of which are held in the evening, or this may relate to clashes with the NHS commitments of

clinical staff and trainees. Ideally, we would arrange rotation of daytime meetings to potentially help staff with a PT workload or external commitments; however this is more problematic for the majority of staff and space shortages makes time rotations of meetings difficult. Nonetheless, we will pilot a scheme wherein we rotate midday departmental research seminars slots across two different days and evaluate its effectiveness in the next staff survey (AP 5.6.6).

**ACTION POINT 5.6.6 To pilot a scheme rotating the days for departmental research seminars.**

*“Additional events that are family friendly may be welcomed and mean more staff can attend social events”.*

Evening events are very well attended: over 40 at the last two quiz nights, over 60 at the 2016 Christmas dinner – when all PGR students/trainees were invited for the first time – and 97 are booked in for the 2017 Christmas dinner (42 staff, 3 support staff, 5 PDRs, 33 PhD students and 14 clinical trainees). The organising committee for social events now includes staff, PGR students and trainees. The survey results suggest more events

for all would be welcome. Consequently, in future we will have a weekend lunchtime summer picnic for all staff and PGR students and trainees where friends and family are welcome too (AP 5.6.7).

**ACTION POINT 5.6.7 To organise a lunchtime summer picnic for all staff and PGR students and trainees and friends and family**

(vii) 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 department’s website and images used.*

We consider gender equality as a deliberate strategy in our Departmental seminar series (Table 30), and we have approximate gender parity in the speakers. We have also made deliberate efforts to invite speakers from a full range of career levels. In the last two years this has been from PhD student and postdoc through to professor. PhD students are encouraged to invite speakers and they are offered extra support and advice for how to go about hosting a speaker.

**Table 30 Departmental seminar speakers by gender**

	MALE	FEMALE
2014/2015	8	6
2015/2016	10	11
2016/2017	9	10

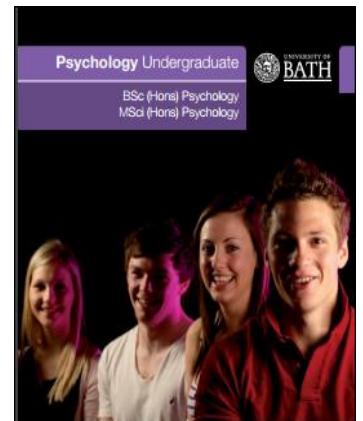




95% of staff agreed that there were good senior female role models in the Department and 89% that there were good male role models. In the student survey there was 99% agreement that women were visible role models in the Department and 98% agreement that men were. We will continue to ensure that women are visible in this way in the life of the Department.

The Department website, recruitment material and the newsletter are key fora for ensuring this visibility. An analysis of publicity material for students (publications and

promotional videos) indicates an equal depiction of men and women. Given that the newsletters are depicting activity of staff and students it is unsurprising that there are more images and mentions of women. However we report the achievements, publications and outreach activities of both men and women. We will continue to ensure balanced gender coverage in promotional material.



(viii) Outreach activities

*Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.*



The Department has an extensive and developing focus on outreach activities. In 2017 we set up an Engagement and Outreach Committee. Both male and female staff and students at all levels have been involved in terms of speaking, exhibiting and organising engagement and outreach events: Bath 50<sup>th</sup> Anniversary Celebrations, Bath Taps into Science; Science Fairs; Pint of Science; I'm a

scientist get me out of here; Open days, Science Club, School Visits and Widening Participation events. For the past 4 years academics have organised an Autism Summer School for potential students with a diagnosis of Autism Spectrum Disorder and most recently, in conjunction with JP Morgan Chase, the Centre for Applied Autism Research launched the Bath Employment Spring School for Autism to provide autistic students and graduates with job hunting and interview skills.

To monitor these activities and support the people undertaking them, we will develop a light touch system for recording engagement and outreach activities while allocating a budget to the

Engagement and Outreach Committee (**AP5.6.8**), with a view to being able to plan associated workload allocations and to include consideration of engagement issues in doctoral training and review processes.

**ACTION POINT 5.6.8: To capture information about all Departmental Outreach activities including the gender breakdown of participating staff and students and, where possible, event participants, while providing a budget to support this activity.**

**WORD COUNT = 6163**

#### SILVER APPLICATIONS ONLY

##### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

##### 7. FURTHER INFORMATION

**Recommended word count: Bronze: 500 words | Silver: 500 words**

*Please comment here on any other elements that are relevant to the application.*

We wish to reflect on our analysis of 'lad culture'.

Over half of both women and men in the student survey said that they had personally experienced lad culture in the University. 126 students gave examples. Core themes linked lad culture to drinking games, a sports culture; groping and touching with no consent; offensive references to/about women; to groups of men rather than individuals, chanting and banter.

Students offered a range of suggestions as to how these issues might best be addressed. These included

- Compulsory sessions for all societies about the negative consequences of lad culture.
- Provide information or guidebooks to new students about gender issues as part of the induction.
- Try to create a positive norm amongst male students of engagement with feminism and gender issues.
- Increase investment in student support services on campus.
- A segment during Fresher's week to address lad culture

Through the EDC, we will link in with University initiatives in this area and will also be informed by the developing research interests of staff in this area, specifically around developing a 'calling out culture'.

**WORD COUNT 184**

## **8. 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.*



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Item	Objective	Rationale (what evidence is that that promoted this objective)	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>3.0 Self-Assessment Process</u>						
3.1	Constitute an Equality & Diversity Committee to take forward the Athena SWAN agenda	Need a vehicle to embed a consistent, substantial and coherent consideration of broader diversity and equality issues in the life of the Department and well as to drive implementation of the Action Plan.	Invite expressions of interest for being part of EDC team and for Chair of the team	Start and finish Jan 2018	HoD	Department informed of staff EDC team and the Chair
			Develop Terms of Reference to include oversight and implementation of Athena SWAN Action Plan and scope of remit for broader E&D issues	Start and finish March 2018	Chair of EDC	Publish Terms of Reference for EDC on Athena SWAN website;
			EDC to meet once each quarter to review progress on implementation of the Action Plan	Meet March, July, and November, 2018, then annually	Chair of EDC	Self-assessment data base created; Progress on Action Plan implementation added to self-assessment data base; Self-assessment data base accessible to all

						staff through internal Moodle page.
3.2	The EDC will report to the Department Executive Committee (DEC) and be responsive to strategic and operational issues arising with the DEC	Equality and Diversity issues need to be embedded at highest level of Departmental discussion and decision making.	Chair of EDC will be on the Executive Committee	Commence December 2017 Executive Committee meeting	Chair of EDC and HoD	Checks show that agendas of EDC and DEC reflect the links between the committees; Progress in implementation of AS Action Plan will be indicated in the minutes of each EDC
						Minutes of Executive Committee record this appointment.
3.3	EDC issues will be routinely discussed at Departmental Staff meetings	Discussions in Departmental Staff Meetings have been extremely useful in shaping the application for an Athena Swan Bronze award. We need to ensure that these discussions can feed in to implementation of the AP, while raising other equality and diversity issues as needed.	Equality and Diversity issues will be a standing item on Departmental Staff meeting agenda	Commencing March 2018 staff meeting and all subsequent DSM	Chair of EDC; Departmental Coordinator	Minutes of DSM will evidence staff discussions of E&D issues; Agenda of EDC will reflect discussions at DSM;
			Discuss staff confidence in effectiveness of Athena SWAN implementation	Commence measurement in May 2018 then annually.	Athena SWAN survey lead	Baseline survey measure to be developed and deployed in 2018 aims at 65% staff being confident in implementation effectiveness and that AS is being taken seriously. Subsequent surveys aim

						to demonstrate increase to 90% by 2021.
3.4	Conduct annual survey of staff and students to monitor and evaluate progress on relevant metrics in the Action Plan.	Annual survey is needed to have a role in (a) measuring success of existing action points and (b) assessing need for adjustment of actions/addition of new ones	Review previous survey to assess need for new measures	Commence in March 2018 and annually thereafter	Survey lead person in EDC	2018 Staff and Student Surveys include new measures; 2019-2021 surveys include new measures as required.
			Conduct student survey	Commence in April 2018; subsequent surveys in April each year	Survey lead person in EDC	Survey held. Student survey response rate to be at least 50%. Report results to EC and DSM. Amend Action Plan where necessary
			Conduct staff survey	Commence in May 2018; subsequent surveys in May each year	Survey lead person in EDC	Survey held. Staff survey response rate to be at least 80% each year. Report results to EC and DSM. Amend Action Plan where necessary
3.5	Conduct an annual review of the Action Plan and publish the revised Action Plan on the Athena SWAN website	Important to adapt AP to reflect 3 year cycle and identify new or changed E&D issues and to disseminate relevant information	November EDC to conduct review of implementation progress; Publish revised Action Plan on the Athena SWAN website	November 2018 and then annually	Chair of EDC	Report on the revised Action Plan published on Athena SWAN website

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<b>4.0 Picture of the Department - Student Data</b>						
4.1.1	To monitor gender imbalance among UG Psychology students and ways of redressing this imbalance via the Association of Heads of Psychology Departments	Low number of men applying to study psychology at UG level. Clear evidence of gender imbalance and representations of psychology as being a feminine subject.	HoD raised the issue at Association of Heads of Psychology Departments (AHPD) meeting Oct 2017; HoD to report back to DEC and DSM in Dec 2017 and EDC will discuss potential involvement in national work in the area.	Dec, 2017; Jan-Mar 2018	HoD, Chair of EDC	Discussion of gender balance in Psychology at Association of Heads of Psychology Departments meeting; agreed actions to be taken forward by UoB Psychology
4.1.2	To monitor a possible differential between males taking BSc and MSci and, if differences persist when numbers on MSci increase, to	In 2 years, the MSci has had a lower % of men on UG Psychology than on the MSci. If the % of males opting for the MSci turns out to be consistently higher than	Monitor and analyse male/female splits on BSc and MSci student intake numbers;	Jan 2018 and Jan 2019	Chair EDC	Decision recorded in self-assessment data base as to whether image of MSci is more attractive to male students

	explore the reasons for this difference with a view to informing recruitment of males to other UG courses	BSc, exploring the reasons for this may inform strategy to attract more males to the BSc.	If % of males on MSci remains higher than BSc, interview males to understand reason for choosing MSci rather than BSc	March 2019	Chair EDC and UG/MSci course directors	Analysis of interviews and conclusions reported to EDC and DEC.
4.1.3	Pilot an initiative to assess the impact of involving male staff and UG students on male school students' willingness to consider studying Psychology at University	Many fewer male applicants at UoB coupled with evidence that Psychology is a strongly female subject	Identify suitable schools; identify key male staff and male students in the Dept to visit schools; plan the nature of the UG student engagement and visit schools to conduct the 'male student' engagement intervention	May 2018	Director of Learning and Teaching	Pre-post evaluation shows 50% of male school students have a more positive image of psychology after the event than before.
4.1.4	To ascertain the reasons that male UG offer holders are less likely than female applicants to accept Bath as their preferred destination	Our analysis of the data did not lead to a clear understanding of why, having been offered a place on the UG degree, men are less likely to accept the offer by	Working with Admissions, analyse data held to establish why males with offers are less likely than	Start May 18 Finish July 18	Departmental lead on UG Admissions	Report produced and presented to DEC and EDC setting out reasons for lower acceptance of offers by UG male applicants. Report also to set out recommendations for action to address the issues identified.



		putting Bath as first choice	females with offers to accept the offer as their first choice.			
4.1.5	To ascertain the reasons why men are less likely to be offered a place on the PGT Health Psychology course	Our analysis of the data did not lead to a clear understanding of why men are less likely to be offered a place on the PGT Health Psychology course	Working with Admissions, analyse data held to establish why male applicants to Health Psychology course are less likely to be offered a place	Start Sept 2018 Finish Oct 2018	Departmental lead(s) on PGT Admissions.	Report produced and presented to DEC and EDC setting out reasons for lower offer rate for PGT male applicants. Report also to set out recommendations for action to address the issues identified.
4.1.6	Conduct research to ascertain the reasons for the lower percentage of men moving from application to shortlisting on the DClinPsy course	Clear evidence of significant attrition of males from application through shortlisting	Design, conduct and analyse research project to explore male attrition across the DClinPsy application to shortlisting process	Commence March 2019 - finish August 2019	Admissions tutor for DClinPsy course	Report produced and presented to DEC and EDC setting out reasons for lower rates of shortlisting for men in DClin selection process. Report also to set out recommendations for action to address the issues identified.
4.1.7	Raise supervisor awareness of gendered patterns of application/offer of	Evidence shows that male PhD applications are less likely to be successful in moving application to	Ensure all staff recruiting for PhD candidates are aware of the	May 2018	Department PGR lead.	Briefing paper produced and distributed setting out the data on PhD applications and highlighting the gendered patterns.

	PhD candidates and address this in relation to University good practice guidance on interviewing	offer. I.e. less successful at interview	gendered patterns of application/offer of PhD candidates.			
			Liaise with Doctoral College to provide pre-interview guidance to all potential supervisors; establish process to ensure all those involved in selecting PhD candidates have completed on-line unconscious bias training and have completed online training.	May 2018	Department PGR lead.	Checks in place to establish that all those who are to carry out interviews of PhD candidates have completed unconscious bias training and are aware of the desirability of gender balanced interview panels.
4.1.8	Encourage UG students at an early stage to consider post-graduate study in Psychology	There are excellent UG students that do not consider carrying on to do a PhD at Bath, although many aspire to a career in Psychology	Liaising with induction lecturers each year to arrange for current PhD students to talk	Commencing Oct 2018 – finish December 2018	UG DoS, Year 2 Tutor, PGR leads	Evaluation shows 50% of students have more positive views about doing post graduate studies after the second year lecture than before it.

			to 2nd year students;			
			Personal tutors talk about PG study in context of 2 <sup>nd</sup> year projects	November 2018	Personal tutors	Information sheets about PG study produced and distributed/discussed with 2 <sup>nd</sup> year project groups; establish base line in student survey of number of second years who indicate they discussed PG study with personal tutees and increase this by 10% in subsequent surveys.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>4.2 Picture of the Department - Academic and Research Staff Data</u>						
4.2.1	We will examine a variety of options to capture views about Departmental processes from staff who are leaving	We do not have evidence regarding the reasons why recent leavers have chosen to move elsewhere. We consider this important information to consider, as it may help improve processes. We do not know how staff would like to be able to give this feedback. We would like to provide staff with ways of doing this that they would find most comfortable.	Find out staff preferences for sharing their reflections if they were to leave.	Commence in March 2018	Staff survey lead on EDC	80% of staff give feedback in staff survey about preferred options for feedback if leaving Bath Psychology
			Provide options for staff who are leaving to provide feedback.	Commence in September 2018	HoD, HR Business Partner	All staff who leave provide feedback through one of the mechanisms of their choice.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<b>5.1 Supporting and advancing women's careers: Key career transition points for academic staff</b>						
5.1.1	For all Teaching & Research staff to complete training relevant to fair processes of recruitment: Unconscious Bias and Training for Interviewers.	Historically uptake of relevant training has been poor. This is a key marker of Departmental attention to equality and diversity issues	Email staff to explain rationale for requesting staff completion and provide links to courses and feedback about numbers completing	Commence Jan 2018 and annually thereafter	HoD	100% completion of both courses, up from 35% in Unconscious Bias and 70% for recruitment.
5.1.2	To introduce a systematic and satisfactory induction procedure for all new staff.	The induction procedure for new staff thus far has been piecemeal and attracts mixed feedback	Consolidate the developing procedures into a clear induction programme for all new staff including induction check list	Commence December 17 and subsequently implement for all for new staff.	HoD / Department Coordinator	100% of induction check lists completed and signed off by new starter and line manager and returned to Department coordinator. 100% of new starters reporting positivity toward the induction process in short survey 12 weeks post induction; Report of short end of year discussion group with new starters.
5.1.3	To monitor and evaluate the success of the newly established	Feedback about promotions suggests a considerable lack of clarity about and confidence in the	Publish promotions timetable and the activity of the PAG review process within this. Communicate	Commence – Jan 2018	HoD as Chair of PAG	Two-thirds of staff in current (below Professor) rank for 3 or more years seeking feedback on CV or promotion or sabbatical applications at least once over three year period.

	Promotions Advisory Group (PAG)	process. Previously HoD support (and only HoD support) was needed to progress an application and there was no process for identifying and supporting candidates that did not put themselves forward.	the remit of the PAG - in reviewing and giving feedback on CVs, promotion applications and sabbatical applications	March 2018	Staff survey lead on EDC	Develop and include new survey items to measure baseline perceptions of PAG activity.
5.1.4	A representative of HR will attend the DSM each year to inform staff of the procedures.	Thus far there has been little systematic consideration of staff readiness for promotion; the onus for seeking support has been on the individual. Staff – particularly women - were not clear about promotion processes.	HR to provide a presentation of the promotion process and to answer staff questions	March 2018	Staff survey lead on EDC	70% of staff to attend the meeting; % agreement with ' <i>I have a clear understanding of how the promotion process works</i> ' and ' <i>I have a clear understanding of the criteria for promotion</i> ' increases by at least 15% for men and women across the department.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>5.3 Career Development: academic staff</u>						
5.3.1	Make detailed assessment of training needs, aspirations and barriers to training uptake in Athena SWAN survey	Uptake of training seems low and few training needs are identified through the SDPR process that specifically invites consideration of this. Alongside this self-reported awareness of training is high.	Use annual staff survey to understand staff perceptions of the value of training; barriers to applying for and attending training.	Commencing March 2018	Staff Development Coordinators /Survey lead in EDC	Report to EC detailing staff aspirations for training; preferences for content and timing of training and barriers to uptake of training.
5.3.2	Promote awareness of attracting external funding for staff training through a focus on capacity building in research grants and implement and distribute funds in a new staff development budget	Internal budgets for training are limited although we have allocated a new staff development budget. It remain vital though to make the most of potential availability of training budget when applying for research council funding	Provision of guidance of eligible training possibilities for staff; Staff reminded of potential to apply for training funding at grant review stage	March 2018	Chair of Department Research Committee/HoD	75% of eligible grant applications (i.e. where the funder permits and relevant posts are funded) request training support. (Funding caps in schemes may make 100% unfeasible.)
				July 18 and annually thereafter.	Staff Development Coordinators	In next 3 years 50% of staff take staff development training in new areas.

5.3.3	Evaluate the impact of the new SDPR process	Uptake and recorded completion of SDPR projects has been poor yet SDPR is a vital mechanism for reviewing progress. Satisfaction with SDPR process has been mediocre	All staff are allocated to member of senior staff for SDPR process	Commence Jan – conclude April each year	Staff Development Coordinators	95% of SDPRs are conducted and recorded as completed.
			Additional set of questions developed to assess value of SDPR process	March 2018	EDC Survey lead	Set of SDPR questions in staff survey from 2018 onwards.
			Assess value of SDPR to staff members through new questions and existing base line measure	Survey in May 2018 and in subsequent staff surveys; analysed and reported by July 2018. The same timings in 2019/20/21 surveys	Chair of EDC/Survey lead in EDC	Short report of result of survey SDPR questions prepared for HoD; Percentage agreement for <i>I found my most recent SDPR process helpful</i> increases to 60% (from 45%) for women in 2018 through to 80% in 2020; and for men to 80% in 2020 (from 71% in 2018).
5.3.4	Provide encouragement and guidance for discussion of the promotion process in SDPR	Discussion of promotion is not primary aim of SDPR; however, it is potentially an important mechanism for staff to informally consider their promotion aspirations and the possible value of the PAG about	Assess value of SDPR in informal consideration of promotion aspirations and awareness and perceived value of PAG for supporting promotions aspirations	May 2018 survey onwards	Chair of EDC/Survey lead in EDC	Short report of results of survey SDPR questions prepared for HoD reporting baseline responses for new SDPR related questions.



		advising on relevant actions				
5.3.5	Include and integrate Postdoctoral Researchers (PDRs) in the SDPR process	Provision of SDPRs for PDRs is piecemeal at best. Systematising this will give better consideration of career progression for PDRs	PDRs will be offered SDPR by their PI and given option of completing it with them or another staff member; timing options can be adjusted to fit with contract length	Commence Jan 2018 – conclude April each year	Staff Development Coordinators	Inclusion of PDR responses as a section of report in 5.3.4 above.
			Assess value of SDPR to PDRs through new questions and existing base line measure	Survey in May 2018 and in subsequent staff surveys; analysed and reported by July 2018	Chair of EDC/Survey lead in EDC	Establish baselines on survey questions of at least 50% being positive about the process and its possibilities in 2018. Increase to 80% by 2021
5.3.6	To establish and evaluate a mentoring coordination system for all staff.	The staff survey showed some uncertainty about the possibilities of having a mentor. Not currently clear as to the numbers of post probation staff that have arranged mentor. No formal mentoring system within the Department	Set up mentoring system in the Department where all staff are allocated to a mentor.	January 2018	Staff Development Coordinators /Department coordinator	Staff support data base records evidence of formal allocation of staff as mentors/mentees.
			Baseline survey measures show increase in uptake of mentoring and new measures establish base line measures of satisfaction with mentoring.	May 2018. Subsequent surveys in May, 19, 20.	AS Survey lead in EDC	Our next survey will ask whether staff met with their mentors, whether meeting was useful, and whether staff report more uptake or mentoring than previously.

						Increase uptake from 48% to 60% in 2018 to 75% in 2020
			Promote mentoring training	March 2018	HoD	University training lead speaks to DSM; 70% of staff attend
5.3.7	To increase the number of applications for sabbaticals and the number of applications that are granted over the next three years, while exemplifying a good gender balance.	Only 3 sabbaticals have been awarded over 3 years and staff awareness of the process is low. Women are much less aware of the process and of eligibility than men. Staff development can be supported by increasing the number of sabbaticals that staff can take.	To ensure that male and female staff have increased and equal awareness of eligibility criteria for sabbaticals and of the process of applying for them.	May 2018. Subsequent surveys in May, 19, 20.	HoD as Chair of PAG	Increase staff understanding of eligibility for sabbaticals (from 33% to 60% in 2018 and to 80% in 2020) and awareness of processes involved in applying for sabbaticals (from 29% to 60% in 2018 and to 80% in 2020). Within this our aim is that women are equally as aware as men.
			To extend the staff development function of the Promotions Advisory Group to consider and review applications for sabbaticals.	By March 2018, 19, 20 (both annual rounds of applications are closed by March).	HoD as Chair of PAG	The PAG comment on at least 2 developing sabbatical applications from staff each year.
5.3.8	To evaluate uptake of the 'thesis in the form of publications' and its impact on PGR student perceptions of preparedness for post-doctoral progression	In theory doing a PhD 'thesis in the form of publications' can assist with career development of PGR students as it should make it more likely that	Explore PGR student views about doing a PhD thesis in the form of publications with students that are and are not working with this model.	May 2018	Department PGR lead	Establish base line measure in 2018 staff survey. Explore changes in subsequent years

		the student is publishing from their PhD. The possibility of doing this was recently introduced at UoB	Compare publication records of students that have and have not done 'thesis in the form of publications'	September 2020	Department PGR lead	Report to DEC on quantity and quality of publications of students that have completed PhD through the two routes.
5.3.9	To provide PGR students with opportunities for teaching and mentoring	Teaching experience is important for obtaining academic jobs. In the student survey 11 out of 14 PGR students said they wanted more involvement with teaching.	Develop list of teaching and mentoring opportunities for PhD students	Commence Jan 2018	Director of Learning and Teaching	PGR teaching opportunities data base created
			Monitor student satisfaction with teaching opportunities	Commence April 2018; then subsequent years	Survey lead on EDC	Student survey shows 10% increase each year from 2018 in number of PGR students saying that they are satisfied with degree of involvement with teaching.
5.3.10	To encourage an increase in applications to the Department Research Support Fund from a broader range of staff	The Research Support fund is a potential source of help for developing pilot work and for research related travel (e.g. to conferences). The DRC will encourage applications from a broader range of staff	Increase breadth of staff being supported through Departmental Support Fund	Commence July 2018 and annually in July 2019, 2020 and 2021	Chair of Department Research Committee	Annual report to the DEC on numbers of bids and numbers of successful bids to the Department Research Support Fund; seeking year on year rise in both metrics that exemplify a good gender balance
5.3.11	Conduct full analysis of grant application and award data to inform research support actions	Thus far we have not considered the gender balance in grant getting activity. The AS process	Conduct an analysis across grades and gender of bids and successful bids taking into account	July 2018	Chair of Department Research Committee	Report to DEC of analysis of grant bidding activity in the Department; Report to include recommendations as to how

		and an early look at the data suggested that further analysis might usefully inform research support actions.	number of bidders as a percentage of potential bidders			best to further improve Department research support activity.
5.3.12	Gather views of all staff about research support in order to act as a baseline against which to evaluate future changes	In the 2017 staff survey we did not ask staff views about research support. We do currently understand the best way to provide support when bids are unsuccessful.	To seek staff views about the adequacy of research support that they experience and how this can be improved.	May 2018	Chair of Department Research Committee/Survey development lead in EDC	Report detailing staff perception and preferences for research support including recommendations as to how best to provide support when bids are unsuccessful.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>5.5 Flexible working and managing career breaks</u>						
5.5.1	To include information about University and Department level maternity and paternity leave policies in the Department Staff Handbook	Discussions with staff that had recently taken maternity/paternity leave revealed that early on (before they wished to inform others) staff were unclear as to what the process was and what maternity leave involved.	To provide a link to relevant sources of information in the Department Staff Handbook	Sept 2018	HoD / Departmental Coordinator	Department Staff Handbook updated; assessment of early awareness of staff of maternity/paternity leave process made at the point when they inform HoD that they will be taking maternity/paternity leave.
5.5.2	To set up an informal buddy system for staff that will be taking maternity/adoption or paternity leave	Staff discussions indicated the value of the option to have a 'buddy' to provide informed support during and after the process of maternity/adoption/paternity leave	Staff informing HoD they are taking maternity/adoption paternity leave will be informed of the option of having an informal maternity /paternity leave buddy	Commence Nov 2018	HoD /Department Coordinator	Record kept of uptake of buddy system in order to target evaluation of use
			Annual discussion group will be conducted with those that have taken maternity/paternity/shared parental leave in previous 2 years.		EDC Chair	Report to DEC on satisfaction with experience of participation/non-participation in buddy system

5.5.3	To double the standard yearly research allocation following maternity/adoption and shared parental leave to support reinvigoration of research	Thus far there has been no extra resource available to support the research activity of those returning from maternity/adoption leave. Staff who have recently returned felt extra financial resource to this end would be useful.	Faculty research support will be informed of the names of those entitled to the increased research allocation monies	Commence July 2018	HoD	Departmental budget records indicate increased allowance for staff returning from maternity/paternity/shared parental leave
			Annual discussion group will be conducted with those that have taken maternity/paternity/shared parental leave in previous 2 years.	Commence July 2019	EDC Chair	Report to DEC on satisfaction with impact of increased research allocation amount
5.5.4	Increase staff awareness of the possibilities of paternity, shared parental and parental leave.	In the years we have reviewed no-one has taken parental/shared parental leave. We thus wish to ensure that ignorance of the possibility of doing so is not the explanation for this.	Convene a meeting for HR to provide a presentation of the parental leave options and to answer staff questions	Commence March 2018	Staff survey lead on EDC	Pre and post meeting evaluation will indicate a significant increase in staff confidence in being able to make informed decisions about whether and how to apply.
5.5.5	Increase staff awareness of Departmental support for flexible working	Although successful requests for flexible working have increased almost a third of men and women said they were unaware of the flexible working policy. Women were less confident than	Identify female academics that have successfully engaged with the processes of flexible working and exemplify that it can work well without detrimental effects on career and	Commence June 2018	Chair of EDC	Liaise with HR to identify list of potential candidates across the University that would be willing to discuss their experiences.

		men that flexible working would not have a negative effect on career.	Invite one or two of these women to join us for discussion at DSM	March 2019	Chair of EDC	2019 Staff survey shows increase of 25% in women agreeing that there are no less opportunities for staff that are have flexible working arrangements (i.e. from 41% to 75%) and that 80% of women believe their line manager would be supportive of request for flexible working (i.e. from 65%). That 90% of both men and women are aware of flexible working policy (up from 63 and 64% respectively).
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Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
<u>5.6 Organisation and Culture</u>						
5.6.1	Inform all staff of new or changed commitments and procedures resulting from Athena SWAN analysis using Departmental Staff meetings, Departmental Newsletter and emails	Although staff are aware of the ongoing development of the Bronze application it is vital that we keep the commitments that the Department has made in clear view as we go forward to implement these.	Informing staff of updated actions via email; ensuring webpage reflects these updates; having updates in every Department newsletter; discussions at every DSM	Commence January 2018	Chair of EDC	DSM agendas and minutes reflect staff discussion; click through rate to AS webpages reflects updates.
5.6.2	To achieve 100% uptake of Diversity in the Workplace Training	Diversity in the Workplace on line training had low (though increased) take up.	Promote and monitor take up of Diversity in the Workplace training and follow up with individuals where necessary	Commence June 2018; End July 18 Then annually	HoD	2018 - Increase to 80% in numbers of staff recorded by University as completing the course. 2019 Increase to 90% and 2020 Increase to 100%
5.6.3	To initiate, maintain and promote a Departmental blog about diversity and equality issues	An initiative by the Phd students drew attention to the value of having a forum to stimulate discussion of equality and diversity issues.	Launch Department Equality and Diversity blog	Commence Feb 2018 updated monthly	PhD reps on EDC	New material every month for first year; evidence of increasing number of blog followers and dissemination through social media.



5.6.4	To develop clear terms of reference for the Committee Chair and Deputy Chair roles	To support plans for long term succession and the fair distribution of roles and their associated opportunities, it is necessary to more formally state the terms of reference for Chair and Deputy roles for all the Committees.	Develop terms of reference for Chair and Deputy Chair roles of key Dept committees (DEC, DRC, DLTQC, Outreach and Engagement Committee and Equality and Diversity Committee.	Commence March 2018 and end May 2018	Current Chairs of each Committee	DEC will review all terms of reference. On agreement these will be available on the Department Wiki.
5.6.5	Conduct, report on and act on an analysis of disparities in the WLM, including gender differences	Until now we have not monitored the WLM for gender bias. Our early analysis suggested the value of doing so.	Obtain the WLM data and conduct fine-grained analyses (e.g., across teaching- and research-focused posts, high vs low responsibility tasks)	January 2019	Chair of EDC	Report presented to DEC of findings of WLM analysis. Response by HoD will indicate the way in which this will be inform WLM allocation.
5.6.6	To pilot a scheme rotating the days for departmental research seminars.	The staff survey indicated some dissatisfaction with opportunities to attend Departmental seminars which are held on a set and single day	Seek to identify the days that suit most particularly bearing in mind those with more external responsibilities (e.g. clinical staff working in NHS)	March 2018	Departmental seminar organiser	80% of staff responding in day identification exercise
			Pilot departmental seminar rotation over 2 days	Pilot from Oct 2018 – June 2019	Departmental seminar organiser	Assess success of pilot in May 2019 survey - Aiming for 90% of staff being satisfied that they have the opportunity to attend some Departmental seminars

5.6.7	To organise a lunchtime summer picnic for all staff and PGR students and trainees and friends and family	Although take up of evening events is high we are aware that these are less accessible to those with childcare responsibilities. There is currently no day time event where staff and their families can socialise.	Organise, promote and convene Department lunchtime summer picnic	Commence March 2018 – finish in July 2018. Then annually	Social events lead	60% of <i>all</i> staff (including teaching staff, professional support staff, PGR staff and PhD and trainees) to attend. Immediate post event survey to be conducted and aiming for 60% response rate and 80% indicating enjoyment and satisfaction
5.6.8	To capture information about all Departmental Outreach activities including the gender breakdown of participating staff and students and, where possible, event participants	Although the Department has actively been involved in outreach and engagement activities we have not systematically tracked this and are thus unaware of the balance of men and women in the Department that participate in these activities nor of the gender balance of external people who engage with them.	Develop a data base to track participation in outreach and engagement events	Commence in March 2018	Chair of Engagement and Outreach committee	Outreach and engagement data base set up