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
Word limit	**10,500**	**12,000**
Recommended word count		
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

Name of institution	University of Bath	
Department	Health	
Focus of department	**STEMM**	
Date of application	November 2015	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date:** September 2009	**Level:** Bronze
Contact for application Must be based in the department	Prof. Simone Fullagar	
Email	s.p.fullagar@bath.ac.uk	
Telephone	01225 385654	
Departmental website	http://www.bath.ac.uk/health/about/	

LIST OF ACRONYMS USED IN THIS DOCUMENT

ASIC	Athena SWAN Implementation Committee
BRD	Bath Research and Development Consortium
C26	REF Sub-panel C26 Sport and Exercise Sciences, Leisure and Tourism
DEC	Department Executive Committee
DLTQC	Department Learning, Teaching and Quality Committee
DSAT	Departmental Self-Assessment Team
DRC	Departmental Research Committee
GLBTI	Gay, Lesbian, Bisexual, Transgender, Intersex
GW4	Alliance between Bath, Bristol, Cardiff and Exeter
HoD/ DHoD	Head of Department/ Deputy Head of Department
HSS	Faculty of Humanities and Social Sciences
LTEO	Learning and Teaching Enhancement Office
MSA	Management, Specialist and Administration
NIHR	National Institute for Health Research
NSS	National Student Survey
PAL	Peer Assisted Learning
PCS	Physical Cultural Studies Research Group
REACH	Department of Health Ethics Committee
REF	Research Excellence Framework
RDS	Bath Research and Design Service
RAE	Research Assessment Exercise
SASS	Sport and Social Science
SDPR	Staff Development and Performance Review
SWDTC	South West Doctoral Training Centre (ESRC)
SES	Sport and Exercise Science

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.

24th November, 2015

Dear Sarah Dickinson,

As Head of the Department, I am delighted to endorse this application for an Athena Swan Bronze Award. I am personally committed to creating an environment where women students and staff can achieve their full potential and progress to the highest possible positions, both within the Department and wider University, but also in other areas of employment. We are fortunate to have some excellent women role models in the Department: (1) Dr Cassie Stokes was recently appointed as Associate Dean (Learning and Teaching) for the Faculty; and, (2) we have a number of incredibly successful senior scholars, including Professor Anna Gilmore and Professor Simone Fullagar. With the Department's Executive Committee, I am working to build on this strong foundation by identifying any remaining barriers to the advancement of women in the Department. The Athena SWAN Charter has provided an invaluable framework for our self-assessment and the development of our Action Plan.

As a truly multi-disciplinary Department we are dedicated to delivering excellent research, teaching and enterprise activities within the areas of Human Performance, Lifelong Health and Wellbeing and A Fair and Vibrant Society. We are proud that we attract a good proportion of female students, researchers and senior academic staff but recognise that we still have some way to go to achieve our goals in terms of gender balance.

Our Athena SWAN Action Plan informs the strategic and operational priorities of the Department, including our policy of ensuring gender balance on key committees, including staff and student representation. We have worked hard to raise awareness of the Athena Swan principles, both in the development of this application and, more generally, through Department meetings and activities.

The recent growth in our Department has raised new challenges, some of which we have emerged during the process of consultation and reflection in preparing this submission. For example, we now have a larger and more diverse population of full-time doctoral research students (~50), postdoctoral researcher staff (~30) and probationary early career lecturers (~13) in our research environment than ever before. Furthermore, our professional support staff are managed by the Faculty, not the Department, hence our challenge is to recognise their valued contribution while supporting opportunities for career development. Our action plan will allow us to better engage all of these groups and individuals, in different ways, as co-creators of our academic culture and environment.

I am committed to providing a positive working environment in which women's careers will flourish alongside those of men. I am working closely with the Department's Senior Management Team to implement best practice to enhance flexible working, maternity/paternity leave, personal development and promotion opportunities for all our staff. We are also enthused by plans for innovative and proactive approaches such as research theme meetings involving doctoral students, postdoctoral researchers, as well as academic staff. I am extremely proud of the Department's achievements so far and look forward to these activities further nurturing an inclusive and high performance environment.

Yours Faithfully,

Dr James Bilzon
Head of Department

(496 words)

2. DESCRIPTION OF THE DEPARTMENT

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 for Health is one of the six departments in the Faculty of Humanities and Social Sciences. It has significantly transformed in size and composition over the past three years. Most recently, in 2014, all University sport programmes were brought together in Health, with 17 staff joining us from the Department of Education to support this transfer of undergraduate provision.

Our undergraduate sport programmes are consistently ranked amongst the top in the country (1st in The Guardian 2016 ranking), and growth has been achieved without a reduction in student satisfaction Entry requirements are high (AAA / AAB for SES and SASS) and our 2015 NSS results were very strong in relation to internal and external benchmarks. For example, our Sport and Social Science results on 'Assessment and Feedback' satisfaction [90%] were rated amongst the top 5 out of 86 institutions in the JACS Sports Science group [JACS sector-wide average 76%, University of Bath average 74%].

Given the challenges of the recent Department merger, the data presented in this report have been collated from different sources, as well as through more recent activities that have informed our integration processes. The self-assessment process has provided a springboard for reflection on gender equality in the context of our multidisciplinary identity.

As indicated in Table 1, the Department had over 80 professional, research, teaching and academic staff at the end of the reporting period (52% female and 48% male). Women are well represented in areas of undergraduate and postgraduate research within the 2013/14 snapshot of our gender profile -

- Undergraduate degrees in Sport and Social Science, Sport and Exercise Science (768 students: female 44% & male 56%) & BSc sports Performance (29 female 45% & Male 55%),
- Foundation Degree with progression pathway to BSc (104 FdSc students: female 24% & male 76%),
- Health and Sport focused PGT (210 students: female 31% & male 69%),
- A vibrant PGR community (117 students: female 54%: male 46%).

Our continued growth includes a new undergraduate programme in Physical Activity and Health which will be launched in 2016

Table 1: **Gender breakdown of current Departmental Academic and Professional Support Staff, 2011-14**

	2011/12		2012/13		2013/14	
	Staff numbers F : M	**F (%)**	**Staff numbers F : M**	**F (%)**	**Staff numbers F : M**	**F (%)**
Research	18 : 10	64	18 : 9	67	18 : 10	64
Teaching	0 : 10	0	1 : 10	9	2 : 8	20
Lecturer	2 : 2	50	4 : 5	44	5 : 6	45
Senior Lecturer	4 : 9	31	4 : 8	33	4 : 8	33
Reader	1 : 3	25	0 : 5	0	0 : 4[1]	0
Professor	0 : 4	0	1 : 3	25	2 : 2	50
Other (eg. KTP)	1 : 0	100	1 : 0	100	0 : 1	100
Total academic, research and teaching staff	**26 : 38**	**41**	**29 : 40**	**42**	**31 : 39**	**44**
Management, specialist and administration G1-5	4 : 0	100	3 : 0	100	3 : 0	100
Technical and Experiment G1-5	1 : 0	100	1 : 0	100	0 : 1	0
Management, specialist and administration G6+	2 : 2	50	5 : 2	71	3 : 2	60
Technical and Experiment G6+	0 : 1	0	0 : 1	0	0 : 1	0
Total professional and support staff	**7 : 3**	**70**	**9 : 3**	**75**	**6 : 4**	**60**

[1] Two of these Readers were promoted to Professor at the end of the 2013-14 academic year.
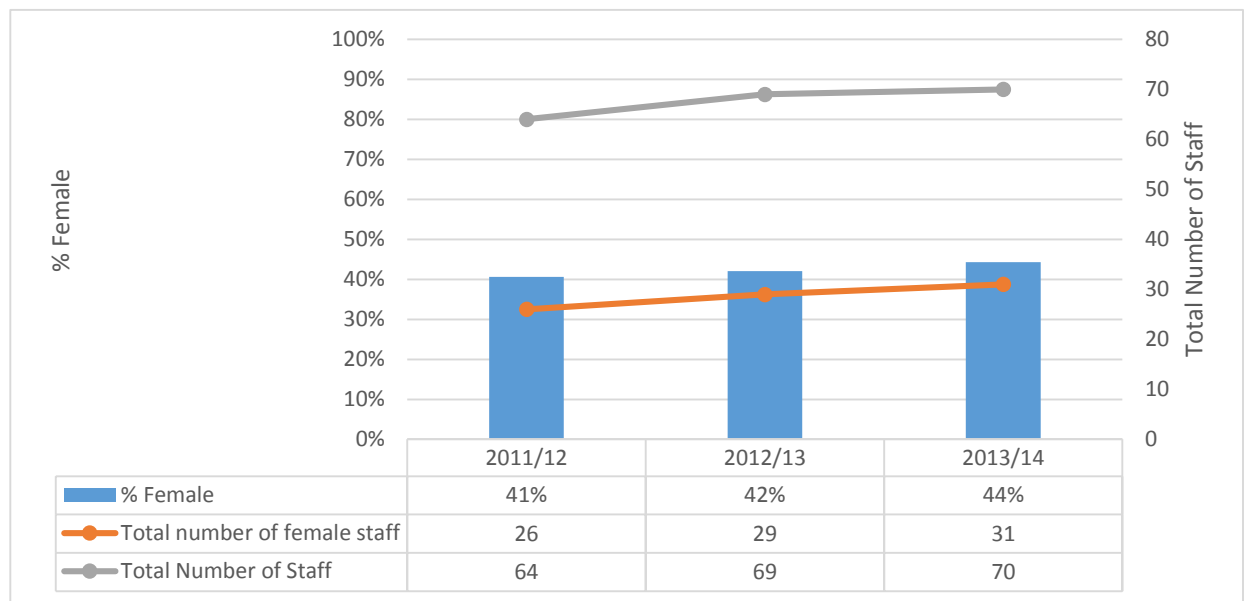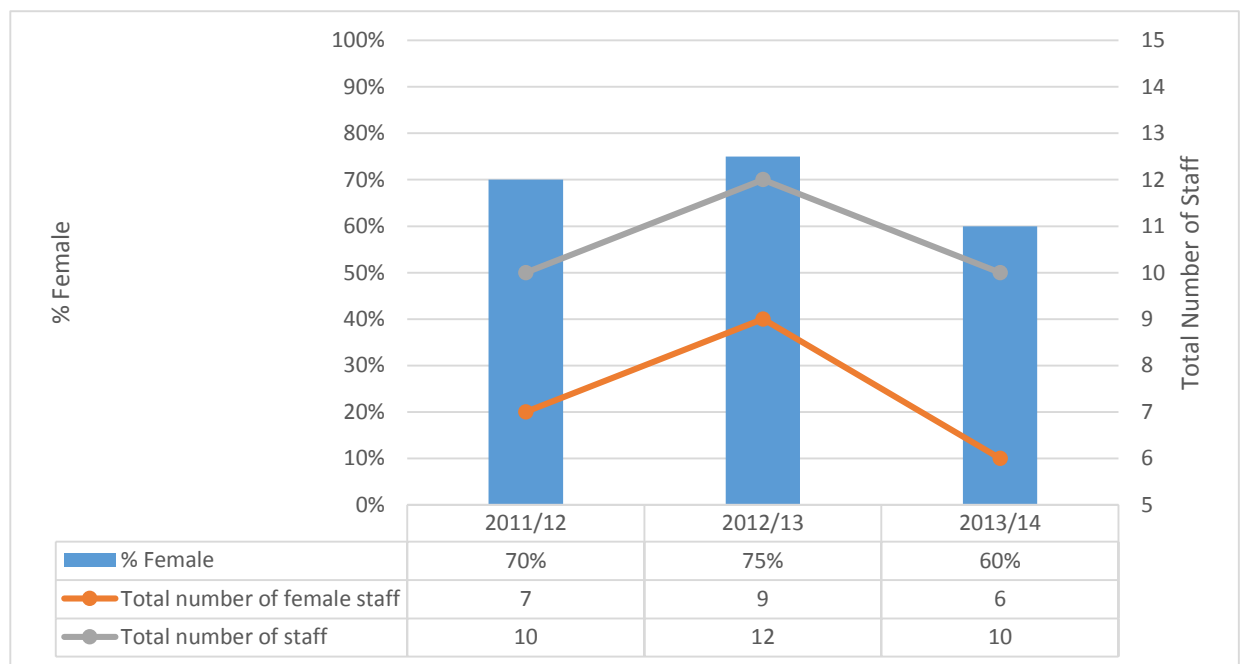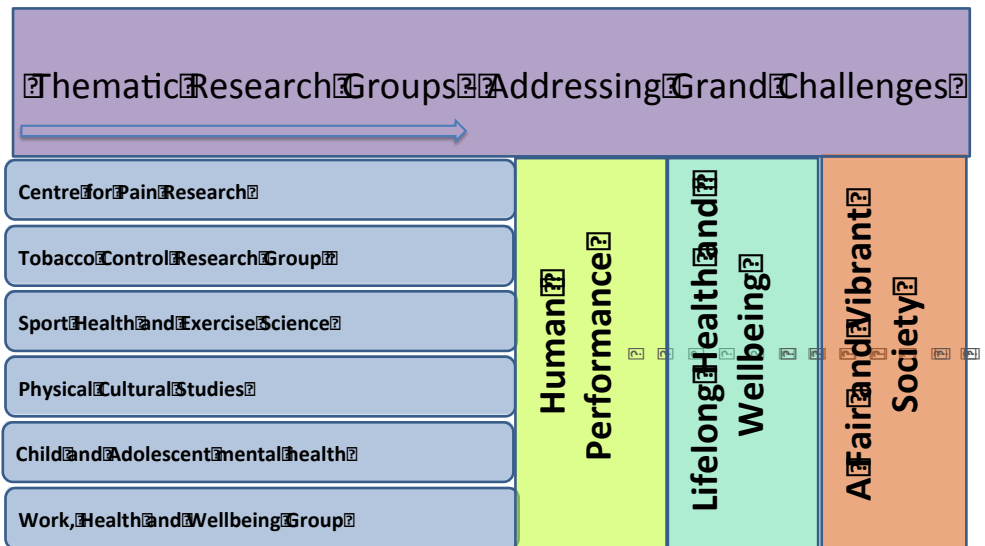
Figure 1: **Percentage of female Academic Staff**

	2011/12	2012/13	2013/14
% Female	41%	42%	44%
Total number of female staff	26	29	31
Total Number of Staff	64	69	70

Figure 2: **Percentage of female professional and support staff**

	2011/12	2012/13	2013/14
% Female	70%	75%	60%
Total number of female staff	7	9	6
Total number of staff	10	12	10

Of the 10 teaching and 50 academic and research staff, 44% are female and 56% are male. Staff have expertise in diverse research areas that are also reflected in three multidisciplinary research groupings (Figure 3). The Department also hosts the NIHR-funded Bath Research and Development consortium and the Bath Office of the Research and Design Service. Our 10 professional and support staff are divided into eight Management, Specialist & Administration posts and two Technical and Experimental posts 60% of professional staff are female and 40% male. These 10 staff hold a diverse range of roles, including the Departmental

Coordinator and a Research Manager, and make an important contribution to ensuring the complex activities of the Department are integrated and well organised.

Figure 3: **Departmentally-based Research Groups**

Thematic Research Groups - Addressing Grand Challenges

Groups	Human Performance	Lifelong Health and Wellbeing	A Fair and Vibrant Society
Centre for Pain Research			
Tobacco Control Research Group			
Sport Health and Exercise Science			
Physical Cultural Studies			
Child and Adolescent mental health			
Work, Health and Wellbeing Group			

Alongside our extensive national research networks, the Department has developed a strong international profile including a number of key partnerships with similar universities (University of Sao Paulo and Stellenbosch University), involvement in collaborative projects and transnational health agencies.

Word Count: 499

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

Table 2: Core Department Self-Assessment Team (DSAT)

Name	Role in Team	Role in Department	Work-life Context
Prof. Simone Fullagar	Chair of self-assessment team; lead author on application form and action plan	Chair, Physical Cultural Studies group; Early Career Mentor; Department Executive Committee; Department Research Committee; Bath USAT	Work 1.0 FTE; dual-career family. An interdisciplinary sociologist of sport, health and physical culture, who relocated from Australia in 2014.
Dr Cassie Wilson	Focus on parental leave, flexible work	Associate Dean of Learning and Teaching in Faculty of Humanities and Social Sciences.[2]	Work 0.8 FTE, dual academic career family with young children. Senior Lecturer in the biomechanics of sport.
Dr Anthony Bush	Focus on undergraduate students	Director of Learning and Teaching for UG Health Programmes[3]	Work 1.0 FTE; Dual-career family. An interdisciplinary scholar specialising on issues concerning the physically active body.

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[2] Was promoted from previous role as Director, Teaching and Learning in the department during the application process, moving from 0.6 to 0.8 FTE.
[3] Was previously Director of Studies for Sports & Social Sciences Programme, promoted during the Athena SWAN application process

Dr Keith Stokes	Focus on staff data and strategic issues	Deputy Head of Department; Senior Lecturer, Exercise Physiology; Department Executive Committee; Department Research Committee	Work 1.0 FTE; dual academic career family with young children. Senior Lecturer in exercise physiology, research interest in rugby injuries.
Ms Maxine Blackburn	PhD issues	PhD Student representative	PhD in applied health research, studentship with the Centre for Pain Research group. Interdisciplinary researcher specialising in medical sociology.
Ms Carys Banks	PhD issues	PhD Student representative	Studentship, associated with the Work and Wellbeing Group. Contributed to the process whilst completing PhD and undertaking a policy internship.
Dr Stephanie Merchant	Focus on early career staff issues & culture	Lecturer, Sport and Social Science;	Work 1.0 FTE; dual-career family. Early interdisciplinary career researcher who moved to Bath to take up her first lectureship.

Dr Javier Gonzalez	Staff and student survey development, new staff	Lecturer, Exercise Physiology	Work 1.0 FTE; dual career family. A physiologist who moved to Bath with partner to begin his first Lectureship.
Prof. Martyn Standage	Research student data and experience	Professor, Sport Psychology; Director, post-graduate research students until September 2015. Department Executive Committee; Department Research Committee	Work 1.0 FTE, dual-career family. A psychologist interested in motivation related to sport and physical activity.
Dr Emma Rich	Review actions relating to postgraduate research students.	Recently appointed as Director of Studies for postgraduate research students.	Work 1.0 FTE, dual-career family. In 2015 returned from six months adoption leave and was promoted to Reader.
Dr Jenny Hatchard	Focus on research staff, parental leave	Post-doctoral researcher, Tobacco Control Group.	Work 1.0 FTE Research Contract, dual-career family with young children. Political scientist who's worked in several policy contexts and Universities.
Dr Karen Evans-Reeves	Focus on research staff, parental leave	Post-doctoral researcher, Tobacco Control Group.	Work 1.0 FTE Research Contract. Karen went on maternity leave during Athena SWAN submission process, due back in 2016.

Ms Gerry Cooney	Professional staff	Joined the assessment process in April when the new guidelines were adopted.	Patient and Public Involvement Co-ordinator 0.6 FTE. Dual-career family with 2 children (teenagers). Qualitative researcher in health and social care.
Ms Ann-Marie Hartland	Administrative support and advice re Faculty issues	Director of Administration, Faculty of Humanities and Social Sciences	Work 1.0 FTE, dual career family with two children.
Ms Jenny Medland	Administrative support	Student Experience Officer, Faculty of Humanities and Social Sciences	Work 1.0 FTE, dual career family.

External contributions to DSAT activities included:
- Ms Marlene Bertrand, University Equality and Diversity Manager presented overview of the University Athena SWAN plan
- Ms Laura Jones, central policy and planning office, presented data
- Dr James Bilzon, HoD, attended the launch and several meetings.
- Dr Javier Gonzalez and Prof. Simone Fullagar attended a presentation by Dr Sarah Bailey on the Bronze Award success of the Department of Pharmacy and Pharmacology.
- Associate Prof. Jo Bowtell, University of Exeter (April 2015). Shared her insights about Exeter's Silver Award which started our GW4 network.
- Prof. Fullagar met with visiting scholars from the University of Waterloo, Canada to exchange ideas about the international context (United Nations HeforShe campaign). Prof. Diana Parry is the gender advisor to the President, UoW and Prof. Corey Johnson has led change for GLBTI communities.
- Lucie Allot, Amanda Spencer and Rachael Yates provided administrative and logistical support and assisted with data collection.

Members were invited to join the DSAT in order to represent diverse experiences and backgrounds (gender, part-time, care responsibilities, career level) within the Department. The core team of 12 also sought input from a wider community within the department and across campus. Half of the DSAT team hold positions on key committees to facilitate information sharing and implementation of the action plan.

(ii)   an account of the self-assessment process

Following swiftly after the merger in 2014, the Department for Health agreed to engage with the Athena SWAN award process as one of the core activities in its integration approach. With the support of DEC the DSAT was formed and held its first meeting in November 2014.

- Monthly meetings were held, a shared drive was established to exchange data, and central data was collated and interpreted.
- 4 female staff and 3 research students (4 DSAT members) were funded to attend, and identify good practice from, the 'Advancing your research career in sport: a one day career development conference for women' as an Athena SWAN initiative of Leeds Beckett University, November 2014. Prof. Fullagar participated in a panel on career development in sport and all members of the delegation engaged in networking.
- In December 2014, the Athena SWAN process was launched at a special engagement meeting with all departmental staff (40 attended).
- A specific Department for Health webpage and separate blog was set up in April 2015 to promote ongoing engagement with the process. http://blogs.bath.ac.uk/health-athena-swan/
- To supplement the university culture survey, DSAT developed two specific surveys: (1) for staff and postgraduate students (63 responses); and, (2) for undergraduate students (56 responses) These sought feedback on existing good practice and areas for improvement. They were circulated in April 2015.
- Ms Gerry Cooney was invited to join the team as a part-time professional staff member.
- Focus group and individual interviews were conducted with select undergraduate and research student representatives to explore issues in June 2015.
- In July 2015, Prof. Fullagar discussed the progress in a meeting with Prof. Dame Glynis Breakwell, Vice Chancellor, and select members of Bath USAT.
- The draft report was reviewed by Honorary Prof. Kristine Toohey, Griffith University, Australia, during her visit to Bath in August 2015. Griffith was awarded a prestigious 'Employer of Choice for Gender Equality' citation in 2014 and is embarking on the new Australian Athena SWAN process.
- Staff feedback was incorporated into the final version of the report and action plan. Further input was provided by the DEC, Dean and the Vice-Chancellor's Group.

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

The DSAT will now transition into the Athena SWAN Implementation Committee (ASIC) to oversee the implementation of the action plan, and ensure the integration of the plan into the governance structures and culture of Health. The continued growth of our programmes and staff base present an opportunity for our initiatives on gender equality to achieve real impact. We will adopt a new co-chair model to promote role models of women in leadership as well as male 'champions of change' (an Australian and Canadian strategy). Prof. Fullagar will co-chair ASIC and senior male staff members will be invited to nominate for the other role. To maintain continuity half of DSAT will remain and nominations for new members will be called for. Bimonthly meetings will be held and the staff survey and other consultation processes will be employed to review our progress.

Athena SWAN will remain as a standing item on all Department committee agendas (student and staff) and an annual evaluation of progress will be discussed with the Executive Committee. The plan will be uploaded onto our webpage and the blog will be continued as a means of communicating with staff and students about Athena SWAN actions. The co-chairs will also ensure a two way flow of information between the ASIC and the University Athena SWAN committee and the newly formed GW4 Athena SWAN network to ensure the sharing of best practice.

Word Count: 800

Picture 1: Staff, including Chair of Self-Assessment team Simone Fullagar, discuss Athena SWAN at the launch event.

Picture 2: Students and Academic and Professional Support Staff discuss the implications of the Athena SWAN submission

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 number of undergraduate students across our three degree programmes has increased over the past three years by about 64% with a current intake of 220 students per year. In 2013-14 the department included 242 female and 326 male undergraduate students, of whom the vast majority were full-time. Part-time undergraduate degrees are not offered; occasionally part-time enrolment is approved because of personal reasons.

Table 3: **Number of male and female undergraduate students across all programmes in Health**

Course Title	2011/2 F	2011/2 M	2011/2 Total	2012/3 F	2012/3 M	2012/3 Total
BSc (hons) Sport and Exercise Science	122	145	267	118	158	276
MSci (hons) Sport and Exercise Science[4]						
BA (hons) Sport & Social Sciences	112	117	229	112	120	232
BSc Sports Performance	12	19	31	14	18	32
Total	246	281	527	244	296	540

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[4] The option to study for an MSci in Sport and Exercise Science was introduced in 2013-14. Please note the MSci and BSc numbers are included together in all subsequent graphs and tables as no students have moved onto the MSci portion of the course yet.

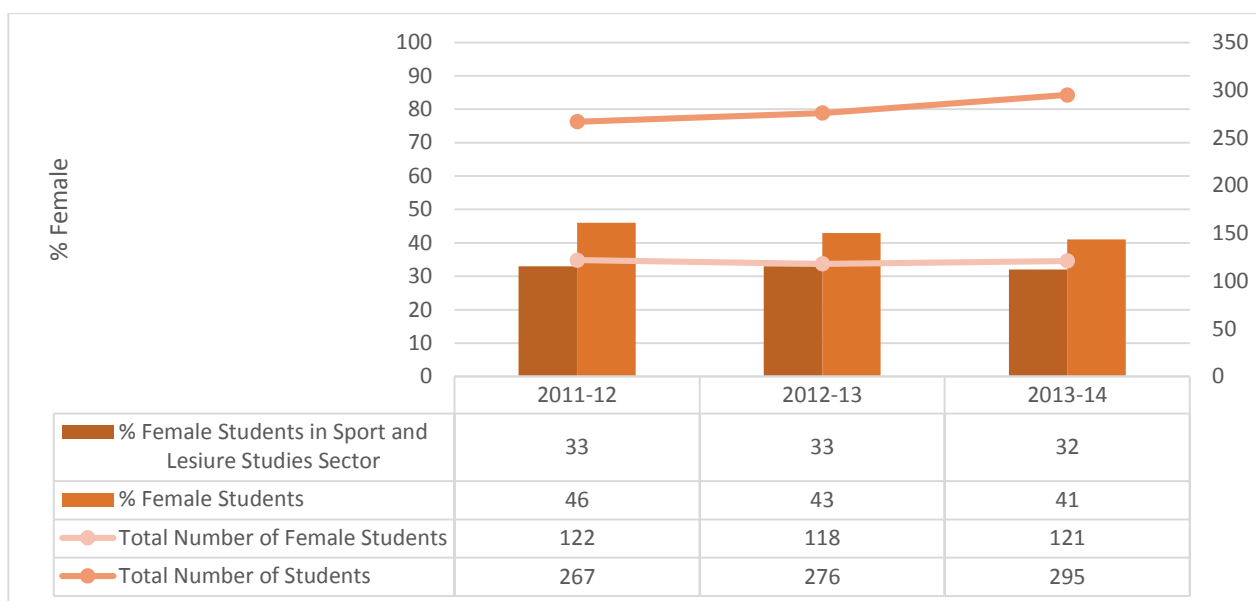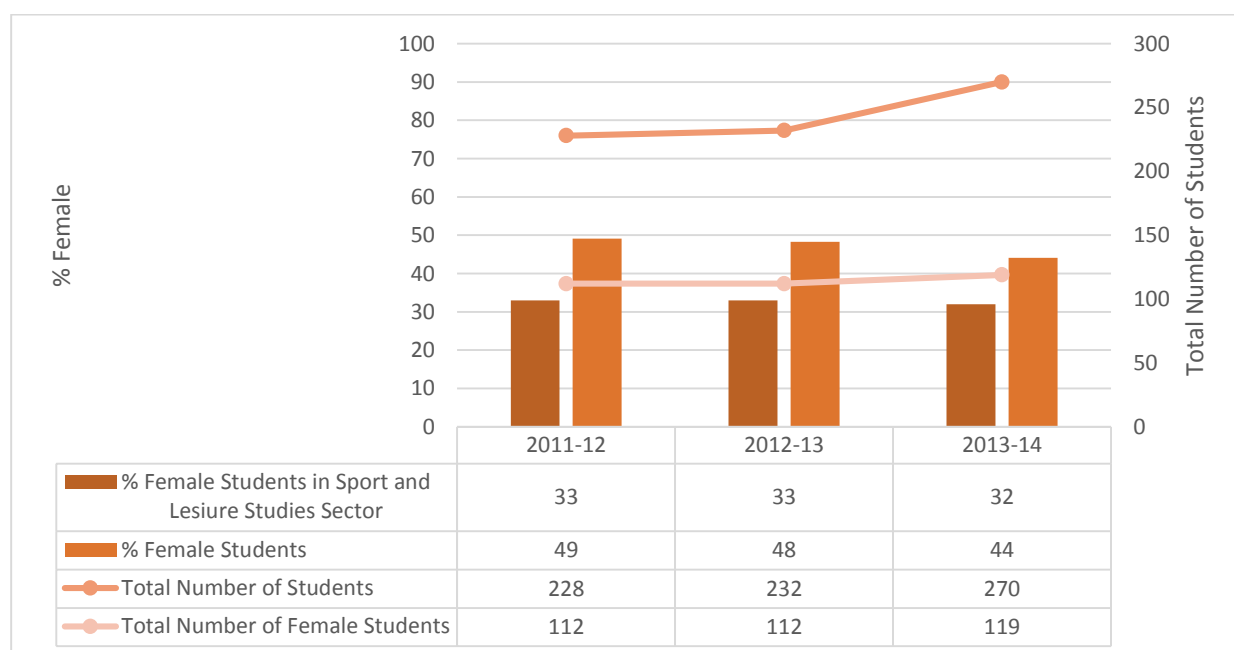**_Figure 4_: Percentage of female undergraduate students studying SES**

	2011-12	2012-13	2013-14
■ % Female Students in Sport and Lesiure Studies Sector	33	33	32
■ % Female Students	46	43	41
── Total Number of Female Students	122	118	121
── Total Number of Students	267	276	295

Figure 5 Percentage of female undergraduate students studying SASS

	2011-12	2012-13	2013-14
■ % Female Students in Sport and Lesiure Studies Sector	33	33	32
■ % Female Students	49	48	44
── Total Number of Students	228	232	270
── Total Number of Female Students	112	112	119

The Department offers one Foundation Degree (FdSc Sport Performance) (Figure 6). Students can progress to a BSc Sports Performance as a one year honours programme (these figures are included in the undergraduate data). Most students are full-time (part-time enrolment ceased in 2011), however transfers to part-time can occur if the need for flexibility is well justified. Although the proportion of women on the Foundation Degree has decreased from 34%-24% (Figure 6), the proportion of women who go onto complete the BSc degree has

increased from 39%-45% (Figure 7). The programme recruits high performing athletes across a range of sports, although historically we have attracted applicants from sports with higher male participation, such as football and rugby. This degree is undergoing a review in 2015 and gender issues will be addressed **(Action 6.2;6.3;6.5).**

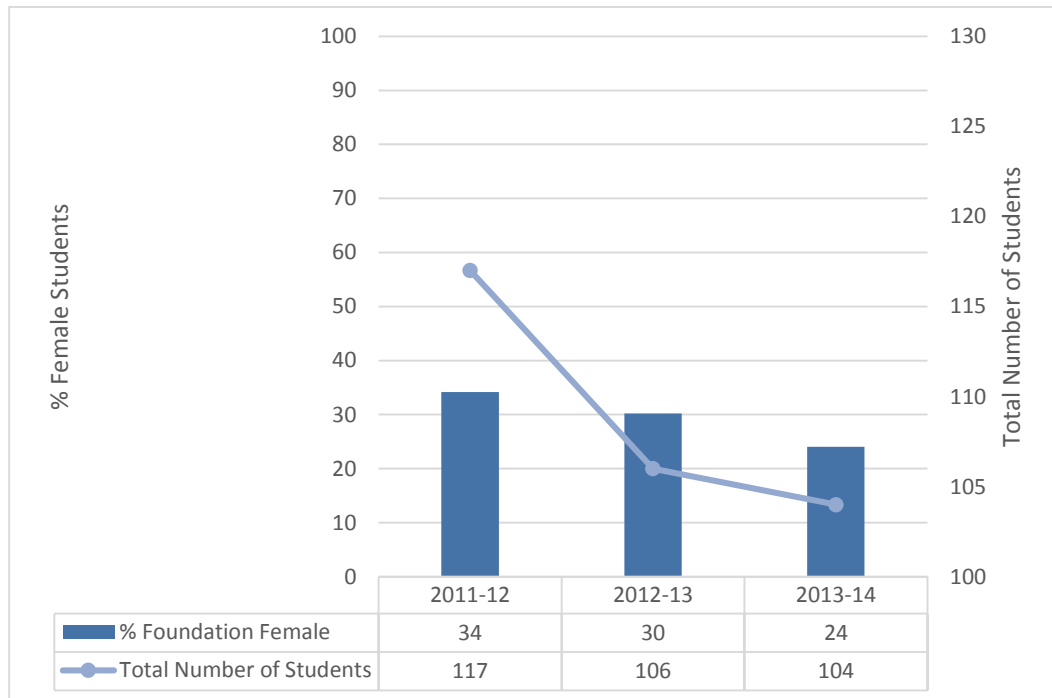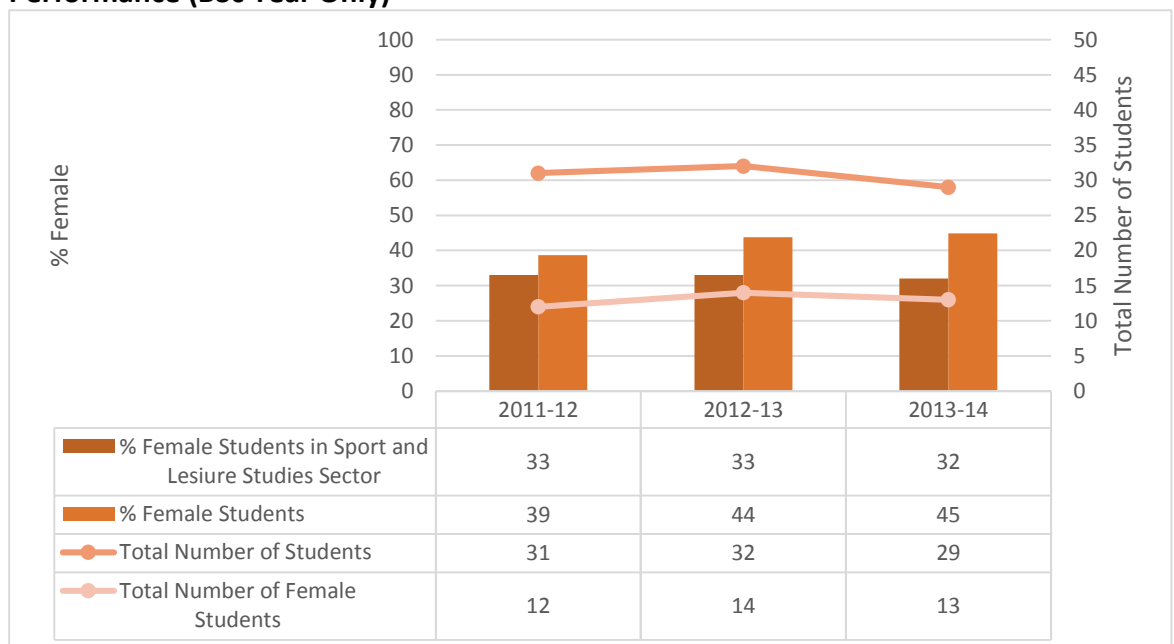*Figure 6*: **Percentage of female foundation students studying Sports Performance.**

	2011-12	2012-13	2013-14
% Foundation Female	34	30	24
Total Number of Students	117	106	104

Figure 7: **Percentage of female undergraduate students studying Sports Performance (BSc Year Only)**

	2011-12	2012-13	2013-14
% Female Students in Sport and Lesiure Studies Sector	33	33	32
% Female Students	39	44	45
Total Number of Students	31	32	29
Total Number of Female Students	12	14	13

When benchmarked against the sector averages in Sports Science and Leisure Studies, and our closest comparator universities in table 4, the proportion of female undergraduate students in Health compares very favourably. Across the three year period the overall number of women across our undergraduate degrees has been fairly consistent. However, we note that female representation has reduced slightly from 47% (2011/12), 45% (2012/13) to 43% (2013/14) as the proportion of male students has increased across the programmes. We will actively seek to lead by example to improve gender representation in the sport sector by targeting female students through promotion and outreach in working towards 50% gender representation **(Action 6.3;6.4).**

Table 4: **Numbers and percentages of female students against sector competitors**

Undergraduate FTE	2011/12			2012/13		
	Female	**Male**	**% Female**	**Female**	**Male**	**% Female**
The University of Bath	246	280	47%	249	278	45%
The University of Birmingham	240	342	41%	212	299	41%
The University of Exeter	218	287	43%	184	259	42%
Loughborough University	261	316	45%	251	331	43%
Sport Science & Leisure Sector	11,198	22,550	33%	11,357	23,437	33%

Figure 8 **Percentage of female undergraduate students in Health department against immediate competitors.**

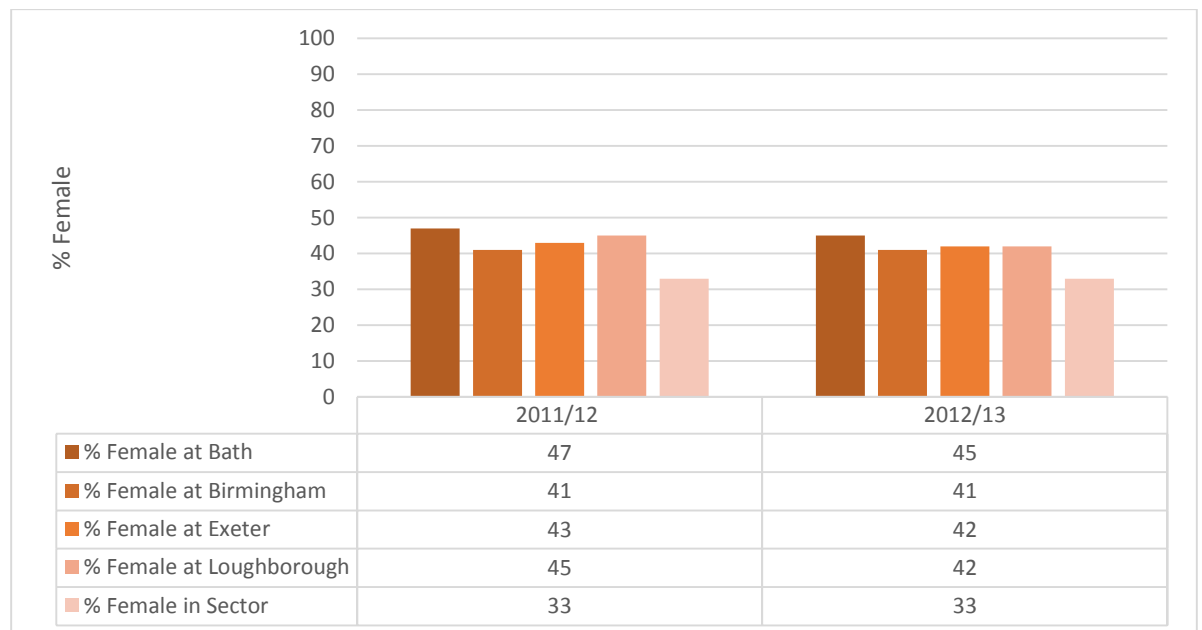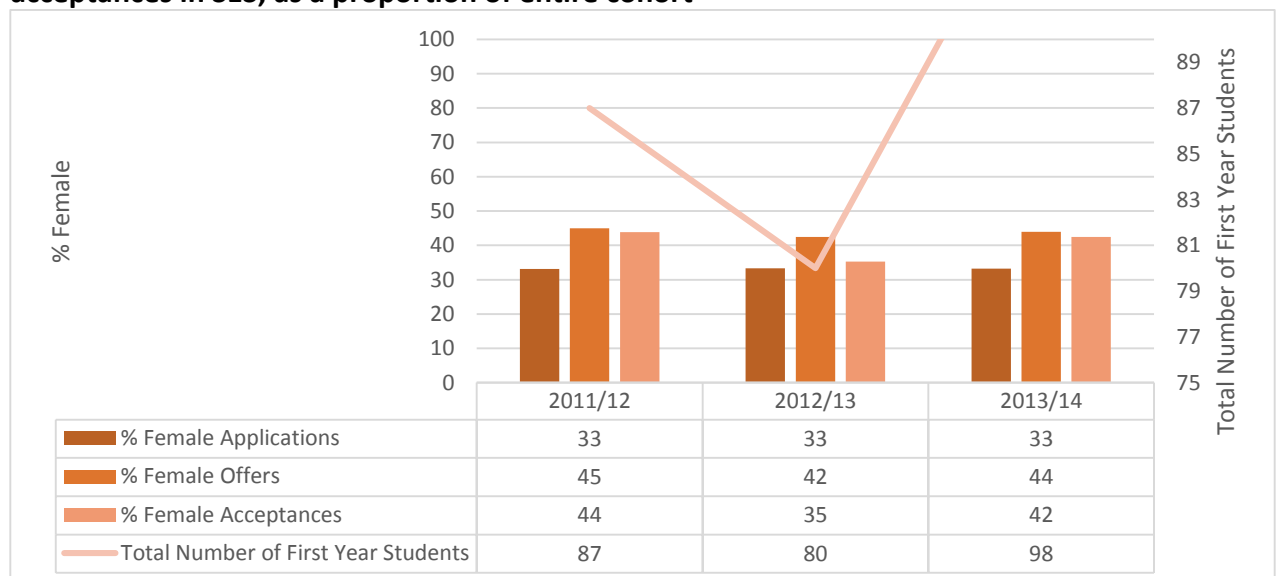|	2011/12	2012/13
■ % Female at Bath	47	45
■ % Female at Birmingham	41	41
■ % Female at Exeter	43	42
■ % Female at Loughborough	45	42
■ % Female in Sector	33	33

Table 5: All Application, Offer and Acceptances on undergraduate programmes in Health

Course Group	F Apps	M Apps	Total	F Offer	M Offer	Total	F Acpt	M Acpts	Total
2011/2									
Sports Performance[5]	74	277	351	42	66	108	20	36	56
Sports and Exercise Science	284	572	856	173	212	385	39	50	89
Sport and Social Science	174	286	460	107	107	214	33	36	69
ALL	532	1135	1667	322	385	707	92	122	214
2012/3									
Sports Performance	52	249	301	33	84	117	16	47	63
Sport and Exercise Science	236	472	708	130	176	306	30	55	85
Sport and Social Science	158	255	413	114	155	269	36	49	85
ALL	446	976	1422	277	415	692	82	151	233
2013/4									
Sports Performance	93	344	437	52	87	139	16	41	57
Sport and Exercise Science	292	586	878	185	236	421	42	57	99
Sport and Social Science	135	186	321	110	145	255	40	56	96
ALL	520	1116	1636	347	468	815	98	154	252

Figure 9: **Percentage of female undergraduate applications, offers and acceptances in SES, as a proportion of entire cohort**

	2011/12	2012/13	2013/14
% Female Applications	33	33	33
% Female Offers	45	42	44
% Female Acceptances	44	35	42
Total Number of First Year Students	87	80	98

[5] Please note it is not possible to separate the Application, Offer and Acceptance rates for the Fd programme from the BSc because students don't apply directly to the BSc programme, they progress from the Foundation programme.

Figure 10 **Percentage of female undergraduate applications, offers and acceptances in SASS, as a proportion of entire cohort**
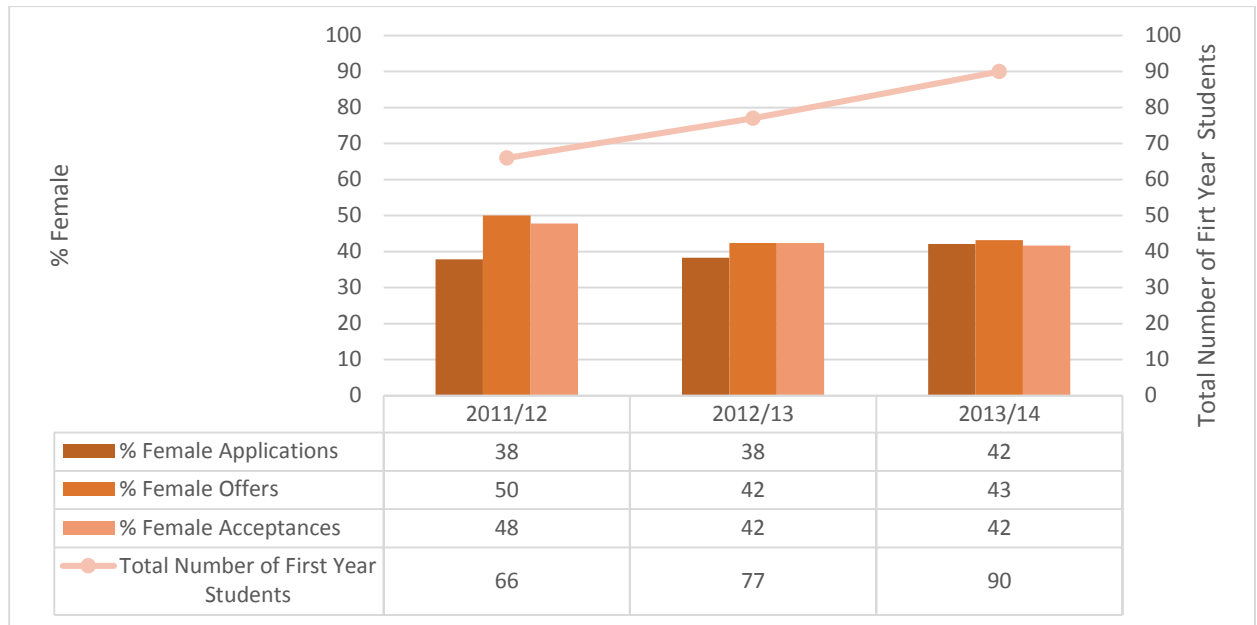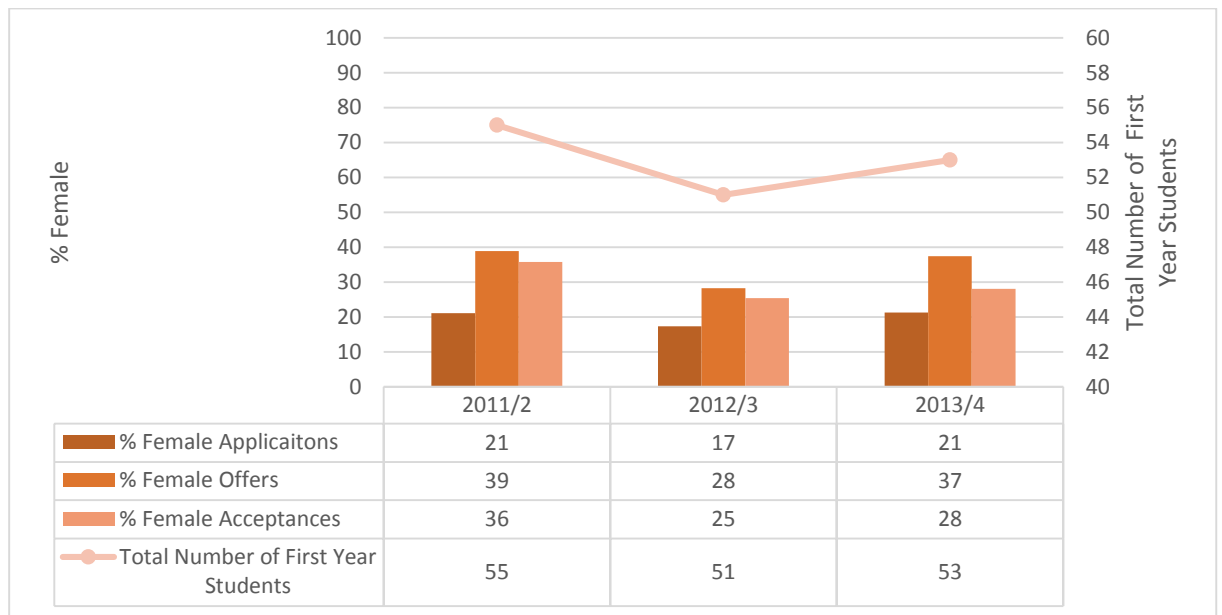

	2011/12	2012/13	2013/14
% Female Applications	38	38	42
% Female Offers	50	42	43
% Female Acceptances	48	42	42
Total Number of First Year Students	66	77	90

Figure 11: Percentages of female undergraduate applications, offers and acceptances in Sports Performance, as a proportion of entire cohort

	2011/2	2012/3	2013/4
% Female Applicaitons	21	17	21
% Female Offers	39	28	37
% Female Acceptances	36	25	28
Total Number of First Year Students	55	51	53

In relation to Figures 9-11 and Table 5 there were fewer UG applications from women between 2011 and 2014, but more offers were made per application. Similarly, women were more successful than men in translating an application into an offer. We will build upon our targeted recruitment activities to identify new strategies to encourage women applicants **(Action 6.2; 6.3; 6.4)**.

Table 6: All Degree Classifications for undergraduate programmes in Health.

CLASS	Course Title	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
1st	BSc (hons) Sport and Exercise Science		10	17	4	7	11	7	7	14
2.i	BSc (hons) Sport and Exercise Science	21	22	43	25	19	44	21	28	49
2.ii	BSc (hons) Sport and Exercise Science	3	6	9	1	2	3	3	6	9
3rd/Pass	BSc (hons) Sport and Exercise Science	1	1	2	0	0	0	0	0	0
	Total	25	29	54	26	21	47	24	34	58
1st	BSc (hons) Sport (Sports Performance)	1	2	3	1	3	4	0	0	0
2.i	BSc (hons) Sport (Sports Performance)	9	7	16	8	5	13	6	7	13
2.ii	BSc (hons) Sport (Sports Performance)	3	12	15	5	9	14	7	9	16
3rd/Pass	BSc (hons) Sport (Sports Performance)					1	1			
	Total	13	21	34	14	18	32	13	16	29
1st	BA (hons) Sport & Social Sciences	6	6	12	5	4	9	10	2	12
2.i	BA (hons) Sport & Social Sciences	17	21	38	20	13	33	20	26	46
2.ii	BA (hons) Sport & Social Sciences	5	8	13	4	4	8	3	7	10
3rd/Pass	BA (hons) Sport & Social Sciences	0	0	0	0	1	1	1	0	1
	Total	28	35	63	29	22	51	34	35	69

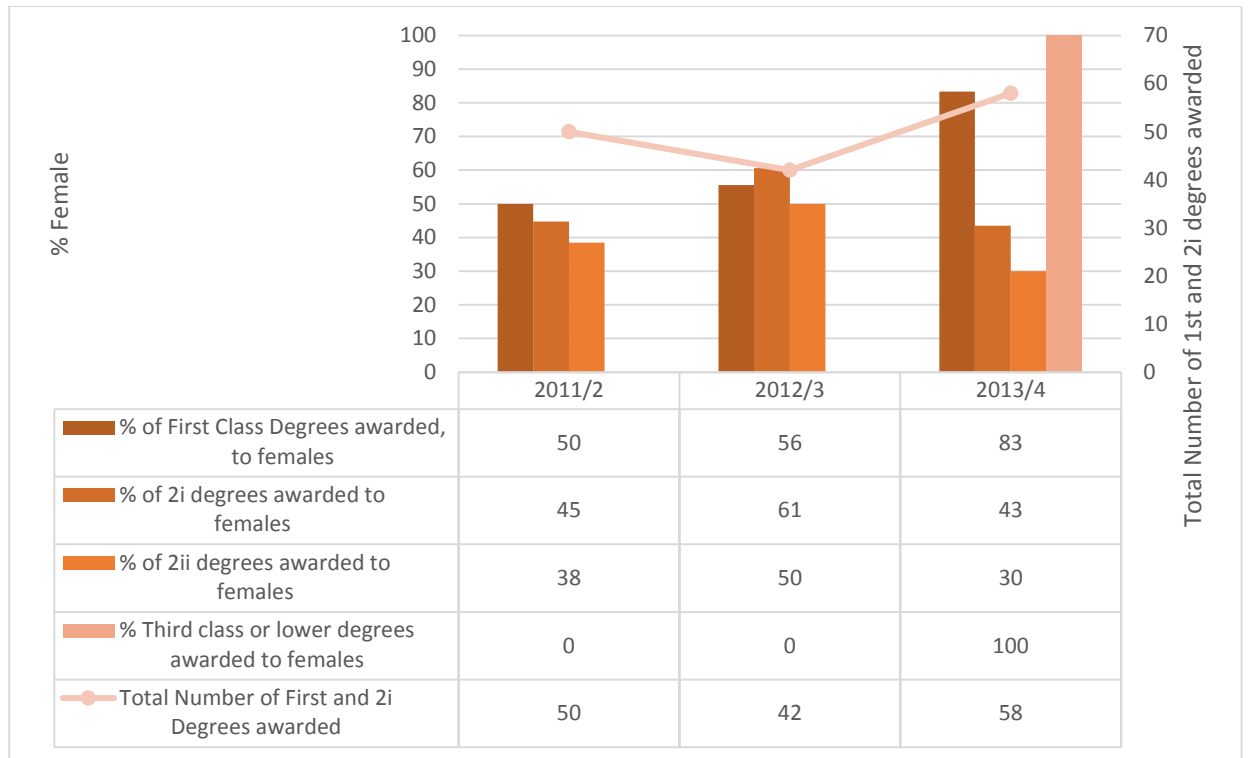**_Figure 12:_ Degree classifications for SASS undergraduate female students as a percentage of overall degrees awarded**

	2011/2	2012/3	2013/4
■ % of First Class Degrees awarded, to females	50	56	83
■ % of 2i degrees awarded to females	45	61	43
■ % of 2ii degrees awarded to females	38	50	30
■ % Third class or lower degrees awarded to females	0	0	100
—○— Total Number of First and 2i Degrees awarded	50	42	58

Figure 13: Degree classifications for SES undergraduate female students as a percentage of overall degrees awarded

	2011/2	2012/3	2013/4
■ % First Class degrees awarded to females	41	36	50
■ % of 2i degrees awarded to females	49	57	43
■ % of 2ii degrees awarded to females	33	33	33
■ % Third Class or lower degrees awarded to females	50	0	0
—○— Total Number of First and 2i degrees awarded	60	55	63
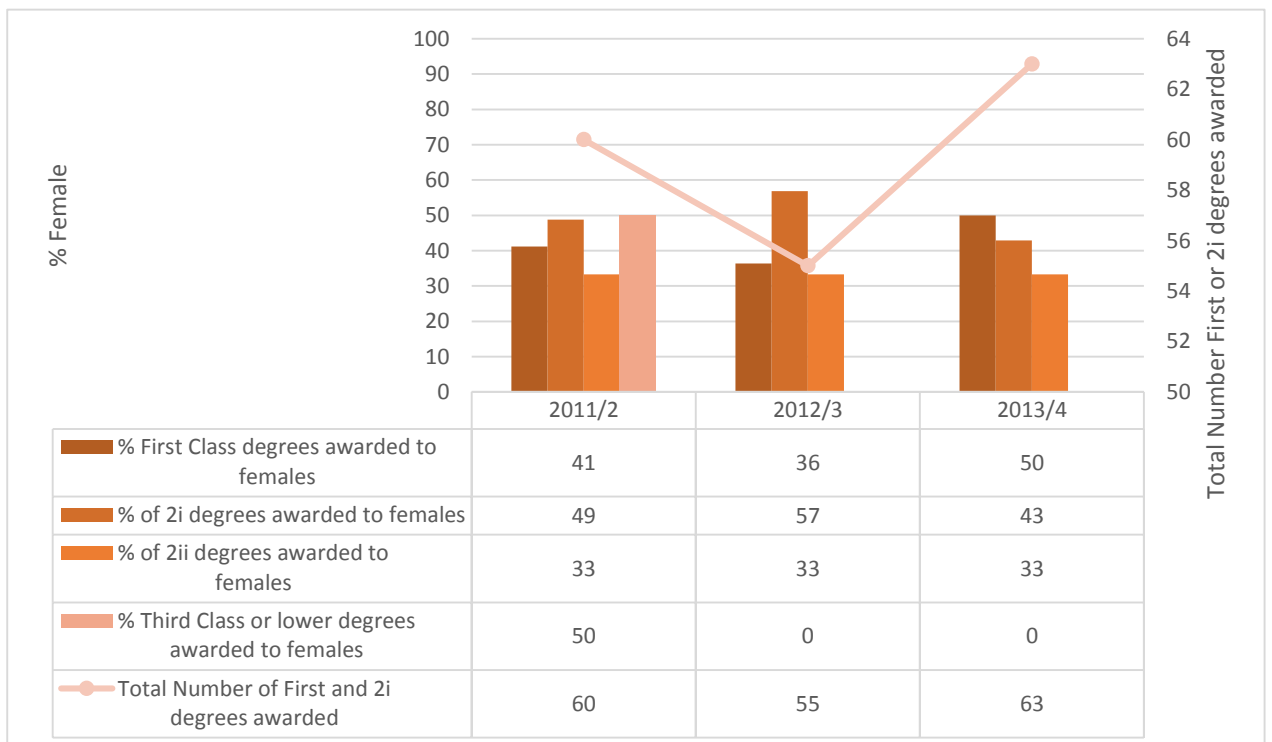
Figure 14: **Degree classifications for Sports Performance (BSc) undergraduate female students as a percentage of overall degrees awarded**

	2011/12	2012/13	2013/14
■ % First Class degrees awarded to females	33	25	0
■ % 2i degrees awarded to females	56	62	46
■ % 2ii degrees awarded to females	20	36	44
■ % Third Class or lower degrees awarded to females "	0	0	0
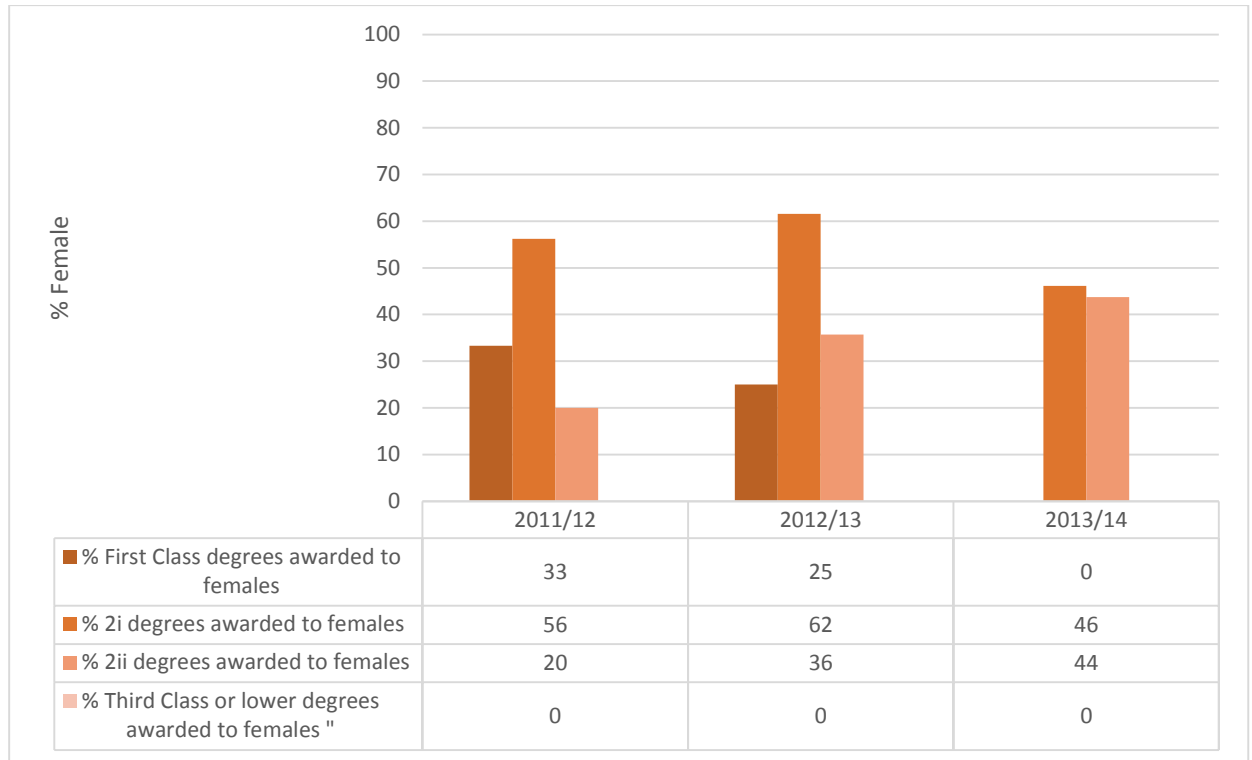
The figures here reflect what percentage of all First Class degrees awarded were received by women. In line with our high entry criteria, the majority of our students achieve a 2i degree or higher. The data demonstrates that women have performed well. There have been no major differences in classifications achieved between males and females over the last three years. We interpret this finding in relation to results from the 2014 NSS data where overall satisfaction with the quality of the programmes was strong across programmes with SES and SASS achieving 92% and SP 91%. There were fewer students in the BSc Sports Performance degree with first class awards and overall women have performed better than men in the combined 1st and 2i classes. Without being able to identify any key issues we concluded that the 2013/14 cohort did not perform as strongly as in previous years.

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.

The department offers several PGT courses (MSc Sport and Exercise Medicine, MSc Sports Physiotherapy and MSc Research in Health Practice). All programmes are on-line distance learning for professionals in their relevant fields and therefore the large majority of the students are part-time (see Table 7). The percentage of women on the programmes has remained fairly consistent over the last three years (31%-35%) (see Figure 15). When compared to the national averages for the Sport and Leisure sector there are slightly less women and we will target women in course promotion (inclusive imagery, narrative, links with professional associations) **(Action 6.2; 6.3; 6.4).**

Table 7: **All PGT students by gender and full-time/part-time status**

PGT STUDENTS	2011/12				2012/13				2013/14			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Total	**131**	**243**	**35%**	**65%**	**83**	**164**	**34%**	**66%**	**62**	**144**	**30%**	**70%**
Full time	2	0	100%	0%	2	0	100%	0%	3	0	100%	0%
Part time	129	243	35%	65%	81	164	33%	67%	59	144	29%	71%

Figure 15: Percentage of female PGT students

	2011/12	2012/13	2013/14
% Female	35	34	31
Total Number of Students	383	254	210
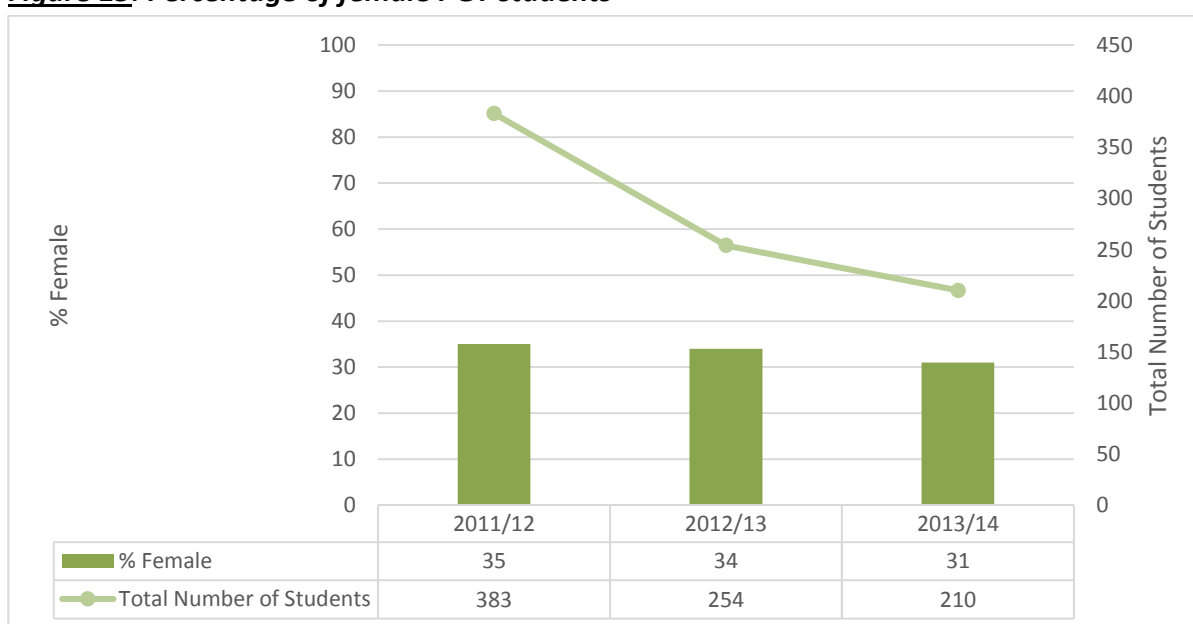
Figure 16: **Percentage of female PGT students in the Department for Health at the University of Bath, against the Sector (Sports Science and Leisure Studies)**
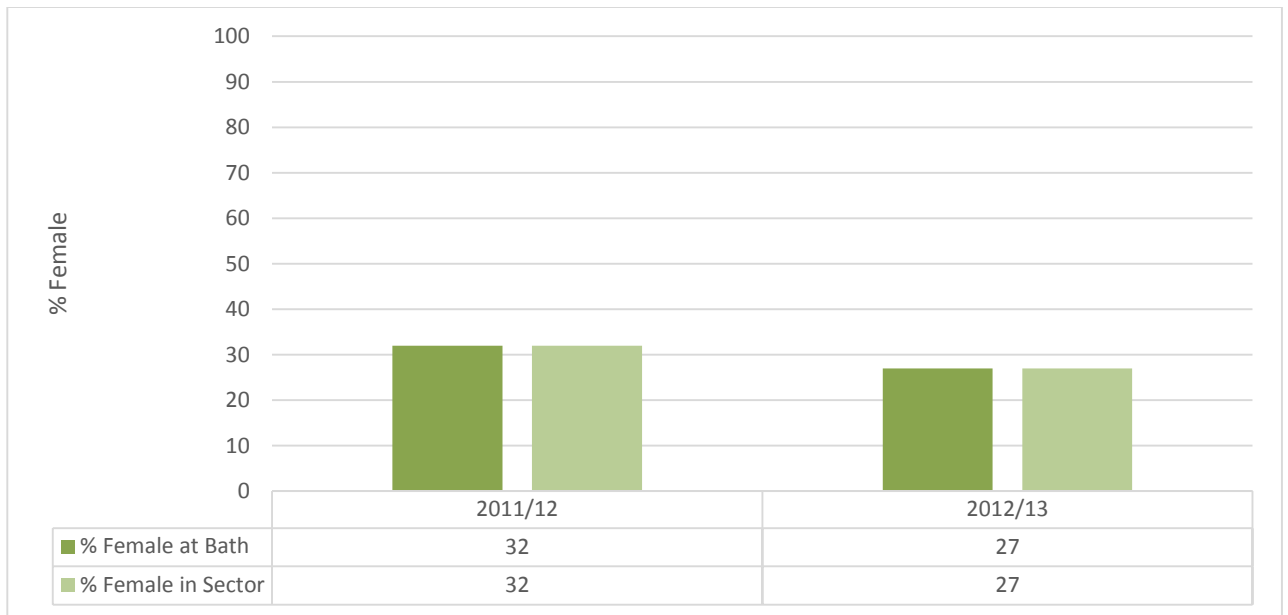
	2011/12	2012/13
■ % Female at Bath	32	27
■ % Female in Sector	32	27

Figure 17: **Percentage of female PGT students in the Department for Health at the University of Bath, against the Sector (Health and Community Studies)**
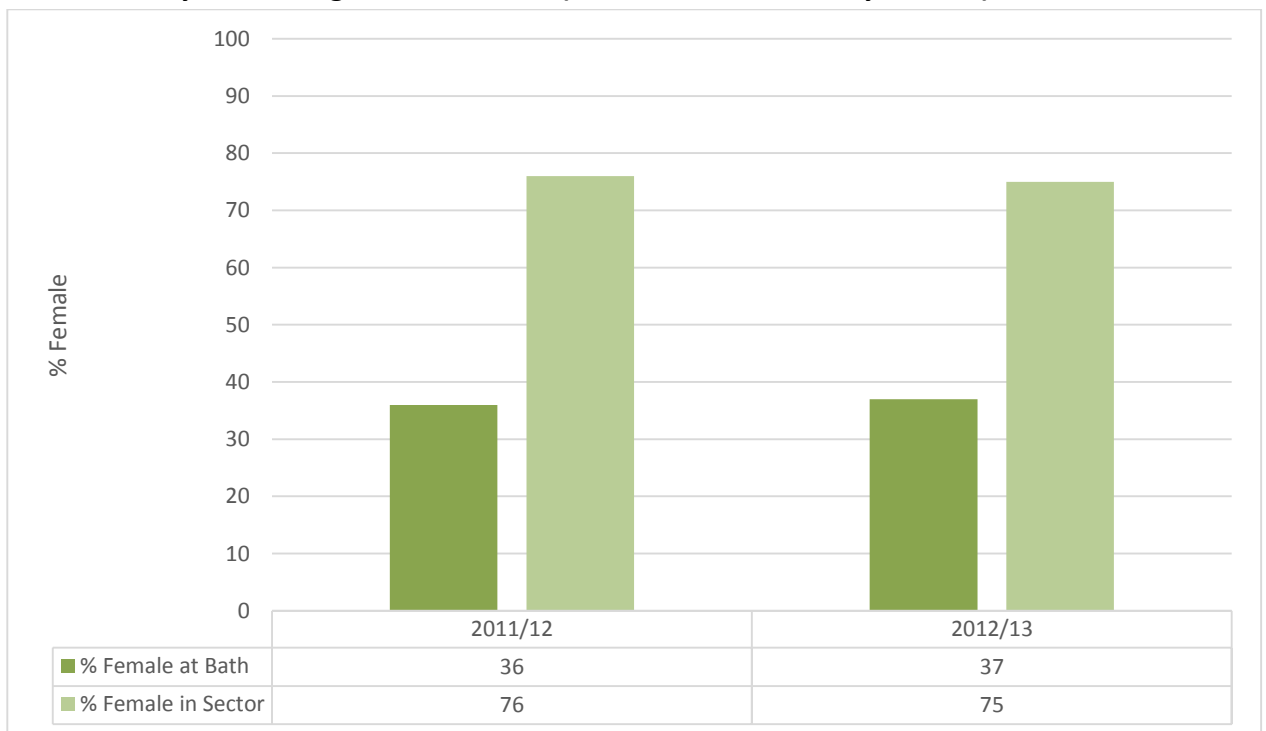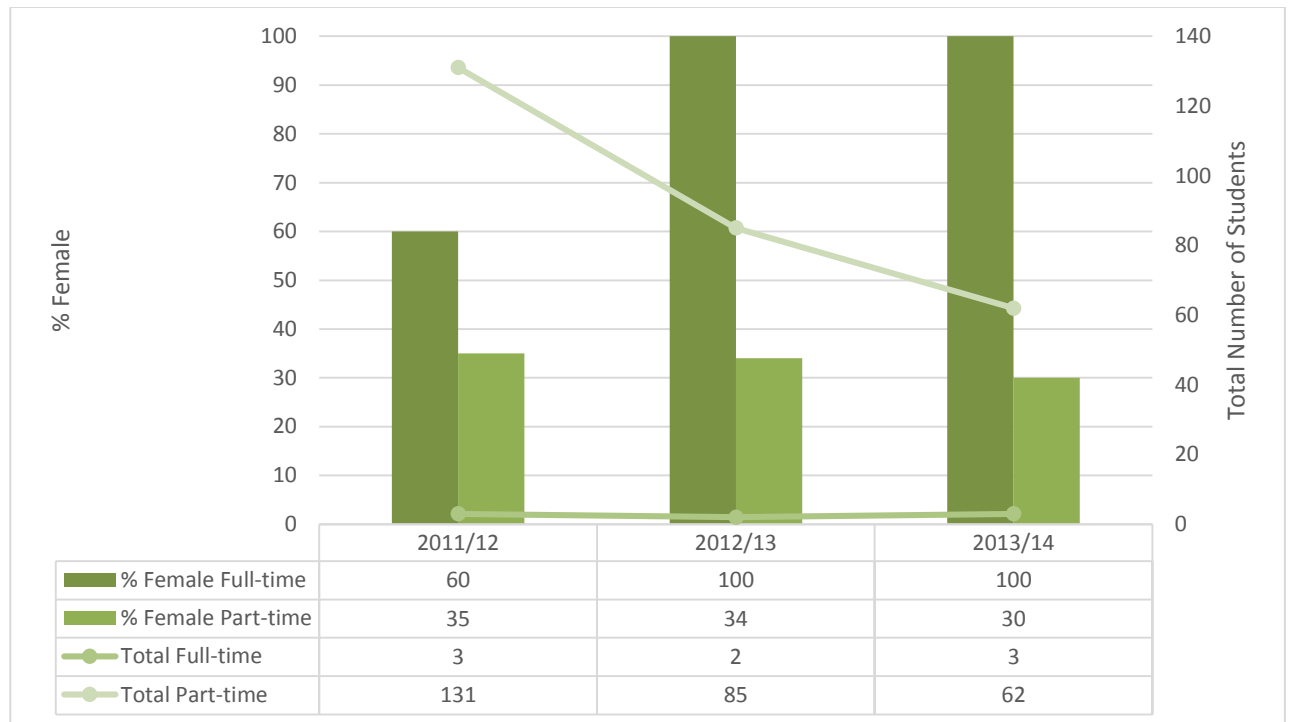
	2011/12	2012/13
■ % Female at Bath	36	37
■ % Female in Sector	76	75

Figure 18: **Percentage of female PGT students, by full-time and part-time student**

	2011/12	2012/13	2013/14
% Female Full-time	60	100	100
% Female Part-time	35	34	30
Total Full-time	3	2	3
Total Part-time	131	85	62

The decline in student numbers overall in 2011/12 and drop in part-time female enrolment was related to an administrative streamlining of enrolments and completions. Enrolment also changed from two to one intake per year to create greater efficiency. With the identification of these changes over time and the low proportion of women we will undertake further analysis of why and how the key issues can be addressed **(Action 6.1; 6.2; 6.5; 6.6)**.

Table 8: **All Application, Offer and Acceptance Rates on PGT programmes in Health**

APPLICATIONS, OFFERS, ACCEPTANCES	2011/12					2012/13					2013/14				
	Apps	Offers	Accepts	Apps:Offe	Apps:Acc	Apps	Offers	Accepts	Apps:Offe	Apps:Acc	Apps	Offers	Accepts	Apps:Offe	Apps:Acc
Postgraduate taught	**168**	**129**	**118**	**1.3**	**1.4**	**115**	**89**	**77**	**1.3**	**1.5**	**113**	**90**	**76**	**1.3**	**1.5**
Female	43	37	32	1.2	1.3	38	27	23	1.4	1.7	37	28	24	1.3	1.5
Male	125	92	86	1.4	1.5	77	62	54	1.2	1.4	76	62	52	1.2	1.5

Figure 19 **Percentages of female PGT applications, offers and acceptances, as a proportion of entire cohort**

	2011/12	2012/13	2013/14
% Applications Female	26	33	33
% Offers Female	28	30	31
% Acceptances Female	27	30	32
Total Number of students in the Year	383	254	210
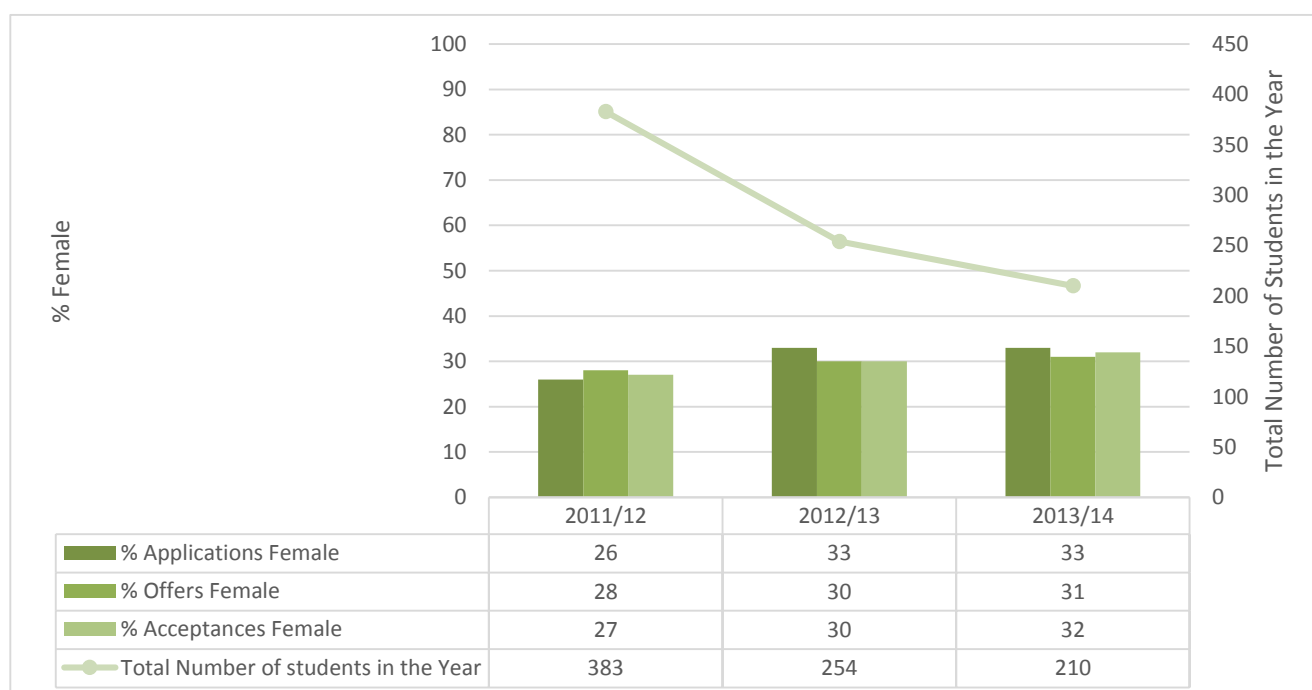
Whilst there has been a reduction of total PGT students over the three years, there has been a positive improvement in female representation related to acceptance into the programme. We attribute this positive trend, in part, to the active engagement of academic staff with potential students, improvement in recruitment processes and our growing reputation as a gender inclusive institution.

Figure 20: Degree classifications for MSC postgraduate taught female and male students

	2011/12	2012/13	2013/14
Number Female MSc Students Achieving Distinction	0	0	1
Number Female MSc Students achieving Merit	3	3	0
Number Female MSc students achieving Pass	7	6	9
Total Number of Students	22	27	21
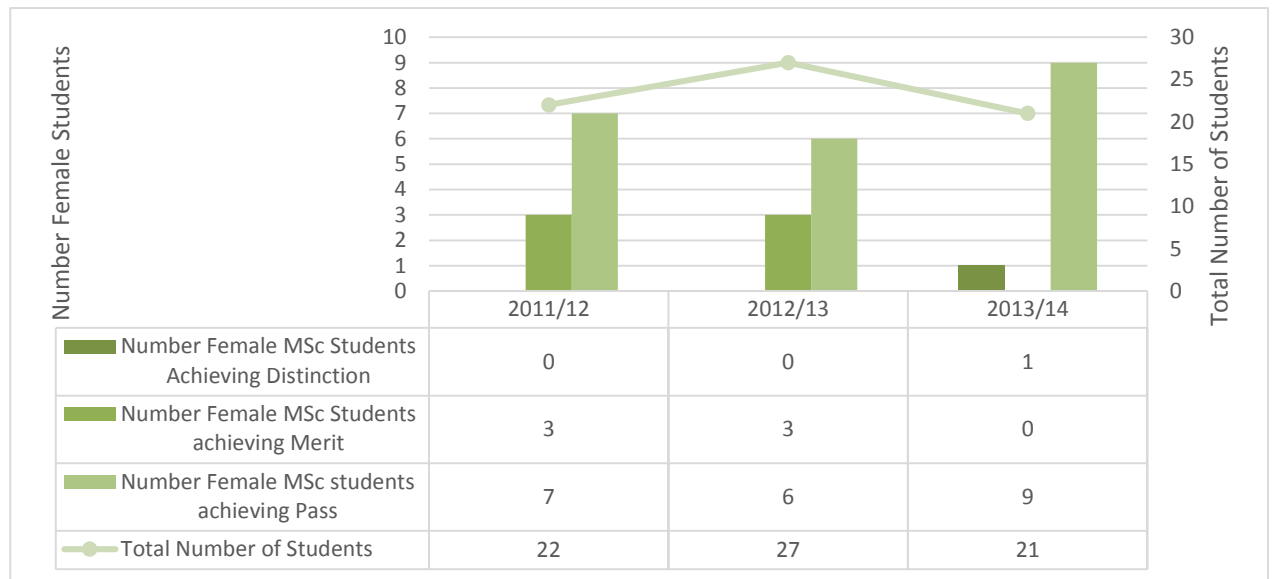
While there are large cohorts enrolled in the programme, the part-time mode means that completion rates for MSc students occur more slowly. The lower proportion of higher grades in the MSc for 2013/14 will be monitored in the future to identify any systemic issues **(Action 6.1; 6.2).** Figures for the PG Diploma below also reflect a lack of higher grades but do not suggest any particular issues over time.

Figure 21: Degree Classifications for PG Diploma taught female students as a percentage of overall degrees awarded

	2011/12	2012/13	2013/14
Number Female PG Diploma students achieving Distinction	1	0	0
Number Female PG Diploma students achieving Merit	5	2	4
Number Female PG Diploma students achieving Pass	1	4	1
Total Number PG Diploma Students	32	25	28
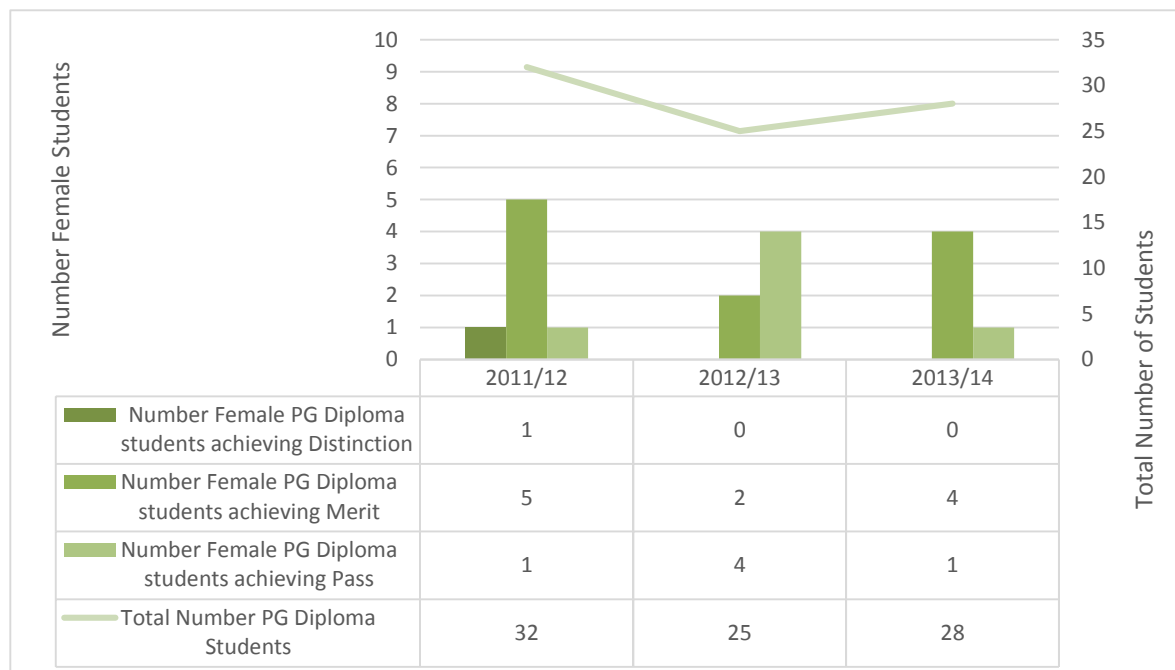
Table 9 below shows data for the small MRes in Health and Wellbeing (one year taught programme). This is delivered for small numbers of students but has good completion rates for the all-female cohort. The MA (Coach & Sport Development) had its last intake in 2011/2. There were 5 entrants: 2 transferred out onto the 5 year variant (male), 2 male and 1 female students graduated.

Table 9: Completion of PGT MRes Programme

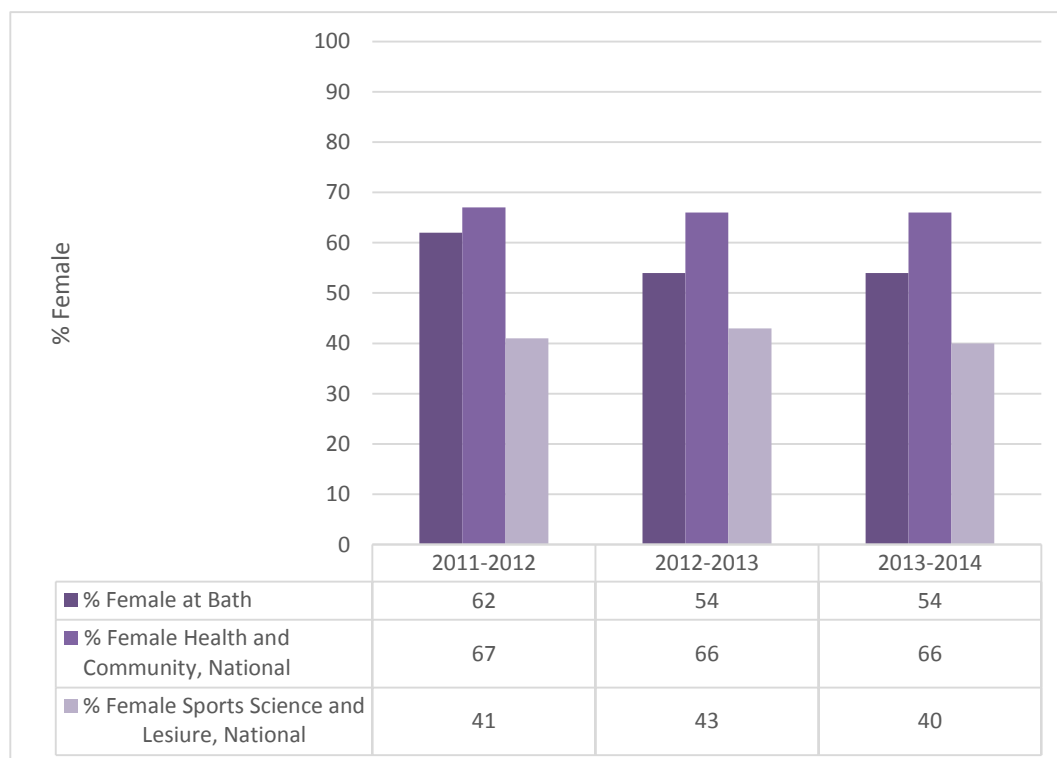|	All Female	
	Intake	**Number Completing**
Cohort completion in 2014/5 - October 2013/4 intake	3	3
Cohort completion in 2013/4 - October 2012/3 intake	2	2
Cohort completion in 2012/3 - October 2011/2 intake	1	1

(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.

PGR students are enrolled in standard research degree or professional doctorate programmes (reflected in higher part-time enrolment below). Figure 22 indicates that there are at least as many female as male students on the Bath PGR offerings. Though there has been an increase in male PGR enrolment, the absolute numbers of female PGR students during these years has also increased and remains higher in comparison to males. Overall our performance is very good as we demonstrate a notably higher percentage of Bath female postgraduate students when compared with the Sport and Leisure sector (where most students are located) with a slightly lower percentage when compared with the Health and Community sector.

Table 10: **Female PGT students in the Department for Health at the University of Bath, against the Sector**

	2011-2012						2012-2013						2013-2014					
	Full-time			Part-time			Full-time			Part-time			Full-time			Part-time		
	Student numbers		F (%)	Student numbers		F (%)	Student numbers		F (%)	Student numbers		F (%)	Student numbers		F (%)	Student numbers		F (%)
	F	M		F	M		F	M		F	M		F	M		F	M	
Department for Health, Bath	11	7	61%	46	28	62%	13	11	54%	46	40	53%	13	15	46%	50	39	56%
Health and Community studies, National	581	269	68%	340	181	65%	655	288	69%	355	229	61%	567	266	68%	298	177	63%
Sports Science and Leisure studies, National	168	245	41%	83	116	42%	195	253	44%	92	135	41%	185	275	40%	89	129	41%

Figure 22: **Number of men and women on postgraduate research degrees**

	2011-2012	2012-2013	2013-2014
% Female at Bath	62	54	54
Total Students at Bath	92	110	117
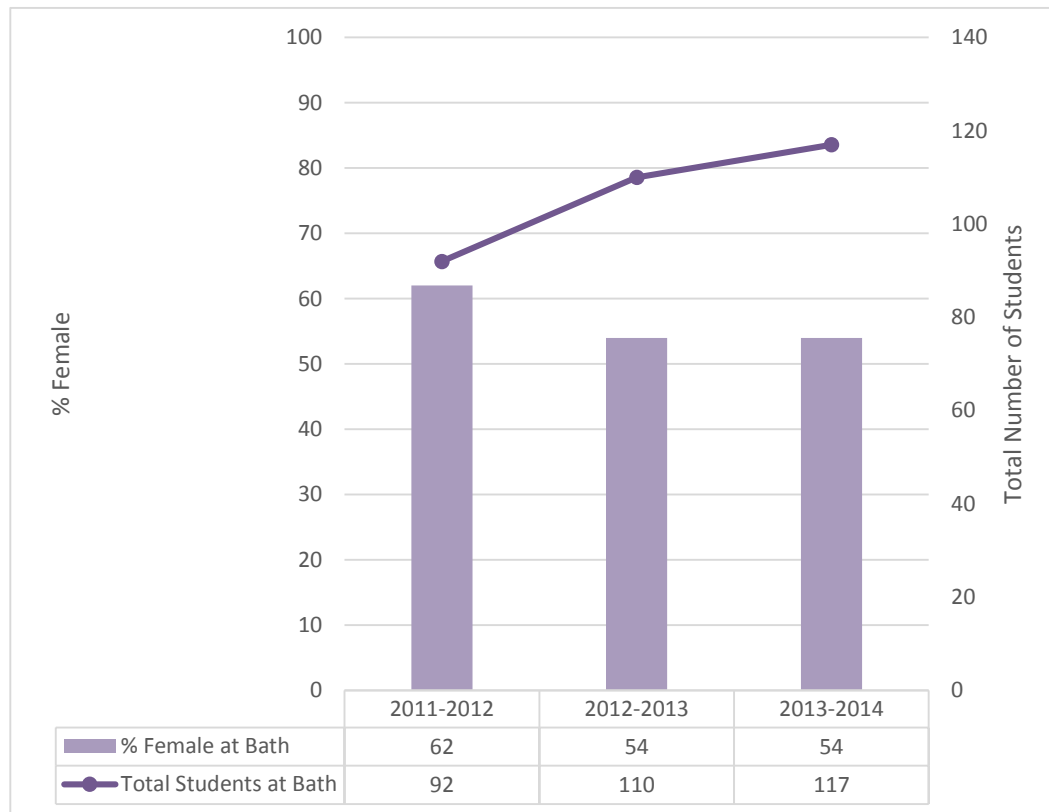
Figure 23: **Number of men and women on postgraduate research degrees, measured against the university sector**

	2011-2012	2012-2013	2013-2014
■ % Female at Bath	62	54	54
■ % Female Health and Community, National	67	66	66
■ % Female Sports Science and Lesiure, National	41	43	40

Figure 24: **Number of men and women on postgraduate research degrees, by full- and part-time student**

	2011-2012	2012-2013	2014-2015
% Female Full-time	61	54	46
% Female Part-time	62	53	56
Total Number Full-time Students	18	24	28
Total Number Part-time Students	74	86	89
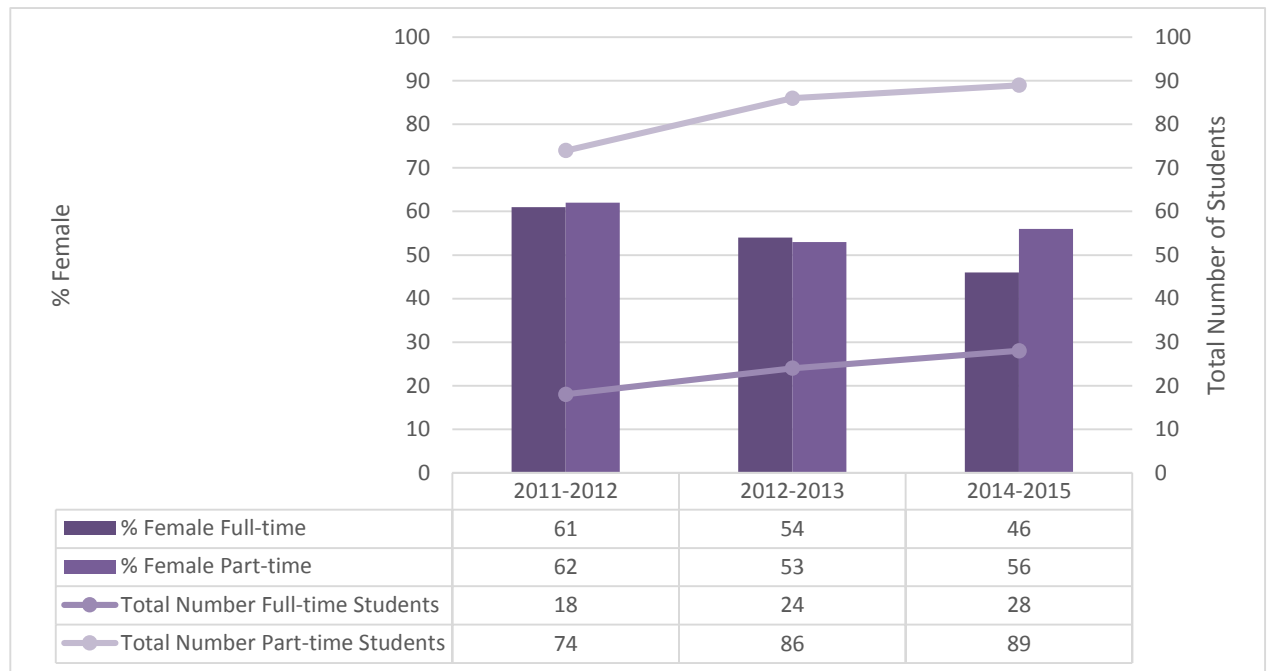
There is also a higher % of female than male students enrolled on full time and part time PGR courses in the Department. While these data indicate that the Department is highly effective at encouraging both males and females to undertake PGR study, through consultation with students we have identified several areas to improve upon (greater involvement in Departmental activities, addressing sexism when it arises and mentoring) that will be addressed in future strategies to ensure continued success **(Action 7.1; 7.4; 7.5; 7.7; 7.8; 7.9).**

Figure 25: **Numbers of female and male postgraduate research applications, offers and acceptances in the Department for Health at the University of Bath, as a proportion of entire cohort**

	2011-2012	2012-2013	2013-2014
% Female Applications	40	51	35
% Female Offers	42	43	37
% Female Acceptances	48	43	39
Total Number of PGR Students	92	110	117
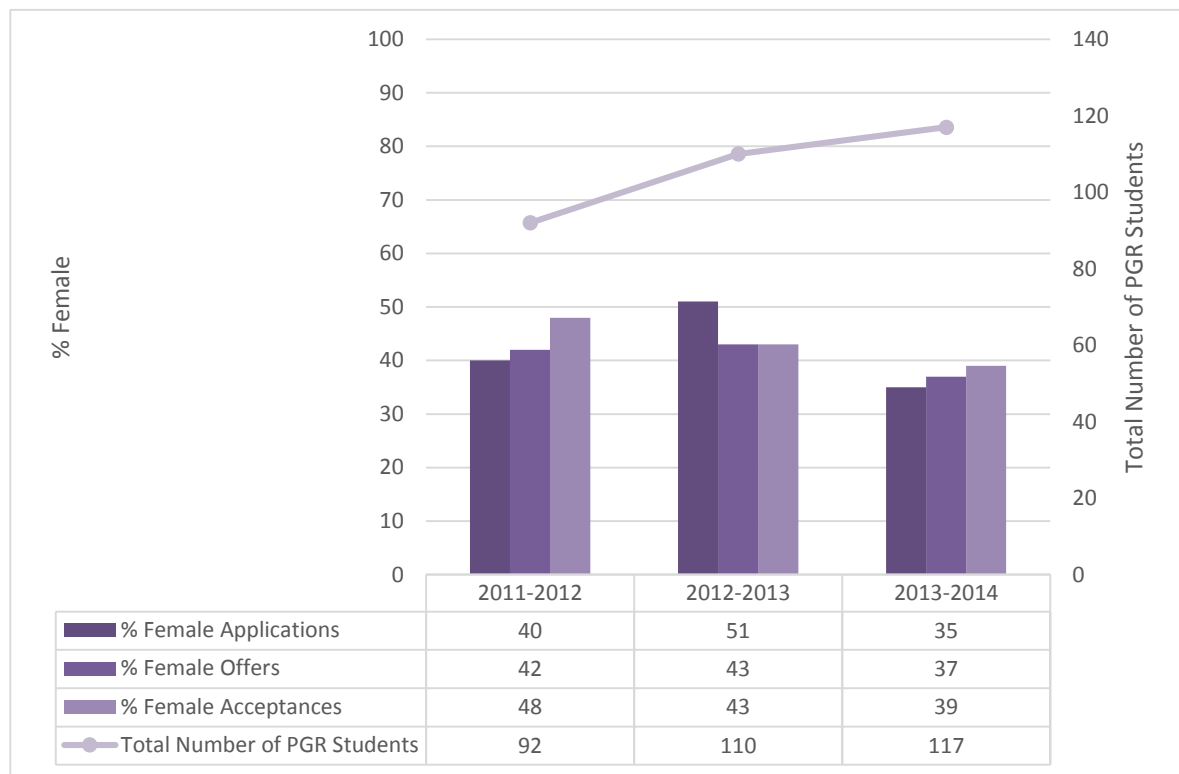
While these rates have fluctuated over time in 2011/12 and 2013/14 the application to acceptance ratio was more favourable for women students. The number of women making applications to postgraduate research degrees is slightly lower than male applications. We will continue to actively target female students (via funded projects, SWDTC promotion, Find a PhD) to support the pipeline from undergraduate study and support role models **(Actions 6.3 & 7.6; 7.11; 7.12; 7.13).**

Figure 26: **Degree classifications for postgraduate research female and male students as a percentage of overall degrees awarded**

	2011/12	2012/13	2013/14
% Female	85	55	60
Total Number of Students	13	25	31
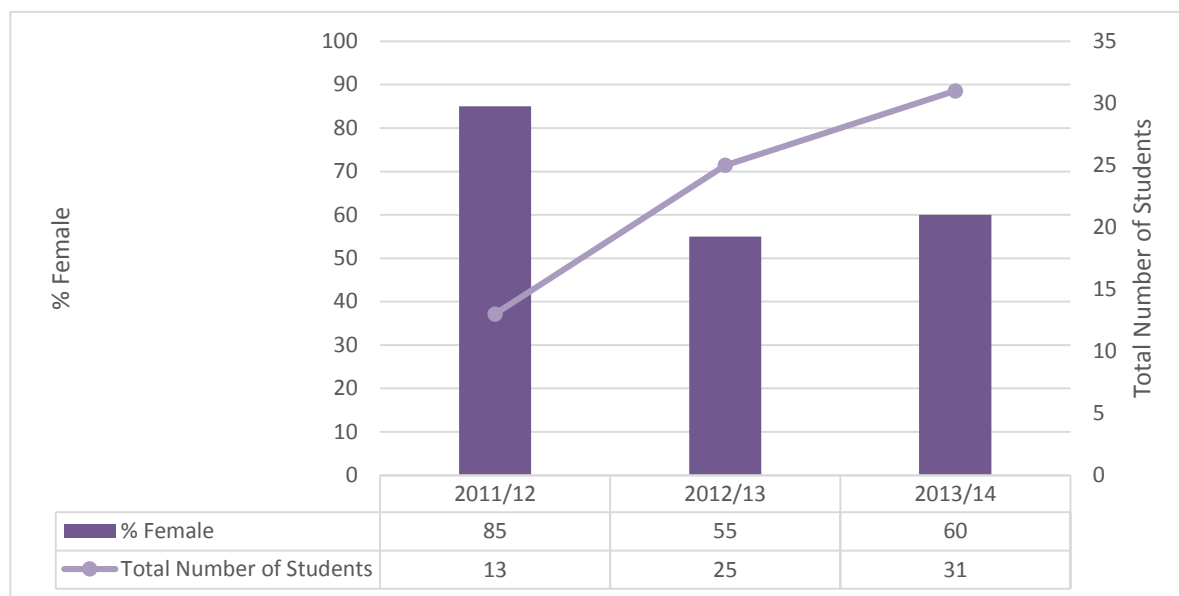
Women's completion rates in our PGR programme are good and compare very well to the sector. The proportion of men completing doctorates has increased over the period as our numbers have grown. To ensure that we continue to successfully engage female doctoral students we have consulted with PGR students. Whilst the feedback indicated a positive, inclusive and supportive culture in Health, there were several areas identified in relation to cultural change **(Action 7.3; 7.4; 7.5; 7.7; 7.8; 7.9).**

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

The Department has not collected data on this transition and we do not have traditional MSc programmes that would facilitate this process. We largely receive applications from students who have completed undergraduate studies elsewhere. All students accepted onto the Masters or Postgraduate programmes will have a 2:1 or 1st Class honours degree. We know anecdotally that our students go on to further study at other institutions globally. We are looking at options to facilitate an internal PhD pipeline through MRes options (**Action 7.11; 7.12)**.

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.

In this section we combined data for the two groups of staff from the previous Health and Education departments for the three years 1st August 2011 – 31st July 2014. The data presented is a head count of staff.[6]

Table 11: **Female: male ratio of academic, teaching and research staff by grade**

	2011/12		2012/13		2013/14	
	Staff numbers **F : M**	**F (%)**	**Staff numbers** **F : M**	**F (%)**	**Staff numbers** **F : M**	**F (%)**
Research	18 : 10	64	18 : 9	67	18 : 10	64
Teaching	0 : 10	0	1 : 10	9	2 : 8	20
Lecturer	2 : 2	50	4 : 5	44	5 : 6	45
Senior Lecturer	4 : 9	31	4 : 8	33	4 : 8	33
Reader	1 : 3	25	0 : 5	0	0 : 4	0
Professor	0 : 4	0	1 : 3	25	2 : 2	50
Other (eg. KTP)	1 : 0	100	1 : 0	100	0 : 1	100
Total academic, research and teaching staff	**26 : 38**	**41**	**29 : 40**	**42**	**31 : 39**	**44**

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[6] Time period for all data is 1st August-31st July for each year. Data presented is a snapshot of the numbers on the 31st July.

As Table 11 shows, there is a relatively even split between male and female staff in the Department for Health: as of 31st July 2014, 56% are male and 44% female.

Figure 27: **Total numbers of academic, teaching and research staff**

Total numbers of academic, teaching and research staff

	2011/12	2012/13	2013/14
% Female Lecturers	50	44	45
% Female Senior Lecturer	31	33	33
% Female Reader	25	0	0
% Female Professor	0	25	50
Total Academic, Research and Teaching Staff	64	69	70
Number of Research only Staff	28	27	28
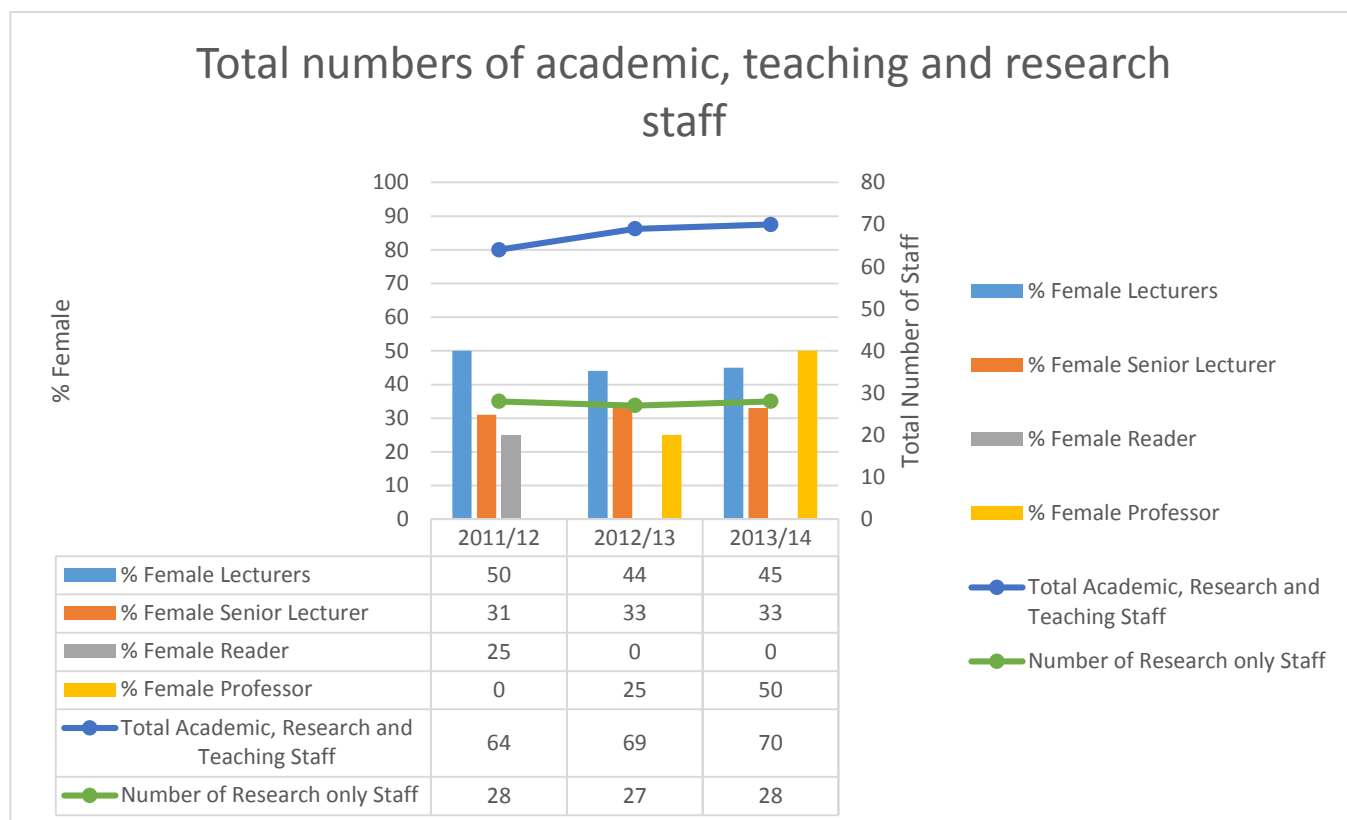
For academic staff, over the time period, the proportion of men and women in lecturer roles was broadly even. For example, in 2013/14, 5 of the 11 lecturers were female. In contrast, a high proportion, of senior lecturers (67-9%) and readers (75-100%) were male across the same time period. The gender ratio of professors shifted from zero to 50% in the same time period, although numbers were small (2/4).

If we consider the career pipeline, it is clear that women are under-represented at senior lecturer/reader grades and at professor level (with two recent male promotions from reader to professor at the end of 2014). Several changes have been identified **(Action 3.1; 3.2; 3.4)**.

We have identified gender differences related to role type with academic roles (continuing contracts) more likely to be held by men and research roles (often fixed contracts) more likely to be held by women. There is a positive culture that

supports women's careers in research roles (female staff make up 64-67%) which is a reversal of traditionally higher female representation in teaching (a minority of our teaching-only staff are female 0-20%). However, the contractual employment of research staff (see below) raises issues about the need to support career development and training.

(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.

As Figure 28 shows, in the years 2011/12 and 2012/13, approximately 3/4 of open-ended contracts were held by males. In the same time period, 2/3 of fixed-term contracts were held by female staff. In 2013/14, the overall pattern was the same. However, the Department experienced a shift in the gender ratio of contract types. In this year, the proportion of open ended contracts held by males fell to 2/3. In the same year, the proportion of fixed term contracts held by females fell to 3/5.

Figure 28: **Gender ratio of contract types**

	2011/12	2012/13	2013/14
% Female Fixed-Term	67	67	60
% Female Open-Ended	22	26	36
Total Contracts	64	69	70
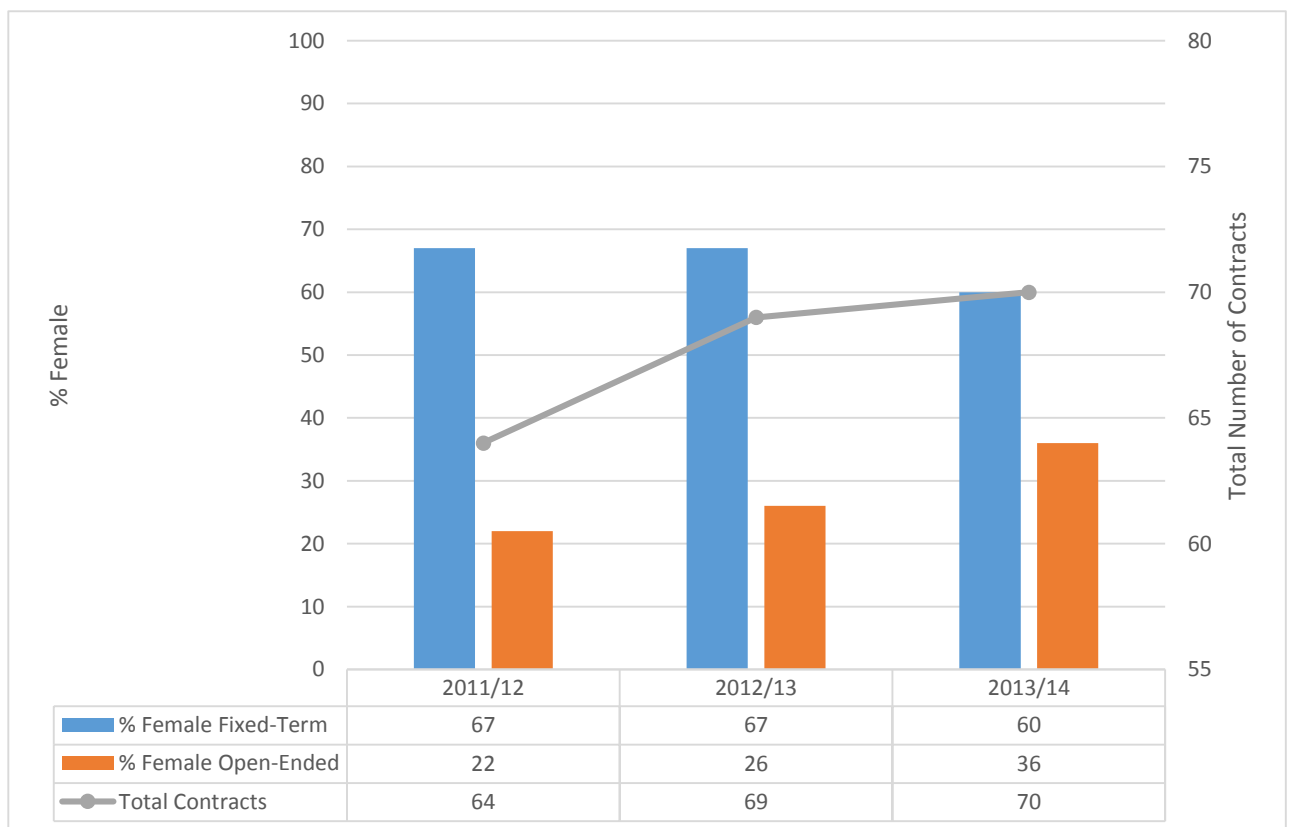
Between 2011 and 2014, the majority of staff on fixed-term contracts (89%) were employed in research only roles (tied to grant income). As the majority of these are female (64%), it is recognised that women may be particularly impacted by the uncertainty of working on fixed-term contracts. We will improve career progression support for research staff through SDPRs to address individual goals alongside research project objectives **(Action 4.1; 4.3).**

The University has not retained complete records of zero-hours contracts in the department. We have partial data for 2013/14 but this is insufficient to comment on. Future monitoring and analysis will be undertaken **(Action 4.1).**

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.

As Table 12 shows, turnover for research staff (n=26), who tend (but are not always) to be on fixed-term contracts, has been much higher than teaching-only and academic staff (n=5) with the latter comprising of three professorship roles (with two retiring) and two in teaching only roles. Stratified by academic year, consistently more females left compared to males. The reasons for leaving (beyond grants ending) are not known or consistently recorded currently – we will collect this information in future to analyse key issues **(Action 4.1).**

Table 12: **Academic Staff Turnover, by job type and gender for 2011-2013**

	2011/12		2012/13		2013/14	
	Staff leavers **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**
Research	4 : 3	57	9 : 2	82	6 : 2	75
Teaching	1 : 0	100	0 : 1	0	1 : 2	33
Lecturer	0 : 0	0	0 : 0	0	0 : 0	0
Senior Lecturer	0 : 0	0	0 : 0	0	0 : 0	0
Reader	0 : 0	0	0 : 0	0	0 : 0	0
Professor	0 : 2	0	0 : 0	0	0 : 1	0
Other (eg. KTP)	1 : 0	100	0 : 0	0	1 : 0	100
Total academic, research and teaching staff	**6 : 5**	**55**	**9 : 3**	**75**	**8 : 5**	**62**

Table 13: **Academic Staff Turnover, by contract and gender for 2011-2013**

	2011/12		2012/13		2013/14	
	Staff leavers **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**
Fixed-Term	2 : 2	50	4 : 2	67	8 : 2	80
Open-Ended	4 : 3	57	5 : 1	83	0 : 3	0
Total (all contracts)	**6 : 5**	**55**	**9 : 3**	**75**	**8 : 5**	**62**

Table 14: **Academic Staff Turnover, by Full-time and Part-time status and gender for 2011-13**

	2011/12		2012/13		2013/14	
	Staff leavers **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**	**Staff leavers** **F : M**	**F (%)**
Full-time	4:4	50	7:3	70	6:3	67
Part-time	2:1	67	2:0	100	2:2	50
Total (all contracts)	**6:5**	**55**	**9:3**	**75**	**8:5**	**62**

Figure 29: **Academic turnover over by gender**

Academic Staff Turnover by Gender

	2011/12	2012/13	2013/14
% Female	55	75	62
Total No. of Leavers	11	12	13
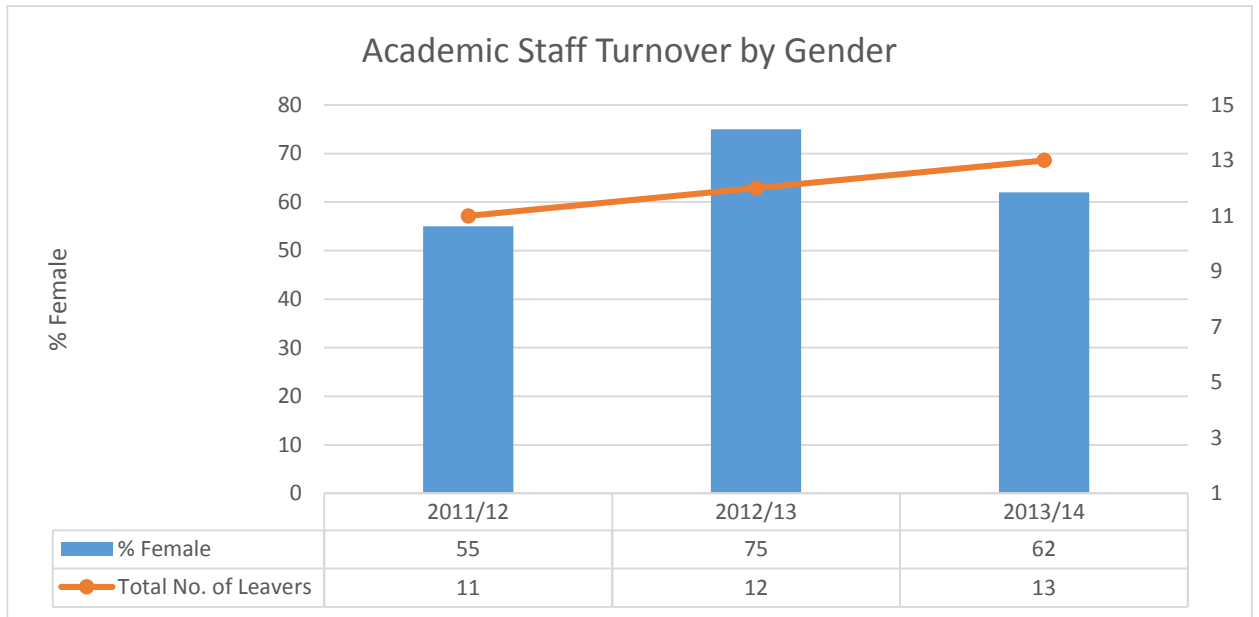
Figure 30: **Academic Turnover by Full-time and Part-time status**

Academic Leavers by Full-time and Part-time

	2011/12	2012/13	2013/14
% Full-time Leavers Female	50	70	67
% Female Part-time Leavers	67	100	50
Total Number of Leavers	11	12	13
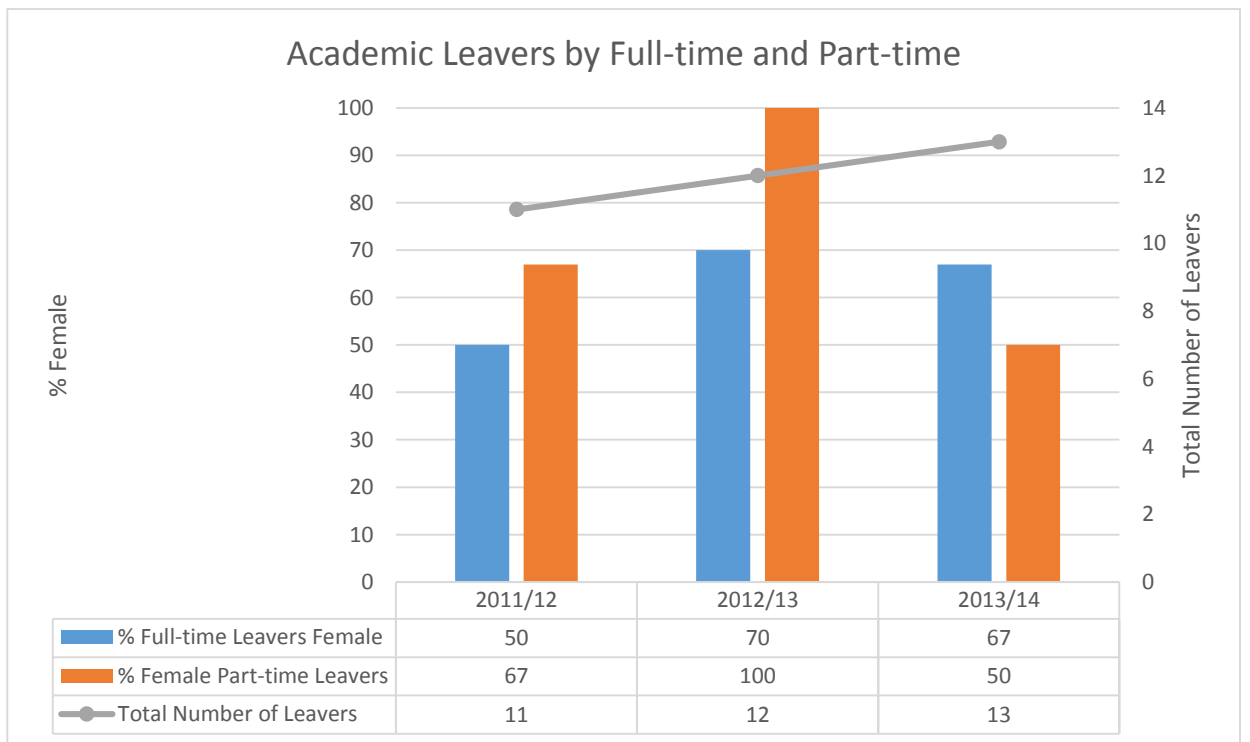
Word Count: 1880

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 15: **Staff recruitment figures, broken down by applications, shortlisting, appointments and overall success rate.**

		Applications			Shortlisted			Appointments			Success rate		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	Total
2011/12	**Total**	200	83	71%	29	13	69%	10	3	77%	5%	4%	5%
	Research	169	51	77%	21	6	78%	7	1	88%	4%	2%	4%
	Teaching	3	1	75%	1	0	100%	1	0	100%	33%	0%	25%
	Lecturer	15	16	48%	3	5	38%	1	1	50%	7%	6%	6%
	Senior Lecturer	0	0	-	0	0	-	0	0	-	-	-	-
	Reader	0	0	-	0	0	-	0	0	-	-	-	-
	Professor	0	14	0%	0	2	0%	0	1	0%	-	7%	7%
	Other	13	1	93%	4	0	100%	1	0	100%	8%	0%	7%
2012/13	**Total**	227	113	67%	32	19	63%	12	4	75%	5%	4%	5%
	Research	217	80	73%	32	11	74%	12	2	86%	6%	3%	5%
	Teaching	2	13	13%	0	4	0%	0	1	0%	0%	8%	7%
	Lecturer	8	20	29%	0	4	0%	0	1	0%	0%	5%	4%
	Senior Lecturer	0	0	-	0	0	-	0	0	-	-	-	-
	Reader	0	0	-	0	0	-	0	0	-	-	-	-
	Professor	0	0	-	0	0	-	0	0	-	-	-	-
	Other	0	0	-	0	0	-	0	0	-	-	-	-
2013/14	**Total**	179	197	48%	34	29	54%	10	10	50%	6%	5%	5%
	Research	126	59	68%	25	10	71%	7	3	70%	6%	5%	5%
	Teaching	10	15	40%	4	5	44%	2	2	50%	20%	13%	16%
	Lecturer	43	123	26%	5	14	26%	1	5	17%	2%	4%	4%
	Senior Lecturer	0	0	-	0	0	-	0	0	-	-	-	-
	Reader	0	0	-	0	0	-	0	0	-	-	-	-
	Professor	5	9	35%	1	1	7%	1	0	50%	50%	50%	50%
	Other	0	0	-	0	0	-	0	0	-	-	-	-

There has generally been a good representation of women who have applied and have been shortlisted for posts in Health. One exception was a professorial post in 2011/12 when there were no female applicants. Subsequent targeted recruitment at this level resulted in a female appointment in 2013/14. The recruitment outcomes reflect an even gender balance with a slight increase for women in 2013/14 with many of these appointments in research.

Figure 31: **Academic Staff Recruitment, broken down by Gender**

	2011/12	2012/13	2013/14
% Female Applications	71	67	48
% Female Shortlisted	69	63	54
% Female Appointments	77	75	50
Total Number Appointments	13	16	20
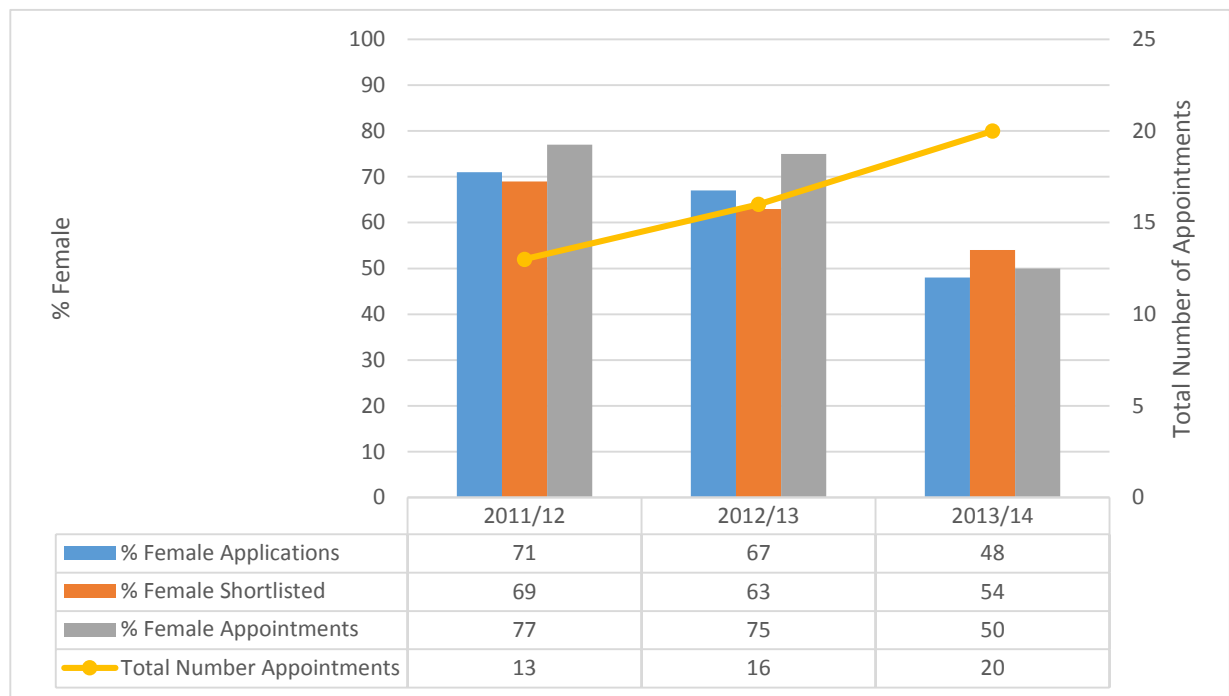
The Department ensures that women are represented on short listing and interview panels. All staff involved in recruitment have been required to attend Human Resource training related to equality and diversity to address the issue of unconscious bias. In some discipline areas there are no female academics (for example, exercise physiology) and strategies to increase representation are being identified (for example, supporting the career development of women postdoctoral researchers as a pipeline). We will continue to be proactive with female recruitment and link this to our focus on improving female representation in senior posts alongside promotion (**Action 3.1; 3.2; 3.4).**

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.

A University-wide induction programme is available to all new staff and at the Departmental level, local induction takes place within the first week of work. With increased recruitment a new induction pack was developed for staff, including new information on research, was developed in 2014. Staff are made aware of the availability of campus based childcare (Westwood Nursery), the salary sacrifice scheme for childcare costs and signposting to Human Resources on flexible working, equity and related matters. In light of survey feedback, the details of how this works at a departmental level could perhaps be made clearer to all staff. Athena SWAN information will become part of the induction process and existing staff will also be informed **(Action 2).**

New lecturers are supported through a three year probation period, with teaching fellows assigned a one year probation. The Department has a 'mentoring coordinator' who supports the establishment of mentoring relationships for all staff. Individuals can request a mentor from within or outside Health to support career development. All staff have annual performance reviews (STPR) and probationary lecturers are mentored to set objectives, identify development needs and develop strategies. Feedback on performance is provided through regular mentor reports, peer reviews and reports from line managers as well as the Dean at the end of probation.

All probationary lecturers are assigned a lower teaching load in the workload model and use this time to engage in The Bath Course in Enhancing Academic Practice. This covers: Teaching and supporting learning; Academic practice at Bath; Curriculum design and development; and Research management. The university offers numerous opportunities for professional development that span all job roles, from academic, management, administration and technical.

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.

Table 16: **Application rates for promotion, by gender**

	Applications for promotion
2011/12	2 Women promoted to Senior Lecturer 1 Man promoted to Senior Lecturer 1 Man unsuccessful promotion to Professor
2012/13	1 Woman promoted to Professor 2 Men promoted to Reader
2013/14	1 Man unsuccessful promotion to Senior Lecturer 2 Men promoted to Professor (commencing in the 2014/15 academic year)

The promotion criteria at the University are explicitly set-out within a 'job families' document. External and independent feedback is provided for all promotion applications and 'action plans' are developed with unsuccessful applicants. There were two females and three males promoted to senior lecturer; two males promoted to reader; one female and two males promoted to professor. The two males promoted to reader (over ten years in the Department) were subsequently promoted to professor at the end of 2013/14. These three senior promotions were academics from dual-career families with children. While there have been women promoted to senior lecturer positions there has been an imbalance in the proportion of women promoted to reader or professor compared with men. The under-representation of women at the professor, reader and senior lecturer level has already been identified as an area for change **(Action 3).**

The Department will continue to actively support promotion from within for all staff, especially in relation to the large cohort of lecturers. A more proactive approach to encouraging female staff to prepare for promotion will be adopted (candidates will be identified by their supervisors for further discussion, the HoD will maintain a list of potential applicants and briefings will be held for all interested staff). Survey feedback also highlighted some confusion around promotion, concerns about work-life balance pressures, part-time status and career progression which points to the need for clearer communication.

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.

Research by Department academics was returned in three different REF panels. As the largest component of the Department for Health, the area of Sport, Exercise Science, Leisure and Tourism was ranked 5th out of 51 submissions in Unit of Assessment 26 of the recent Research Excellence Framework (REF2014), with 90% of the return ranked 3-4*. A high proportion of women and men were eligible to be submitted in the REF exercise in 2014. The gender ratio of the submission included one third women and two thirds men. Data was not available for staff that were previously located in Education but included in the C26 sport related panel submission. No data was available on the gender ratios in the RAE submission and given the changes that have occurred in the Department it would not provide a useful benchmark.

Table 17: **REF eligibility against submissions, broken down by gender**

Submitted to REF	**Yes**	**No**	**Total eligible**
Female	8	1	9
Male	16	2	18
Grand Total	**24**	**3**	**27**

We have undertaken further analysis of our research income data to identify gender issues in relation to grant capture as this is significantly related to career development, promotion and REF. Table 18 indicates an increase in the number and proportion of women applying for grants (from 19% in 2011/12 to 27% in 2013/14). More impressive are the success rates by value and number with a gender ratio in 2013/14 of 8 awards won by women and 10 by men. In that year women had a success rate of 67% and we aim to continue to build upon this achievement through knowledge sharing, mentoring and having visible role models to co-convene the newly established research groups **(Actions 1.6, 3.3; 3.5 & 4.2; 4.4).** We will undertake further gender analysis of research outputs and processes to inform our preparation for REF2020.

Table 18: **Research Grant Applications**

		2011/12	2012/13	2013/14
Number of Applications	Male	26	31	41
	Female	6	18	15
Value of Applications	Male	£ 7,822,681	£ 8,278,920	£ 6,019,474
	Female	£ 302,425	£ 2,716,542	£ 1,519,794
Success Rate by number	Male	38%	42%	34%
	Female	33%	59%	67%
Success Rate by value	Male	15%	11%	17%
	Female	43%	78%	43%
Number of Awards	Male	14	15	10
	Female	6	6	8
Value of Awards	Male	£ 1,678,074	£ 1,295,215	£ 423,060
	Female	£ 590,459	£ 391,802	£ 638,742

5.2. 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?

The Department supports and encourages early career and new members of staff who are on probation to enrol in both obligatory and optional skills training courses as part of The Bath Course in Enhancing Academic Practice (teaching, research and career progression units). Completion rates for The Bath Course over the past three years include: 0 females and 3 males (2011-2012); 2 females and 3 males (2012-13); 2 females and 2 males (2013-14). Upon completion, staff are eligible for accreditation as an Associate Fellow or Fellow of the Higher Education Academy. Further training is available for staff through peer-review and the Department will cover the costs of relevant additional training identified as part of the SDPR process. Staff may also utilise their annual research funding account (£1500 per year for academics and £500 for teaching fellows) to engage in external training.

Data gathered from the Athena SWAN Health survey captured awareness about and appropriateness of support/training for all careers stages. The survey responses illustrate that 79% (n.50) of staff stated that they were aware of support offered for their career progression, with no significant discrepancy between the male and female staff. Many (56% n. 35) staff have found the university wide and departmental support to be adequate/beneficial to their needs at key transition points. However, 24% (n.15) disagreed with this sentiment and a further 21% (n. 13) did not know if the support structures are/will be adequate to their needs. Further formal and informal promotion of support for career progression and a coordinated mentoring system are priority areas **(Actions 2.6, 3.1; 3.2; 3.3; 3.4, 4.1; 4.2 & 5.1).**

When asked which support/training services they found to be particularly useful, the most commonly referred to resource was The Bath Course. Other support systems identified were the Research Development Service, the Careers Advisory Service, as well as events run by the Learning and Teaching Enhancement Office. It is also clear that staff find the formal and informal support of colleagues is valuable to their career progression. Staff believe the training services in particular are 'early career' facing, with scope to further develop 'leadership' skills and 'role specific' (e.g. Director of Studies, Admissions

Tutor) training commensurate with more senior posts. In future there is scope here to address these key issues internally and offer greater role and leadership specific training **(Action 3.3; 3.4).**

(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.

All staff engage in the annual SDPR process with their line manager where they receive feedback on expectations and career development. In 2014 it became mandatory to log documentation of this process online. With the diversity of research groups and new staff joining Health, the need for consistent practice was identified **(Actions 3.2 & 4.3).** All supervisors are also required to undertake training on 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.

The Department supports early career and postdoctoral staff to enrol in The Bath Course, optional skills training and engage with our mentoring system. The department actively identifies and supports women who are early career academics to build leadership skills and facilitates time for such activities within the workload model. At least four female staff have had their applications supported by the Head of Department for (limited places on) leadership programmes within the university. Recently, one female early career lecturer (Rachel Arnold) was awarded a place on the Aurora Leadership Program with time and funding support **(Action 1.6, 2.6 & 3.4).**

Career progression is primarily addressed through the SDPR process for all staff. Recently the Health Executive established a process to identify staff who are considering for promotion so that line managers can begin conversations with female staff. Information is regularly circulated about the Women's Academic Network and Athena SWAN activities to support confidence, networking and learning from the successful careers strategies of senior women. Mentoring has been actively promoted and we will monitor the effectiveness and take up by women who desire to progress their careers **(Action 3.3).** Through the establishment of a new integrated research seminar series we will ensure the visibility of female role models and invite speakers to share their career successes **(Action 2.7; 2.8).**

(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).

Postgraduate students are encouraged to engage in departmental activities (seminars, events) as well as being given opportunities to gain teaching experience. Health also financially supports female students to attend externally run skill development and networking events e.g. three female PhD students attended an Athena SWAN event at Leeds Beckett University. All research students are encouraged to access a wide range of University Wide 'PGSkills' training courses offered by the LTEO In addition, they are offered confidential 'Post PhD' careers advice, interview training and CV workshops to facilitate job acquisition on completion of the PhD. We will create greater awareness amongst students about Athena SWAN through our blog, informal activities and engagement with our Directors of Studies. We will also engage in benchmarking and informal knowledge sharing with our GW4 and SWDTC colleagues to identify career progression activities **(Action 2 & 7.2; 7.10).**

Pastoral support is provided by female and male staff, to all students through the Director of Studies (UG, PGT and PGR), personal tutors (UG), personal development advisors (PGT) and supervisors (PGR). Undergraduate students have access to the careers service and female alumni are regularly invited back to speak to students across all programmes about their career progression. We have identified an opportunity to enhance our 'outreach' activities to better connect with alumni, schools and our external partners to promote careers for women **(Action 2.7).** Directors of Studies and student representatives actively promote opportunities -

- o SPRINT (new career development programme for women students at all levels)
- o PG Skills (workshops on aspects of career management, including preparation for academic careers)
- o Student Support Services & Writing Centre (financial, wellbeing and academic)
- o The Graduate Centre and Careers Service
- o Student Union Post-Grad Association (including PAL and Peer Support Team)
- o Alumni networks and events
- o Student Union activities (women, international, sports, faith, cultural and LGBTI groups)

o   Equality and Diversity information

(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.

RIS provide extensive support to all staff applying for and managing research grants. They offer one-to-one surgeries, department oriented workshops, newsletter updates and invitations to extend seminars held by funding bodies. The Bath Course unit entitled "Research Management" provides information on developing proposals, dissemination, impact of research and key support staff who can assist with funding bids. Within Health, the Director of Research circulates relevant information. Our Research Manager (BR & D) and newly appointed Research Coordinator are available to provide advice on research grants, methods and professional networks. Small grants are available from BR & D on a competitive basis to support the grant writing. We have identified the importance of supporting more women to apply for research grants and strategies will be identified to target women and male champions/mentors **(Action 3.3 ; 3.7 & 4.2).**

5.3. 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.

Leading up to maternity/adoption leave, the Department encourages professional and academic staff to plan their leave, handover key roles and to use their annual leave (only one week can be rolled over). We have many staff with young children and is standard practice to bid farewell, and to welcome back, staff who take maternity/adoption leave. All staff taking such leave are encouraged to discuss with their line manager any concerns and identify a transition plan for their return to work.

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

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

Contract teaching appointments are normally made to replace academic/teaching staff who are taking maternity/adoption leave. Cover for professional staff is also made available. For research staff on contracts the situation is more complex and related to grant conditions in terms of cover or suspension of work while the person is on leave. The practice of providing cover ensures that workloads are managed without undue stress on the person taking leave or those who remain. The Department is very pro-active in encouraging staff to use their 'keeping in touch days' and inviting staff to attend non-essential meetings to keep up to date with research and teaching developments (such as away days).

(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.

Upon returning from leave staff engage in discussion with their line manager about their workload, preferences regarding roles and support needs in light of career goals. Staff also made aware through updates about Human Resource policies and line managers that they have the opportunity to apply for flexible working conditions after 6 months of employment at Bath. Alongside the standard research support (£1500), funding can be made available on a needs basis in relation to the individual's STDPR process.

(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.

Table 19 indicates that the department generally has a good rate of return from maternity leave for academic and research staff with 4 out of 6 returning from maternity leave. In 2013/14 there was one resignation and one completion of a contract. We have no data indicating that maternity leave was taken by professional staff.

Table 19: **Maternity Leave Uptake from 2011-2014**

MATERNITY LEAVE	Uptake	Returners	Return rate
2011/12	3	3	100%
2012/13	2	0	0%
2013/14	1	1	100%

(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.

In the last three years there have been three requests (two from research officers and one from a senior lecturer) for paternity leave. In the past a greater number of academic staff have taken paternity leave on an informal basis and the Department now encourages all academic staff to request paternity leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The two applications made from one female senior lecturer and one research fellow were successful. Over the time period there were 2-3 professional staff in part-time roles each year (one was male). On an informal basis, the department is supportive of academic and research staff working flexibly. 8 survey respondents agreed that there was a 'reasonable expectation of working hours'. One person commented on the survey Q that *'the department is flexible and allows variation from our core hours to accommodate outside needs'.* Working from home and variable hours to suit experiments, grant deadlines, school pick-ups and other responsibilities are common place. The department encourages academic staff to use the university's teaching exemption policy where appropriate. This policy allows staff with caring responsibilities to request

exemption from teaching at specific times of the week. No requests for teaching exemption in the past three years have been denied.

(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.

No staff in the department have transitioned from part- to full-time in the last three years.

Picture 3: Undergraduate Health students graduate in 2012.

Picture 4: Polly and Damon Newrick, MSc Sports Physiotherapist, attach reflector nodes to journalist, Hayley Birch, from the Wellcome Trust magazine
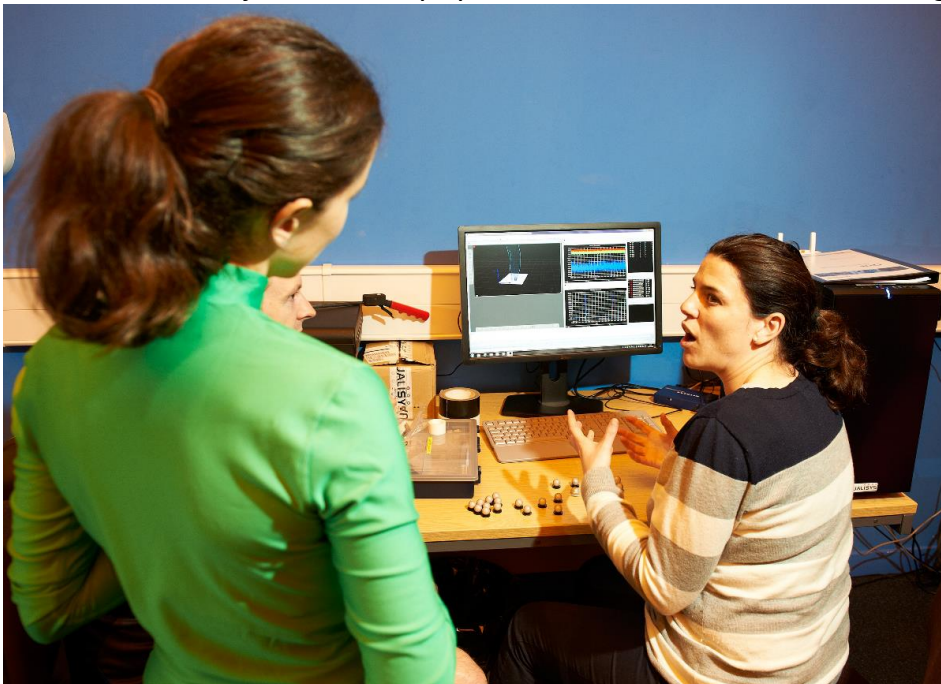
Photo Credit: Nic Delves-Broughton, IDPS, University of Bath

5.4. 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.

Through a joint statement made by HoD James Bilzon and Simone Fullagar on behalf of DSAT we have established an Athena SWAN webpage for the Department that clearly articulates the principles of equality and the value of being inclusive of diversity (gender, race, sexuality, disability, age, religion). We recognise the need to increase understanding of steps we can take to promote gender equality and create momentum that also includes men as agents of change **(Action 1.2).**

Staff

The qualitative and quantitative staff survey data illustrate that on the whole the department is an inclusive, flexible and supportive environment in which to work, as is reflected by the fact that 84% (n.53) of staff deem the Department to have a positive and inclusive culture. Staff and students were deemed to be treated equally on merit irrespective of their gender (with 86% n.54 agreeing with this statement). Overall, staff feel that there is an open and supportive atmosphere in meetings and forums.

However, of those staff who disagreed with this statement 19% (n.10), 80% (n.8) were female. In addition, 83% (n.5) of those who disagreed with the statement "when an opinion is given, this is understood and acted on accordingly" were female. This gendered response was also reflected in both faculty level and the broader Athena SWAN culture survey across the university in 2014. We will continue to consult with female staff about issues preventing their contribution along with career progression, methods of communication, and culture **(Action 2.2).** Encouraging staff to interact informally and take lunch breaks away from their desks can in a small way help to change cultural norms **(Action 2.1).**

Students

Undergraduate student survey responses indicate that they feel part of a positive and inclusive learning environment. 91% (n.51) agree or strongly agree with the sentiment that they are treated fairly based on merit and irrespective of gender. It was agreed (93 n. 42) that formal learning events (lectures,

seminars labs etc.) are held at times when everybody has the opportunity to attend. During these settings students feel they can easily convey their opinions with 89% (n.40) agreeing or strongly agreeing to this sentiment. Student and staff opinions are generally expressed in an appropriate manner with 80% (n.45) agreeing or strongly agreeing with the statement: "in my place of study, unsupportive language and behaviour are considered unacceptable".

The breadth of social and sporting clubs and activities on offer to the students are also seen to be inclusive with 91% of students seeing them as welcoming to both male and female participants (n.51). The positive culture of inclusion in the department is also reflected in the national ranking of the sport programmes (1st in The Guardian 2014) and University of Bath student experience survey (1st in 2013 and 2014). Postgraduate student responses are covered in section 4. We will actively seek to engage undergraduate and postgraduate students to create further awareness and action to support Athena SWAN principles **(Action 1.2, 6.5 & 7.7).**

(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 polices.

HR policies are clearly outlined on the university website and provide the first point of reference for dealing with difficult issues. All academic managers and supervisors are required to complete centralised training on diversity in the workplace, unconscious bias and conducting performance appraisals. When a challenging issue arises the advice of the Faculty Human Resource Manager is sought by individuals and open lines of communication are maintained with the Department Executive Committee. For example, early in 2015 the HR Manager was invited to brief the DEC on changes to recruitment, the status of flexible work and parental leave for research staff on contracts. Initial confusion about parental leave in the context of funded projects was resolved and a staff member was able to take up leave entitlements.

(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.

As Figure 32 indicates there are a number of key committees within Health and each has particular terms of reference that govern its membership. Overall, DEC, DLTQC, REACH and DRC have a slightly higher representation of male staff. In contrast the Health and Safety Committee has a higher proportion of female representation (5:3). In 2015 the term of reference for each committee was revised to include a statement about ensuring fair gender representation where possible. One of the actions we will pursue is minimising the overload on senior women who are members of multiple committees. We have, and will continue to actively support more women to apply for senior roles and internal promotion, while identifying role sharing and shadowing activities to involve early career staff **(Action 3.3).**

*Figure 32***: Male/Female representation across Faculty committees, 2012-2014[7]**
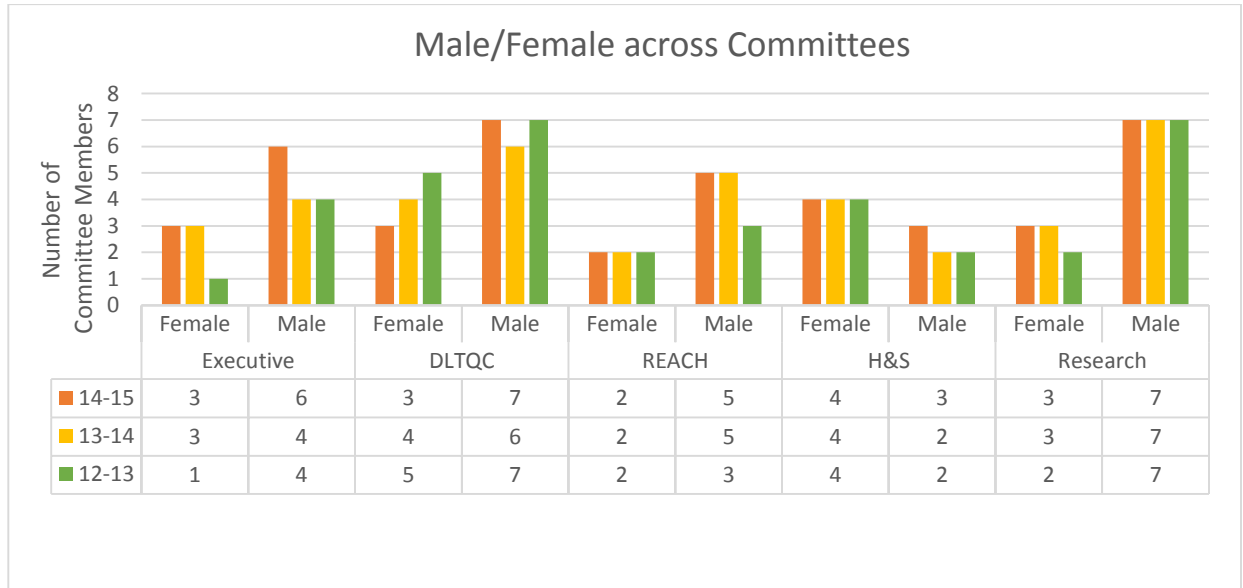
Membership of DEC, DRC and DLTQC is determined by the inclusion of specific job roles (research group representatives, Director of Research or Teaching etc.).

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[7] We present available figures for dates that exceed the monitoring period as earlier data was unreliable due to staff changes

Consequently the lower representation of women in senior roles within the department also influences the gender balance of these committees under the current terms of reference. Hence, the terms of reference will be revisited to ensure a diverse range of staff are included **(Action 2.3).** The REACH committee membership is more flexible as it is based upon staff expertise and committee regulations, and as such offers greater potential to include more women and early career academics. The Health and Safety Committee is overseen by the HoD, and includes the Research Manager (Female) and a postgraduate representative. Other members on this committee are appointed due to expertise, restricting the ability to redress any gender imbalance (over represented by females) without making staff changes. The Health and Safety Committee has seen the gender balance shift since the 2011/2012 year from female to male, however it remains the most balanced.

In the survey most staff, 81% (n. 51) agreed or strongly agreed with the statement that "men and women are given equal opportunities to become involved in internal activities (committees, working groups, presenting seminars)". However, whilst staff members do not feel that there is gender bias in the committee selection process, it is evident that there is a lack of understanding regarding the workings of the selection process itself. 40% (n.25) of staff disagreed with the statement that "it is clear to me how you get on to important committees". We will improve the transparency of the criteria and the appointment process for committee membership **(Action 2.3).** This is one strategy to enable diverse voices in decision making, along with improving the representation of women in senior roles to reduce 'committee overload'.

(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?

All staff are encouraged to pursue opportunities on external committees to support the impact of research and profile of individuals/department. Mentors and managers play a key role in facilitating networking at events within and beyond Bath. Leadership training is also encouraged to build capacity for such roles. The following examples demonstrate how staff are represented on a range of "influential" committees.

Table 20: **Staff Representation on "influential" external committees**

Gender	Grade	Committee
Female	**Lecturer**	- Association of Applied Sport Psychology (AASP) Dissertation Award Committee - Graduate Programme Committee
Female	**Professor**	- Cancer Research UK/BUPA Foundation Cancer Prevention Initiative, International Advisory Group - The Tackling Illicit Tobacco for Better Health Partnership - The Royal College of Physicians' Tobacco Advisory Group
Female	**Professor**	- International Programme Committee, Interdisciplinary Conference on Gender Equity in Post-secondary Education, University of Waterloo (CA) and The Association of Commonwealth Universities (ACU)
Male	**Lecturer**	**-** Research Council of Norway
Male	**Professor**	- Research Strategy Board (Marie Curie Cancer Care) - Steering Group (Cochrane Collaboration)
Male	**Professor**	- Journal of Sports Sciences - Physiology Section Editor and member of the Editorial Board - PloS ONE - member of the Editorial Board - Academy of Finland - grant panel member
Male	**Senior Lecturer**	- English Institute of Sport Technical Advisory Committee -British Association of Sport and Exercise Sciences Appointments and Remuneration Committee.

Irrespective of career stage and responsibility, all academic staff have an allowance of £1500 per annum to cover expenses related to taking part in external activities and to foster the take up of such positions.

(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 applies the Faculty workload model with clear allocations for teaching, research and administration to create a fair and transparent system. All staff activities are recorded and made available to the Department. A number of processes contribute to workload allocation and gender is considered in the mix of how teaching hours, research responsibilities and senior roles are configured for individuals and the department as a whole. The performance appraisal (SDPR) provides staff with opportunities to discuss their work profile, teaching preferences, sabbatical plans and any work-life balance issues. On average lecturers would teach 3-4 courses across a year depending upon their size and level. Academic staff are allocated one day per week for research and encouraged to pursue funding to support additional time.

The survey responses revealed that the majority of staff felt that there was an appropriate expectation of working hours (65% n. 41), yet there was a significant portion of the staff body who disagreed with this sentiment (32% n. 20). This however, was not overtly influenced by gender, with a slightly higher percentage of male than female members of staff disagreeing or strongly disagreeing with the statement that "I feel there is a reasonable expectation of working hours" (60% n.12). The qualitative survey responses illustrate that high workload is not seen to be department or subject specific, but rather symptomatic of academia more broadly. Regular reviews of the workload model and promoting work-life balance are important considerations for the department going forward **(Action 2.6).**

(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, exam boards and committee meetings take place within the 9-5 working day. The majority of seminars within the department take place on Wednesday afternoons as this is a universal non-teaching period. Whilst start times may vary, such events finish by 5pm. Regular social gatherings (e.g. Breakfast Club, Friday drinks and Christmas party gatherings) take place. Christmas meals have typically taken place early to mid-afternoon to enable those with children/other responsibilities to leave after normal working hours. Social gatherings are deemed to be welcoming to both men and women, with 75% (n.47) stating that they agree or strongly agree that "any social activities are welcoming to both men and women". However, the survey data illustrates that of the 15% (n.10) of respondents who disagreed or strongly disagreed with this statement 80% (n.8) were women.

The active efforts made by organizers to schedule meetings and events at favourable times of the day are reflected in the staff survey results. When asked the extent to which they agreed with the following statement: "Generally our meetings, seminars and other events are held at times when everyone has the opportunity to attend" 84% (n.53) of staff either agreed or strongly agreed, with only 11% (n. 7) disagreeing or strongly disagreeing with this statement. However, outside of these organized events/meetings, it is clear that staff do not find it easy to socialize in the workplace as is reflected by the fact that 68% (n. 43) of staff do not feel that the department's buildings offer suitable spaces for social interaction. Qualitative statements also highlighted the lack of communal areas within the department where not all staff are co-located. This has implications for new staff in terms of fostering cohesion in a growing, multidisciplinary context.

A key action point will involve turning a currently unused space into a common area for all staff and postgraduate students. Through the organization of monthly "cake mornings", it is hoped that staff enjoy using the space for lunch and tea breaks. This should help to socialize new members of staff and foster wider interaction beyond research groups **(Action 2.1; 7.4).**

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.

When asked the extent to which they agreed with the statement "senior women as well as senior men are visible role models in my workplace", 80% of staff who took the survey either agreed or strongly agreed. However, of those who disagreed with this statement (18% n.11), 72% (n.8) were female which indicates that more could be done to improve the visible female role models. Publicity materials contain images of women and men on website pages and brochures.

Within the department there are several research seminar series. One caters to broader health science audience (the Departmental Seminar Series), and others focus more specifically on discipline areas (PCS seminars, health psychology group, physiology group). Whilst data regarding past presenters has not been systematically stored, we present available data regarding the gender make up of for the PCS Seminars and for the general seminar series. We will aim to increase the visibility of women through a new integrated seminar series with speakers selected in relation to a balance of research group interests and gender **(Action 3.5).**

Table 21: **PCS Seminar Speakers 2011/12-13/14**

Male	Female
6	8

Table 22: **Department for Health Seminar Speakers 2011/12-13/14**

Male	Female
17	3

With the identification of key thematic research groupings across the department in June 2015 there will be 6 co-convenors (mix of experienced and early career female and male staff) appointed to manage activities.

In addition, we will explore how male role models (students and staff) can become champions of change following initiatives that we have learned about through the University of Waterloo (UN HeforShe Campaign) and Australian examples (male

champions of change). Strategies will be identified by the new ASIC and Co-Chair as part of on-going awareness raising **(Action 1.3; 1.4).**

(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.*

There is increasing recognition of the value of public engagement and outreach activities. This is both directly related to enhancing research impact, and for the development of positive relationships between the university and local and national educational organizations. This awareness is reflected in a range of activities that staff undertake in Health -

- Public Engagement training and promotion to develop outreach skills
- Former students are invited back to Bath to speak with current students as a form of career mentoring outreach
- Engagement with a wide range of industry stakeholders in health and sport
- Public engagement events, eg. Connect event in 2014 on children, risk and wellbeing.
- Extensive work with local schools through student placements
- Participation in the 'Pint of Science' public events

Outreach activities can contribute to the external and internal communication of our new multidisciplinary identity. We have recognised that outreach activities could be organised more systematically through a committee, and participation monitored in terms of gender/staff level **(Action 2.7).**

Word Count: 4789

6. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

In this section we would like to highlight the relationship between the Department and the Faculty of Humanities and Social Sciences within the broader context of organisational learning and change. The reciprocal relationship that exists between the Department and Faculty is crucial to enabling positive action for Athena SWAN initiatives. For example, Department mentoring practices that developed to support early career staff have informed Faculty level discussions and processes have been rolled out more broadly. In turn, the Faculty has been responsive with seed funding to support local level capacity building activities to enhance research within Health. These include funds to support 'Ideas Festivals', international delegations to establish new connections in Brazil with opportunities for staff and student exchange and matched funding for international research grant applications. These reciprocal activities have benefited women staff and encouraged a culture of knowledge sharing and organisational learning that will underpin the action plan over the next four years.

Word count: 155

7. 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.

Planned action /objective	Rationale (evidence supporting action)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome
Action 1: Raise awareness of Athena SWAN principles within Health and contribute to change within the sector					
Engage staff and students to increase awareness of the Athena SWAN charter. Create on-going dialogue about the benefits for all members of Health and strategies to achieve change with respect to gender equality and	Our staff and student survey and consultation process demonstrated support for equality and diversity, as well as the need to raise awareness. With the growth of staff and students there is a need to ensure newcomers are aware and included. We have begun to develop an Athena SWAN network across the GW4 and sport sector which could be expanded to enable sharing of best practice.	1.1 Annual Athena SWAN survey and focus groups engage staff in identifying and addressing key issues 1.2 Active communication maintained via Athena SWAN Health blog and website activities 1.3 Good practice examples shared at staff meetings and	• May 2016, 17, 18, 19 • Annual focus groups with female staff and students, May 2016, 17, 18, 19 • Blog usage evaluated annualy, January 16, 17, 18, 19 • terms of reference updated by January 2016 • Champions of change strategies identified by	• James Bilzon, HoD • Keith Stokes, DHoD • Simone Fullagar and new male ASIC Co-Chair • ASIC members • Executive Committee • Dylan Thompson, DoR • Anthony Bush, DoT&L • Undergraduate and post-graduate student representatives • All staff • Liaise with Dean, H&SS and Director of Administration H&SS	Increased awareness of Athena SWAN principles and activities by staff and students in annual survey Gender equality principles visibly embedded in all departmental activities (agendas, staff & student recruitment, promotion etc.) Male champions of change engage in

other markers of identity (eg., ethnicity, age, class, sexuality, disability, religion).		relevant committees via Athena SWAN standing agenda item 1.4 ASIC identifies strategies to develop male 'champions of change' alongside female role models 1.5 Reduced burden on female staff relating to committee activities 1.6 Involvement of Health staff in Athena SWAN activities within the	June 2016 & reviewed annually • Athena SWAN annual report to DEC and all staff		activities to raise the profile of Athena SWAN Health identified as leading Athena SWAN activities across the sport and health sectors.

		faculty, university, GW4, sector, and more broadly			
Planned action /objective	**Rationale (evidence to support this action)**	**Key outputs and milestones**	**Timeframe (start/end date)**	**Person responsible (include job title)**	**Success criteria and outcome**
Action 2: Create an inclusive culture and improve external identity through engagement					
Identify strategies to enable more staff to contribute to decision making,	Staff and post-graduate survey responses regarding communication, communal space and opportunities to have views heard	2.1. Create a shared communal space on level 5, hold regular morning teas & department wide seminar	• Common space launched December 2015 • Morning tea schedule set up January 2016	• James Bilzon, HoD • Keith Stokes, DoHD • Executive Executive • Rachael McHugh (Dept. Coordinator), induction pack • Line managers	• Improved sense of satisfaction in surveys and other feedback in key areas:

outreach activities and create a welcoming culture for all	New staff arrivals and need to promote work-life balance Lack of organised outreach activities to enhance external identity and relationships Need to communicate clear research identity externally and internally	series for staff and PGR students 2.2. Explore ways of structuring meetings to create more opportunities for staff to share their views & perceptions of female staff re voicing opinions 2.3. Update terms of reference for committees & improve communication about membership 2.4. Continue to	• Staff meeting format changed by January 2016 • Induction process reviewed by March 2016 • Work-life balance & paternity leave strategies June 2016 • Workload model reviewed June 2016 • Gender balance seminar series Jan 2016	• ASIC members • All staff and students • Emma Rich, PGR DoS • David Wainwright, PD DoS • PGR representatives • Dylan Thompson, DoR seminar series gender representation • Research group convenors ensure female role models • Outreach committee chair • Liase with H&SS Mktg, Emily Richards	• opportunities to have a voice & join committees, • more positive interactions between staff and students/staff. • Increase in number of male staff taking paternity leave. • Outreach Committee established to promote external identity & careers for women • Increased networking across the

		communicate about respectful behaviour in the workplace 2.5. Promote paternity leave & work-life balance 2.6. Review the workload model and induction processes regularly to support work-life balance and inclusion of Athena SWAN material 2.7. Establish outreach committee			GW4 and shared information about best practice • Female role models visible in seminar series & research group convenors

Planned action /objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome
		2.8. Establish research seminars			
Action 3: Achieve gender equality in senior staff roles through supporting career progression and recruitment					
Improve representation of female staff (academic and research) senior lecturer level and above.	Representation of women in senior posts is lower than desired. Staff responses to the survey identify key areas for improvement (transparent promotion process, targeted recruitment, opportunities to voice opinions & contribute to committees).	3.1. Transparently communicate promotion criteria and opportunities to all academic and research staff. 3.2. Review and revise the SDPR process across the department to	• Session on promotion, March 2016. Repeat annually 17, 18, 19. • Promotion strategy to identify female staff. Compile list Dec 2015 and review annually 16, 17, 18, 19. • Career advice in presentation	• James Bilzon (HoD) • Keith Sokes (DHoD) • Line manager/mentor • Dean, H&SS • ASIC members • Rachael McHugh (Dept Coordinator) • Dylan Thompson (DoR) & Research Group convenors (6), strategies for research support	• Increased proportion of women holding senior posts and leadership roles (20% increase for SL/Reader and above) • Greater understanding of promotion criteria

		ensure that promotion criteria, prospects and actions are routinely addressed. 3.3. Mentoring initiatives to support career development and satisfactory work-life balance. 3.4. Continue to support leadership training opportunities 3.5. Visible female role models are included in the seminar series	seminar series. Start Feb. 2016 & annual planning Feb 17, 18, 19. • Research support for REF preparation, Away Day & gender analysis	• Emma Dowden (Research Coordinator) gender analysis of grants • All staff on interview panels to have completed equality and diversity training • Research Committee & planning for annual Away Day, Executive Committee strategic planning	demonstrated in annual Athena SWAN survey • More visible role models in seminar series • Improved gender balance in areas of under representation • Increased number of women apply for research grants & prepare for REF2020 • Females in mentoring & leadership programmes • GW4 network created to exchange best

		3.6. Identify strategies to improve gender balance in areas where there are few women (eg., exercise physiology). 3.7. Continue to analyse gender as an aspect of REF preparations & visibility in the seminar series			practice strategies
Planned action /objective	**Rationale (i.e what evidence is there that prompted this action/objective?)**	**Key outputs and milestones**	**Timeframe (start/end date)**	**Person responsible (include job title)**	**Success criteria and outcome**
Action 4: Enhance the career development of research staff to address the loss of women					
Support career progression/	Research staff, who are more likely to be	4.1. Identify retention and progression	• Start collecting and monitoring data on contracts March 2016	• James Bilzon, HoD	• Support utilised by research staff

satisfaction for research staff	female than male and are predominantly on fixed-term contracts, have higher turnover than staff on open-ended contracts.	issues for research staff 4.2. Improve access to mentoring opportunities 4.3. Improve SDPR processes to address individual researchers' career progression alongside research project objectives. 4.4. Involvement of research staff in seminars and research groups	• Inclusion of data in annual report Dec 16, 17, 18, 19 • Mentoring and supervision processes reviewed Feb 2016 • All supervisors to complete equality and diversity training June 16 • Involvement of staff in research groups & seminars January 2016, on-going	• Keith Stokes, DHoD • Dylan Thompson, Director of Research • Research group co-convenors (6) • Research Committee • Research group/Centre directors as line managers	to develop careers • Career satisfaction improvement in Athena SWAN survey results • Data on zero contract hours collated and analysed • Number of staff engaged in research seminars and group activities • Consistent training of line managers in SDPR processes

Planned action /objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome
Action 5: Recognise the contribution of professional staff to Department activities and enhance career opportunities					
Improve recognition, career development and progression opportunities for professional staff	Staff responses identified the need for career development	5.1. Promote mentoring opportunities to professional staff 5.2. Encourage staff to utilise training opportunities to support skill development	• Review current processes by September 2016 • Mentoring programme established September 2016 an reviewed annually June 17, 18, 19.	• James Bilzon, HoD • Keith Stokes, DHoD • Lisa Austin, Research manager • Liaise with Ann-Marie Hartland, Director of Administration, H&SS • Rachael McHugh	Increased staff satisfaction, skill development, and promotion Mentoring opportunities taken up.

Planned action /objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome
		5.3. Liaise with the Faculty regarding opportunities for professional staff		(Dept Coordinator) & Fiona Gillison (Mentoring coordinator)	

Action 6: Increase the representation of female students in taught programmes as leaders in the sport and health sector					
Track changes in proportion of female students across all taught programmes and expand gender	While our undergraduate programmes perform well in relation to the sector, some areas have lower proportions (Foundation degree and taught Post-graduate courses)	6.1. Changes in data identified annually and discussed in key committees 6.2. Specific strategies identified to address needs in particular	• Annual report due September 2016, 17, 18, 19 • Sports Performance degree review completed Dec 2016	• Anthony Bush (DL&T) • Polly McGuigan (PGT DoS) • Haydn Morgan (S&SS DoS) • Nick Willsmer (SP DoS) • Grant Trewartha (SES DoS) • Teaching and Learning Committee & Faculty Committee	• Above average representation of females maintained in relation to sector for all undergraduate programmes • Improved representation of women in

inclusive promotion.		courses (include gender in Foundation degree review, 2016) 6.3. Expand gender inclusive promotion strategies (website videos, female ambassadors at open day), targeted recruitment strategies for Foundation and Post-graduate taught programmes 6.4. Explore outreach activities with	• PGT programme issues identified & reported Dec 2016 (include benchmarking with sport medicine sector) • Revised promotional strategies identified by 2017/18. • Annual review of strategies July 2018/19, 19/20 • Outreach activity identified for 2017/18 • Review of outreach	• Executive Committee • Newly formed Outreach Committee • Liaise with H&SS Faculty marketing and web team (Emily Richards & Matt Alexander) • Open Day team within the University	Foundation (10% increase) and Post-graduate taught (10% increase) programmes • Equal representation of women role models in promotional activities (open day, website, ambassadors) • Identification and sharing of best practice examples across comparison institutions

		Key outputs and milestones	Timeframe (start/end date)		
		local schools to encourage women to take up careers in sport and health e.g. school girls breakfast used at Griffith University and Engineering event at UoB. 6.5. Students contribute to Athena SWAN activities 6.6. Explore best practice with GW4 and comparison institutions	success Sept 2018 & planning for 2019		
Planned action /objective	**Rationale (i.e what evidence is there that prompted this action/objective?)**	**Key outputs and milestones**	**Timeframe (start/end date)**	**Person responsible (include job title)**	**Success criteria and outcome**

Action 7: Enhance the doctoral experience and career opportunities for female post-graduate research students					
Identify strategies to support recruitment, inclusion and career progression of female post-graduate research students Support pipeline from undergraduate to post-graduate programmes	While our gender ratio is good there were some issues identified in the survey and focus group feedback to support further actions. These issues included involvement of students in seminars, committee engagement, career development and encouraging appropriate interaction & role models.	7.1. Monitor changes in gender proportion of post-graduate research students 7.2. Benchmarking Prof Doc with sector representation of women in relevant careers (Medicine, Sports Physiotherapy) 7.3. Annual PhD poster competition to improve integration 7.4. Create social space to encourage	• Changes identified and benchmarking report Sept 2016, 17, 18, 19 • Poster competition held June 16, 17, 18, 19 • Social space launched December 2015 • Mentoring list established by January 2016 • Mentoring uptake reviewed annually Jan. 16, 17, 18, 19 • SWDT, GW4 benchmarking	• Emma Rich (PGR DoS) • David Wainwright (Prof. Doc. DoS) • Post-graduate representative committee • Research Committee & Dyan Thompson (DR) • Research group co-convenors (6 proposed) • Rachael McHugh (Dept. Coordinator) common space • Fiona Gillison (mentor coordinator) • Liaise with H&SS Graduate School • Sean Cummings (SWDT representative) • All PGR supervisors	• Improvement in feedback from PGR representatives • Implementation and evaluation of new engagement strategies • Above average sector representation of women maintained • Increased female role models in seminar series • Observable increase in staff-student

		informal interaction particularly between – monthly coffee morning on level 5 7.5. Explore mentoring scheme 7.6. Information sessions on career progression (from PhD to post-doc) and nominating for committees. 7.7. Student involvement in Department Seminar series and research group meetings	to begin February 2016 • Annual meeting to share best practice with comparison institutions Feb. 17, 18, 19 • Annual Athena SWAN survey results analysed May 16, 17, 18, 19 • Documentation of PGR issues in committee meetings each semester Feb/Oct. 2016, 17, 18, 19 • Sept 2017		interaction, social engagement • Engagement in mentoring programme • Identification and sharing of best practice examples of engagement and PGR career development across comparison institutions (SWDT) • Increased awareness amongst students of post-graduate options

		7.8. PGRS representatives & DoS to consider range of issues and inclusive social activities 7.9. Promote awareness of appropriate interaction and inclusive culture 7.10. Engage in benchmarking activities with GW4 and comparable institutions with similar PGR and Prof. Doc. Programmes 7.11. Identification of strategies to			• Enhanced pathways to post-graduate study identified

		support career pipeline development 7.12. raise awareness of post-graduate careers (PhD student lectures to undergraduate and/or MSc students in careers seminar). 7.13. explore post-graduate top up programmes across all undergraduate offerings 7.14. promote summer placement opportunities to extend			

		successful Sport and Exercise Science model.			