Department Application
Bronze and Silver Award

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	Computer Science
Focus of department	STEMM
Date of application	November 2020
Award Level	Bronze
Institution Athena SWAN award	Bronze (April 2017 submission)
Contact for application Must be based in the department	Marina De Vos
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Departmental website	http://www.bath.ac.uk/departments/department-of-computer-science/

1. Letter of endorsement from the head of department
Recommended word count: Bronze: 500 words [501]

UNIVERSITY OF BATH

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1 October 2020

Dear Panel,

On behalf of the Computer Science department at the University of Bath, I am pleased to submit this application to renew our Athena SWAN Bronze award.

As I write, it is exactly one year to the day I was appointed as Head of Department for Computer Science at the University of Bath. In that year I have seen extraordinary collegiality from our staff to support one another through this most challenging period. Bath's Department of Computer Science has been a wonderfully welcoming new home.

Equality, Diversity and Inclusion is a top priority for the department. Athena SWAN self-assessment, action implementation, and monitoring is one of the means we use to make our department a place to which all staff and students belong. At heart ED&I is a matter of individual and organizational attitudes, but nurturing ED&I initiatives needs funding, for which the department has a significant ring-fenced budget. I sit on the ED&I committee to ensure full communication and engagement with departmental leadership, while ED&I is also a standing agendum on staff, executive, staff-student liaison and learning and teaching quality committees.

The Department engages with and leads projects to address diversity in computing, such as the Bath-hosted Institute of Coding, an online MSc in CS and another in AI - this last has 10 OfS-sanctioned, UKRI-funded studentships for underrepresented groups, including women - degree apprenticeships, and our student chapter of 'Women in Technology'. Details of some of these are distributed throughout the submission, although some are too new to yet have any associated data.

Nonetheless, our action plan identifies a clear need to increase our efforts. We need to improve delivery of early interventions to enthuse younger women to pursue education in computer science and our action plan outlines how we will scale this up by combining departmental activities with outreach in schools, coordinated through a newly defined role of Public Engagement Champion drawn from the department faculty. The recent CPHC Seminar Series on Building the UK Women into Computer Science Experience has been hugely helpful in this regard and we have much best practice advice to draw on across a range of sources. We also need to take a more proactive approach to researching and implementing ways of encouraging and engaging applicants to student places and staff posts, at all levels. The action plan provides a wealth of detail on the exciting projects through which we aim to further enhance our culture.

We implemented the actions of our 2015 Bronze submission, but unfortunately their impact was insufficient to be able to apply for silver. We are confident our new actions, if successful, will support a Silver submission next time.

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I confirm the information presented in the application, including qualitative and quantitative data, is an honest, accurate and true representation of the Department's position. I commend our plans to you and am excited at the developments the next few years will bring in driving forward this agenda.

Yours sincerely,

Professor Mike Fraser

2. Description of the department

Recommended word count: 500 words [577]

The Department of Computer Science, within the Faculty of Science at the University of Bath is a growing department, both in staff and student numbers. It has a vibrant community of staff and students spread across three floors of a single building.

Combining quality research with excellent teaching and enthusiastic staff and students (as reported in our unit evaluations and British Computer Society accreditation), has allowed to us grow our total student numbers by 80% from 438 to 790 between 2014/15 and 2018/19.

Over the same period, academic and professional support staff numbers have increased by 52% driven by the introduction of UK's first Degree Apprentice MSc in Computer Science and the preparation for the launch of our online MSc in Computer Science course.

Table 2.1: Gender breakdown of academic staff, professional & support staff, and students by gender

2018/19		Female	Male	% Female
Academic, research and teaching staff*	Post-docs	10	11	48%
	Teaching Fellows	3	6	33%
	Lecturer	0	5	0%
	Senior Lecturer	2	5	29%
	Reader	1	5	17%
	Professor	0	8	0%
	All	**16**	**41**	**28%**
Professional and support staff**	**All**	**13**	**5**	**72%**
Students**	UG	64	397	14%
	PGT	74	162	31%
	PGR	29	60	33%
	All	**167**	**619**	**21%**

Notes: Headcount as of 31st July 2019.

*　　Total includes one male member of staff that does not fall into the categories used.

** Professional and Support Staff refers in this table to staff within the job families of Management, Specialist and Administration, Technical and Experiment, & Operational and Facilities Support who are directly employed by the department.

***　　Total excludes non-binary students

Leadership of the department is through the Executive Committee (Exec, see Table 2.2), chaired by the HoD, including the Chair of the Equality, Diversity, and Inclusion (ED&I) Committee.

Research academics are organised into four groups: Artificial Intelligence, Human-Computer Interaction, Mathematical Foundations, and Visual Computing. Only the AI group and HCI group are gender mixed.

Teaching Fellows were given academic status in 2020 as Lecturers with teaching-only responsibility. They are line managed by the Director of Teaching (DoT). Academics with research responsibility are line managed by the Head of Department (HoD).

Department activities are supported by a team of professional, technical, and support staff either directly employed by the department or through the faculty or the Doctoral College.

Table 2.2: Department organisation 2019/20

	Members by role	F/M
Executive Committee	Head of Department	M
	Deputy Head of Department	F
	Director of Research	M
	Director of Teaching	M
	Director of Recruitment	M
	Director of the ART-AI CDT	M
	Systems Liaison Committee Chair	M
	Equality, Diversity & Inclusion Committee Chair	F
	% Female	**25%**
Research Committee	Director of Research	M
	Head of Group: Artificial Intelligence	F
	Head of Group: Human-Computer Interaction	M
	Head of Group: Mathematical Foundations	M
	Head of Group: Visual Computing	M
	% Female	**20%**
Department Learning & Teaching Quality Committee	Director of Teaching	M
	PGT Director of Studies	F
	Y1-Y2 Director of Studies	M
	Y3-Y4 Director of Studies	M
	Lecturer	M
	Lecturer	M
	Lecturer	M
	Student Rep	F
	Student Rep	F
	Student Rep	M
	Student Rep	M
	% Female	**38%**

Table 2.3: Department research groups, research centres, and training centres 2019/20

Centres/Groups	Group or Centre Name	Staff	% Female
Research Groups	Artificial Intelligence	10	40%
	Human Computer Interaction	14	21%
	Mathematical Foundations	10	0%
	Visual Computing	11	0%
Research Centres	Centre for the Analysis of Motion, Entertainment Research, and Applications (CAMERA)	9	33%
Centres for Doctoral Training	Centre for Digital Entertainment (CDE)	3	100%
	UKRI CDT in Accountable, Responsible, and Transparent AI (ART-AI)	3	67%

We are research-intensive department. In the last REF exercise, 80% of our publications were world-leading or internationally excellent.

Over the past seven years the department has demonstrated significant growth and attracted more than £13.6m of research grant funding. This is an impressive 40% increase in grant portfolio from 2014.

We are home to the interdisciplinary research Centre for Analysis of Motion, Entertainment Research and Applications (CAMERA), which spans research in computer science and health.

We have two Centres for Doctoral Training that form the centrepiece of our postgraduate research study offering. The EPSRC-funded Centre for Digital Entertainment (CDE) is well established (since 2009) and in April 2019 the UKRI CDT for Accountable, Responsible and Transparent AI (ART-AI) was launched. Both Centres are monitored on gender equality (and other diversity metrics) by their respective funders. ART-AI has its own ED&I committee consisting of students, academics, and business partners.

We are committed to high quality teaching and attract well-qualified students. Our typical offer to UG applicants was AAA (including Mathematics), which we raised to A*AA effective for 2020-2021. For MSc applicants we expect a 2.1 or higher.

Since our Bronze Award in 2015 we have committed significant effort to implementing our Action Plan, develop ping further actions, and embedding good practice and inclusive ethos across all our activities. Key achievements include:

- Our students launched a Women in Technology group (a branch of W-ACM)
- Our accreditor, the British Computer Society, praised our departmental culture as reported by our students, and published it as good practice.
- We have increased our permanent female academics from 3 in 2014/15 to 7 in 2019/20.
- We awarded an Honorary Graduate degree to Gillian Arnold for her contribution and support for women in technology.
- We were one of the first departments in the University to have an ED&I committee with its own terms of reference and budget.

We are committed to continuing this process.

3. The self-assessment process

Recommended word count: 1000 words [978]

(i) A description of the self-assessment team

A new Department Self-Assessment team (DSAT) (7 members, 71% female) was formed in August 2017 when the department appointed a new Equality and Diversity Officer to prepare for our November 2018 submission. The DSAT was extended when our Departmental ED&I Committee (DED&IC) was established in January 2019 (15 members, 60% female), chaired by the Equality and Diversity Officer. Following feedback on our submission in November 2018 at the start of the academic year 2019/20 the membership of our DSAT and DED&IC was further expanded through an open call. In November 2019, the DED&IC's Terms and References were agreed by the department executive.

The DED&IC is the focal point for ED&I within the department and meets monthly. Since 2018, the chair holds an ex-officio place on the Department Executive Committee with a standing item of business on that committee's agenda.

The new DSAT and DED&IC (see Table 3.1) include the head of department and representatives from the full range of job families, contract types (part-time, full-time, fixed term, and open-ended), and career stages, as well as undergraduate and postgraduate (taught and research) students.

Many of us are part of dual-career families and/or have significant caring responsibilities. The gender balance of the committee is 71% female members (10 female, 4 male). We aim to recruit more men onto the committee (**Action 6.4**). Outside the committee we receive input from a set of advisors (Table 3.2).

There is significant engagement from senior staff within the Department Executive Committee, either as members of DSAT or as advisors.

Table 3.1: Members of the Departmental Self-Assessment Team (DSAT) and Department Equality, Diversity, and Inclusion Committee (DED&IC)

NAME	JOB	DSAT-SPECIFIC ROLES	DED&IC
Marina De Vos	Senior Lecturer, Director of Training ART-AI	Chair	Chair
Rebecca Knight	CDE Events Coordinator		Secretary
Claudia Emery	Departmental Coordinator		PSS Rep
Mike Fraser	Professor, Head of Department	Narrative, Departmental vision	Member
Willem Heijltjes	Senior Lecturer	Action planning, early career co-ordinator	Member
▮▮▮▮▮▮	PGT Student		PGT Rep
Jo Hyde	Lecturer	Convenor of focus groups, data analysis	Member
Christina Keating	Lecturer	Data collection and analysis	Member

Zack Lyons	Lecturer		Member
██████████████	PhD Student, Teaching Assistant		PGR and teaching assistant Rep
████████████	UG Student		UG Student Rep
Julian Padget	Reader	Narrative	Member
Bhagyashree Patil	Lecturer		Member
Sarah Parry	CDE Centre Manager	Data analysis	Member
████████████	PhD Student		ART-AI Student Rep

Table 3.2: DSAT Advisors

Name	Role
Dr Sarah Bailey	Faculty Athena SWAN Champion
Dr Nicky Kemp	Director of Policy, Planning & Compliance
Prof Guy McCusker	Director of Research, Mentor Coordinator
Prof Stephen Payne	Ethics Officer, Director of Recruitment
Prof Eamonn O'Neill	Former Head of Department, Director of ART-AI
Ms Aiste Senulyte	University ED&I Officer
Dr Leon Watts	UG Admissions

(ii) An account of the self-assessment process

The Department was awarded a Bronze Athena SWAN Award in December 2015. The implementation of the Action Plan was led by the Equality and Diversity Officer. In September 2017, to prepare for our new Athena SWAN Bronze Award submission, volunteers were invited to join a new Department Self-Assessment Team (DSAT). In 2019, the DED&IC committee was formed with the purpose of assessing, implementing, and monitoring of all ED&I activities, including Athena SWAN.

In November 2018 we submitted our renewal, which was unsuccessful. We were invited to submit again a year later, which was extended due to the COVID pandemic.

The DSAT met twice per semester to discuss strategies and general direction of the assessment progress, with subgroups leading different assessment activities. These activities included individual interviews with Professional and Support Staff (3), newly appointed staff (2), and staff responsible for organising outreach activities and focus groups with female students (6).

In 2018 we initiated the annual Departmental Cultural Survey for all staff and students to identify progress and assess impact. Our initial response rates were 49% for the staff survey (27 of 55 staff responded; 50% of female staff; 45% of male staff) and 6% for the combined UG/PGT/PGR student survey (47/789; female 17%; male 5.5%). After making improvements to the questions, the second

survey (2019/20) had a better response rate: 51% for staff (38/75; female 66%; male 42%) and 9% for students (80/886; female 15%; male 8%).

Still, student engagement with the survey is low (though women are more likely to complete this survey then men). This will be addressed going forward (**Action 3.1**). Our students receive numerous satisfaction surveys and evaluation questionnaires, both institutional and departmental, and there is concern about survey fatigue.

We also took input from regularly scheduled meetings during the assessment period, details of which can be found in **Table 3.3**.

Table 3.3: Regular activities carried out during the self-assessment period

Activity	Frequency
DSAT - ED&I Meetings	Monthly
Computer Science Executive Committee Meetings	Fortnightly
Computer Science Staff Meetings	Monthly
Equality, Diversity, and Inclusivity Network meetings (University wide)	Every two months
Faculty DSAT Chair Meetings	Twice per year
Athena SWAN Network Meetings (University wide)	Quarterly
UG Staff Student Liaison Committee	Five times across two academic semesters
Early-career staff peer support ('Early Career Lunch')	Twice per semester
PGR informal networking ('Monday Cookie Booster')	Weekly
Staff informal networking ('Monday Buns')	Weekly

Sharing good practice has occurred through the University's Equality and Diversity Network, which encompasses University-wide Athena SWAN activities, through the new Faculty of Science Athena SWAN Champion who sits on the University Self-Assessment Team (USAT), and through the GW4 Athena SWAN Network (Bath, Bristol, Cardiff, and Exeter Universities).

Since our 2015 Bronze award, the University has expanded its central ED&I team and now has an officer responsible for collating and analysing centrally held Athena SWAN data. While central collected data is extensive, we identified gaps and we plan to institute an annual "Athena SWAN Data Gathering Exercise" to collect local data (**Action 6.5**).

Our November 2020 Athena SWAN Bronze submission was compiled predominantly by those specified in Table 3.2, with input from members from the department, faculty, HR, and ED&I office where required. It was approved by DED&IC and signed off by HoD, the Departmental Exec, and the University Athena SWAN coordinator.

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

One of the tasks explicitly set out in the terms and references of our DED&IC is to implement and monitor the Athena SWAN actions. The strong gender imbalance on DSAT and DED&IC will need to be addressed, and we will strive for a minimum of 50% males on DED&IC by September 2021 (**Action 6.4**). DED&IC will lay the groundwork for future submissions. Closer to a new submission deadline, a subset of DED&IC will form the DSAT responsible to drawing up submission document, taking in advice from the DED&IC.

DED&IC meets eight times annually. We will create an Annual Business cycle for DED&IC (**Action 6.6**) with a data-gathering retrospective and a formal annual review of the action plan, after which we will publish an updated version (**Action 6.5**).

We will continue to evaluate the impact of our actions and to pick up new issues as they emerge through the annual Departmental Cultural Survey for staff and students, and through focus groups where needed. DED&IC will work towards improving response rates on the cultural survey (**Action 3.1**).

The DED&IC will develop new initiatives to maintain a positive and inclusive workplace culture in a rapidly changing sector context. These will be published and disseminated to all stakeholders through our new communication strategy. (**Action 6.7**).

Bronze Actions to improve ED&I committee workings and self-assessment processes

3.1 Improve the response rates for students to the cultural surveys
6.5 Introduce annual Equality Review to monitor action plan progress
6.6 Introduce an annual business cycle of regular Athena SWAN/diversity activities including data monitoring
6.7 Produce communication strategy for new diversity Initiative

4. A picture of the department

Recommended word count: 2000 words [2662]

Data is drawn from the Higher Education Statistics Agency (HESA) HEIDI portal for the year ending July 31st, 2019 to allow for sector benchmarking. Benchmarking data is provided for staff and students assigned to the IT, Systems Science, and Computer Software Engineering cost centre as Full Time Equivalents, rounded to the nearest 5.

4.1. Student data

Recruitment of students is based on published entry requirements and offers are made with standard text based on entry route. Near misses are considered based on context and results in certain subjects. Gender is never used as a criterion.

Assessments are subject to Quality Assurance and external review processes in operation at the University. Were possible, assessment is marked anonymously.

In summary:

- The department's undergraduate population has a lower representation of women than the national average.
- In the postgraduate student population, both for PGT and PGR, women are better represented than the national HEI average.
- The largest improvement in female representation was in the MComp programme.
- There has been an increase in applications from and offers to women for the UG programme. However, the number accepting a place fell by 25%.
- Women's attainment at UG is equal or better than men's.

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

n/a.

(ii) Numbers of undergraduate students

The Department offers five programmes:

- BSc (Hons) Computer Science
- MComp Computer Science
- BSc (Hons) Computer Science with Mathematics
- MComp Computer Science with Mathematics
- BSc (Hons) Computer Science with Business

Each includes the option of a year-long placement or study year abroad (see also **Table 4.1.8**).

Between 2013/14 and 2018/19 we saw a 30% rise in undergraduate student numbers (**Table 4.1.1**). The majority, 59%, enrolled full-time on the three-year BSc (Hons) Computer Science.

Table 4.1.1: Number of undergraduate (UG) students in the department by gender and % female over 5 years between 2014/15 and 2018/19

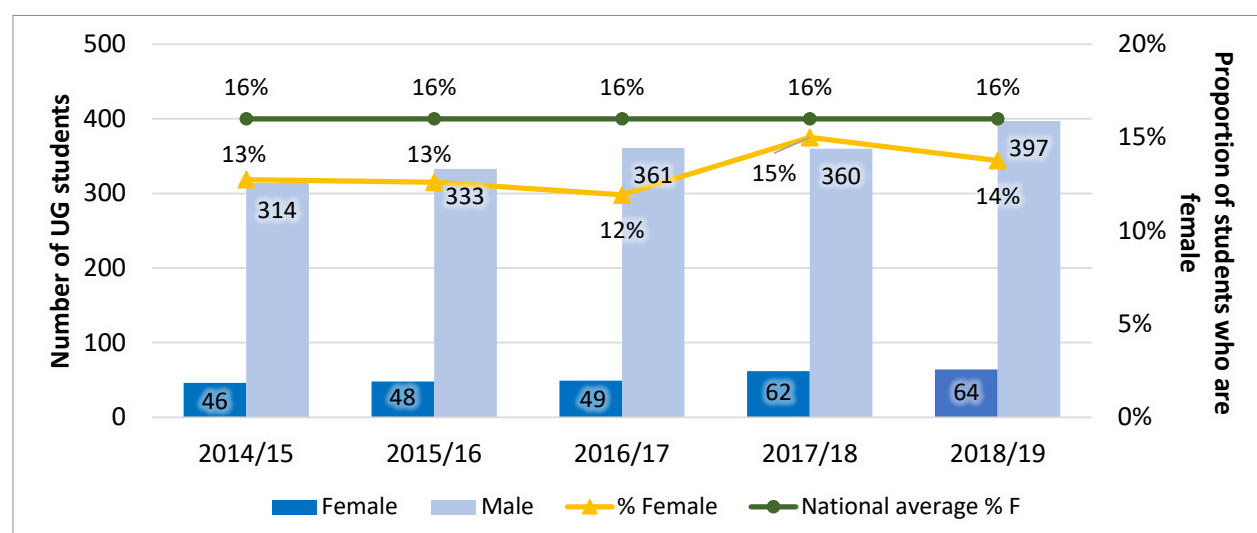| Gender	2014/15	2015/16	2016/17	2017/18	2018/19	Increase over 5 years
Female	46	48	49	62	64	39%
Male	314	333	361	360	397	26%
Non-binary	<5	<5	<5	5	<5	-
Total	■	■	■	■	■	30%
% Female	13%	13%	12%	15%	14%	
National average % Female	16%	16%	16%	16%	16%	

Figure 4.1.1: Number of undergraduate students in the department by gender and the proportion of students who are female

- Total undergraduate numbers increased over the five years to 2018/19 by 30%, but the proportion who are female remained steady at 12-14%.
- Female representation is below the national average.

As noted, in line with computer science nationally, women are significantly underrepresented on our courses. In the following tables we break down student numbers along various categories.

Table 4.1.2: **Numbers of students on the BSc degrees by gender** from 2014/15 to 2018/19, and % female students over that period.

BSc degrees*	2014/15	2015/16	2016/17	2017/18	2018/19
Female	41	39	42	51	52
Male	254	275	299	287	310
Total	295	314	341	338	362
% Female	14%	12%	12%	15%	14%

* BSc degrees are: BSc Computer Science, BSc Computer Science with Business, BSc Computer Science with Mathematics, BSc Computer Science with Study Year Abroad, BSc Computer Information Systems

- Numbers increased by 22% over the last 5 years.

- Female representation fluctuated between 12% and 15%.

Table 4.1.3: Numbers of students on the MComp degrees by gender from 2014/15 to 2018/19, and % female students over that period.

MComp degrees*	2014/15	2015/16	2016/17	2017/18	2018/19
Female	5	9	7	11	12
Male	60	58	62	73	87
Total	65	67	69	84	99
% Female	8%	13%	10%	13%	12%

*   MComp degrees are: MComp Computer Science; MComp Computer Science with Industrial Placement; MComp Computer Science and Mathematics; MComp Computer Science and Mathematics with Industrial Placement

- Numbers increased by 53% in the last 5 years.
- Female representation has improved from 8% to 12% in 2018/19.

Table 4.1.4: Comparison of students enrolling on a BSc and MComp Programmes by gender from 2014/15 to 2018/19, and % female population over that period.

Year	Female			Male		
	BSc	MComp	% MComp	BSc	MComp	% MComp
2014/15	41	5	11%	254	60	19%
2015/16	39	9	19%	275	58	17%
2016/17	42	7	14%	299	62	17%
2017/18	51	11	18%	287	73	20%
2018/19	52	12	19%	310	87	22%

- In part because of small numbers the proportion of women varies, but it is broadly in line with the proportion of men.

Table 4.1.5: A comparison of students enrolling as home and overseas on a BSc and MComp programmes by gender 2014/15 to 2018/19

Year	UG Course	Female			Male			Overall		
		Home (%)	Overseas (%)	Total (N)	Home (%)	Overseas (%)	Total (N)	Home (%)	Overseas (%)	Total (N)
2014/15	BSc	86%	14%	43	92%	8%	260	91%	9%	303
	MComp	80%	20%	5	95%	5%	60	94%	6%	66
	UG Total	85%	15%	48	92%	8%	320	91%	9%	369
2015/16	BSc	88%	13%	40	93%	7%	276	92%	8%	316
	MComp	67%	33%	9	97%	3%	58	93%	7%	67
	UG Total	84%	16%	49	93%	7%	334	92%	8%	383
2016/17	BSc	83%	17%	42	93%	7%	299	92%	8%	342
	MComp	86%	14%	7	97%	3%	62	96%	4%	69
	UG Total	84%	16%	49	93%	7%	361	92%	8%	411
2017/18	BSc	90%	10%	51	93%	7%	287	92%	8%	342
	MComp	91%	9%	11	96%	4%	73	95%	5%	85
	UG Total	90%	10%	62	93%	7%	360	93%	7%	427
2018/19	BSc	93%	7%	46	92%	8%	301	92%	8%	350
	MComp	100%	0%	12	95%	5%	86	96%	4%	99
	UG Total	95%	5%	58	93%	7%	387	93%	7%	449

Note: visiting students are excluded so totals do not match the totals in Tables 4.1.2 to 4.1.5

- Overall, between 9% and 7% of UG student are registered as overseas students. The proportion is lower on MComp than BSc.
- Although not significant, until 2018/19, a higher proportion of females than males were from overseas. The proportion of overseas females has fallen from 15% in 2014/15 to 5% in 2018/19, while the proportion of overseas males has remained stable, between 7% and 8%.

The overall picture is that UG applications have nearly doubled over the last 5 years, and the number of offers has increased by 65%. While the absolute number of acceptances remained stable over the same period, note that enrolment increased steadily, mostly due to more offer holders meeting their entry requirements.

Table 4.1.6: UG Computer Science applications, offers and acceptances from 2014/15 to 2018/19.

Year	Gender	Applications	Offers	Acceptances	Offers : Applications	Acceptances : Offers	Acceptances : Applications
2014 /15	Female	140	115	31	82%	27%	22%
	Male	844	590	153	70%	26%	18%
	% Female	14%	16%	17%			
2015 /16	Female	155	129	21	83%	16%	14%
	Male	994	782	163	79%	21%	16%
	% Female	13%	14%	11%			
2016 /17	Female	161	136	17	84%	13%	11%
	Male	926	695	139	75%	20%	15%
	% Female	15%	16%	11%			
2017 /18	Female	147	120	26	82%	22%	18%
	Male	839	637	156	76%	24%	19%
	% Female	15%	13%	14%			
2018 /19	Female	233	199	23	85%	12%	10%
	Male	1226	966	153	79%	16%	12%
	% Female	16%	17%	13%			
All	Female	836	699	118	84%	17%	14%
	Male	4829	3870	764	80%	20%	16%
	% Female	15%	15%	13%			

Note: The data is for the given year of entry, regardless of year of application; data exclude applications made by visiting students; data is for all programmes for which the department is the lead; Accepts are those students who were unconditional firm with us - this includes a small number who subsequently failed to register etc, but not those that were unsuccessful because they missed their offer.

- Numbers of undergraduate applications has risen significantly over five years and the proportion of female applicants has risen very slightly from 14% to 16%.
- In every year, women are more likely to receive offers than men. Overall, 84% of women received offers and 80% of men.
- Proportion of those with offer accepting has fallen from 27% to 12% for women and from 26% to 16% for men. Patterns vary by year, but overall, women are less likely to accept offers than men.
- Overall, 14% of female and 16% of male applicants accepted an offer. The conversion rate has fallen for both women and men. The number of women accepting offers has fallen while for men the number has remained stable.

Table 4.1.7: Rates of application to acceptance for male and female applicants on the BSc and MComp programmes.

Gender	2014/15	2015/16	2016/17	2017/18	2018/19
Overall UG					
Female	22%	14%	11%	18%	10%
Male	18%	16%	15%	19%	12%
BSc					
Female	15%	10%	7%	17%	6%
Male	12%	13%	11%	12%	10%
MComp					
Female	19%	16%	9%	19%	16%
Male	14%	7%	11%	15%	13%

- The overall rates of acceptance to application are higher for the MComp than the BSc.
- In 2018/19, only 6% of women accepted a place on the BSc compared to 16% on the MComp.

The data shows that we are consistently below the already low national average for female undergraduate representation and, while a greater percentage of female than male applicants receives offers, these are more likely to be turned down. This suggests that to attract more women, we should encourage more applications, but also encourage a greater proportion of the women who receive offers to accept them. We plan to do this as follows:

- Develop new outreach activities for different age groups to get girls into CS from an early age (**Action 1.1**)

- Further involve the student Women in Technology group to show CS is for all (**Action 1.2**)

- Find out why female offer holders either reject (**Action 1.3**) or accept (**Action 1.5**) our offer

- Review recruitment materials to reflect the department's diversity (**Action 1.4**)

- To increase conversion, follow up with offer holders (**Action 1.7**)

- Advertise available scholarships and bursaries (**Action 1.6**)

Placement

Each UG programme offers an optional placement year, to be taken up after second year.

Table 4.1.8: Number of undergraduate (UG) students undertaking a placement and proportions taking placements between 2013/14 and 2019/20

Second year in	Number of UGs			Placement year in	Number on placement			Proportion undertaking placement		
	Female	Male	Total		Female	Male	Total	Female	Male	Overall
2013/14	14	80	94	2014/15	9	49	58	64%	61%	62%
2014/15	10	88	98	2015/16	10	64	74	100%	73%	76%
2015/16	15	113	128	2016/17	9	65	74	60%	58%	58%
2016/17	16	95	111	2017/18	8	61	69	50%	64%	62%
2017/18	14	95	109	2018/19	7	49	56	50%	52%	51%
2018/19	24	105	129	2019/20	14	53	67	58%	50%	52%
2019/20	22	125	147	2020/21	9	51	60	41%	41%	41%
All	**115**	**701**	**816**	**All**	**66**	**392**	**458**	**57%**	**56%**	**56%**

- The proportion of students undertaking a placement has been falling from a peak of 76% in 2015/16 down to around 50% in 2017/18 and 2018/19. The proportion was 41% in 2019/20, presumably because of Covid-19.
- Although the uptake of placements varies by gender, overall, there is no evidence that one gender is more likely to take up placement.

UG degree attainment

Table 4.1.9: Undergraduate degree attainment across all programmes in the department by gender and academic year.

Gender	Degree class	2014/15	2015/16	2016/17	2017/18	2018/19	Overall
Female	1st	4	2	7	6	6	25
	2.1	4	4	3	7	2	20
	2.2	1	2	1	3	1	8
	3rd	2	0	0	0	0	2
	Total	11	8	11	16	9	55
Male	1st	18	10	30	34	46	138
	2.1	24	29	43	36	31	163
	2.2	11	5	8	9	9	42
	3rd	2	2	2	0	1	7
	Total	55	46	83	79	87	350
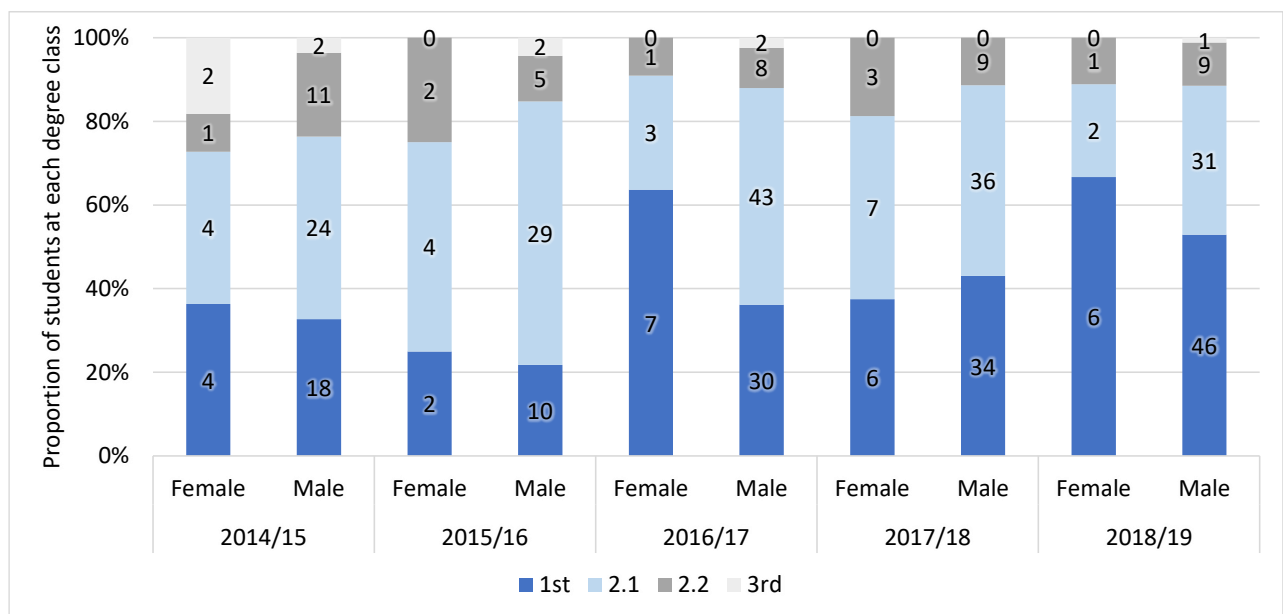
Figure 4.1.2: **Undergraduate degree attainment** across all programmes in the department by gender, by academic year.
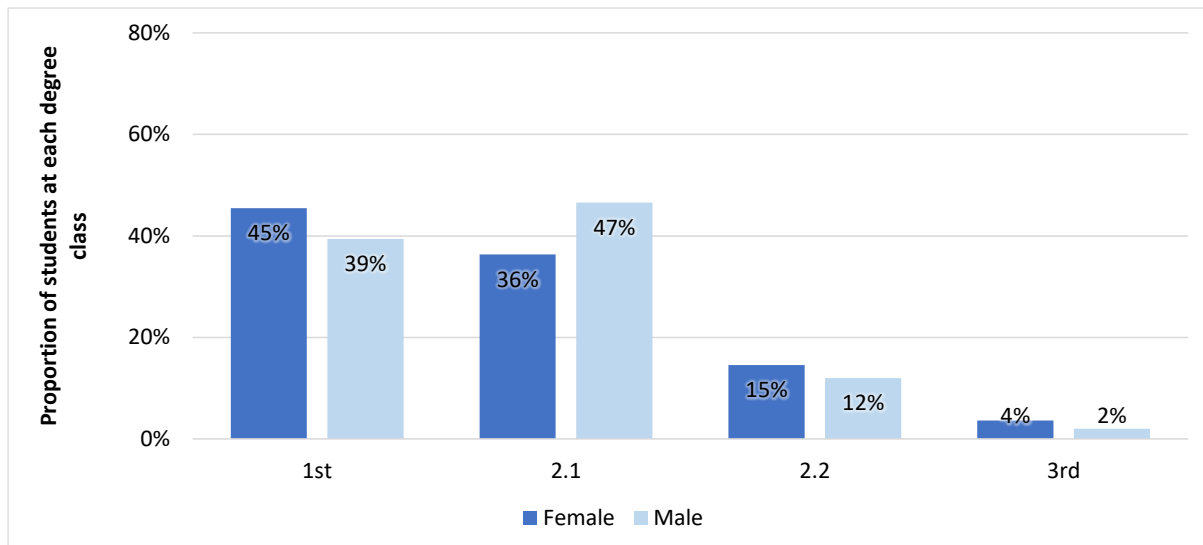
Figure 4.1.3: **Overall undergraduate degree attainmen**t across all programmes in the department by gender 2014/15 to 2018/19.

- The relative attainment of women and men varies each year and there are no consistent patterns of either doing better.
- Overall, across the five years, a higher proportion of women than men obtain 1st class degrees, but the difference is not significant.

Bronze Actions to improve gender balance on UG programmes:

1.1 Develop new outreach activities

1.2 Involve Women in Technology (WiT) in open days

1.3 Investigate why women UG applicants decline offers

1.4 Recruitment materials and recruitment event staffing to feature at least 1/3 women.

1.5 Investigate why current women students accepted their offers

1.6 Highlight availability of funding and scholarships available to applicants/students.

1.7 Follow up with female UG offer holders to increase the chances of them accepting their offers.

(iii) Student numbers on postgraduate taught degrees

Our on-campus PG taught degrees are full-time, while the online is part-time only. PGT students now make up nearly a third of the student population.

The Department currently runs offers six programmes:

- MSc Computer Science (2016/17 onwards) on campus
- MSc Computer Science (2018/19 onwards) online,
- MSc Data Science (2017/18 onwards)
- MSc Data Science and Statistics (2018/19 onwards)
- MSc Humans and Intelligent Machines with or without placement
- MSc Machine Learning and Autonomous Systems (2018/19 onwards)

- MSc Software Technologies

The data presented in Table 4.1.4 also includes students on our now withdrawn programmes. Placements (all programmes except MSc Computer Science) are for one year.

We enjoyed a large increase in student numbers mainly due to our Forbes Top 10 Data Science course, the MSc Computer Science and MSc Data Science conversion course. The rising trend is continuing.

Home students form 40% of the cohort. Our PGT cohort is far more international than our undergraduate cohort where about 5% is overseas.

Table 4.1.10: Postgraduate taught (PGT) students by gender and year

PGT students	2014/15	2015/16	2016/17	2017/18	2018/19
Female	14	9	17	29	74
Male	16	20	38	58	162
Total	30	29	55	87	236
%F	47%	31%	31%	33%	31%
National %F*	29%	30%	30%	30%	32%

*   HESA Cost Centre: IT, Systems Science and Computer Software Engineering return
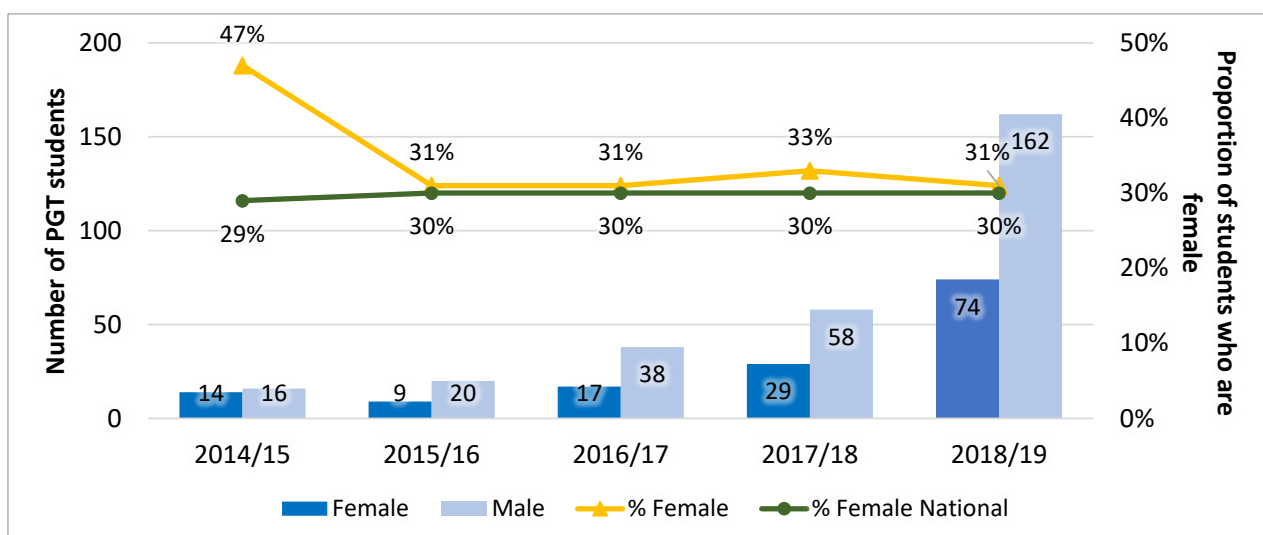
Figure 4.1.4: Number of postgraduate taught (PGT) students in the department by gender and the proportion of students who are female

- The number of PGT students has increased nearly eight- fold over five years from 30 to 236.
- In 2018/19, 35 students are part-time, of which 26% are female, while 32% of full-time students are female.
- The 47% female students in 2014/15 appears an outlier, since remaining years are consistent and in line with the sector average.

Table 4.1.11: A home/overseas comparison of students enrolling on PGT programmes 2014/15 to 2018/19

Year	Female			Male			Overall		
	Home (%)	Over-seas (%)	Total (N)	Home (%)	Over-seas (%)	Total (N)	Home (%)	Over-seas (%)	Total (N)
2014/15	36%	64%	14	25%	75%	16	30%	70%	30
2015/16	33%	67%	9	25%	75%	20	28%	72%	29
2016/17	41%	59%	17	71%	29%	38	62%	38%	55
2017/18	28%	72%	29	67%	33%	58	54%	46%	87
2018/19	35%	65%	52	62%	38%	108	53%	47%	160

Note: visiting students are excluded so totals do not match the totals in Table 4.1.10

Table 4.1.12: A home/overseas comparison of students on PGT programmes by gender 2014/15 to 2018/19

Year	Home			Overseas			Overall		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2014/15	5	4	56%	9	12	43%	14	16	47%
2015/16	3	5	38%	6	15	29%	9	20	31%
2016/17	7	27	21%	10	11	48%	17	38	31%
2017/18	8	39	17%	21	19	53%	29	58	33%
2018/19	18	67	21%	34	41	45%	52	108	33%

Note: visiting students are excluded so totals do not match the totals in Table 4.1.10

- Overall, as the number of PGTs has increased, the proportion form overseas fell form around 70% to around 50%.

- This is mostly driven by a fall in the proportion of male overseas PGT students.

- In 2018/19 65% of female PGTs were from overseas compared to 47% of male students.

- The proportion of female students remained generally stable, with earlier high Home proportions likely to be outliers due to low numbers.

Table 4.1.13: Applications, offers and acceptances for postgraduate taught (PGT) students by gender and academic year

Year	Gender	Applications	Offers	Acceptances	Offers .. Applications	Acceptances .. Offers	Acceptances .. Applications
2014/15	Female	105	50	14	48%	28%	13%
	Male	189	83	19	44%	23%	10%
	% Female	36%	38%	42%			
2015/16	Female	90	48	7	53%	15%	8%
	Male	170	86	26	51%	30%	15%
	% Female	35%	36%	21%			
2016/17	Female	199	117	19	59%	16%	10%
	Male	406	206	45	51%	22%	11%
	% Female	33%	36%	30%			
2017/18	Female	279	167	28	60%	17%	10%
	Male	620	325	58	52%	18%	9%
	% Female	31%	34%	33%			
2018/19	Female	394	233	50	59%	21%	13%
	Male	813	445	123	55%	28%	15%
	% Female	33%	34%	29%			
All	Female	1067	615	118	58%	19%	11%
	Male	2198	1145	271	52%	24%	12%
	% Female	33%	35%	30%			

- The proportion of female applicants remained stable between 33-36%.
- Every year women are marginally more likely to receive offers than men.
- Acceptance rates are lower for women than men, but not significantly overall. Nonetheless, in 2015/16 and 2016/17 the female acceptance rate was noticeably lower.

Since 2018, the University has held virtual open days where applicants and offer holders can ask questions and interact with staff and current students. Newsletters and information to offer holders are sent.

Based on the data presented, we plan the following actions:

- Identify the factors that made students apply to Bath and accept our offer and use the findings to improve the acceptance rates for women (**Action 1.5**).

- Review marketing/recruitment for good representation of female students (**Action 1.4**)

- Follow up more personally with offer holders (**Action 1.7**).

- Ask and support WiT to be more engaged with PGT students (**Actions 1.2 and 3.4**).

- Highlight the availability of scholarships and bursaries to make the course more inclusive (**Action 1.6**).
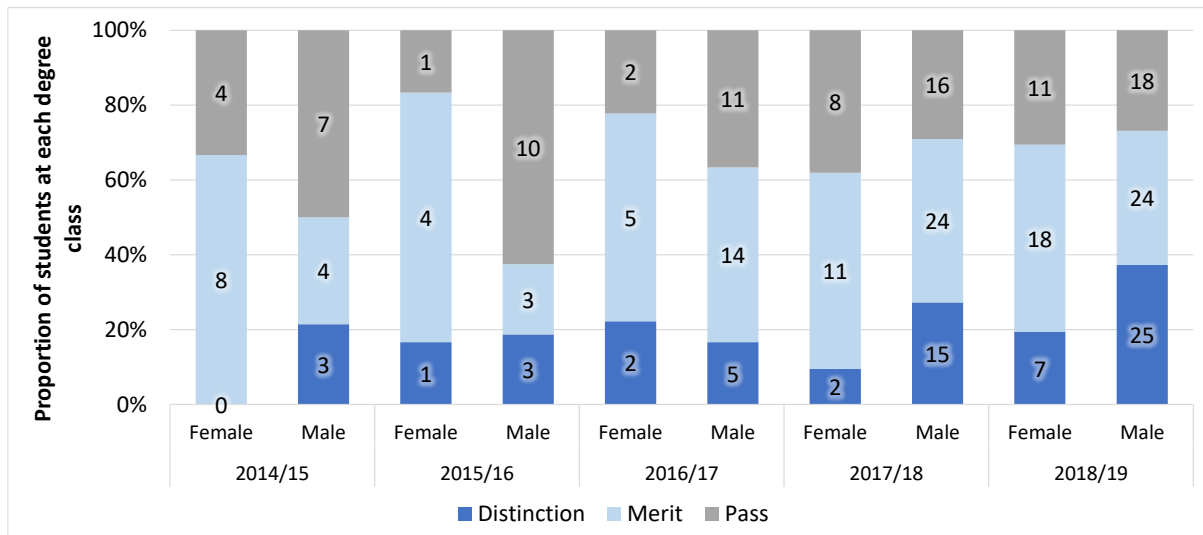
PGT degree attainment

Figure 4.1.5: Postgraduate taught degree attainment across all programmes in the department by gender, by academic year.

Note: This is a cohort analysis which looks at the entry point, instead of the year that the PGT was completed. We have at most one or two students each year that withdraw or receive a diploma/certificate each year.
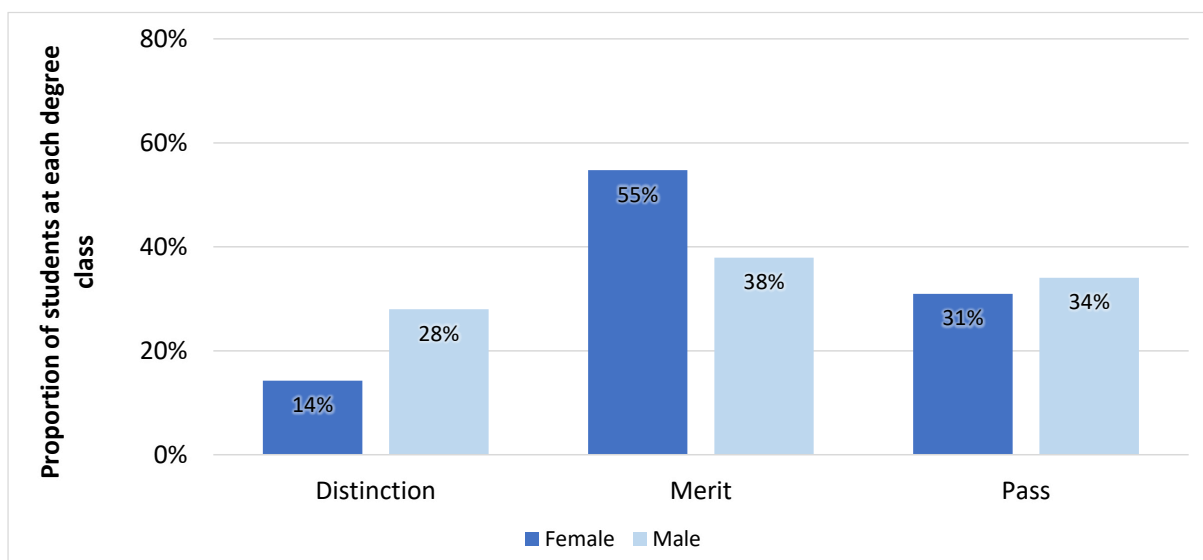
Figure 4.1.6: **Overall PGT degree attainment** across all programmes by gender 2014/15 to 2018/19.

Note: This is a cohort analysis which looks at the entry point, instead of the year that the PGT was completed.

- All students passed the programme and received an average of at least 50% (our pass mark is 40%)

- Male students were more likely to gain a distinction and female student to gain a merit (Figure 4.1.6). Overall, the attainment differences are statically significant (χ^2, P=0.05): male attainment

has improved in the last two years and these larger numbers of students dominate the overall data.

We will investigate why women's attainment is not at the same level as that of men (**Action 3.7).**

Bronze Actions to improve gender balance on PGT programmes:

1.2 Involve Women in Technology (WiT) in open days
1.4 Recruitment materials and recruitment event staffing to feature at least 1/3 women.
1.5 Investigate why current women students accepted their offers
1.6 Highlight availability of funding and scholarships available to applicants/students.
1.7 Follow up with female UG offer holders to increase the chances of them accepting their offers.

3.4 Expand membership of WiT to include greater numbers of PGT and PGR students
3.7 Investigate the attainment gap in between women and men on PGT courses

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

Table 4.1.14: Number of full- and part-time postgraduate research (PGR) students by gender and year

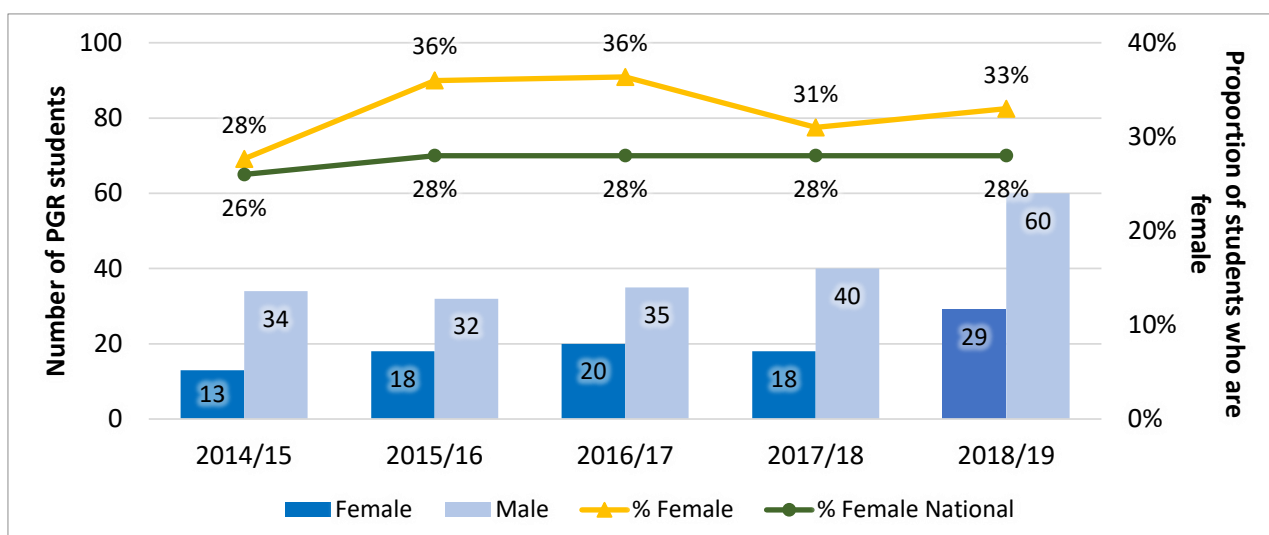| Year	Gender	Total	Full time	Part time	% Part-Time
2014/15	Female	13	10	3	23%
	Male	34	30	4	12%
	% Female	28%	25%	43%	
2015/16	Female	18	15	3	17%
	Male	32	31	1	3%
	% Female	36%	33%	75%	
2016/17	Female	20	17	3	15%
	Male	35	32	3	9%
	% Female	36%	35%	50%	
2017/18	Female	18	17	1	6%
	Male	40	38	2	5%
	% Female	31%	31%	33%	
2018/19	Female	29	26	3	10%
	Male	60	56	4	7%
	% Female	33%	32%	43%	

Figure 4.1.7: Number of postgraduate research (PGR) students in the department by gender and the proportion of students who are female by academic year

- The total number of PGRs rose from 47 in 2014/15 to 89 in 2018/19 (Table 4.1.7), and the representation of female PGRs has increased, 28% in 2014/15to 33% in 2016/17 (against a sector average of 28%)
- Small numbers of PGRs are part-time. Women are more likely to be part-time than men, the numbers are too small to draw firm conclusions.

The rising number of PGR students reflects the rising research profile of the University and the excellent research environment in the Department, highlighted in REF2014.

Table 4.1.15: A comparison of home and overseas PGR students by gender 2014/15 to 2018/19

Year	Home			Overseas			Overall		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2014/15	12	29	29%	1	5	17%	13	34	28%
2015/16	14	28	33%	4	4	50%	18	32	36%
2016/17	11	30	27%	9	5	64%	20	35	36%
2017/18	8	31	21%	10	9	53%	18	40	31%
2018/19	10	31	24%	6	9	40%	16	40	29%

- Numbers of home students remained stable, but the proportion of females varied between 21% and 33%.
- Numbers of overseas students increased from 6 to 15. The proportion of overseas females varies but is mostly notably higher than their home counterparts.

Table 4.1.16: Applications, offers and acceptances for postgraduate research (PGR) students by gender and year.

Year	Gender	Applications	Offers	Acceptances	Offers ÷ Applications	Acceptances ÷ Offers	Acceptances ÷ Applications
2014/15	Female	25	4	3	16%	75%	12%
	Male	99	11	8	11%	73%	8%
	% Female	20%	27%	27%			
2015/16	Female	43	11	6	26%	55%	14%
	Male	115	14	11	12%	79%	10%
	% Female	27%	44%	35%			
2016/17	Female	40	9	7	23%	78%	18%
	Male	116	26	18	22%	69%	16%
	% Female	26%	26%	28%			
2017/18	Female	25	5	3	20%	60%	12%
	Male	65	21	14	32%	67%	22%
	Other	1	0	0	0%	-	-
	% Female	27%	19%	18%			
2018/19	Female	33	15	10	45%	67%	30%
	Male	57	14	10	25%	71%	18%
	% Female	37%	52%	50%			
All	Female	166	44	29	27%	66%	17%
	Male	452	86	61	19%	71%	13%
	% Female	27%	34%	32%			

- PGR applications rose over the past few years, with the proportion of female applicants rising from 20% to 37% in 2018/19.
- Overall women are more likely than men to receive an offer but are slightly less likely to accept. Neither results are significant.

We will continue to monitor our gender balance in our PGR cohort wrt to national benchmark.

PGR Degree Completions

Table 4.1.17: Thesis completion data for full-time postgraduate research (PGR) students by gender and academic year.

Year of Entry	Gender	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2011/12	Female	1	0	0	0	1	100%
	Male	5	0	0	0	5	100%
	% Female	17%	-	-	-	17%	
2012/13	Female	2	0	0	0	2	100%
	Male	3	0	0	1	4	75%

Year of Entry	Gender	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
	% Female	40%	-	-	0%	33%	
2013/14	Female	2	0	0	0	2	100%
	Male	2	0	0	3	5	40%
	% Female	50%	-	-	0%	29%	
2014/15	Female	0	0	0	2	2	0%
	Male	1	0	0	2	3	33%
	% Female	0%	-	-	50%	40%	
2015/16	Female	1	0	2	2	5	20%
	Male	5	0	0	2	7	71%
	% Female	17%	-	100%	50%	42%	

NB: This is a Cohort analysis which looks at the entry points, instead of the year the PGR degree was completed.

Table 4.1.18: Thesis completion data for full-time integrated PhD students by gender and academic year.

Year of Entry	Gender	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2011/12	Female	0	0	0	0	0	-
	Male	1	0	0	3	4	25%
	% Female	0%	-	-	-	0%	
2012/13	Female	2	0	0	0	2	100%
	Male	5	0	0	1	6	83%
	% Female	29%	-	-	0%	25%	
2013/14	Female	1	0	0	1	2	50%
	Male	0	0	0	4	4	0%
	% Female	100%	-	-	20%	33%	
2014/15	Female	0	0	1	0	1	0%
	Male	0	0	0	1	1	0%
	% Female	-	-	100%	0%	50%	
2015/16	Female	0	0	0	1	1	0%
	Male	0	0	0	2	2	0%
	% Female	-	-	-	33%	33%	

NB: This is a Cohort analysis which looks at the entry points, instead of the year the PGR degree was completed.

It is rare for a PGR student not to complete (Tables 4.1.10 and 4.1.11). Students unable to submit due to unforeseeable difficulties may be granted an extension by the Faculty Board of Studies and receive continued support. From 2017, additional institutional support became available through the newly created Doctoral College.

(v) Progression pipeline between undergraduate and postgraduate student levels
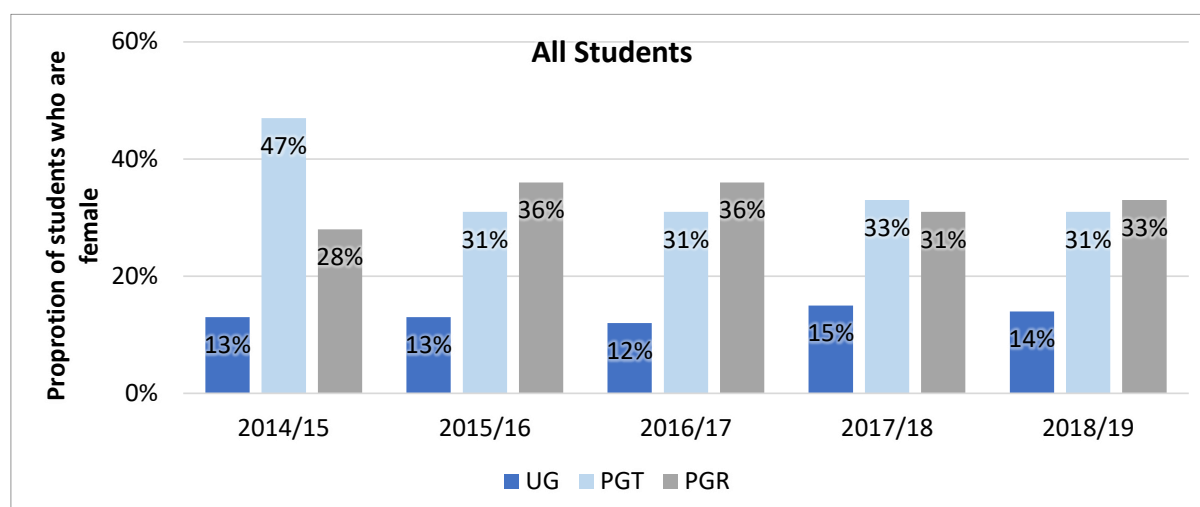

Figure 4.1.6: Proportion of all UG, PGT and PGR students who were female between 2014/15 and 2018/19

- Women are better represented at PGT and PGR level than UG level.
- As PGT numbers have risen, the proportion who are female has stabilised at around 31%.
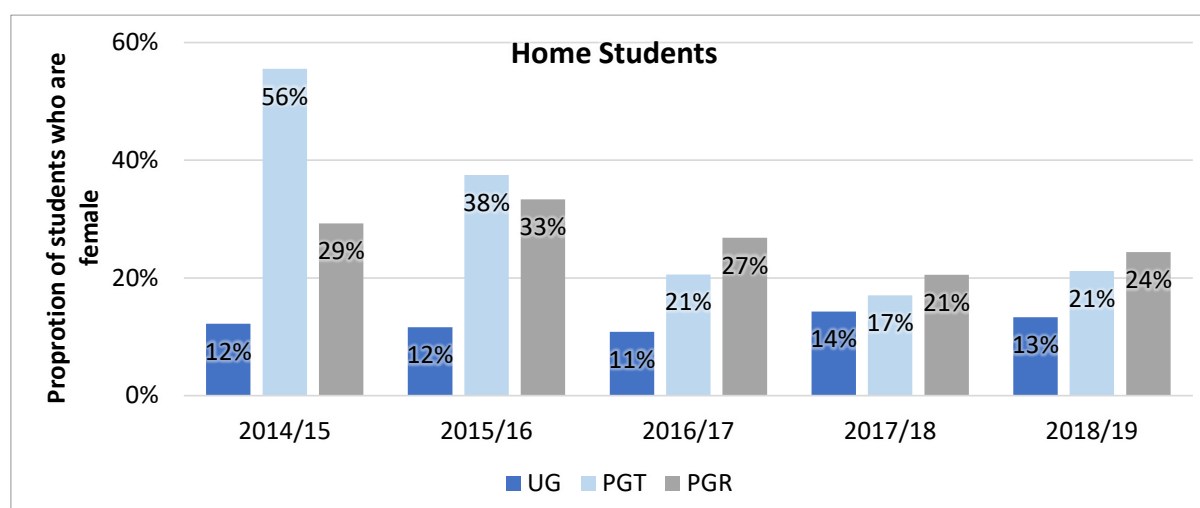- The female proportion of PGR students varies given relatively small numbers but has been stable for the last few years.

Figure 4.1.7: Proportion of all UG, PGT and PGR students who were female between 2014/15 and 2018/19

- The better representation of women at PGT and PGR levels is not just due higher number of female overseas students (**Figure 4.1.7**).
- Among home students, female PG representation has fallen, though remaining above UG levels

Although relatively small numbers, the pattern of better female representation at PG persists. This pattern is also observed at national level. The reasons for this are not fully understood.

Based on the HESA Graduate Outcomes survey, with a census date roughly 15 months after leaving, 94% of our 2017/18 graduates are either in a graduate job or in further education and 6% in non-graduate employment. For women that is 100% in graduate jobs. PG destinations are harder to track more international audience. A good proportion of our PGR graduates do continue in academia.

A small number of students continue their studies at Bath and elsewhere (**Tables 4.1.19** and **4.1.20**). There appears to be no noticeable gender effect.

Table 4.1.19: Progression pipeline of Bath undergraduates to PGT by year.

Year	Continued studies at Bath		Continued studies elsewhere	
	Female	Male	Female	Male
2018/19	1	1	0	0
2017/18	0	0	0	0
2016/17	1	0	0	6
2015/16	0	2	0	0
2014/15	1	1	0	0

Table 4.1.20: Progression pipeline Bath UG/PGTs to further study PGR by year.

Year	Continued studies at Bath		Continued studies elsewhere	
	Female	Male	Female	Male
2018/19	1	0	0	1
2017/18	1	1	0	0
2016/17	1	0	0	6
2015/16	2	1	0	0
2014/15	1	1	0	0

In 2018/19 we had 98 PGR students with 16 (10 female) students coming through our BSc/MComp and MSc programmes. Given the small numbers of females in these programmes it is an achievement that 62% of the "home" recruits are female.

4.2. Academic and research staff data

Table 4.2.1: Overview of grades, contract types and role titles

Grade	Contract Type		
	Research-only	Teaching only	Teaching and Research
Grade 6	Research Assistant (RA)		
Grade 7	Research Officer (RO)	Teaching Fellow/Lecturer	Lecturer
Grade 8	Research Fellow	Teaching Fellow/Lecturer	Lecturer
Grade 9	Senior Research Fellow	Senior Teaching Fellow/Senior Lecturer	Senior Lecturer Reader
Professorial Scale	Professor	Professor	Professor

NB: From January 2020, all staff on (Senior) Teaching Fellow contract have been given (Senior) Lecturer contracts with teaching only responsibilities.

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

The Department had 57 members of academic and research staff numbers in 2018/19. This represents an increase of 24% over the 5 years from 2014/15.
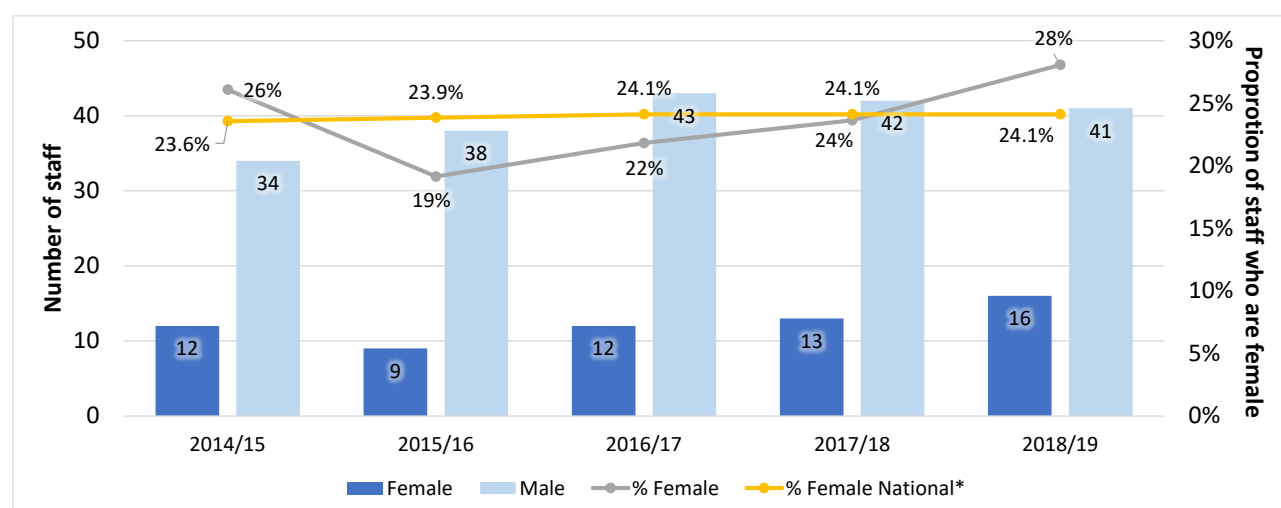
Figure 4.2.1: Number of academic and research staff by year and gender 2014/15 to 2018/19
* National data for Information technology & systems sciences & computer software engineering cost centre
Note: Data based on headcount on 31st July 2019

- Overall women make up just over 28% of academic and research staff (Figure 4.2.1)
- Numbers of men and women have risen over the last five years and the proportion who are female has risen steadily for the last four years.
- Women's representation is broadly in line with the national average.

Recruitment practices were enhanced to improve gender diversity: training for interview panel members; including our Athena SWAN logo in job adverts; explicit welcoming applicants from women and using tools like Textio to improve the advert's inclusiveness.

Table 4.2.2: Academic and research staff by gender and working mode.

Gender	FT/PT	2014/15	2015/16	2016/17	2017/18	2018/19
Female	FT	11	9	9	10	13
	PT	1	0	3	2	3
	%PT	8%	-	25%	17%	19%
Male	FT	33	38	41	39	40
	PT	1	0	2	3	1
	%PT	3%	-	5%	7%	2%

Note: Data based on headcount on 31st July

- Most staff work full-time: on average 6% of staff worked part-time over the last five years.
- Women are more likely to be working part-time than men: in 2018/19 only 1/41 men and 3/16 women worked part-time.

Table 4.2.3: Academic and research staff by gender and grade/role 2014/15 to 2018/19

Staff Role	Gender	2014/15	2015/16	2016/17	2017/18	2018/19
Research Only	Female	9	6	8	7	10
	Male	12	15	15	11	11
	%Female	43%	29%	35%	39%	48%
Teaching only	Female	0	0	0	3	3
	Male	1	2	3	6	6
	%Female	0%	0%	0%	33%	33%
Lecturer	Female	0	0	0	0	0
	Male	4	4	6	6	5
	%Female	0%	0%	0%	0%	0%
Senior Lecturer	Female	1	1	2	2	2
	Male	3	4	5	5	5
	%Female	25%	20%	29%	29%	29%
Reader	Female	2	1	1	1	1
	Male	5	4	4	4	5
	%Female	29%	20%	20%	20%	17%
Professor	Female	0	0	0	0	0
	Male	8	7	7	8	8
	%Female	0%	0%	0%	0%	0%
Other*	Female	0	1	1	0	0
	Male	1	2	3	2	1
	%Female	0%	33%	25%	0%	0%

* The other category is for members of the department whose contract does not fit any of the above categories because of their time being partially bought for consultancy or other variations in their contract.
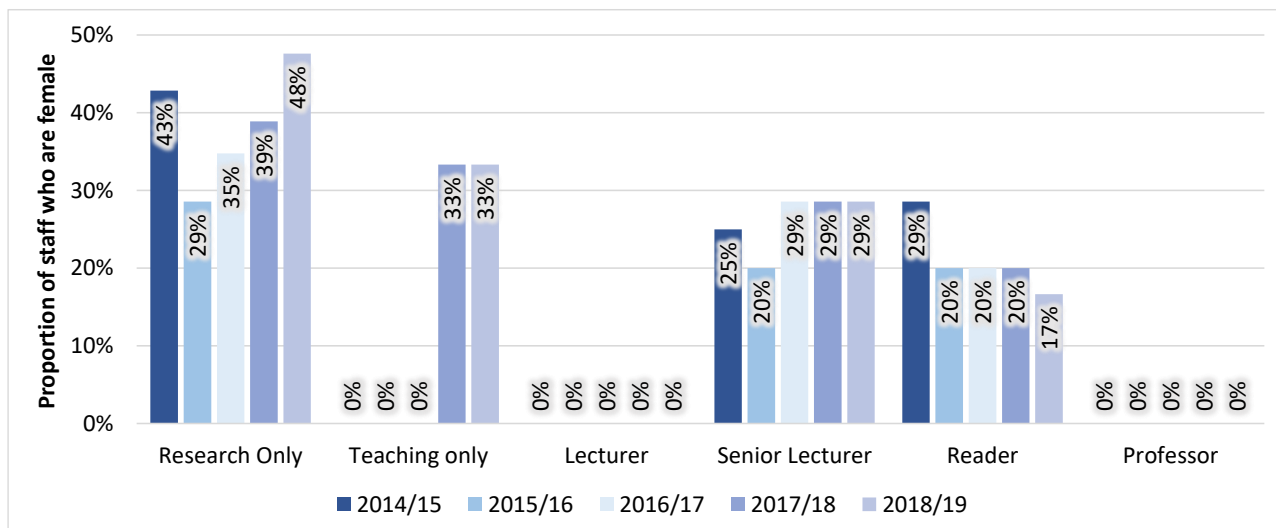
Figure 4.2.2: Proportion of academic and research staff who are female by role/grade and year 2014/15 to 2018/19

- With the small number of women, no firm conclusions can be drawn regarding their representation among different roles. However, there is evidence that representation of women falls with increasing seniority.
- Representation of women among research-only staff is in line with or slightly better than female representation at PGR level.
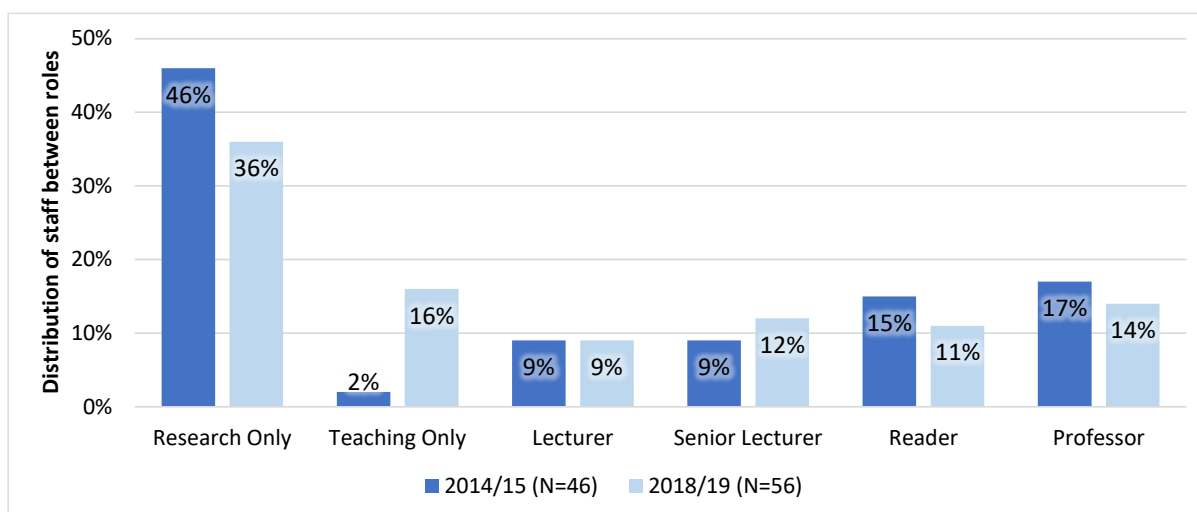

Figure 4.2.3: Distribution of academic and research staff between roles 2014/15 and 2018/19

- Over the last 5 years, the number of staff in each role has remained relatively constant except for teaching-only staff, which expanded from 2 to 9.
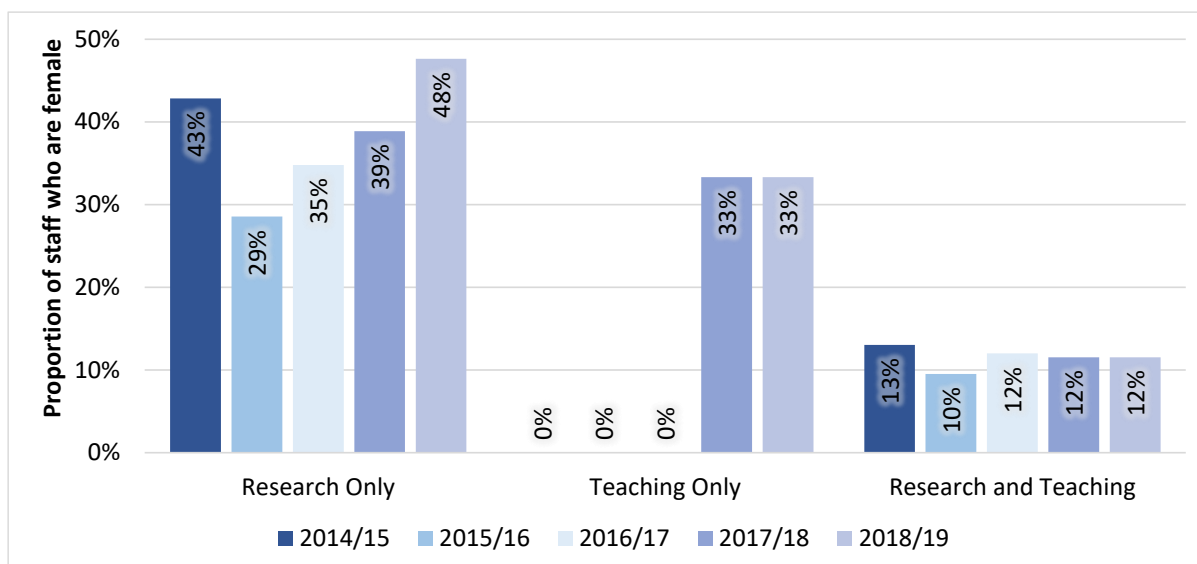
Figure 4.2.4: Distribution of academic and research staff between contract types 2014/15 to 2018/19

- Women are better represented in research-only and teaching-only roles than in research and teaching roles.

The data emphasise the need to:

- Support women in research posts to gain permanent academic positions at Bath or elsewhere (**Actions 4.1, 4.2**)
- Focus on the recruitment of women into permanent academic posts (**Actions 2.1, 2.2**)
- Ensure that women are supported to progress into senior roles. (**Actions 5.X**)

Actions relating to these areas are discussed in the sections that follow.

Bronze Actions to improve gender balance in staff:

2.1 Design new recruitment policy with strong ED&I emphasis
2.2 Engage in proactive search for women candidates

4.1 Design and implement ECR support policy
4.2 Support early-career grant and fellowship applications

5.1 Ensure that there is an effective mentoring policy in place
5.2 Ensure SDPR include career and promotion reflection
5.3 Appoint a departmental Career Champion
5.5 Improve support for grant applications
5.6 Organise workshops on promotion

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

Table 4.2.4: Contract types of academic and research staff by gender, role, and year (headcount on 31st July).

Year	Gender	Research-Only			Teaching-Only			Teaching-and-Research		
		Fixed Term	Open Ended	% Fixed Term	Fixed Term	Open Ended	% Fixed Term	Fixed Term	Open Ended	% Fixed Term
2014/15	Female	9	0	100%	0	0	-	0	3	0%
	Male	11	1	92%	0	1	0%	0	21	0%
2015/16	Female	6	0	100%	0	0	-	0	2	0%
	Male	14	1	93%	1	1	50%	0	19	0%
2016/17	Female	8	0	100%	0	0	-	0	3	0%
	Male	14	1	93%	2	1	67%	0	22	0%
2017/18	Female	7	0	100%	3	3	50%	0	3	0%
	Male	11	0	100%	3	3	50%	0	23	0%
2018/19	Female	10	0	100%	2	1	67%	0	3	0%
	Male	11	0	100%	2	4	33%	0	24	0%

- Most staff on research-only contracts are employed on fixed-term contracts: only one researcher each year is on an open-ended contract, as the role brings funding for his own post.

- Numbers of teaching-only staff are low. They are on a mix of fixed-term and open-ended contracts; the former to provide short-term cover.

- All teaching-and-research staff are on open-ended contracts.

Hourly-paid contracts are used for a limited number of purposes including PGR demonstrators, UG ambassadors, and administrative exam support. From 2020/21, all these roles can also request a fixed-term employment contract to provide greater job security.

There is no evidence of any gender-related patterns in our use of fixed-term and open-ended contracts.

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

Table 4.2.5: Academic and research staff leavers and leaving rates by contract type, gender, and academic year.

Career Path	Gender		2014/15	2015/16	2016/17	2017/18	2018/19
Research Only	Female	Staff	9	6	8	7	10
		Leavers	2	4	3	2	0
		Leaving Rate	22%	67%	38%	29%	0%
	Male	Staff	12	15	15	11	11
		Leavers	5	2	10	6	4
		Leaving Rate	42%	13%	67%	55%	36%
Teaching Only	Female	Staff	0	0	0	3	3
		Leavers	0	0	0	0	1
		Leaving Rate	-	-	-	0%	33%
	Male	Staff	1	2	3	6	6
		Leavers	0	1	0	2	0
		Leaving Rate	0%	50%	0%	33%	0%
Research and Teaching	Female	Staff	3	2	3	3	3
		Leavers	0	1	0	0	0
		Leaving Rate	0%	50%	0%	0%	0%
	Male	Staff	20	19	22	23	23
		Leavers	0	2	0	0	1
		Leaving Rate	0%	11%	0%	0%	4%

Table 4.2.6: Academic and research staff leavers and leaving rates by contract type, gender, and academic year.

Contract	Gender		2014/15	2015/16	2016/17	2017/18	2018/19
Fixed-Term	Female	Staff	9	6	8	10	12
		Leavers	1	4	4	2	1
		Leaving Rate	11%	67%	50%	20%	8%
	Male	Staff	11	15	16	14	13
		Leavers	4	3	10	7	5
		Leaving Rate	36%	20%	63%	50%	38%
Open Ended	Female	Staff	3	2	3	6	4
		Leavers	1	1	0	0	0
		Leaving Rate	33%	50%	0%	0%	0%
	Male	Staff	23	21	24	26	28
		Leavers	1	2	0	1	1
		Leaving Rate	4%	10%	0%	4%	4%

- As expected, leaving rates for fixed-term staff are much higher than those for staff on open-ended contracts.
- Annual leaving rates for research-only staff are higher than those for other staff, again as expected given that the majority are on time-limited external funding.
- Given the small numbers of women, it is difficult to draw firm conclusion but there are no obvious gendered patterns in leaving rates.
- There is also no evidence that working full-time/part-time contributes to staff leaving.

The main reasons for leaving are retirement or moving to a different position once a project has ended (research-only). One colleague (male) left because personal circumstances required relocation.

When a colleague resigns, an exit interview is offered by HR. Information is shared with the head of department.

University surveys show that staff generally like the department and would like to stay.

5. Supporting and advancing women's careers

Recommended word count: 6000 words [6261]

5.1. Key career transition points: academic staff

(i) Recruitment

The department fully complies with the University's employment policies, and the University closely monitors each stage of the recruitment process.

Current recruitment practice includes:

- Panel members are trained in recruitment and interviewing skills; checked by the department coordinator and our HR contact.
- Panel members currently undertake Diversity in the Workplace and Unconscious Bias training.
- Each interview panel where possible has a gender mix (the only reason for deviation is female staff workload). In future, we will supplement our pool with external female staff when needed.
- We create a comfortable and gender-balanced environment for candidates while they are in our care within and outside the interview process.

Table 5.1.1: Applications and shortlisted candidates for academic and research roles by gender and year 2014/15 to 2018/19

Year	Gender	Applications	Shortlisted	Shortlisted : Applications
2014/15	Female	22	3	14%
	Male	111	15	14%
	% Female	17%	17%	
2015/16	Female	55	9	16%
	Male	202	35	17%
	% Female	21%	20%	
2016/17	Female	33	4	12%
	Male	131	21	16%
	% Female	20%	16%	
2017/18	Female	29	6	21%
	Male	98	22	22%
	% Female	23%	21%	
2018/19	Female	64	16	25%
	Male	159	32	20%
	% Female	29%	33%	
Overall	Female	203	38	19%
	Male	701	125	18%
	% Female	22%	23%	

Note: Some positions were advised as multiple level posts e.g., Lecturer/Senior Lecturer. In these cases, the lowest position has been taken.

- On average 22% of applicants over the last five years have been female, although the proportion varied to year dependent upon the mix of posts advertised.

- Although there is variation year to year, on average equal proportions of women and men are shortlisted.

Table 5.1.2: Applications and shortlisted candidates for academic and research roles by level and gender 2014/15 to 2018/19 combined.

Level	Gender	Applications	Shortlisted	Shortlisted : Applications
Research-only	Female	57	15	26%
	Male	181	40	22%
	% Female	24%	27%	
Teaching-only	Female	27	8	30%
	Male	77	23	30%
	% Female	26%	26%	
Lecturer	Female	102	12	12%
	Male	342	45	13%
	% Female	23%	21%	
Senior Lecturer/ Reader	Female	15	3	20%
	Male	59	7	12%
	% Female	20%	30%	
Professor	Female	1	0	0%
	Male	16	3	19%
	% Female	6%	0%	

Note: Some positions were advertised as multiple level posts e.g., Lecturer/Senior Lecturer. In these cases, the lowest position has been taken.

- Similar proportions of applicants who are female apply for posts at all level except at Professorial level where the proportion of applicants who are female is much lower.
- There are no statistically significant differences in the shortlisting rates of women and men. The higher proportion of women shortlisted at Senior Lecturer/Reader level is noticeable but cannot be considered a trend due to the low numbers.

Table 5.1.3: New starters in academic and research positions by year, level, and gender 2014/15 to 2018/19. Note that new starters could have applied in the previous year.

Year	Gender	Total	Research only	Teaching only	Lecturer	Senior Lecturer	Reader	Professor	Other
2014/15	Female	3	3	0	0	0	0	0	0
	Male	6	4	0	2	0	0	0	0
	% Female	33%	43%	-	0%	-	-	-	-
2015/16	Female	5	4	0	0	0	0	0	1
	Male	12	7	3	0	1	0	0	1
	% Female	29%	36%	0%	-	0%	-	-	50%
2016/17	Female	7	5	0	0	1	0	0	1
	Male	14	9	1	3	0	0	0	1
	% Female	33%	36%	0%	0%	100%	-	-	50%
2017/18	Female	1	0	1	0	0	0	0	0
	Male	3	1	1	1	0	0	0	0
	% Female	25%	0%	50%	0%	-	-	-	-
2018/19	Female	5	4	1	0	0	0	0	0
	Male	9	2	4	1	1	1	0	0
	% Female	36%	67%	20%	0%	0%	0%	-	-
Overall	Female	21	16	2	0	1	0	0	2
	Male	44	23	9	7	2	1	0	2
	% Female	32%	41%	18%	0%	33%	0%	-	50%

- Although numbers of new starters are relatively small except for research-only posts, on average about a third of new starters are female.
- Women are best represented in research-only appointments, with about 40% of new starters being female.
- Women were notably underrepresented among Teaching Fellows. This was due to last-minute staffing requirements and has since been addressed with three more female Teaching Fellows appointed.

The data suggest that women and men are equally successful at interview stage. This confirms the need to attract more female candidates, particularly for senior and especially Professorial appointments. Our new recruitment policy with a focus on inclusivity, especially gender, will be the cornerstone to address this gender imbalance **(Action 2.1)**. This will be combined with a proactive search for good candidates, particularly women (**Action 2.2**).

Most academic and research staff agree that the department's recruitment processes are inclusive and fair and agree that action is taken to encourage people from underrepresented groups to apply.

The Department's recruitment procedures are inclusive and fair
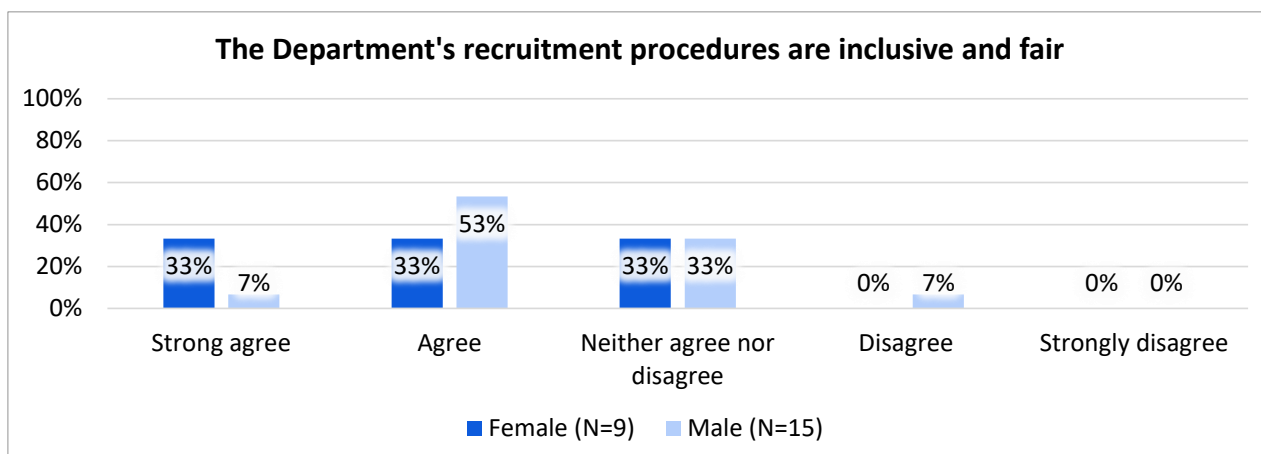
Figure 5.1.1: Academic and research staff feedback on whether the Department's recruitment procedures are inclusive and fair

Positive action is taken to encourage men and women to apply for posts in areas where they are under-represented
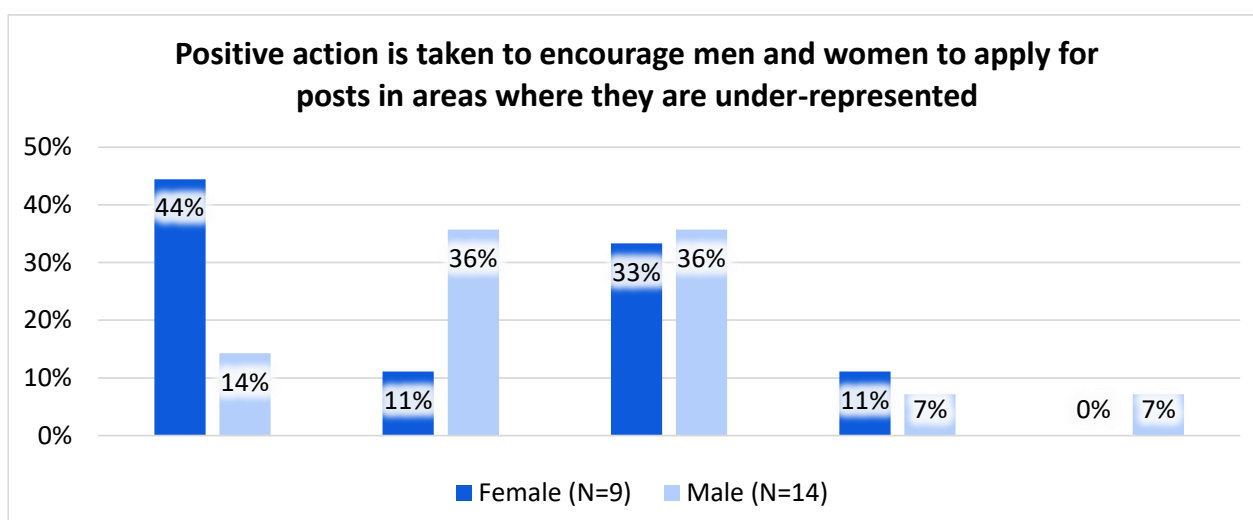
Figure 5.1.2: Academic and research staff feedback on whether positive action is taken to encourage men and women to apply for posts in areas where they are underrepresented

Bronze Actions to improve gender balance and strengthen good practice in recruitment

2.1 Design new recruitment policy with strong ED&I emphasis
2.2 Engage in proactive search for women candidates

(ii) Induction

On arrival new staff are welcomed by their line manager and introduced to the HoD. The Department Coordinator organises a guided tour of the Department and personal introductions are made to key staff e.g., Directors of Studies, Professional and Support staff.

All new staff are invited to a University induction event, which is organised on regular intervals for all who started within that period.

New induction processes were introduced in 2018/19. There is now an induction handbook on the departmental Moodle page, to which all staff have access. The handbook lists key contacts and

housekeeping information for the department, as well as steps new staff should take to familiarise themselves with University systems and processes.

Staff opinion indicates that the induction process is not helpful and informative. We will take action by introducing a checklist to be signed off by the new starter and their line manager when the induction is complete (**Action 8.1**). As part of generating a more welcoming environment, research groups will be asked to provide a more informal and social induction to the department and the research group (**Action 8.2**). In addition, we will include the mentor in the induction process (see section 5.3(iii) and **Action 5.1**).

The induction process when I joined the Department was helpful and informative
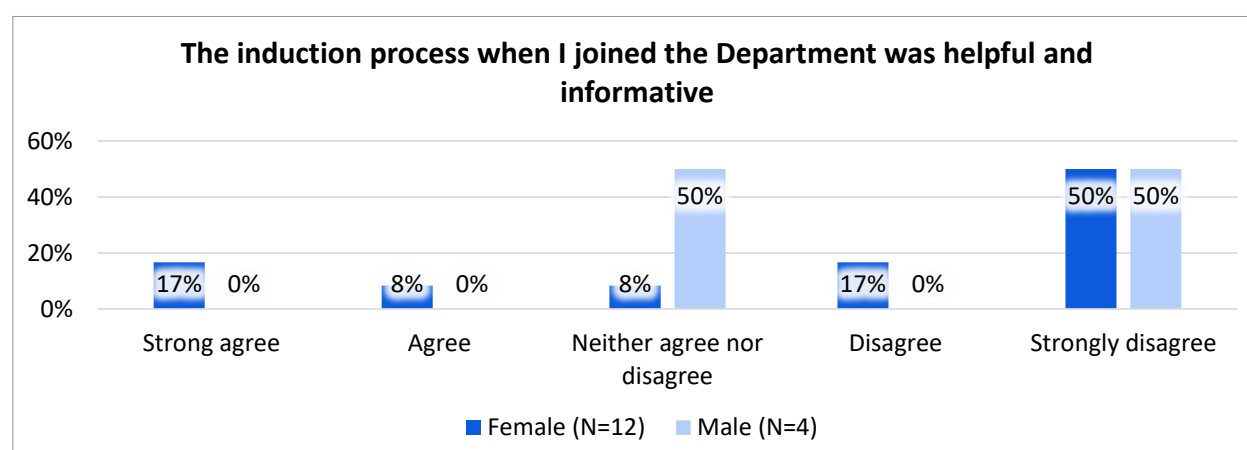
Figure 5.1.3: Academic and research staff who joined the University 3 or fewer years ago feedback on whether the induction process when they joined the Department was helpful and informative

Bronze Actions to improve staff induction

5.1 Ensure that there is an effective mentoring policy in place

8.1 Create an induction checklist
8.2 Introduce a more informal and social induction via research groups

(iii) Promotion

The process for promotion is transparent. Criteria for progression are published on the University's webpages. The criteria, along with an explanation of the process, are circulated to the Department and all staff invited to apply. Allowances for career breaks are made.

I understand the promotion process and criteria in the University
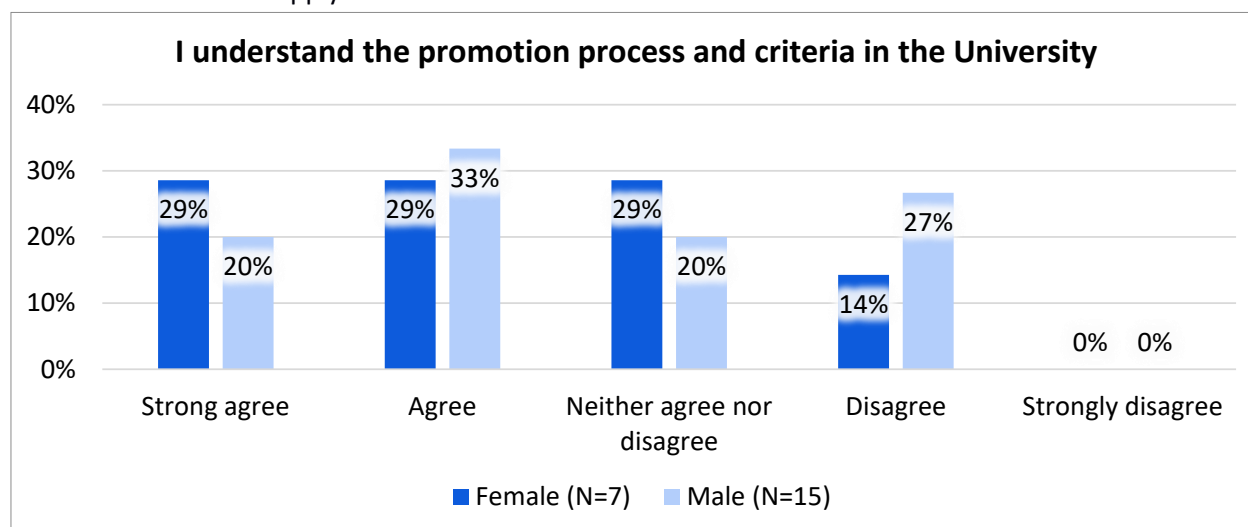
Figure 5.1.4: Academic and research staff feedback on whether staff understand the promotion criteria

Most men and women report that they understand the criteria but there is a small group of staff who report they do not understand.

We will hold a promotion workshop to highlight current promotion criteria and to support business case writing training (**Action 5.6**).

Internally, the HoD invites applications for promotion. A consensus recommendation is made by all senior staff as to the suitability of the case to go forward. Individual feedback is provided to all candidates to enable them to improve their promotion case and CV for a future application.

Table 5.1.4: Applications, promotions, and success rates by gender for teaching and research staff 2014/15 to 2018/19

Year	Eligible staff*		Applications		Application rate		Promotions		Success rates	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
2014/15	3	12	0	2	0%	17%	-	2	-	100%
2015/16	2	12	0	0	0%	0%	-	-	-	-
2016/17	3	15	0	2	0%	13%	-	2	-	100%
2017/18	3	15	0	2	0%	13%	-	2	-	100%
2018/19	3	15	0	2	0%	13%	-	2	-	100%
Total			0	8			-	8	-	100%

* Eligible staff are defined as staff at Lecturer, Senior Lecturer, or Reader level.

- There were two promotions to Professor, three to Reader and three to Senior Lecturer.
- In addition, one man successfully applied for promotion to Research Fellow in 2017/18.

- There have been no applications for promotion by teaching-only staff.
- Over the last five years no women have applied.
- The success rate is 100%.

The recent promotions in the department have been conducted in a fair and transparent way

	Strong agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=7)	29%	14%	57%	0%	0%
Male (N=15)	7%	33%	40%	20%	0%
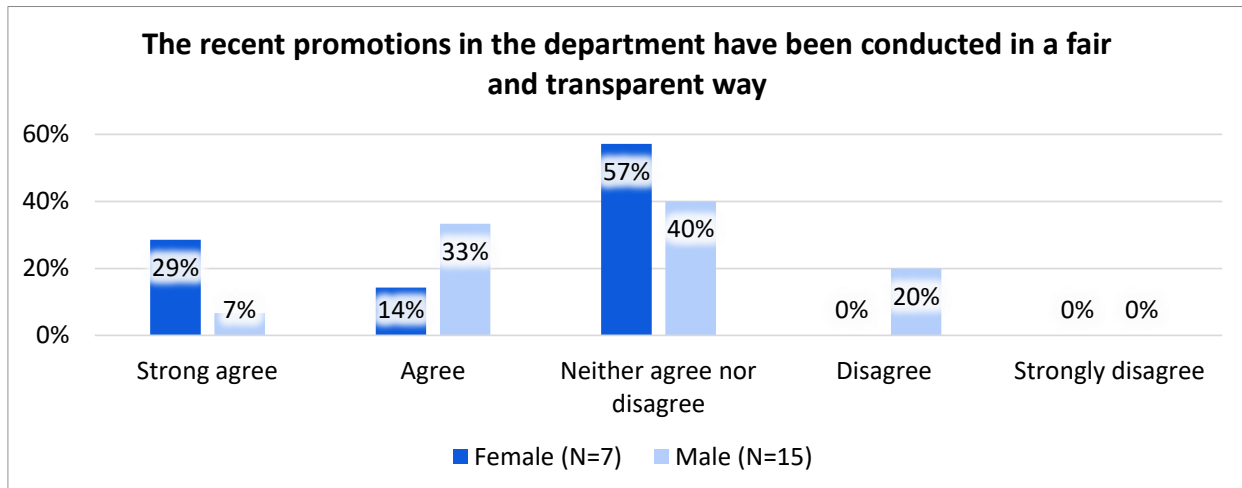
Figure 5.1.5: Staff feedback on whether staff believe the recent promotions in the department have been conducted in a fair and transparent way

Men and women are equally encouraged and supported to apply for promotion or to progress their careers in the Department

	Strong agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=9)	44%	11%	33%	11%	0%
Male (N=14)	14%	57%	29%	0%	0%
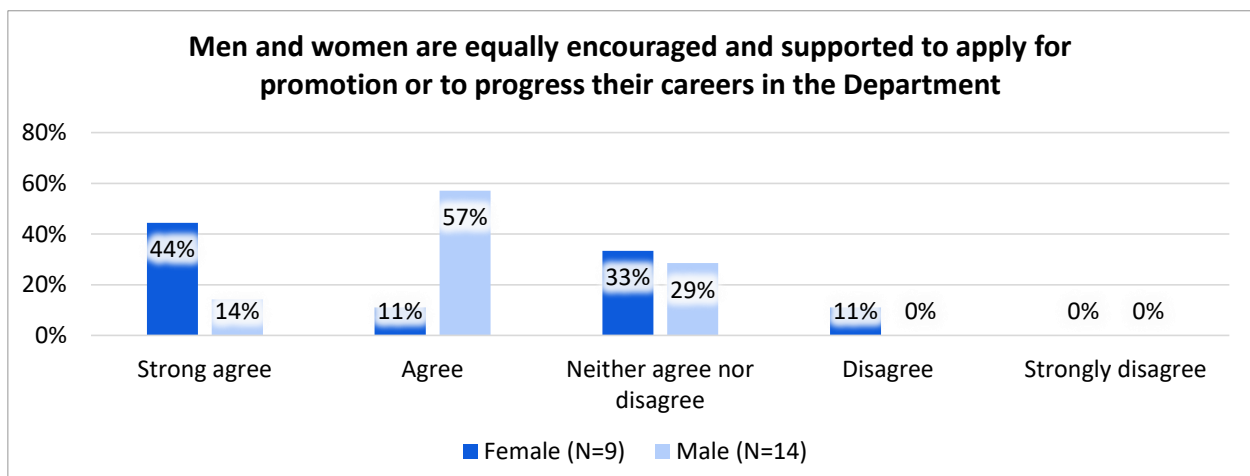
Figure 5.1.6: Staff feedback on whether men and women are equally encouraged and supported to apply for promotion or to progress their careers in the Department

- Feedback on the promotions system is broadly positive or neutral.

While no women applied for promotion, the numbers are small and there is not enough data to draw gendered conclusions. The 100% success rate does suggest that the Department may be too cautious in bringing promotion cases, and more could be attempted, in particular by women. To improve this, we propose instating a career champion (**Action 5.3**), a promotion readiness checklist, to be included in SDPR (**Action 5.2**), and workshops on promotion (**Action 5.6**).

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

Table 5.1.5: Gender breakdown for REF2014 submission

Gender	Submitted to REF	Eligible	% of eligible staff submitted
Female	3	4	75%
Male	18	18	100%
Total	21	22	95%

In REF2014, the Department was submitted to the "Computer Science and Informatics" unit of assessment. Staff were not submitted when they did not have the requisite number of 3* research papers. 18 out of 18 eligible male staff, and 3 out of 4 of eligible female staff, were submitted (**Table 5.1.4**).

A strategic decision to exclude an individual was made in accordance with the University's code of practice on preparing submissions and the relevant equality and employment laws. The HoD spoke 1:1 to the individual, to reassure them that non-submission would not count against them.

5.3. Career development: academic staff

(i) Training

All staff are encouraged to develop new skills and attributes to support career development. Training opportunities, including the University's Academic Staff Development and Researcher Development Units' courses, are promoted by email to academic and research staff. We also have early career lunches for informal peer learning.

HEA fellowship is encouraged for all staff. For probationers this happens through the Bath Course while colleagues past probation take the Bath Scheme. Departmental advisors (1 male, 1 female) provide support.

Table 5.3.1: Training uptake of additional training by year and gender.

Year	Female	Male
2014/15	9	20
2015/16	8	5
2016/17	1	5
2017/18	5	7
2018/19	6	7

Note: this does not include conference, seminar, or workshop attendance

The number of staff and ECRs taking up additional training is very low (**Table 5.3.1**). Although the differences are not significant, it does appear that women are more likely to take training courses than men. While a low turnout for academic staff can be explained through high workload, ECRs are missing out on opportunities to develop their skills.

Staff are encouraged to attend national and international conferences. They are also encouraged to attend leadership courses. The University funds 10 competitively allocated places per year on the AURORA Leadership Programme. The HoD proactively encourage women from the department to attend, one of whom commented:

> "Aurora was a great opportunity to spend some time on my own development .... Nice to be selfish for a change."

This implies that with high workloads personal ambition is often set aside for the benefit of the department and its students; taking some time for personal development felt like a luxury.
We will encourage academic staff to take up targeted training and to make training opportunities more explicit in their SDPR, emphasising that personal development is a right (**Action 5.2),** Funding and support will be made available for these activities (**Action 5.4**). For ECR we envisage a support policy to develop skills and experience through a culture of a "10-day training allowance" (**Action 4.1**).

(ii) Appraisal/development review

Staff Development Performance Review (SDPR) has been mandatory for all academic and research staff since 2014/15. Performance is reviewed, objectives set for the coming year and career development discussed. In 2018/19, the formal process was replaced by a coaching-focussed career conversation. The faculty wants more performance assessment so reverted back to SDPR in 2019/20. No SDPR took place due to the pandemic.
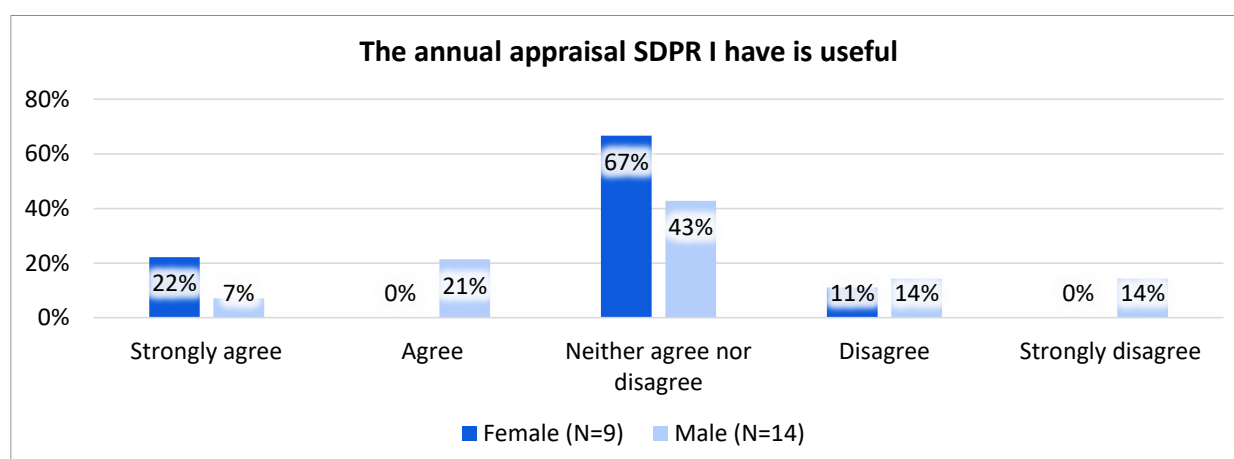

The annual appraisal SDPR I have is useful

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=9)	22%	0%	67%	11%	0%
Male (N=14)	7%	21%	43%	14%	14%

Figure 5.3.1: Academic and research staff feedback on the usefulness of the annual appraisal

Men are more positive than women about the SDPR – most women's views are neutral. Comments indicate SDPR is seen more as a performance review rather than a development opportunity.

> "*SDPR is a waste of time, energy, and money*."

> "*I do not think mentoring is taken seriously by the department. … assuming SDPR and 'common sense' are enough. They are not*."

With the continuation of career conversation process in doubt, we plan to augment the more traditional process of SDPR with an informal career and promotion reflection process (**Action 5.2**). This will sit within the wider context of creating the role of Career Champion (**Action 5.3**), instating the policy of promotion readiness checklists (**Action 5.2**) and an improved mentoring policy (**Action 5.1**, see section 5.3(iii)).

Table 5.3.2: Appraisals for teaching and research staff and teaching only staff added to the HR system during the academic year by year and gender.

Gender	2014/15	2015/16	2016/17	2017/18	2018/19
Female	2	0	2	2	0
Male	8	9	17	10	0

Staff not on leave (e.g., maternity, sabbatical) or on probation should complete SDPR. However, the completion rate as measured by appraisals added to the HR system was low for all staff. However, in most cases the problem lies with unfinished or unsubmitted paperwork. We will follow up paperwork more rigorously (**Action 5.7**).

There is no data for ECRs SDPR submission. We will invite the Researcher Development Unit to provide training to ECRs around SDPR's importance as a career development tool and have set a target of 100% uptake of SDPR (**Action 4.1**).

Bronze Actions to support training:

4.1 Design and implement ECR support policy

5.1 Ensure that there is an effective mentoring policy in place
5.2 Ensure SDPR include career and promotion reflection
5.3 Appoint a departmental Career Champion
5.7 Improve paperwork trail for SDPR

(iii) Support given to academic staff for career progression
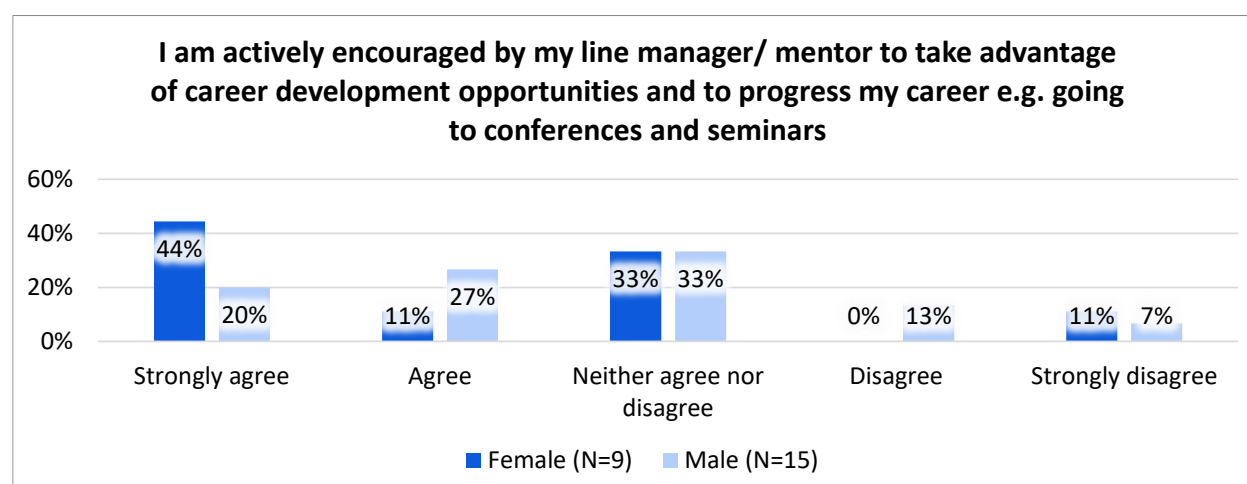
Figure 5.3.2: Feedback on whether academic and research staff are encouraged to take advantage of career development opportunities and to progress their careers.

Just 40% of staff agree that they are being actively encouraged to take up career development opportunities with men more positive than women. One colleague stated:

"This is one of the weakest areas of departmental culture."

The department will create new channels for supporting career supporting including the appointment of a Career Champion (Action 5.3) who will lead on the process of setting up yearly promotion readiness questionnaires for all research and academic staff (**Action 5.2**) and provide career support for our ECR (**Action 4.1**).

Another key issue, based on our cultural survey, is the lack of visibility and therefore uptake of the mentoring scheme.
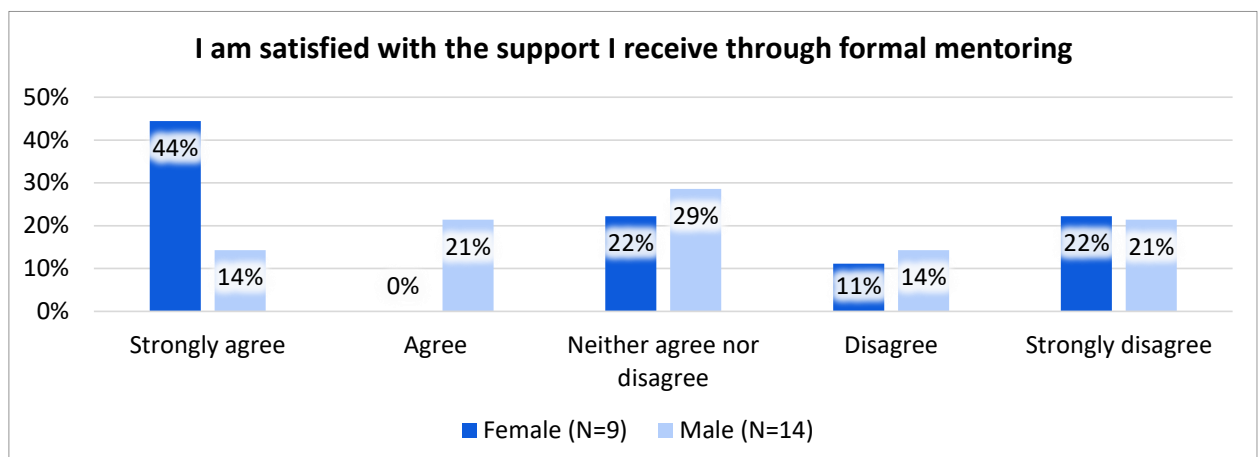
Figure 5.3.3: Feedback on whether academic and research staff are satisfied with the support they receive through formal mentoring

The department has a Mentoring Champion, yet very few staff seem to be aware of this and/or make use of this provision. Those that have a mentor are pleased with the experience.
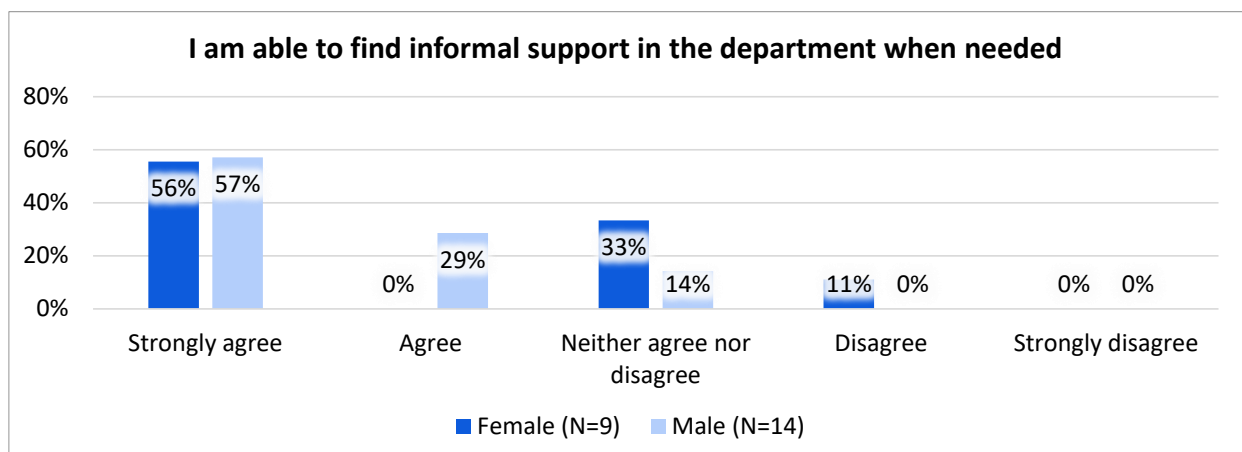
Figure 5.3.4: Feedback on whether academic and research staff can find informal support in the department when needed

What this may not reflect is that colleagues may have a friendly (senior) colleague that they chat with about their career progression (**Figure 5.3.4**). We plan to bring both formal and informal mentoring opportunities into the spotlight (**Action 5.1**).

In the Cultural Survey of 2018, "high workload" was mentioned as a potential barrier to career progression. Actions around workload will be taken to support career progression of academic staff (Section 5.6v)

The University has implemented the "Concordat to Support the Career Development of Researchers" and introduced clear promotion criteria for ECRs. ECRs at grade 8/9 can now apply for their own funding on grants and are able to be Principal Investigators. The Researcher Development Unit and Careers Service provide support for ECR career development. We will offer subject specific support to supplement this (**Actions 4.1 and 4.2**) and include an ECR representative on our Research Committee (**Action 4.3**).

Bronze Actions to support staff career progression:

4.1 Design and implement ECR support policy
4.2 Support early-career grant and fellowship application
4.3 Introduce ECR representation on the research committee

5.1 Ensure that there is an effective mentoring policy in place
5.3 Appoint a departmental Career Champion

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

Feedback shows that women and men are happy with the support for progressing their careers (**Figure 5.3.5**).

I am happy with the help and support the department provides in progressing my career

Female (N=12)   Male (N=25)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female	33%	42%	25%	0%	0%
Male	36%	48%	8%	8%	0%
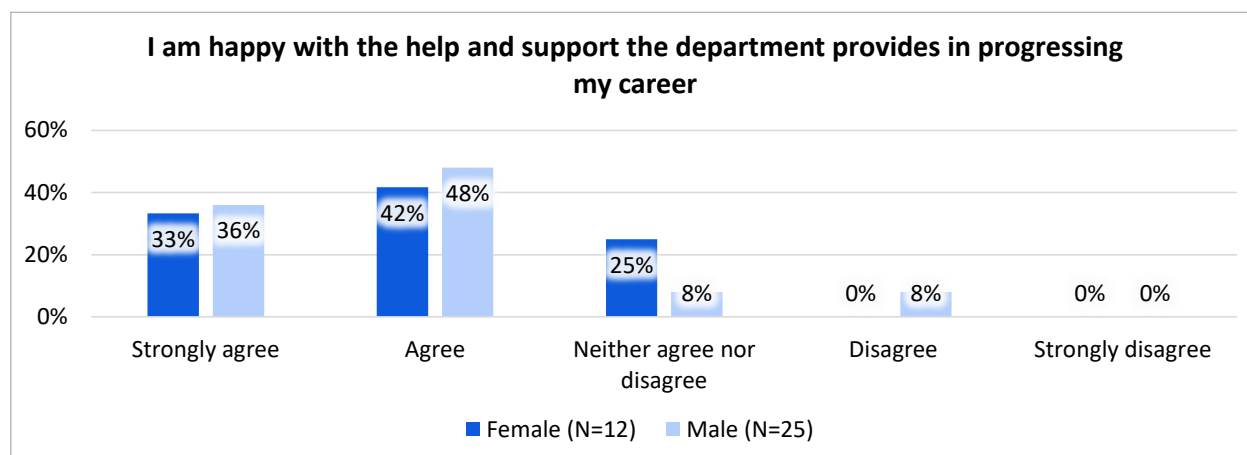
Figure 5.3.5: Feedback on whether undergraduate students are actively encouraged to take up professional development opportunities, and to progress their skills by my personal tutor by gender

Our UG and PGT students are allocated a personal tutor who offers academic and pastoral support and can provide pointers to the University career service running a variety of employability skills sessions and subject-tailored career advice. UG student feedback on whether they receive encouragement from their tutors varies, and the feedback from women is negative. To address this,

clearer guidance to personal tutors will be issued to ensure that one touchpoint each year specifically focusses on professional development and skills improvement (**Action 3.8**).
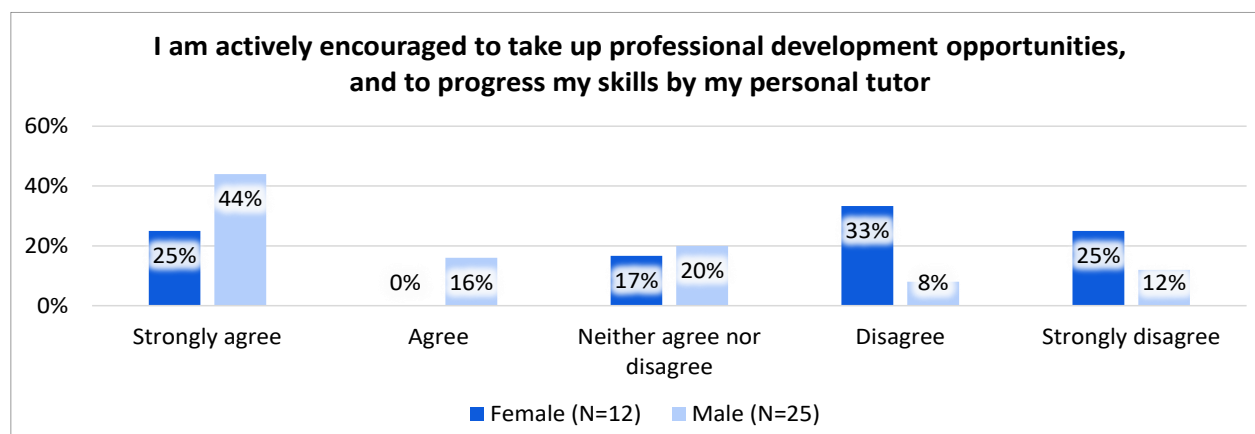

I am actively encouraged to take up professional development opportunities, and to progress my skills by my personal tutor

Response	Female (N=12)	Male (N=25)
Strongly agree	25%	44%
Agree	0%	16%
Neither agree nor disagree	17%	20%
Disagree	33%	8%
Strongly disagree	25%	12%

Figure 5.3.6: Feedback on whether undergraduate students are happy with the help and support the department provides in progressing their careers by gender

Computer science students are supported in their career choices through practical coursework, and guest speakers from industry.

Computer science UG and most PGT students have the opportunity of taking a year-long placement in industry (**Section 4.1.ii**).

Students on the placement programme receive training in CV writing, presentation skills and advice on the companies they might want to apply to, based on their interests, strengths and weaknesses.

The University's Careers Service offers 1:1 career support, highlighted by DoSs and personal tutors. They also run a series of careers events. **Tables 5.3.4 a**nd **5.3.5** show that about 10-20% of the student cohort engage with career services. Proportionally, more female students take advantage of the service. Growing numbers correlate with rising in-take.

Table 5.3.4: Distinct number of students by gender in Computer Science seen by the Careers Service by level, gender and year.

Student level	2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		Totals		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	%F
PGR	1	1	3	5	1	7	1	8	2	5		5	8	31	21%
PGT	2	2	1	3	2	6	8	11	17	19	17	24	47	65	42%
UG	2	18	8	16	4	31	5	15	6	27	3	18	28	125	18%
Total	5	21	12	24	7	44	14	34	25	51	20	47	8	31	21%

Table 5.3.5: Distinct number of students in Computer Science who attended an event organised by the Careers Service by level, gender and year.

Student level	2016/17		2017/18		2018/19		2019/20		Totals		
	F	M	F	M	F	M	F	M	F	M	%F
PGR		2		9	2	6	1	6	3	23	12%
PGT	9	23	12	28	31	48	31	68	83	167	33%
UG	16	123	14	103	32	155	24	152	86	533	14%
Total	25	148	26	140	65	209	56	226	172	723	19%

Feedback from our cultural survey indicates that overall, PGRs are happy or neutral on the question or whether the department provides help and support in progressing their careers. Although not significant, women are happier with the support than men.
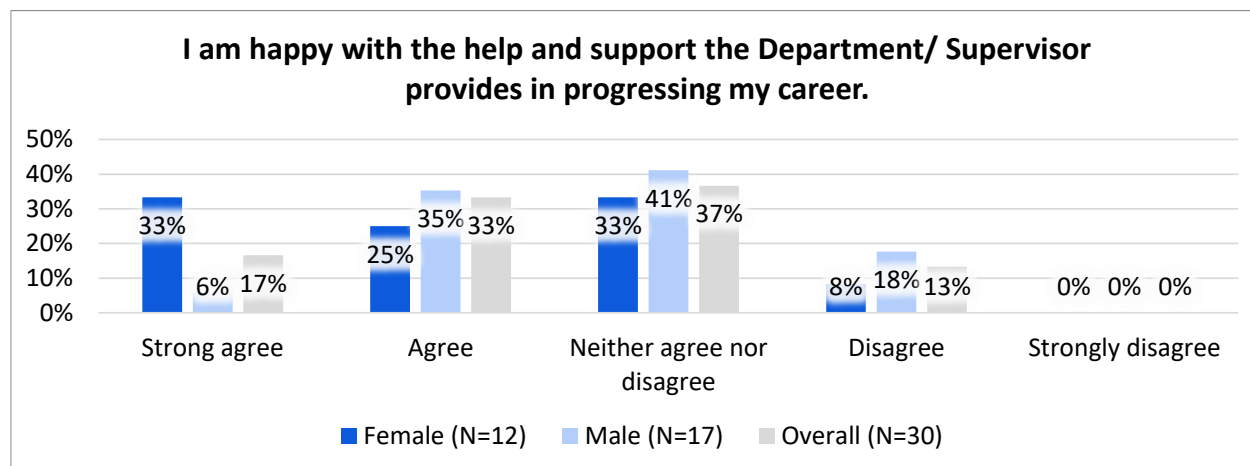

Figure 5.3.7: Feedback on whether PGR students are happy with the help and support the department provides in progressing their careers by gender

Each PGR has a supervisory team that provides advice on career progression, training requirements, pastoral care and academic support. 77% of PGRs indicated that they had a good relationship with their supervisor (**Figure 5.3.9**) and 70% indicated that their supervisor provides them with all the research training and support that they need (**Figure 5.3.10**). The Doctoral College runs a range of workshops for PGRs and provides tools for training needs analysis and career planning.
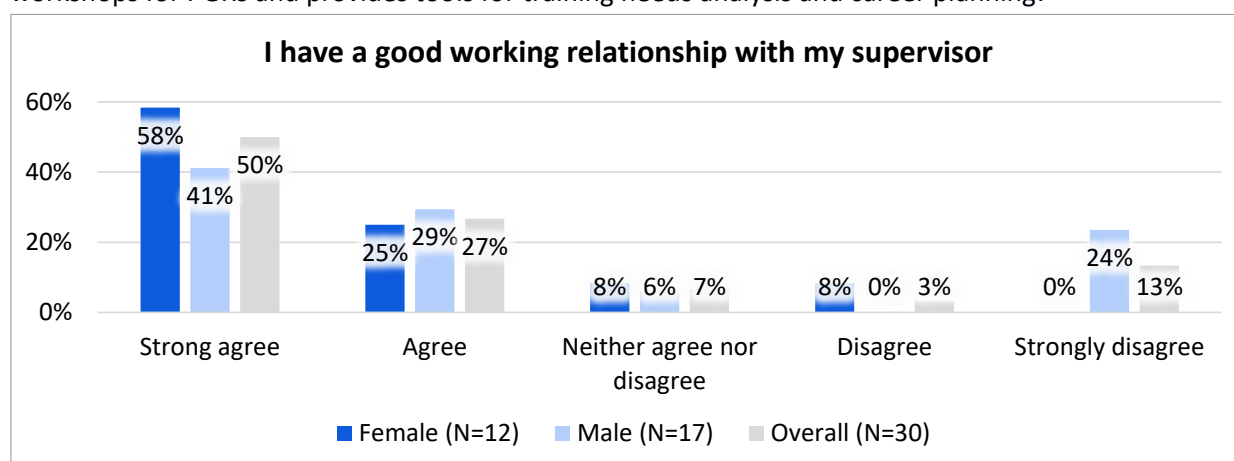
Figure 5.3.9: Feedback on whether PGR students have a good working relationship with their supervisor by gender
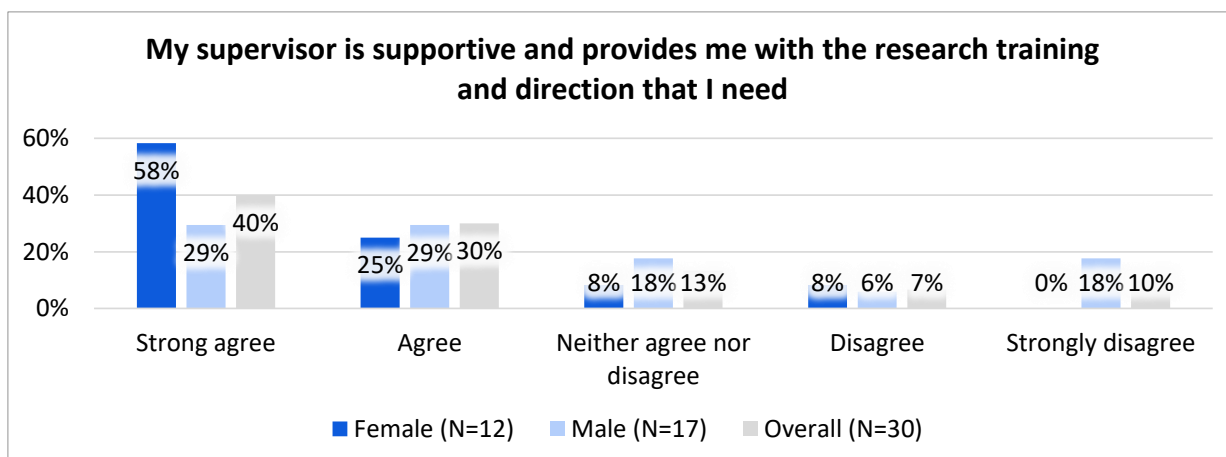
Figure 5.3.10: Feedback on whether PGR students' supervisors are supportive and provide them with the research training and direction they need by gender

Yet, responses were split on whether PGRs have been encouraged to carry out a training needs analysis (**Figure 5.3.11**).
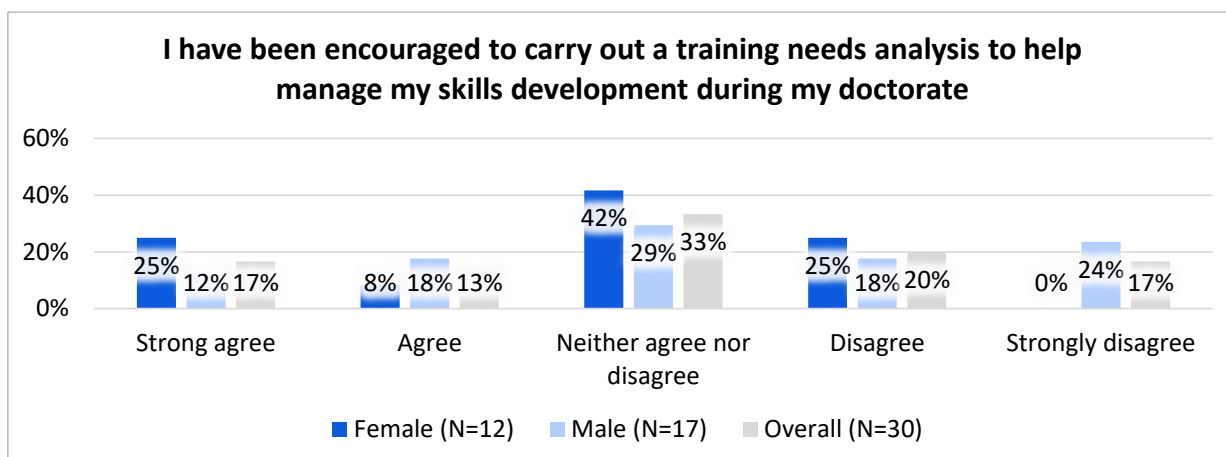
Figure 5.3.11: Feedback on whether PGR students' have been encouraged to carry out a training needs analysis to help them manage their skills development

Our survey also highlights that the majority of PGRs do not have a career plan (**Figure 5.3.12**) and this is broadly independent of PhD progress (**Figure 5.3.13**).
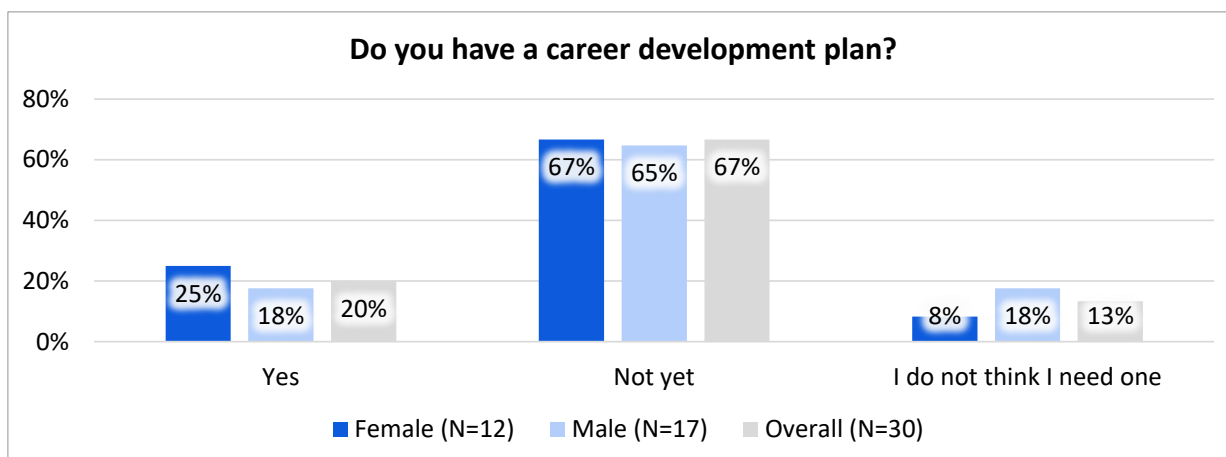
Figure 5.3.12: Feedback on whether PGR students have a career development plan by gender
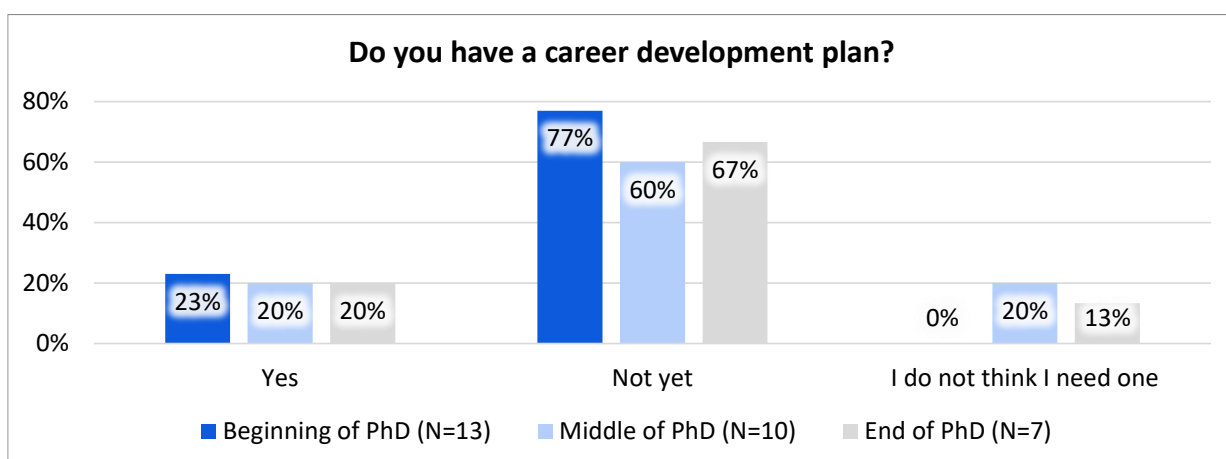
Figure 5.3.13: Feedback on whether PGR students have a career development plan by stage of their PhD

50% of students indicated that they would like a mentor different from their supervisor and 67% see their supervisor as their mentor.

To address the issues, we plan to provide (i) PGR students with a mentor distinct from their supervisor (**Action 3.5**) (ii) PGR employability training including mandating a career plan for PGR students (**Action 3.6**).

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Bronze Actions to support student career progression

3.5 Assign PGR students a mentor distinct from their supervisor
3.6 Provide PGR employability training including mandating career plans
3.8 Provide explicit guidance and dedicated touchpoint for personal tutors round professional development and skill enhancement

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

Support for developing grant applications, particularly data management, knowledge transfer, commercialisation and impact plans, is provided by the University's Research & Innovation Services (RIS). Our Department introduced additional support for grant applications. Between 2014/15 and 2018/19, we had an annual awayday focussing on grants. The department organises internal peer review, in line with the University policy. Since 2018/19, the department provides peer support for writing research fellowship applications.

Based on our grant applications data (**Table 5.3.7**), we need to improve our application success rate, support female staff in writing applications and support the revision of grants that were unsuccessful (**Action 5.5**).

Table 5.3.7: Grant applications and awards by gender from 2014/15 to 2018/19.

Gender	Applications Number (Amount)	Average value of applications	Awarded Number (Amount)	Success Rate	Average value of awards
Male	121 (£34.99M)	£289K	43 (£11.267m)	36%	£262K
Female	9 (£4.93M)	£547K	1 (£192K)	11%	£192K

With more funding opportunities becoming available to ECRs, we plan additional ECR support in writing fellowship pitches, grant writing and mock interviews as part of developing skills towards independent research careers (**Actions 4.1 and 4.2**).

The Department Research Committee oversees these processes and has a budget to support members of staff disseminate their research, set-up or maintain collaborative links with other institutions and to fund grant-writing trips to partner institutions. More informal support is provided during our early-career lunches.

Bronze Actions to support research grant applications

4.1 Design and implement ECR support policy
4.2 Support early-career grant and fellowship applications

5.5 Improve support for grant applications

5.5. Flexible working and managing career breaks

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

Staff going on maternity or adoption leave are referred to the HR department webpages. It is up the individual to complete the necessary paperwork and submit the information to HR.

We recognise that staff may feel overwhelmed by the information that is available and therefore we plan to provide more support. In future, the staff member involved will be invited to a meeting with their line manager and HR representative to discuss options and possible arrangements for during and

after leave (**Action 6.8**). The meeting will also, where appropriate, discuss the possibility of shared parental leave.

This invitation is also open to staff who are expecting a baby but are not the birthing parent (mostly fathers-to-be) to discuss the possibility of shared parental leave.

When HR is formally notified (MAT form after 24 weeks), the department is given budget to cover the absence of the member of staff and the workload model can be formally adjusted.

Within the department this is arranged as soon as the member of staff announces their pregnancy or the adoption date allowing for the smooth transition of teaching and administrative duties to make sure there is continuity for the students. Potential earlier start of maternity leave is taken into consideration.

Where possible, a maternity/adoption cover posts are arranged to ensure continuity of teaching/administrative roles. Where feasible, cover for research activities is sought or a request is made for an extension of the grant.

> Bronze Actions to offer departmental support with respect to maternity/adoption leave:
>
> 6.8 Revise the departmental support policy for staff before, during and after maternity/ adoption/ shared parental leave

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

Staff have the option to remain in touch with the department. They remain on the email lists that are used for announcements. Staff on leave can, if they so wish, join department social activities and are encouraged to campus for a social visit to show the new family member.

While we do not have the data for all mothers who went on maternity leave, we do know that the academic staff who took maternity leave used all 10 KIT days. These were used to support research, teaching preparation and planning their return to work.

In the pre-leave meeting, the line manager will discuss the staff members preferences in terms of being in touch, the use of KIT days and what the best way would be to plan the return to work (**Action 6.8**).

> Bronze Actions to offer departmental support with respect to maternity/adoption leave:
>
> 6.8 Revise the departmental support policy for staff before, during and after maternity/ adoption/ shared parental leave

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

Before a member of staff returns, she/he meets with their line manager to discuss the responsibilities the returning staff member will take on. We plan to start this discussion before the staff member leaves and follow this up during the period of leave to make sure nothing has changed (**Action 6.8**).

The University provides the possibility for returner to request a temporary return on a part-time basis. This is subject to approval from the HoD/HR. So far nobody in our department has requested this option.

There is no formal process of monitoring how well a staff member settles back into work. The department relies heavily on its openness and friendly atmosphere to pick up any issues. We want to formalise this process more, so it is not left the chance and staff can be reassured that they will be supported upon their return (**Action 6.8**).

Where possible, returners have the same teaching and administrative roles. Where that is not possible (e.g. new academic year, new roles or new teaching that needs to be delivered), this situation is discussed with the member of staff and support is provided. Departmental culture has always been that staff can work from home if they so wish and the work allows for it. For new parents this can be a lifesaver.

Bronze Actions to offer departmental support with respect to maternity/adoption leave:

6.8 Revise the departmental support policy for staff before, during and after maternity/ adoption/ shared parental leave

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(iv) Maternity return rate

As shown in Table 5.5.1, the maternity return rate is 100%.

Table 5.5.1: Maternity return rates

Staff Group	Year	Total Uptake	Returned	Not Returned	Future Return	Return Rate
Academic and Research staff	2014/15	▮	▮	▮	▮	100%
	2015/16	▮	▮	▮	▮	100%
	2016/17	▮	▮	▮	▮	100%
	2017/18	▮	▮	▮	▮	100%
	2018/19	▮	▮	▮	▮	-
Professional and Support Staff	2014/15	▮	▮	▮	▮	100%
	2015/16	▮	▮	▮	▮	-
	2016/17	▮	▮	▮	▮	100%
	2017/18	▮	▮	▮	▮	-
	2018/19	▮	▮	▮	▮	100%

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

The University offers and promotes all form of parental leave on its website.

Over the last five years, ▮ academic and research staff have taken paternity leave and ▮ have taken shared parental leave. Staff are all male.

Table 5.5.2: Paternity leave uptake

Staff Group	Year	Paternity Leave	Shared Parental Leave	Parental Leave
Academic and Research staff	2014/15	▮	▮	▮
	2015/16	▮	▮	▮
	2016/17	▮	▮	▮
	2017/18	▮	▮	▮
	2018/19	▮	▮	▮
Professional and Support Staff	2014/15	▮	▮	▮
	2015/16	▮	▮	▮
	2016/17	▮	▮	▮
	2017/18	▮	▮	▮
	2018/19	▮	▮	▮

(vi) Flexible working

The University offers formal flexible working arrangements, including part-time working, flexitime, flexible retirement, homeworking, job-sharing, teaching exemptions (due to childcare obligations), among others. Requests go via the HoD.

Our Department supports staff to work flexibly and has accommodated all formal requests for flexible working. For example, in 2016/17, 1 female Reader has changed her work from 1FTE to 0.40 FTE to spend more time with her partner. A male professor also took partial retirement, changing from 1 FTE to 0.5FTE.

Flexible working arrangements are also evident in 'teaching exemption agreements which can be requested to be exempted from early morning or late evening teaching due to caring responsibilities. We not yet hold data on its uptake but will start collecting this data annually (**Action 6.6**).
For staff returning from a career break we proactively offer flexible work arrangements.

Some of our support staff are on flexi-time contracts, allowing the spread of their contracted hours flexibly across the week.

Apart from the formal arrangements of flexible working arrangements, the department is supportive of staff working from home and working flexible hours.

Bronze Actions to support flexible working

6.6 Introduce an annual business cycle of regular Athena SWAN/diversity activities including data monitoring

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

The Department has no instances of anyone applying for transition from part-time back to full-time work. The University does not have a formal policy for this transition but offers a range of pathways for individuals who wish to work flexibly or to progress back towards full-time employment and encourages managers to be as accommodating as possible to retain skilled staff.

5.6. Organisation and culture

(i) Culture

The Department provides a friendly, inclusive environment to work and study. According to the cultural 2019/20 surveys 82% of staff and 87% of students feel the department has an inclusive and supportive ethos.

We are committed to advancing gender equality and inclusivity across all our activities. The Athena SWAN Bronze logo is on our website and our Athena SWAN award is prominently displayed in our reception area. All students are introduced to Athena SWAN during Welcome Week. ED&I and Athena Swan are standing items at the department executive and staff meetings.

All those staff who answered expressed support for Athena SWAN (**Figure 5.6.1**).

I support the intention of Athena SWAN to increase gender equality in academia

	Yes	No	Prefer not to say
Female (N=19)	95%	0%	5%
Male (N=18)	89%	0%	11%
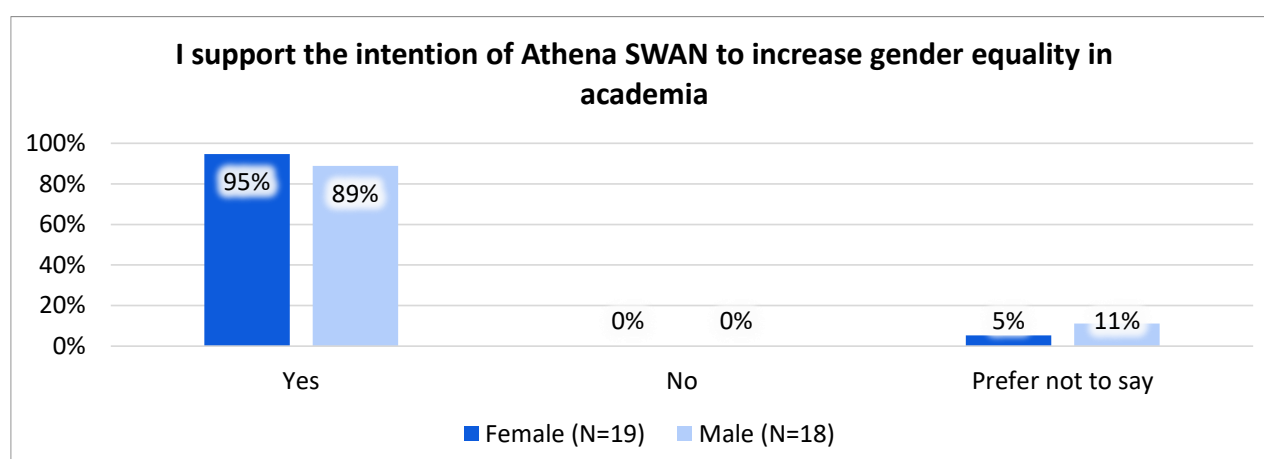
Figure 5.6.1: All staff expression support for Athena SWAN

In response to the question "as a department what do we do best?" staff and students replied overwhelmingly with comments on community and support:

> *"Generally, the department is a friendly one and if you need help or advice then it is there"*

> *"Staff and lectures are really friendly and engaging. The department also has a unique sense of community among students."*

We share the successes of all staff – from marriages and childbirth to grant success, promotion and PhD completion. Each year we organise a Christmas social to which all staff and PhD students are invited.

The department supports our PhD students in the organization of an annual PhD conference. Since 2018/19, our UG students organise a yearly Computer Science Ball to which all staff and students are invited. At the end of the year, the director of studies invites UG students to an event to celebrate all their successes. We normally celebrate graduation of our UG and PGT students with a reception before or after the graduation ceremony. We offer prizes to both UG and PGT students.
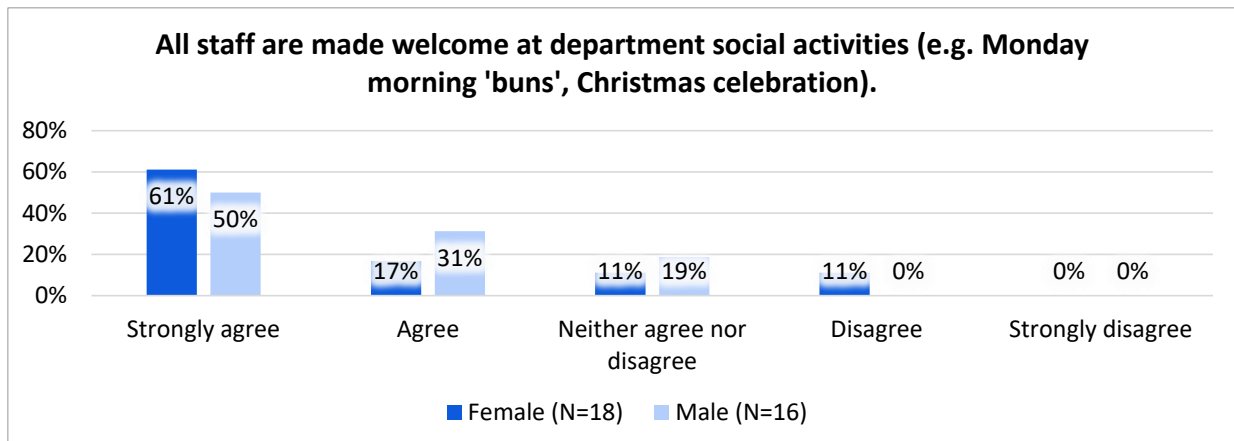
Figure 5.6.2: All staff feedback on whether staff are made welcome at social activities
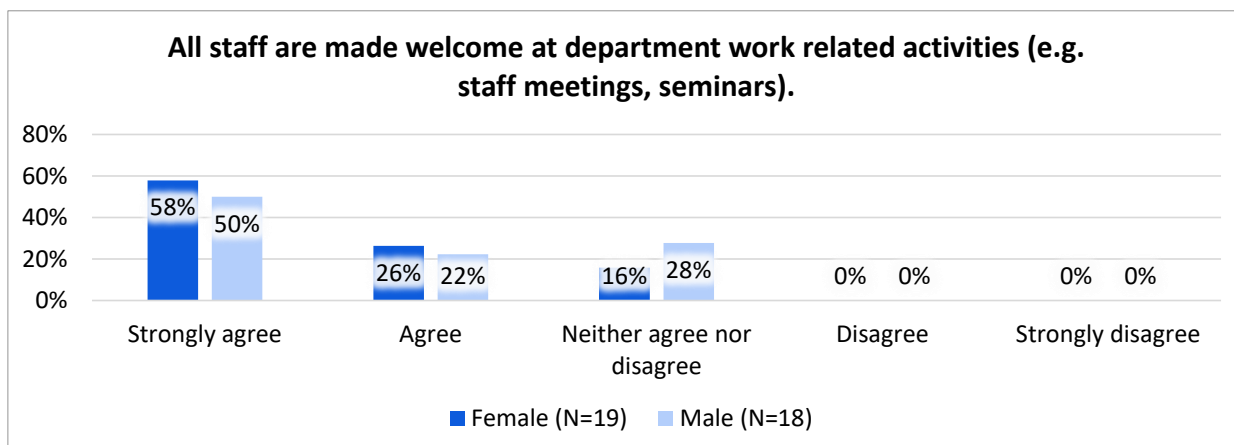

Figure 5.6.3: All staff feedback on whether staff are made welcome at work related activities

Most staff agree that all staff are made welcome at social events (**Figure 5.6.2**) and work-related activities (**Figure 5.6.3**). Most men would like more social events although women are neutral (**Figure 5.6.4**), perhaps reflecting the caring responsibilities that women carry. We will organise informal focus groups determine an updated range of social activities and suitable times to maximise attendance (**Action 6.10**).
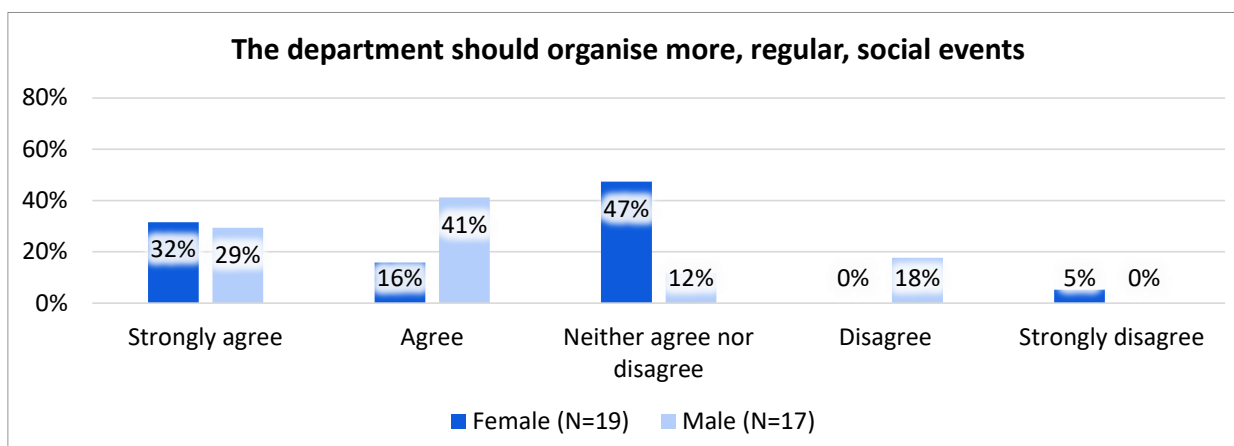
Figure 5.6.4: All staff feedback on whether the department should organise more, regular social events.

The department has two student societies: Women in Technology (WIT) ACM-W chapter and our Bath Computer Science Student Society (BCSS); with currently a predominantly UG memberships. We plan to encourage them to expand to MSc and PhD students (**Action 3.4**) to provide a broader base and an informal way to explore future educational pathways. WiT encourages our students to apply to BCS Women Undergraduate Lovelace Colloquium, a national competition for female computer scientists to showcase their work. We are the national leader for number of entries and winners. Participating students describe this as a great inspiring event and a great confidence booster. This is a great opportunity for our students to meet other students and inspiring role models.

Figure 5.6.5: Departmental Prize-winners, 2018 BCSWomen Lovelace Colloquium

In the past PGR students reported a lack of research culture. The reps started to organise social events (e.g. "PhD Movie" night, "Monday booster" **Figure 5.6.7**) as well as departmental seminars and a student conference (**Figure 5.6.7**). The aim of these events is to reduce isolation of students by providing an informal and friendly space where they can discuss their research and related issues. All events are financed by the Department.

The kitchen also provides a continuous informal space for staff and PGRs to congregate and meet. PGR students have their notice board here (**Figure 5.6.**8)

Figure 5.6.6: Monday booster.

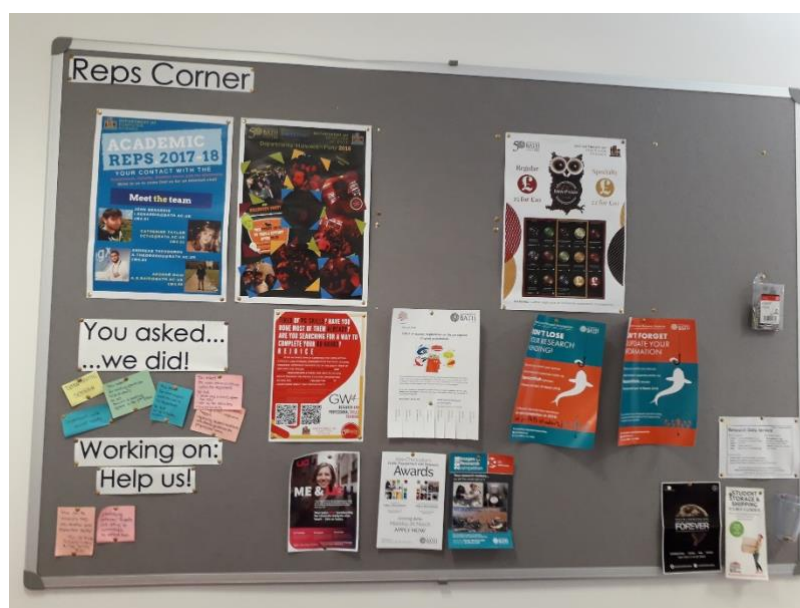**Figure 5.6.7:** PhD conference.

Figure 5.6.8: PGR SSLC noticeboard for departmental events and socials

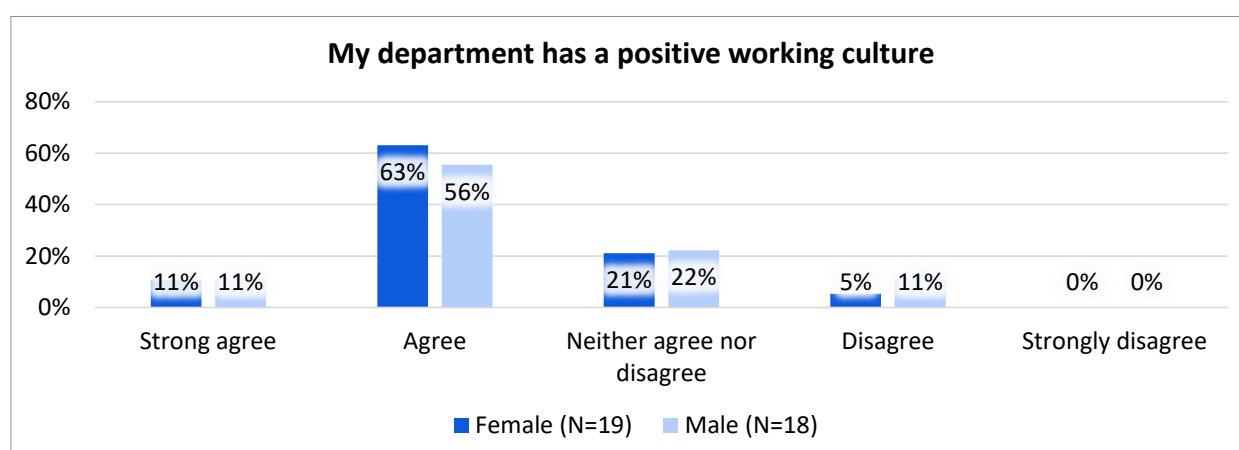Most staff agree that the department has a positive working culture (**Figure 5.6.7**)

My department has a positive working culture

	Strong agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=19)	11%	63%	21%	5%	0%
Male (N=18)	11%	56%	22%	11%	0%

Figure 5.6.9: All staff opinions of the departments' working culture
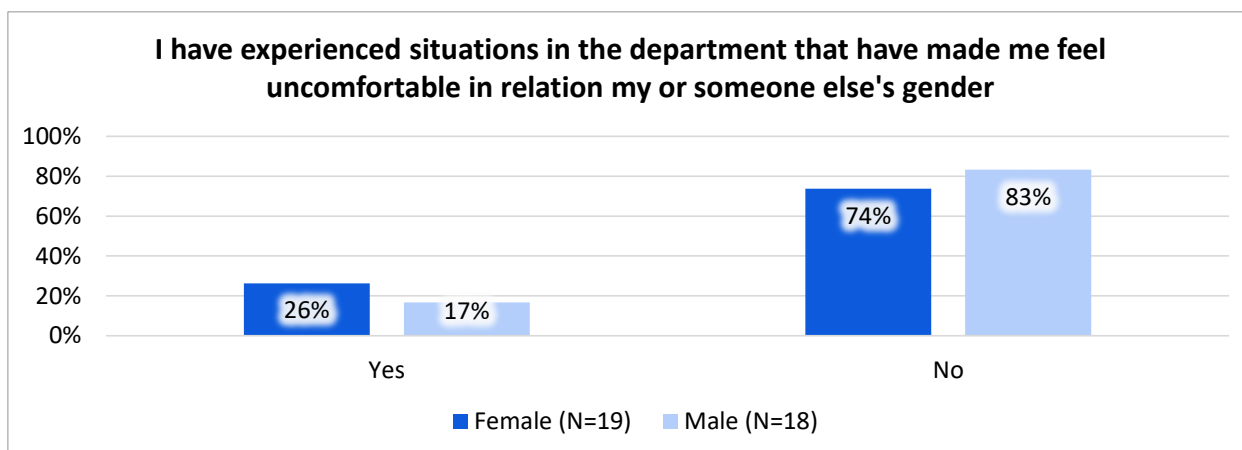
Figure 5.6.10: Whether all staff have experienced situations in the department that have made them feel uncomfortable in relation their or someone else's gender

A small number of staff have experienced situations that have made them feel uncomfortable in relation their or someone else's gender (**Figure 5.6.8**). Most undergraduate students feel the department treats people the same, irrespective of gender (**Figure 5.6.9**) but 16% of the male respondents disagreed.
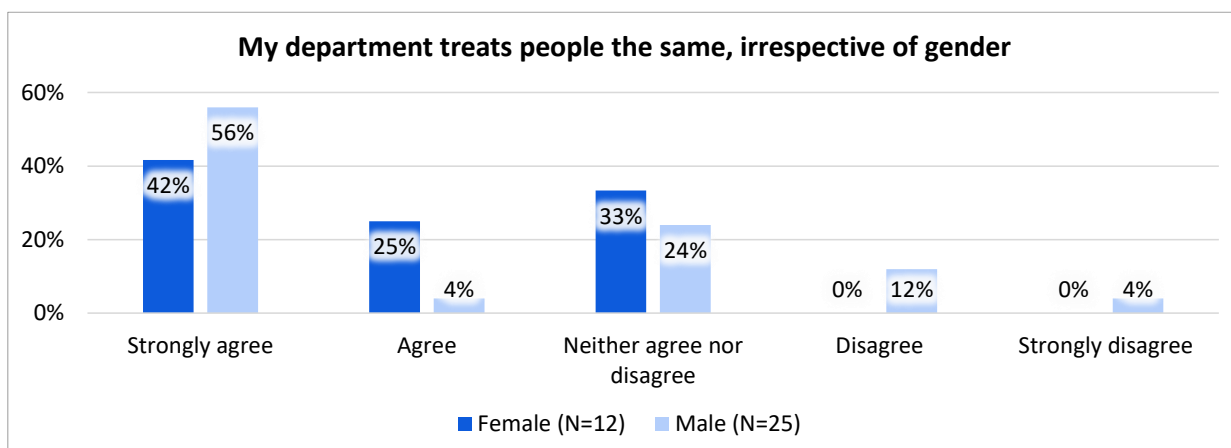

Figure 5.6.11: Feedback from undergraduate students on whether they feel the department treats people the same, irrespective of gender

ED&I will make sure that this positive and inclusive workplace culture remains and further improves. As part of this we will ensure that compulsory ED&I training is introduced (**Action 6.3**)

Bronze Actions to support departmental culture

3.4 Expand membership of WiT to include greater numbers of PGT and PGR students
6.3 Introduce compulsory ED&I training for all staff
6.10 Organise more social events and family friendly times

(ii) HR policies

HR policies and corresponding training opportunities are implemented by the University to support managers and staff in a coherent and systematic way, spanning areas like probation, recruitment, pay and reward, leave, equality and diversity, management information, among others. The Department invites HR advisers to attend Department staff meetings on a regular basis to provide updates and guidance.

The Department Equality and Diversity Officer is the first point of contact for staff and students who raise concerns about equality, dignity at work, bullying, harassment, grievance and disciplinary processes. The University also has a reporting tool that staff, and students can use to report instances. This can be done either named or anonymously. Cases are then followed up by staff trained to deal with these circumstances so appropriate action can be taken.

The University's HR policies are available on the intranet and reviewed with the Trades Unions to incorporate changes to best practice. Relevant HR policies are also subject to an Equality Impact Assessment. The University Equality and Diversity Committee receives an annual report which reviews the application of HR casework processes by protected characteristic to determine whether application is consistent.
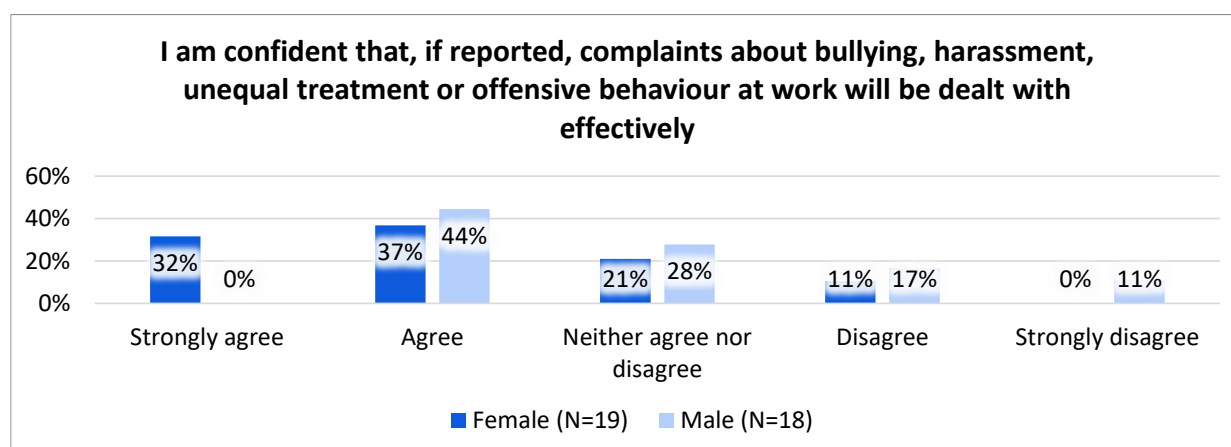

I am confident that, if reported, complaints about bullying, harassment, unequal treatment or offensive behaviour at work will be dealt with effectively

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=19)	32%	37%	21%	11%	0%
Male (N=18)	0%	44%	28%	17%	11%

Figure 5.6.12: All staff feedback on their confidence that, if reported, complaints about bullying, harassment, unequal treatment or offensive behaviour at work will be dealt with effectively

Women and men were split on whether they knew how to report harassment, bullying or offensive behaviour and staff confidence varied about whether such complaints would be dealt with effectively (**Figure 5.6.10**).

To address this and to inform staff about the processes and their effectiveness, we will ask representatives from HR and students services to talk about the University's Dignity and Respect Policy at our staff meeting (**Action 6.9**)

Bronze Actions to improve the understanding of HR policies

6.9 Invite HR/student services to present the dignity and respect policy and how the process of investigation works.

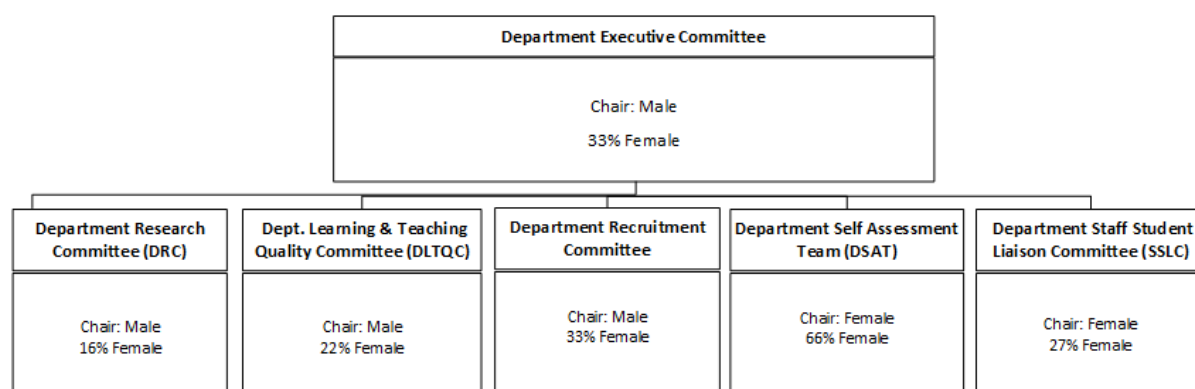## (iii) Representation of men and women on committees

Figure 5.6.13: Representation of the committee structure in the Department of Computer Science. % female composition for 2017/18 is shown.

Table 5.6.1: Committee memberships by gender 2016/17 to 2018/19

`		2014/15				2015/16				2016/17				2017/18				2018/19			
		M	F	%F	Chair	M	F	%F	Chair	M	F	%F	Chair	M	F	%F	Chair	M	F	%F	Chair
Executive Committee		5	1	17	M	5	0	0	M	4	0	0	M	4	1	20	M	5	1	17	M
Department Research Committee (DRC)		3	2	40	F	5	2	29	M	5	2	29	M	6	1	14	M	6	1	14	M
Department Recruitment Committee		4	1	20	M	4	1	20	M	4	1	20	M	4	1	20	M	4	1	20	M
Learning & Teaching Quality Committee (DLTQC)		6	2	25	M	7	3	43	M	9	3	33	M	9	3	33	M	8	3	38	M
Department Self-Assessment Team (DSAT)														2	3	60	F	3	4	57	F
Department Staff Student Liaison Committee (SSLC)	Staff members	4	4	50	F	5	2	29	F	5	4	44	M	6	4	40	F	6	3	33	M
	Student members	9	5	36		7	7	50		16	2	11		11	3	21		15	6	29``	

The committee structure and composition are transparent and available from the departmental coordinator (**Table 5.6.11**). The key decision-making committee is Departmental Executive (2020-2021 28% female academic staff and 38% including secretary). The committee is composed of ex-officio members: Head of Department, Deputy Head of Department, Director of Teaching, Director of Research, Chair of the System Liaison Committee and Equality and Diversity Officer.

For specific roles in the department (i.e. Director of Research, Deputy Head of Department) the HoD asks for people to appl through the University vacancy management system. These roles have a term of three years. Director of studies are appointed by the head of department for a three-year term.

Non ex-officio committee membership is driven by the workload model with the aim to have all staff to be members of at least one committee.

In comparison to other committees **(Table 5.6.1)**, DSAT and ED&I (not in the table as it only came into existence in 2019/20, **Table 3.1)** committee sees an overrepresentation of women, an imbalance that needs to be addressed (**Action 6.4**).

From 2017/18, even with the small number of female academics, we were able to have at least one female on each committee. While proportional representation is a key focus for committee formation, it should not be at the expense of giving our female staff workload, especially since we want to balance this with providing role models for students through teaching (**Action 6.2**, see section 5.6.vii)

Student representation on our committees, where appropriate, is balanced with respect to gender ratios in the various cohorts. Proportionately we have more female students on our committees than male students. Department policy is to accept all students who put themselves forward.
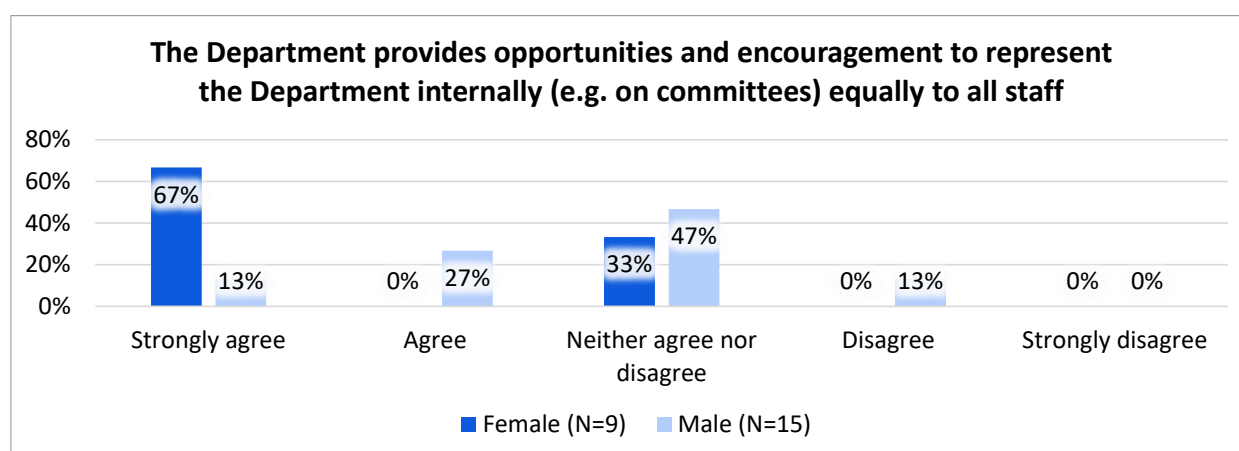

The Department provides opportunities and encouragement to represent the Department internally (e.g. on committees) equally to all staff

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Female (N=9)	67%	0%	33%	0%	0%
Male (N=15)	13%	27%	47%	13%	0%

Figure 5.6.14: Academic and research staff feedback on whether the Department provides opportunities and encouragement to represent the Department internally (e.g. on committees) equally to all staff

Most women and men either agree or are neutral on whether there are opportunities and encouragement to represent the Department internally.

Bronze Actions to support the representation of women on committees

6.2 Include female representation in all teaching activities

6.4 Improve gender balance on ED&I committee

(iv) Participation on influential external committees

The Department has academic and research staff representatives on 25 Faculty or University-level committees including Senate. Some of these representations are ex-officio. In other cases, staff will have put themselves forward for election or have been approached because of previous experience,

From 2017/18, we have hosted the Institute of Coding, a collaboration between 26 universities and numerous government bodies and companies. One of our female members of staff was Deputy Director of the Institute of Mathematical Innovation.

Externally we are or were represented on research council panels, the TEF consultation panel and learned societies. One of our male professors was Vice President and Academy Chair of the British Computer Society. One female member just became treasurer of her international research association. We have staff on standards committees and on advisory boards of companies. Some staff are external examiners at various universities or are accreditors.

The department is very supportive of staff willing to take on University committee work or influential roles externally. Women and men are equally likely to be involved in external committees. Given the nature of these roles and the gender balance in the department, we do have more men than women representing the department externally.
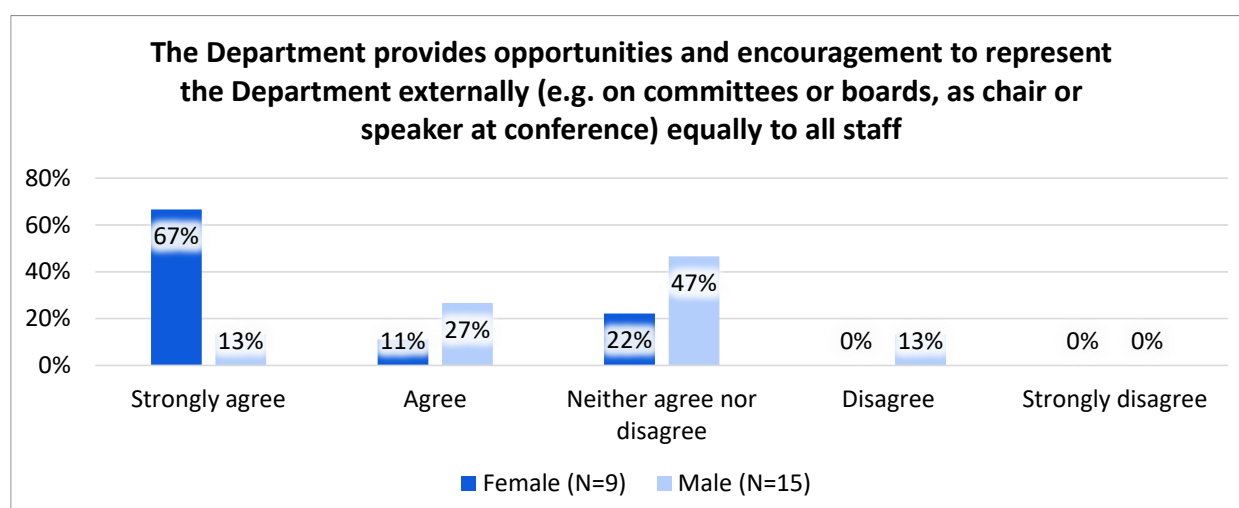

The Department provides opportunities and encouragement to represent the Department externally (e.g. on committees or boards, as chair or speaker at conference) equally to all staff

Figure 5.6.15: Academic and research staff feedback on whether the Department provides opportunities and encouragement to represent the Department externally (e.g. on committees or boards, as chair or speaker at conference) equally to all staff

Most women and men either agree or are neutral on whether there are opportunities and encouragement to represent the Department externally.

(v) Workload model

The Department's Workload Model (WLM) for academic staff follows University guidelines. Each year, the Head of Department, Deputy Head of Department and Director of Teaching create the WLM for each member of staff considering sabbaticals, mini-sabbaticals organised internally, upcoming maternity leave and fellowships. The starting point is a uniform distribution of workload across staff, modulated to offset teaching duties against administrative roles, and to provide lighter loads to staff appointed recently, or returning from absence, or with large research grants. Where possible,

allocations are discussed with members of staff concerned. The overview of the allocation is made available to all staff.

The gendered workload allocation (**Figure 5.6.16**) shows that all staff are scheduled significantly more than their nominal 1691 working hours. With so few women it is difficult to draw conclusions regarding any gendered patterns.
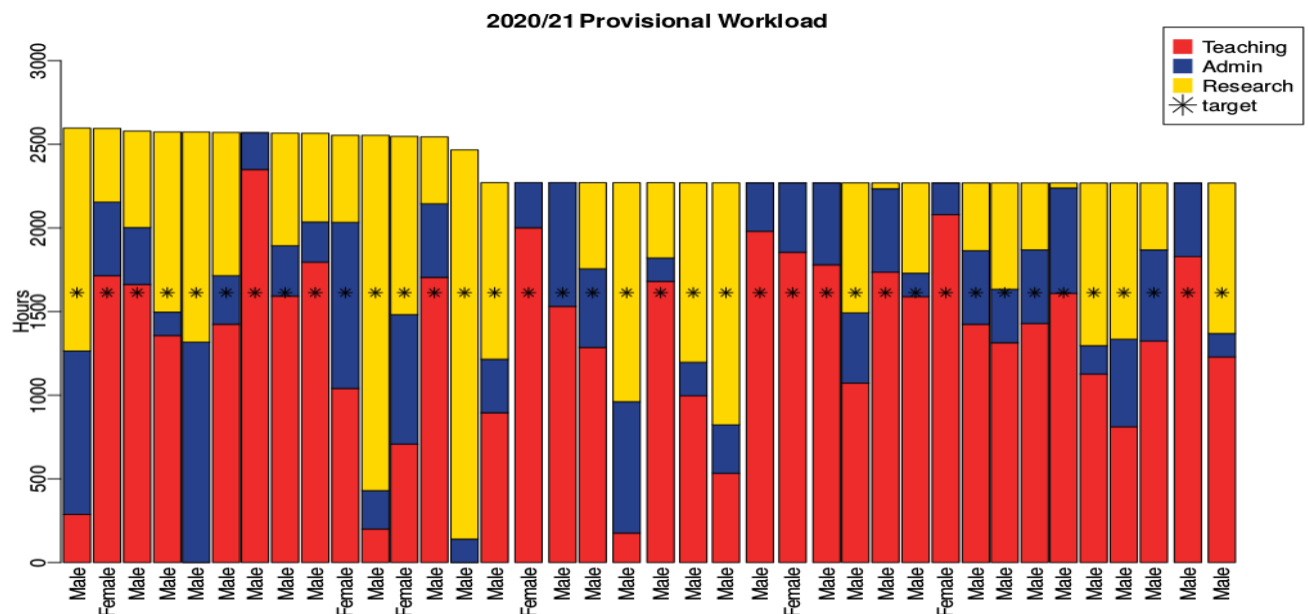

Figure 5.6.16: The provisional 2020/21 workload model allocation of full time Academic staff
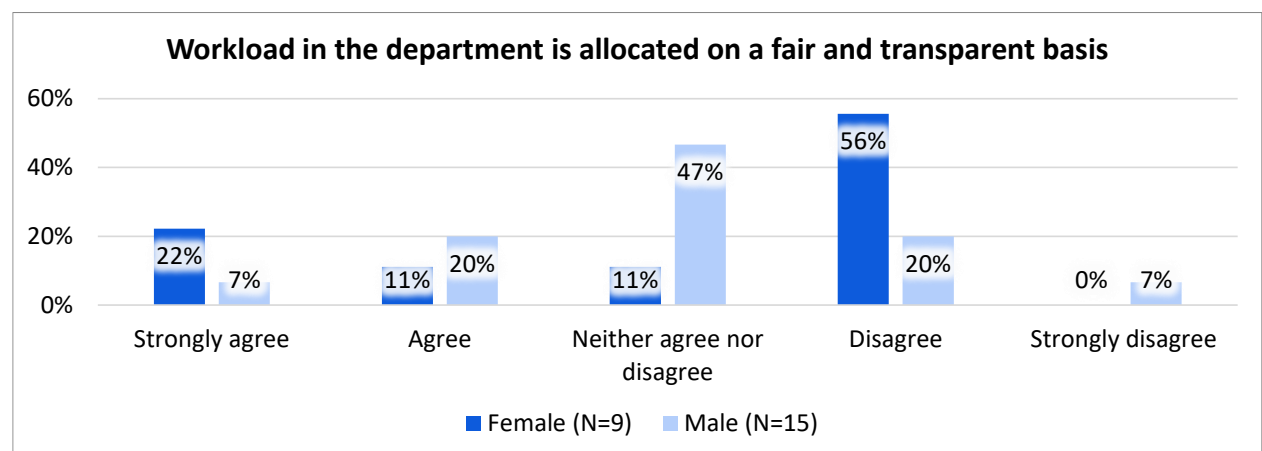

Figure 5.6.17: Academic and research staff feedback on whether workload in the department is allocated on a fair and transparent basis.
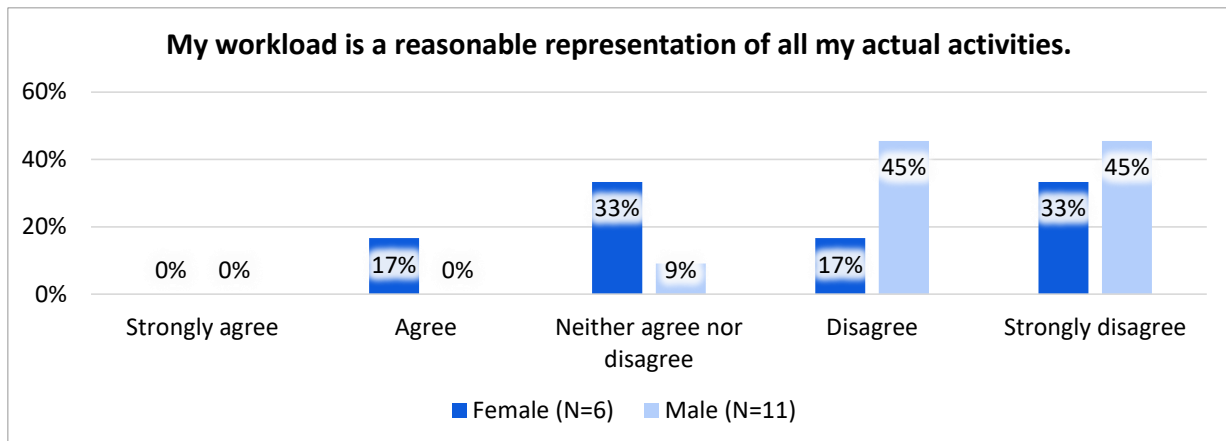
My workload is a reasonable representation of all my actual activities.

Figure 5.6.18: Academic and research staff feedback on whether their workloads are a reasonable representation of all their actual activities.

I feel that the culture in the department enables me to have a good work-life balance
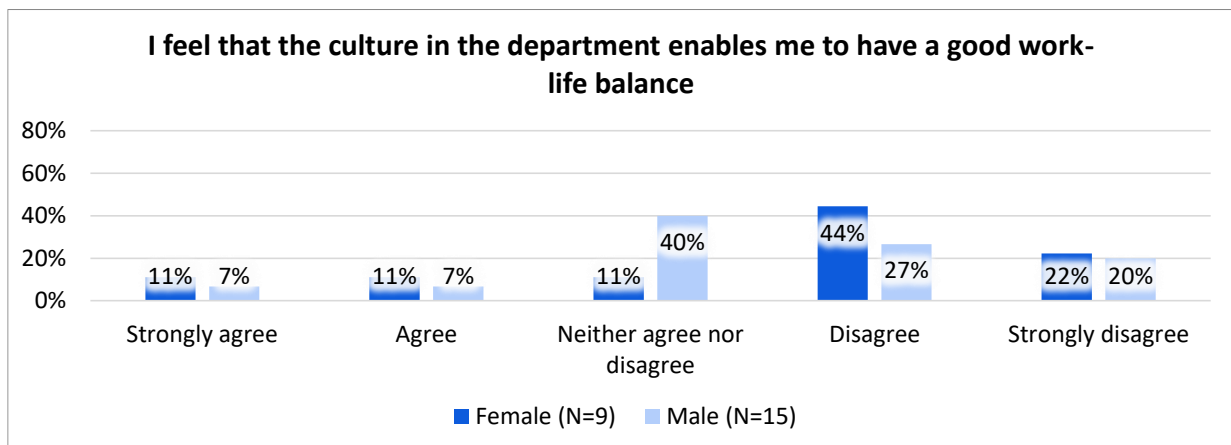

Figure 5.6.19: Academic and research staff feedback on whether they feel that the culture in the department enables them to have a good work-life balance
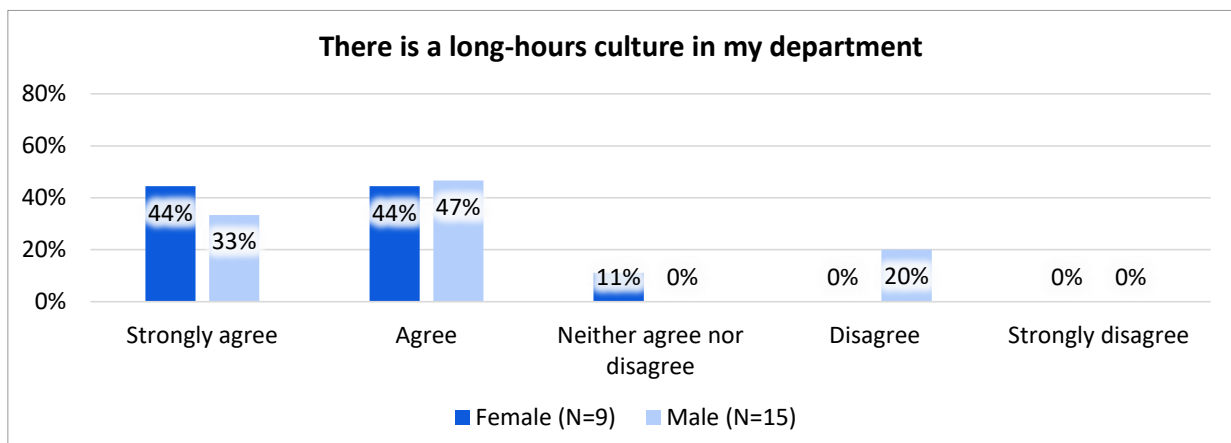
There is a long-hours culture in my department

Figure 5.6.20: Academic and research staff feedback on whether they feel there is a long-hours culture in the department

In the year we have made our workload allocations more transparent. The introduction of online WLM system has contributed to that in conjunction with better communication and open discussion around

workload at departmental level. For larger roles, like director of studies, work is shared or divided across years.

Stimulated by earlier feedback, we sought to create a manageable and transparent workload model (**Action 6.1**). The first part of this work is tackling the high workload (**Figure 5.6.18**), unhealthy work-life balance (**Figure 5.6.19**) and culture of long hours (**Figure 5.6.20**). The head of department will submit a business case for more staff to the University senior management evidencing the high, unsustainable workload. We also will ensure that all staff activities including CPD and external committee work is reflected in the workload.

Because of the pandemic, we received an extension for our Bronze submission; this meant we have started implementing this action.

Bronze Actions around Workload
6.1 Create a manageable and transparent workload model

(vi) Timing of departmental meetings and social gatherings
Social gatherings such as Monday buns take place at a fixed time of 10:15am every Monday, this is an informal meeting to allow networking of all staff within the department. Our Department staff meetings take place monthly and are alternated between the first Wednesday or first Thursday of the month from 14:00-15:30, to provide staff to attend at least bi-monthly. Additionally, all department meetings including Executive and Research committee are scheduled between 10:00-16:00 (core hours). Individual meetings are always scheduled to suit all parties.
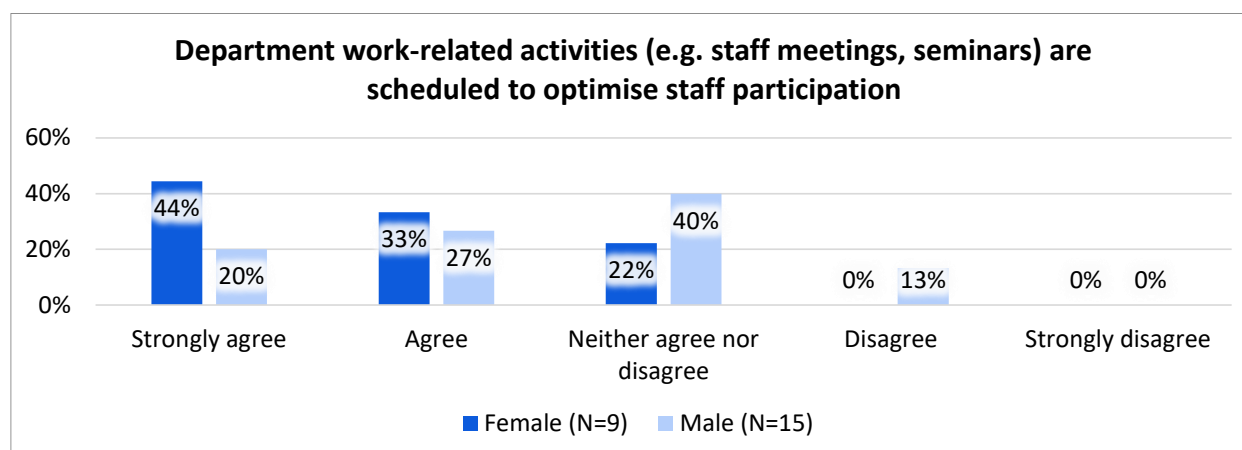

Figure 5.6.21: Academic and research staff feedback on whether the Department's work-related activities (e.g. staff meetings, seminars) are scheduled to optimise staff participation

Most staff agree that Department work-related activities (e.g. staff meetings, seminars) are scheduled to optimise staff participation.

Most social activities, except for Monday buns, are scheduled in the evening. As the cultural survey indicated (**Figure 5.6.21**, department staff are open for more social events. To these make social activities more inclusive we will aim to organise a range of social activities at various time of the day and evening (**Action 6.10**).

(vii) Visibility of role models

Most staff and students agreed that the department uses women as well as men as visible role models, e.g. in inductions, as speakers at conferences and at recruitment events. Among the students, men's agreement is stronger than women's.
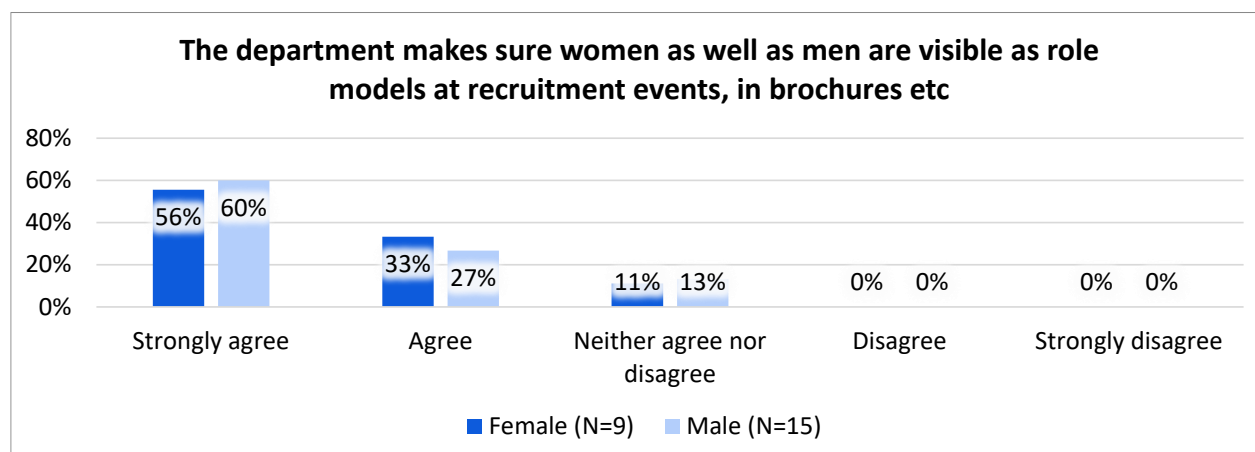

The department makes sure women as well as men are visible as role models at recruitment events, in brochures etc

Female (N=9) | Male (N=15)

Strongly agree: 56% | 60%
Agree: 33% | 27%
Neither agree nor disagree: 11% | 13%
Disagree: 0% | 0%
Strongly disagree: 0% | 0%

Figure 5.6.22: Academic and research staff feedback on whether the department uses women as well as men as visible role models, e.g., in inductions, as speakers at conferences and at recruitment events.

My department uses women as well as men as visible role models, e.g. in inductions, as speakers at conferences and at recruitment events.

Female (N=12) | Male (N=25)

Strongly agree: 8% | 64%
Agree: 58% | 28%
Neither agree nor disagree: 25% | 8%
Disagree: 8% | 0%
Strongly disagree: 0% | 0%

Figure 5.6.23: Undergraduate student feedback on whether the department uses women as well as men as visible role models, e.g. in inductions, as speakers at conferences and at recruitment events.
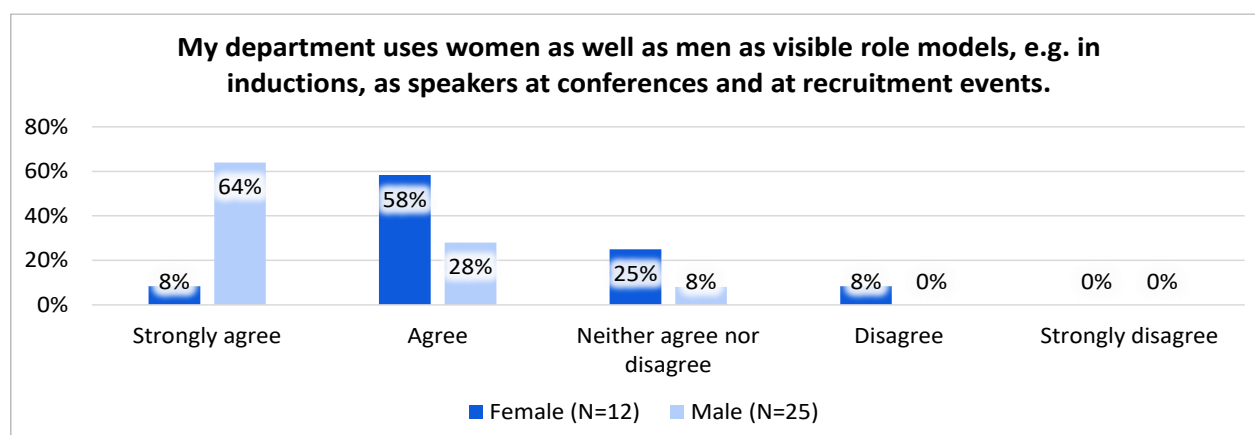
While students agree that there are many female role models at recruitment events, a few commented on the gender split

> "I have no female lecturers but the tutors have many females"

> "There seems to be some shortage of female lecturers which is unfortunate".

We plan (**Action 6.2**) to, where the workload model allows, have a female lecturer for every year group, and ideally in each semester. Additionally, units should aim to include female PGRs as tutors as much as possible so that women are visible and accessible across the whole of the degree programmes.

The Departmental website has extensive coverage of women with many stories about women in Computer Science, as undergraduates, researchers and graduates, presenting a positive picture. Women are featured in most of the photos used. We encourage our PGRs and ECRs to see themselves as role models for undergraduates, and our student ambassadors as role models for future generations of computer scientists. The success of our winners at the Lovelace Colloquium is advertised across the department and the University. Our seminar series aim to provide a balanced mix of speaker. All students (UG, PGT, PGR) are invited to all our (research) seminars.

Our recruitment brochure includes stories of women who joined on the course. We also have information for specifically for women coming to join us to study.

During open days and offer holder visit days we have a gender balanced group of student ambassadors (current students) showing prospective students around.

WIT acts as role models for other female students and aspiring female computer scientists. They organise events and activities for our female students, making sure that while in a minority, our current students have a tribe to belong to.

Bronze actions supporting visibility of role models
6.2 Include female representation in all teaching activities

(viii) Outreach activities

As a department we want to engage with the public and inspire people to come and study with us. We do not have a significant presence on social media, but we have started working on that through the faculty and research centres. As individuals we are engaged in a range of outreach and public engagement events, but we lack somebody to coordinate these activities and make sure we reach the audiences we want. We will appoint a Public Engagement Champion (**Action 7.1**) who will join the ED&I ex-officio and will work closely with the Outreach Champion. This person will coordinate collection of data relating to outreach and public engagement (**Action 3.2**) as this has so far been difficult.

Many staff and students are involved in a wide variety of different activities across all sections of society both in the local area and overseas.

 For the past three years, female PGRs have organised Pint of Science events (a national science festival where talks are put on outside of universities for the general public) with academic staff giving presentations. PhD and EngD students exhibit their work annually during the week-long Bath Taps into Science Festival and have also participated in the Cheltenham Science Festival. Staff have also given public lectures in the local area on AI and AI ethics.

When it comes to recruiting undergraduate students to Bath, the University staff goes to (international) feeder schools and depending on the school's interested we join with activities. Colleagues participated in overseas masterclasses.

The low proportion of women applying for UG computer science degree places is a national problem which is recognised at all levels. The University through its Widening Participation Department runs various programs which the department supports., including e 'On Track to Bath in Computer Science

and Electronics'. This has been running since 2013, but female numbers who apply and complete are low (6 women, 27 men) and 1 female and 2 male participants joined Bath.

Specifically designed to encourage girls to consider computer science, we organised a Women in Computer Science day in 2018/19. The day was aimed a Year 12 girls and feedback was extremely positive. Unfortunately, we had to cancel last year's event due to the pandemic.

In 2018/19, Women in Technology (WiT) group worked in collaboration with Code First: Girls to offer 8-week beginner and intermediate coding courses to women across campus, studying non-computer science degrees. The programme was well received and oversubscribed.

We want to involve WiT more in our outreach activities, so our UGs can go out as our ambassadors and role models to potential future students. We will work with WiT to determine what they are willing and able to do (**Action 1.2**) and will support them in this both financially and logistically (**Action 3.3**)

Recently (October 2020), the Council of Professors and Heads of Computing (CPHC) started a seminar series called **Building the UK Women into Computer Science Experience.** Members of the ED&I committee attended the series. We plan to reflect on this series and see which initiatives we can and should incorporate to improve our recruitment of female UG students (**Action 1.1**).

Bronze Actions to improve our outreach

1.1 Develop new outreach activities
1.2 Involve Women in Technology (WiT) in open days

3.2 Establish an annual Athena SWAN data gathering exercise to collect and monitor data not available centrally
3.3. Provide Support future WiT initiatives financially and logistically.

7.1 Appoint a Public Engagement Champion role

Further information

Recommended word count: 500 words [0]

Action plan

1	Student recruitment: improve gender balance (4.1ii, 4.1iii, 5.6viii)					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
1.1	Develop new outreach activities	CS is unpopular amongst women at UG level so initiatives are required to grow their interest from an early age.	Consult with BCS and others and based on findings, develop new initiatives aimed at engaging with different age groups in local schools. The main purpose of the initiatives will be to engage girls with computer science.	Jan 2021 to Jun 2021	Public Engagement Champion	Consultation completed and at least three different engagements designed aimed at KS1, KS2, KS3 and KS4 pupils.
			Pilot initiatives by running each engagement activities at least three time for each age group and collecting feedback from participants.	Sept 2021 to Dec 2021		Initiatives piloted: each activity run at least three times and evaluated. Evaluation results used to modify activities.
			Having made any changes to initiatives following pilots, role out initiatives to local schools	Mar 2022 to Feb 2024		Engagement initiatives rolled out and established. Activity for each target age group run at least 5 times each year.
			Design medium-term evaluation of initiatives to assess effects on the attitudes of females towards CS.	Jan 2023 to Jun 2024		Evaluation carried out and results used to make changes to engagement activities. Evaluation shows that at least I in 10 of the female participants are actively considering undertaking computer science at university
1.2	Involve Women in Technology (WiT) in open days	WiT have expertise and experience that can help sell computer science to girls/women.	Engage with WIT to design activities for open days to show that computer science is for all.	Oct 2021 to Sep 2022	WiT Chair, Public Engagement Champion	WiT involvement in activities at Open Days established.

1.3	Investigate why women UG applicants decline offers	Over the last 5 years 19% of women have accepted offers onto UG courses compared to 24% of men	Carry out research to establish which universities those women who decline our offers except offers from/attend and establish reasons why they choose other universities.	Mar 2021 to Jun 2022	Director of Recruitment	Research carried out and report produced setting out where those who turn down offers generally go and also why they choose not to accept offers at Bath.
			Use the results to make changes to UCAS and open days, and to the way in which we communicate with applicants.	Jul 2022 to Jun 2023		Changes made and embedded. Women's acceptance rate is at least 22% each year.
1.4	Recruitment materials and recruitment event staffing to feature at least 1/3 women.	We need to maintain our high level of women PGT and PGR students, and transfer our success in this area to UG.	Coordinate with Marketing to ensure that recruitment materials have gender balance in photographs, case studies, etc. Embed the practice that at least a third of student ambassadors and staff representatives at each recruitment event (such as open days) are female.	Jan 2021 to Dec 2022	Director of Recruitment	Checks show that marketing materials show a gender balance in photographs, case studies, etc. and that at least a third of student ambassadors and staff representatives at each recruitment event are female.
1.5	Investigate why current women students accepted their offers	Representation of women at different levels varies from around 14% at UG to 36% of PGR students. We are interested to find out why women accept offers at Bath to improve our marketing and	Run a series of focus groups with current students to establish the reasons why different cohorts accepted offers for computer studies at Bath.

Use the data to improve the marketing materials. | Oct 2021 to Dec 2021 | Director of Recruitment | Two focus groups run with women at UG, PGT and PGR levels and reasons why they accepted offers at Bath identified. Data has been fed back to marketing and used to improve the marketing materials. |

		to improve women's experiences.	Use the focus group data to add "reasons for acceptance" questions in cultural surveys for the 2020/21 cohorts onwards to monitor any changes and use the data for marketing purposes.	Jan 2022 to Dec 2023		Questions on reasons for acceptance routinely added to the structural surveys to monitor the reasons students in general and women in particular accept offers. Data fed to marketing after each round of surveys thereby at least maintaining current women recruitment levels for PGT and PGR levels and increasing the UG recruitment to at least 15%.
1.6	Highlight availability of funding and scholarships available to applicants/students.	We have funding/scholarships available to student applicants, but they are not necessarily taken up	Highlight scholarship opportunities more in promotional material, including those that are based around protected characteristics from 2020/21 marketing campaign	Jan 2021 to Dec 2021	Faculty Marketing Manager, ED&I chair	Scholarship opportunities highlighted in marketing materials.
1.7	Follow up with female UG offer holders to increase the chances of them accepting their offers.	Over the last 5 years 19% of women have accepted offers onto UG courses compared to 24% of men	To increase our acceptance rate, establish a scheme whereby all female offer holders are contacted by current female UGs by email with the offer of more contact if they wish to answer any question, they may have UGs will be briefed to gently encourage more offer holders to accept their offers.	Oct 2021 to Sept 2023	Director of Recruitment	Scheme established. All female offer holders are routinely contacted by current female UGs. Women's acceptance rate increases to at least 22% each year.

2	Staff recruitment: improve gender balance (4.2i, 5.1i)					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
2.1	Design new recruitment policy with strong ED&I emphasis	The number of Women applicants for academic roles (20% in 2016/17) is a major barrier to the recruitment of women and proactive action is needed to encourage more women to apply for posts.	New recruitment policy to be implemented to include: a) all staff notified of all vacancies; b) advertisements to use inclusive language and have male and female contacts; c) formalise current practice of gender representation on recruitment panels – all panels to have at least one women and one man ; d) advertise roles at multiple grades to counter adverse self-selection. e) adjust the writing of the advertisement to reach more female potential applicants (using for example Textio)	Jan 2021 to Sep 2021	Head of Department	Checks show that all aspects of revised policy in place.
2.2	Engage in proactive search for women candidates		Staff will be encouraged to identify potential candidates at conferences, and other events and recommend that they are invited to visit the department even when posts are not currently available.	Jan 2021 to Dec 2023	Head of Department	Practice of staff identifying staff embedded. At least six such identified candidates invited to the department each year.

ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
			When posts are advertised, potential candidates, in particular women, will be approached and encouraged to apply. Staff will be asked to use their personal networks to identify strong female candidates who will then be approached and encouraged to apply	Jan 2021 to Dec 2023	Head of Department	Proactive system established: staff have suggested strong potential candidates when posts are advertised and these candidates have been approached. This results in at least 20% of candidates for all posts, including professorial posts, being female.
3	**UG, PGT, and PGR support (3.ii,4.1iii, 5.3iv, 5.6i, 5.6viii)**					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
3.1	Improve the response rates for students to the cultural surveys	Student response rates for the departmental cultural surveys are low. This may in part because by survey fatigue.	Improve publicity for student cultural surveys and consult on introducing inducements to complete the survey, e.g., a prize draw or individual vouchers for completing the survey.	Jan 2021 to Dec 2021	Director of Teaching, Directors of Studies	Publicity for student cultural surveys improved and inducements for completion introduced after consultation. Completion rate for student cultural surveys at least 50% of all groups.
3.2	Establish an annual Athena SWAN data gathering exercise to collect and monitor data not available centrally	Although many data are provided centrally, a formal process is needed to collect local data such as in public engagement activities, attendance at conferences and external training, and service on committees external to the Department.	Audit the data required to be collected locally for Athena SWAN and set up processes to collect those data.	Jan 2021 to Mar 2021	ED&I chair, Public Engagement Champion	Comprehensive list of data required for Athena SWAN produced and processes in place to collect those data.
			Publish annual updates of all datasets for monitoring by the ED&IC	Apr 2021 to Mar 2023		Annual reports produced for ED&IC of all the locally collected datasets.

3.3	Provide Support future WiT initiatives financially and logistically.	WIT members provide invaluable support by acting as role models for female students and aspiring female computer scientists. They organise events and activities for our female students and, join open days, help with outreach activities.	Set up a process whereby the department can financially and logistically support future activities of WiT by establishing an annual budget for WiT activities.\n\nEstablish a process whereby WiT can apply for departmental funding from that budget.	Apr 2021 to Jun 2022	Head of Department, WiT Chair	Budget for WiT activities in place and process defined so that WiT can apply for funding against that budget.\n\nAt least two WiT departmentally funded activities held each year.
3.4	Expand membership of WiT to include greater numbers of PGT and PGR students	PGT and PGR students are currently underrepresented amongst WiT membership	Work with WiT to extend and promote current activities to PGT and PGR students – establish PGR and PGT representatives to lead recruitment.\nInclude a WiT event in student induction.	Apr 2021 to Dec 2022	Directors of Studies, WiT Chair	PGR and PGT WiT representatives in place. WiT event included in PGT and PGR student induction 40% of women PGT and PGR students to become WiT members
3.5	Assign PGR students a mentor distinct from their supervisor	In the cultural survey, students have expressed the desire to have a mentor distinct from their supervisor	Establish an opt-in mentoring scheme for PGR students: guidelines produced for mentors and mentees; training put in place for mentors and mentees and scheme advertised.	Jun 20201 to Dec 2021	Mentoring scheme coordinator	Scheme in place:\n• Guidelines produced for mentors and mentees for the PGR mentoring scheme and training developed.\n• Scheme advertised to PGR students
			Use student views of the PGR mentoring scheme through the PGR cultural survey			80% of cultural survey PGR respondents indicate they either have a mentor or have chosen not to participate in the scheme.

3.6	Provide PGR employability training including mandating career plans	Women PGR students in particular indicate they are insufficiently able to find career and development support. The majority of PGR student indicate that they do not have career development plans, even towards the completion of their studies. University-provided skills training and career support is underutilized.	Work with career service to design and implement a bespoke package of employability skills training for our PGR students.	Apr 2021 to Sept 2022	PGR Director of studies	Bespoke package of employability skills training design and introduced. All PGR newly registered students required to undertake the training; existing students encouraged to undertake the training.
			Require PGR students to prepare a career plan with their supervisor and keep this up-to-date. Guidance and templates to support this produced.	Apr 2021 to Sept 2022		Guidance and templates for producing career development plans produced. Requirement in place that all PGR students are required to produce a career development plans and to update this at least once a year.
			Assess PGR students views on the careers support using the PGR cultural survey.	Apr 2022 to Jul 2023		At least 75% of PGR students respond positively regarding career support and at least 90% report having a career development plan in place.
3.7	Investigate the attainment gap in between women and men on PGT courses	Over the five years, 14% of the female students and 28% of male student achieved a distinction, while 55% of females and 38% of men achieved a merit.	Carry out a detailed examination of entry qualifications, details of student's transcripts and other factors - such as nationality - to assess why women's and men's degree outcomes differ. Findings reported to Executive Committee including recommendations for changes to course delivery and assessment.	Oct 2021 to Sept 2022	PGT Director of Studies, PGT Admission	Research completed and report produced. Recommendations for changes discussed and signed off.

ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
			Implement changes to PGT course presentation and assessment.	Oct 2022 to Sep 2025		Changes made to PGT courses and assessment. A rolling three-year average of proportions of women and men achieving distinctions and merits is within 5%.
3.8	Provide explicit guidance and dedicated touchpoint for personal tutors round professional development and skill enhancement	Students, especially female students have reported that personal tutors do not encourage them enough to seek out professional and skill development opportunities	Guidelines published provided to personal tutors and specific annual touchpoint identified for a development discussion with personal tutees.	Mar 2021 to Jun 2022	Senior tutor	Guidelines published and first round of meetings held.
			Use cultural survey to assess UG students' views on encouragement to seek out professional and skill development opportunities.	Apr 2023 to Jul 2023		80% of respondents to cultural survey respond with agree or strongly agree that personal tutors provide encouragement to seek out professional and skill development opportunities.
4	**ECR career support (4.2i, 5.1iii, 5.3i, 5.3ii, 5.3iii,5.3v)**					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
4.1	Design and implement ECR support policy	For postdocs career planning is important as the particular project one is employed will come to an end. The policy's implementation will make sure ECRs are aware of their options and prepared to make the next step	Implement a departmental policy for ECR support, including:		Director of Research and Career Champion	Policy in place from 2021
			a) establishing a mentoring programme for ECRs including training volunteer mentors and ensuring that all ECR who want a mentor have access to one	Oct 2021 to Sep 2024		Mentoring programme in place, including training for ECR mentors. ECRs report in cultural survey that all who want a mentor have one.
			b) Establish a requirement that ECRs should complete an annual career plan and discuss with line manager. Career plan to inform their training requirements.	Oct 2021 to Sep 2022		Requirement in place and information from line managers conforms that all ECRs are completing annual career plans which inform their training requirements

ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
			c) promote training uptake including the Bath Science Academy. Put in place 10-day training allowance	Oct 2021 to Sep 2023		10-day training allowance policy in place and training actively promoted. Data show that all ECRs undertake at least 5 days training each year.
			d) ensure SDPR completion and require SDPR training for line managers at least every three years.	Oct 2021 to Sep 2022		Data show that SPDR take up among ECRs is 100% and that all line managers have undertaken SDPR training within the last three years.
4.2	Support early-career grant and fellowship applications	For those that aspire an academic career, having a grant or fellowship early on is a great way to start an academic position.	Organise an annual departmental grant writing event for ECRs and promote university-wide grant writing support and events. Ensure the possibility of support for fellowship applications is raised in SDPR discussions	Oct 2021 to Sep 2022	Director of Research	Annual grant writing event for ECRs established. Discussion on fellowship application support added to SDPR guidance for ECRs.
			Assess the effect of support by monitoring fellowship application rates for ECRs.	Oct 2022 to Sep 2024		Annually 10% of eligible ECRs submit at least one fellowship application.
4.3	Introduce ECR representation on the research committee	ECRs do not have representation on any of the committees yet they form an integral part of department	Each research group will nominate ECR Champion. They will form an advisory group. The chair will sit on the research committee.	Jan 2021 to Jun 2021	Director of Research	ECR champion group installed and chair included on the research committee.
5	**Academic staff career support (4.2i, 5.1iii, 5.3i, 5.3ii, 5.3iii, 5.3v)**					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
		Cultural survey indicates that there is insufficient awareness	Implement updated mentoring policy including:		Head of Department,	New mentoring policy in effect by October 2020

5.1	Ensure that there is an effective mentoring policy in place	of and engagement with the current mentoring programme.	a) new staff assigned a mentor before arrival. Mentor is asked to contact the new starter in advance of them joining the department.	Jan 2021 to Sept 2022	Mentoring Scheme Coordinator	All new staff are assigned a mentor before they join the department. Mentors contact staff before they join the department.
			b) mentors to support departmental induction	Jan 2021 to Sept 2022		Member contact included and checked as part of the induction checklist (Action 8.1).
			c) modify policy to allow, where possible, women to be able to choose a woman as mentor	Jan 2021 to Sept 2022		Women are allowed to choose a female mentor.
			d) guidance for mentors developed and circulated.	Jan 2021 to Jun 2021		Revised guidance on mentoring produced and circulated
			e) training for mentors provided and promoted.	Oct 2021 to Sept 2022		Training in place for mentoring. All mentors have undertaken training.
			f) use cultural survey to assess the effectiveness of mentoring.	Apr 2023 to Jul 2023		Questions added to staff cultural survey to assess aspects of mentoring. Results how that all staff who want a mentor have access to one and that 80% of staff report that they agree or strongly agree that mentoring support is effective and helpful.

5.2	Ensure SDPR include career and promotion reflection	Cultural survey indicates dissatisfaction with the SDPR process including support around promotion. Also, although feedback on the promotions system is broadly positive or neutral, more work is needed especially in supporting researchers and teaching only staff.	The SPDR will include a discussion of preparation and readiness for promotion for all staff who are below professorial level. The emphasis will be to ensure staff understand how to meet the promotion criteria. Development needs identified will be aimed at filling gaps.	Jan 2021 to Dec 2021.	Head of Department	SDPR guidance modified to encompass the requirement to discuss preparation and readiness for promotion for all staff who are below professorial level.
			All staff eligible for promotion to complete an annual promotion readiness checklist and discuss as part of their SDPR.	Jul 2020 to Dec 2023	Career Champion	Annual promotion readiness checklist produced and distributed to all staff prior to their SDPRs
			Use staff cultural survey data to assess whether all staff eligible for promotion discuss promotion during their SDPRs	Apr 2023 to Jul 2023		All staff eligible for promotion confirm that they completed an annual promotion readiness checklist and that a discussion on promotion was part of their SDPR and that 100% reported awareness of promotion criteria.
5.3	Appoint a departmental Career Champion	Given the work required around career development and promotion, it is a good idea to create a carer champion post.	Appoint a Career Champion whose role will be to raise awareness of the promotion process, organise events, and give personal specialist guidance.	Jan 2020 to Jun 2020	Head of Department	Career champion in place

5.4	Support and fund Continued Professional Development (CPD) and pedagogical development and innovation	Staff with teaching-only contracts face significant barriers of funding availability and workload allocation to publish pedagogical innovations necessary for promotion and influence, and this disproportionately affects seniority of women.	Establish a departmental budget to support Continued Professional Development (CPD) and pedagogical development and innovation. Available funding to be publicised through staff meetings and staff to discuss this funding as part of their SDPR.	Jan 2021 to Dec 2023	Head of Department	Budget created and spent.
5.5	Improve support for grant applications	Female staff are proportionally less likely to submit a grant proposal.	Update departmental peer review processes to streamline pre-submission internal review and specifically support resubmission of rejected proposals.	Jan 2021 to Dec 2023	Director of Research	50% of failed applications revised within 2 years.
			Provide mentoring for writing grant applications – when staff report that they are writing a grant application they are offered a senior mentor to help them. Ensure that SDPR discussions include plans for grant applications and ensure that any plans are communicated to the Director of Research so that a mentor can be put in place.	Jan 2021 to Dec 2024	Director of Research	Grant mentoring in place. Grant application rates for female and male staff within 10% on a three-year rolling average.
5.6	Organise workshops on promotion	Our cultural survey indicates that promotion criteria are insufficient clear to amongst our members of staff, especially female staff	Liaise with HR to run one or more promotion workshops each year in particular to highlight changes to promotion criteria and to highlight the possibility of career progression via teaching and leadership routes.	Apr 2020 to Mar 2021	Career champion	Promotion workshops established.

ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
			Use staff cultural survey data to assess whether all staff eligible for promotion discuss promotion during their SDPRs	Apr 2022 to Jul 2022		100% of staff report familiarity with promotion criteria.
5.7	Improve paperwork trail for SDPR	The completion rate as measured by appraisals added to the HR system is low for all staff. In several cases the meeting took place but paperwork was not completed or not submitted.	Set-up of a workflow for SDPR with the necessary checkpoints for easy tracking.	Jan 2021 to Dec 2021	Department Coordinator	The SDPR paperwork for all staff eligible for SDPR submitted to HR. recorded completion rate for SDPRs is at least 90%.
6	**Improving workplace culture (3.iii, 5.3i, 5.5i,5.5ii,5.5iii,5.5vi, 5.6i, 5.6ii, 5.6iv, 5.6v, 5.6vi)**					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
6.1	Create a manageable and transparent workload model	Cultural survey indicates that people find it difficult to have a good work-life balance. The entire department are allocated significant more hours than they should be expected to undertake.	Revise workload model to a) be more accurate, b) reflect service and CPD activities, including Bath Scheme, Aurora, Senate, etc., c) be transparent	Jan 2020 to Oct 2022	Head of Department	Workload model revised and implemented
			Use staff cultural survey to assess satisfaction with revised workload model.	Nov 2022 to Sep 2023	Head of Department	Cultural survey indicates 80% of staff agree that the WLM is accurate, includes all major activities including CPD and is transparent.
			Write a business case or cases to ask for additional staff to reduce the workload pressure	Jan 2021 to Jun 2021	Head of Department	Business case written and submitted for consideration.
6.2	Include female representation in all teaching activities	Students comment negatively on the shortage of women lecturers, and positively on the high number of women tutors.	Aim to have at least one woman teach in every year group from	Oct 2022 to Sep 2024	Head of Department, Tutor Coordinator	All year groups have at least one women lecturing
			Aim to have at least one woman tutor in every unit that offers tutorials from	Oct 2020 to Sep 2024		Every unit that offers tutorials has at least one women tutor.

6.3	Introduce compulsory ED&I training for all staff	It is important that all staff are aware of diversity issues.	Compulsory ED&I training in place as well as system to monitor completion. All new staff to complete ED&I training as part of their induction.	Oct 2021 to Sep 2023	ED&I Chair	100% of new staff to attend training as part of their induction; 80% of all staff trained
6.4	Improve gender balance on ED&I committee	The current membership of the ED&IC is 10 women and 4 men.	The membership of the ED&IC will be revised to include a more representative number of men. We will ensure that there is a female and male student representative for each level.	Jan 2021 to Sep 2021	ED&I Chair	At least 50% of the ED&IC are male.
6.5	Introduce annual Equality Review to monitor action plan progress	We need to ensure that the ED&I actions in the department are effective and remain relevant.	Introduce an annual action plan review. Completed actions will be signed off, ongoing actions to be updated, and, as appropriate, new actions will be added. A new edition of the Action Plan will be published following each review.	Jan 2021 to Dec 2023	ED&I Chair	Annual review of Action Plan established, and revised plans published following each review.
6.6	Introduce an annual business cycle of regular Athena SWAN/diversity activities including data monitoring	To ensure all regular/annual ED&IC activities undertake an annual business planning cycle would be helpful.	An annual business cycle for the ED&IC will be introduced which incorporate all major recurring activities including annual monitoring of datasets (e.g., student numbers, student recruitment, student outcomes, staff numbers, staff recruitment, staff promotion, etc.)	Jan 2021 to Dec 2021	ED&I Chair; ED&IC secretary	Business cycle created and implemented. Annual activities programmed into ED&IC meeting schedule.
6.7	Produce communication	It is important that all members of the department are kept informed of diversity	Produce communication strategy for EDI	Jan 2021 to Jun 2021	ED&I chair	Communication strategy for EDI produced, agreed by ED&IC and implemented.

	strategy for new diversity Initiatives	work and that they are aware of new initiatives.	Use cultural surveys to assess effectiveness of communication strategy	Apr 2022 to Jul 2022		At least 80% of staff and students report good awareness of Athena SWAN and associated initiatives.
6.8	Revise the departmental support policy for staff before, during and after maternity/ adoption/ shared parental leave	While HR has pages of information on what do with maternity/adoption/shared parental leave, this information can be overwhelming and seem very clinical.	Produce local guidance for staff preparing for, on and returning from parental leave. Policy to include: a) A requirement to hold a meeting between the member of staff planning leave and with head of department and an HR representative to discuss options for keeping in touch during leave – including KIT/SPLIT days - and also possible flexible working option on return. b) Processes to be followed for when they return in respect of workload management c) Guidance on monitoring reintegration within the department including regular meetings – at least one a month – with the line manager.	Mar 2021 to Oct 2021	Head of Department	Revised policy written, approved, publicised and implemented
			Hold discussion with those who have taken parental leave to assess the effectiveness of the parental leave policy in supporting staff. Use any feedback to revise the policy.	Jan 2024 to Mar 2024		Discussion held with all those who have been on parental leave since ethe revised policy was implemented. Results used to make any further necessary changes to the policy.

ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
6.9	Invite HR/student services to present the dignity and respect policy and how the process of investigation works.	Staff were split on whether the reported complaints about bullying, unequal treatment and harassment at work were dealt with effectively	HR to make presentation on the dignity and respect policy and how the process of investigation works.	Mar 2021	Department Coordinator	Presentation taken place
			Use the Staff Cultural Survey to assess staff knowledge of the dignity and respect policy had improved	Apr 2021 to Jul 2021		At least 805 of staff agree or strongly agree that complaints about bullying, harassment, unequal treatment or offensive behaviour at work will be dealt with effectively
6.10	Organise more social events and family friendly times	Staff reported that they would like more social events. There was a gender difference with more men reporting this which may indicate the timings may not be right for these events to take place	Seek volunteers to form a departmental social committee with the brief to organise at least one social event every three months at family friendly hours.	Oct 2021 to Sep 2023	ED&I Chair	Social committee established and social events held at family friendly times.
			Use cultural survey to assess whether staff are satisfied with the social activities and feel they can attend if they want to	Apr 2024 to Jul 2024		Cultural survey indicates that 80% of staff are satisfied with the social activities and feel they can attend if they want to.
7	**Outreach and public engagement (5.6viii)**					
ID	**Objective**	**Rationale**	**Detailed actions/milestones**	**Timeframes**	**Responsibility**	**Success criteria**
7.1	Appoin a Public Engagement Champion role	Current outreach and public engagement activities in the department are not coordinated or monitored. There is no formal support for staff and students to engage in such activities. We would like to improve our public image via outreach and public engagement to support more diverse staff and student recruitment.	Role descriptor for Public Engagement Champion written and staff member appointed to the role.	Mar 2021 to Oct 2021	Head of Department	Public Engagement Champion in place.

8	Staff Induction: Getting off to a good start (5.1ii)					
ID	Objective	Rationale	Detailed actions/milestones	Timeframes	Responsibility	Success criteria
8.1	Create an induction checklist	Most of our recent staff felt that department induction could be improved.	Updated handbook to include information on mandatory training, flexible working options, parental and adaption leave pointers and information about the university's dignity and respect policy. Design an induction checklist which includes a list of people to meet, training to undertake, etc., by new staff. When complete the checklist is to be signed off by the new starter and their line manager and passed to the departmental coordinator. Departmental coordinator to chase up any checklists which are not returned within a designated period.	Jun 2021 to Dec 2021	Department coordinator	The handbook is revised, and the induction checklist produced. New starters and their line managers are provided with the induction checklist and completed checklist, signed by both the new starter and their line manager is passed to the Departmental coordinator when induction is complete.
8.2	Introduce a more informal and social induction via research groups	Research groups play an important role in helping new staff settle down and so will eb asked to play a role in staff induction.	Research group leads will be asked to ensure that new staff have a more informal and social introduction to the department.	Jun 2021 to Dec 2021	Research group leads	New starters report back that they were welcomed by their research groups and had a chance to meet research group members in a variety of informal and social settings.

Note: we are aware that the head of department and the ED&I chair each have a fair number of actions associated to them. While they may delegate the work, their role requires them to lead these activities. They will be appropriately resourced.

RAG-Rated 2015 Bronze Action plan (last submission)

Subject/context	Action	Outcome measures	Responsibility	Completion date	Complete?
1. Undergraduate student recruitment.	1. Participate in outreach activities such as CAS, IB, school visits, and career advice at schools.	Increase in the percentage of female students applying for and achieving undergraduate places to reach national average.	Director of Recruitment, DSAT.	Starting in 2016 then continuous to complete by 2018.	Completed
	2. Organise two workshops within schools per year.				With instead of in
	3. Organise at least one role model session with schools/colleges per year.				On track to bath instead
	4. Organise all-women departmental Open Days.				Webinar instead
2. Postgraduate taught recruitment.	1. Using the current upturn in PG female student numbers ascertain from current cohort the factors that led to their application to Bath.	Maintain a recruitment ratio of above the national average for postgraduate	Recruitment officer for MSc programme.	Starting in 2015 then continuous.	

		taught women in Computer Science each year.			(red)
	2. Analyse the results of the focus group and disseminate the results for discussion and action within the postgraduate taught recruitment team.				
3. Postgraduate research student recruitment	1. All people on interview panels will have to pass training in Diversity in the Workplace and Unconscious Bias training.	All relevant staff trained, with the aim for all research and academic staff trained.	All relevant staff, HoD.	Starting 2015 and continuous.	Completed
	1. The wording of advertising will include "We are working to improve the gender balance within the student population and particularly welcome applications from women".	Increase in female:male ratio for PGR students to reach the national ratio in Computer Science by the end of three year period.	Recruitment officer for postgraduate research.	Starting 2015 and continuous	Completed
	2. Look into ways to increase the number of PhD bursaries to attract suitable	Increase the number of overseas research	Recruitment officer for postgraduate research, HoD.	Starting in 2016 and continuous.	Completed

	overseas candidates, in particular women.	students to national average.			Completed
4. Recruitment of research staff	1. Review the success of 2012/13 in hiring women PDRAs and return to similar percentages. Review where we advertise and the content of advertisements for research staff. Widen the range, methods and publications.	Achieve at least 35% female research staff.	Director of Research, principal investigators of research grants.	Starting in 2016 and continuous to complete by 2018.	Completed
	Closely monitor success rate of female research staff.				Completed
5. Recruitment of academic staff	1. Continue our efforts to recruit more female academic staff, including among internal female research staff, strictly on merit. 2. Review sources of advertisements with the aim to expand them. 3. Engage in proactive search for female candidates when recruiting staff.	Increase the percentage of female academic staff to at least the national level of 21%.	HoD	Starting in 2016 and continuous to complete by 2018.	Completed Completed Completed

	4. Seek to appoint a female Visiting Professor, both as a role model for female staff and to assist in search activity.				Tried.
	5. Add wording to post advertisements: "Both the Department and the University are committed to providing a supportive and inclusive working environment. We are working to improve the gender balance within the Department and particularly welcome applications from women".				Completed
	6. All members of interview panels will have to pass training in recruitment and interviewing skills, Diversity in the Workplace and Unconscious Bias training.	100% relevant staff trained.	All staff involved in recruitment, HoD.	Starting in 2015 and continuous.	Completed
	7. Provide a special justification in each case when all-male short list occurs to explain methods	A justification paper will be submitted on every occasion.	Head of Dept., DSAT	Starting in 2015 and continuous.	Completed

	used to recruit and what measures will be taken in future.				
6. Staff turnover	1. Monitor academic staff turnover.	The current positive trend should continue.	HoD	Starting in 2015 and continuous.	Completed
	2. Extend the system for advising and mentoring research students and PDRAs on career issues, in particular with the University's Learning & Teaching Enhancement Office and Bath Scheme.	100% employment of research students and PDRAs within 6 months of the graduation or end of research contract as appropriate.	Director of Studies for research students, Director of Research.	Starting in 2015 and continuous.	Completed
7. Support at key transition points	1. The process of SDPR will include a focus on development needed for individuals to achieve their career goals.	The completed SDPR forms will inform HoD and senior staff in the department about possibilities of promotions.	HoD	Starting in 2015 and continuous.	Completed

	2. Expand the mentoring system from probation lecturers to all academic, research staff, and postgraduates who wish to have a mentor. The mentor should not be a project PI in the case of research staff, or PhD supervisor in the case of students.	All staff who want a mentor will be offered one. New staff will be informed about the mentoring system at the induction.	HoD	Starting in 2016 and continuous.	Completed
	3. Continue to offer Bath Science Academy programme to research staff and encourage them to apply.	At least one member of departmental research staff to be enrolled on the programme at any time provided that places are made available.	Director of Research.	Starting in 2015 and continuous to complete by 2018.	Partial, no uptake
8. Promotion	1. We will encourage all academic staff open to consideration for promotion to develop Personal Action Plans, in conjunction with their line managers.	The action should result in a more structured promotion stream.	HoD	Starting in 2015 and continuous.	Partial

	2. Academic staff conducting annual SDPR will encourage applications for promotion when appropriate.				Partial
9. Induction and training	1. Develop departmental manual for new research students.	Manuals will appear on departmental website and will be given in hardcopy to new research students, research and academic staff. Update: cannot be put on the departmental website as we do not have control. It will be placed on a Moodle page instead	PhD Director of Studies, Director of Research	By the end of 2015.	Completed
	2. Develop departmental manual for new research and academic staff.				Completed

10. Support for female students	Continue support and encouragement of participation in British Computer Society Women Undergraduate Lovelace Colloquium.	Increase in number and continue winning prizes at the colloquium.	Director of studies for undergraduate study, DSAT	Starting in 2015 and continuous.	Completed
11. Organisation and culture	1. Organising a suitable space in the new Computer Science building for postgraduate students and staff to meet informally and enhance the community and culture of the department.	Identifying and providing an appropriate space.	HoD.	By the completion of the move to new building.	Completed
	2. Increase support, including financial and childcare, from the department for PhD students to participate in conferences, workshops, seminars. Requires application for support.	At least five students should be supported annually.	HoD	Starting in 2015 and continuous.	Not enough takers
	3. Facilitate the arrangement of temporary child care when hosting workshops, conferences and seminars.	Include this provision in conference organisation plans.	HoD, meeting organisers.	Starting in 2016 and continuous.	Completed

	4. On the basis of need, introduce job-sharing for administrative duties in the department to reduce overload particularly for senior academic staff.	Administrative workload will be shared by, e.g., introducing deputies, in cases when work/life balance requires it.	HoD, relevant departmental committees.	Starting in 2016 and continuous.	Completed
	5. Percentage of women on interview panels and similar ad hoc committees will reflect the percentage of female academic staff.	Percentage will be maintained at the current level among academic staff.	HoD, Chairs of relevant committees.	Starting in 2015 and continuous.	Completed
	6. Maintain gender balance among the internal speakers and invited external speakers at departmental research seminars.	Aim at overall 30% female research seminars' speakers.	Research seminars' supervisors, director of research.	Starting in 2016 and continuous.	Completed
12. Outreach activities	Continue outreach work through CAS, IB, school visits (see item 1 of this plan). Recognition of this work in appraisals, promotions.	Increase the female:male ratio in coming years (see item 1 of this plan).	CAS and IB reps, Director of Recruitment, DSAT, HoD.	Starting in 2015 and continuous.	Completed

13. Paternity, adoption and parental leave	To be proactive in offering leave and flexible working around leave.	All potential leavers will be proactively offered the arrangement.	HoD	Starting in 2015 and continuous.	Completed
14. Maternity leave	1. To facilitate transition back into work, introduce a departmental policy of balanced administration, pastoral and teaching duties for returners from maternity leave, including possibility to conduct research from home. Possible load reduction. The assignment of duties should give explicit consideration to the need to re-establish research momentum after a career break.	Introduction of the policy.	HoD	2015	Completed