

Appendix One Department of Health proposed initial Athena SWAN Silver Action plan

Notes: This action plan takes the Bronze action plan, feedback from the Bronze application, notes from the DSAT on progress and adds to this using the information discussed at the workshops in March and June 2017.

(D)SAT = Department Self Assessment Team (currently same as Equality & Diversity Committee)

HoS = Head of School

RAG (Red, Amber, Green): **“High” = next 3 months**; **“Medium” = next 6 months**; **“Longer term” = 12 – 18months**. **“Current” = ongoing / addressed**.

Ref	Objective Specific and Achievable	Actions Realistic	Responsibility Specific ownership	Timeframe (Time bound) (commencing and end/recurrent date)	Output(s) Success Measure (monitoring mechanisms and indicators of success)	Status (RAG)
1. Self-Assessment and Governance						
1.1	Establish & maintain a dept. self-assessment team (DSAT)	SAT established and embedded within the School's committee structure to take forward actions and analysis	Director of E&D HoS	Silver SAT Commenced November 2016, membership reviewed annually (August).	X meetings held since our Bronze application with XX sub groups meeting (i.e. those you have outside the SAT). SAT duties recognised in our workload model. Membership has changed to now include X, Y and z (this could be a change in your gender percentages, addition of members representing groups previously not recognised)	Curr.
1.2	Promote the Charter Principals within the School	Athena SWAN Health blog and website in place	SAT Co-Chairs	Blog and website created April 2015 http://blogs.bath.ac.uk/health-athena-swan/	X Blogs have been published since our Bronze application Our website has been viewed X time since Y date Circulate blog via JiscMail to highlight to other SWAN departments and seek their input into future blog topics	Curr. Curr. High

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		Athena SWAN is a standing item on School Committees	HoD	November 2016	Measure engagement via DfH AS survey (see survey table below) – Note: Survey to be circulated November 2017	Curr. High
		Athena SWAN/E&D talks built into all student inductions.	DoL&T	Sept 2017 then annually	No. of students attending talk.	Curr.
		Poster campaign communicating your data analysis using infographics	SAT Chair (with Communications sub-group lead)	January 2018, then annually	Creating posters using infographics to communicate bite sized pieces of your data analysis both within the School and further (e.g. open days, external partners etc.). Posters to be created once per year following data analysis.	Long term
1.3	Sharing with and learning from others	Department SAT rep on the University SAT (Cassandra Phoenix) DSAT representative on the University E&D Network. http://www.bath.ac.uk/statutory-bodies-committees/jointcouncil/edc/edn/ - attend meetings and feed into DSAT (Note: to appoint from new 2017/18 committee). Consider ways of engaging with GW4 and beyond etc.	DSAT Chair Dept rep on University E&D Network DSAT	Commenced November 2016	Members of University SAT since XX SAT members have attended the Wales and South West Regional Network (note: awaiting 2018 date to be advertised). Invited speakers from other Athena SWAN Silver departments. (CP met with DSAT @ Uni Swansea) SAT members given gender/Athena SWAN talks internally (to Bath) or externally (including to professional bodies) (Polly McGuigan?; Simone; Emma R; Jess F-W) CP has applied to be an ECU Athena SWAN panel member	Med.

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					(others needed) http://www.ecu.ac.uk/get-involved/become-charter-mark-panellist/	
1.4	Analysis of staff and student data to identify trends and the impact of actions	Review staff and student data sets as defined in the Athena SWAN criteria	SAT Chair with SAT members	09/17 and recurrent annually Collate missing data Sept – Dec 2017	A review of the data requirements of the new expanded Charter was carried out and it identified that currently the following data is not assessable to the SAT and needs to be resolved with the relevant data source – Raise at the University SAT meeting. Silver app must show: <ul style="list-style-type: none"> (i) Progression pipeline between undergraduate and postgraduate student levels (ii) breakdown of staff by grades (not just title e.g. research staff; prof services; teaching staff). (iii) Split of part-time and full-time. (iv) Data needed by FTC v open ended by grade (v) Zero hours contracts (i.e. casual staff paid via casual payroll. It could also apply to teaching assistants (PhD students) who are on part-time annual guaranteed contracts e.g. 180 hours p/year)). 	High (for the whole of 1.4)

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					<ul style="list-style-type: none"> (vi) Induction take up for all staff – this includes the central university induction (records held by HR) and local inductions (records held by Dept co-ord). (vii) Training; Dept staff who have completed E&D, unconscious bias training, selection and recruitment training and appraiser training. For other training data please see the notes from the second workshop session (viii) Appraisal (SDPR) completion data (ix) Maternity return rate; Its implicit that this means data is included for maternity (and adoption) leave and return rates (x) Flexible working (academic and research, and professional and support) – see notes from second workshop on flexibility within timetabling data. (xi) Transition from part-time work back to full-time work (xii) Representation of men and women on 	

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					<p>committees. (NB: The Bronze application missed some data here; job type and grade was missing.</p> <p>(xiii) Workload model; Data is implied (i.e. Panel will have expected the SAT to have done a gendered analysis of workload allocation and addressed any unintentional biases in a silver application).</p> <p>(xiv) Outreach activities; (NB most common data approach is to assess who carries out the outreach work (staff and students) and how they are recognised. In doing this analysis it is positive to look at whether there is an opportunity to address gender segregation.</p> <p>(Note: This was missing from Bronze app)</p>	
1.5	Assessment of decisions to make sure they do not discriminate	<p>Add Equality Impact Assessments as standing item on agendas to encourage reflection on committees</p> <p>http://www.bath.ac.uk/equalities/EIA/reports/GuidanceemailApr2010.pdf</p>	Committee Chairs RC, DoLTQC	<p>Commence Jan 2018</p> <p>This is to be piloted with RC & DLTQC. (Not all decisions sit with the Executive Committee - Exec</p>	Evidence of EIA's having been undertaken (via completed forms – see link) in relation to key operational decisions.	Med

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	for disadvantaged people			needs to understand any decisions that have been made).		
2. Supporting the Student Pipeline						
2.1	To increase the number of female Foundation Students	Explore the link between Sports Scholars and Foundation courses to identify any barriers to female applicants	University's Sports Development team Sports Performance Course Admissions Tutor	Commence June 17 (until March 2018)	Increase female applicants and acceptances to Foundation courses by XX% by xx date.	Curr.
		Explore external initiatives to encourage female Foundation applicants e.g. Kick It Out and BASES	Dept. BASES Rep Sports Performance Course. Admissions Tutor	July 2017 Jan 2018	Opportunities to engage with BASES is being explored by Dept. Rep and HoS (with Ailsa McGregor)	Curr. Med.
2.2	Increase the numbers of female students in programmes they are currently under represented in	Review the marketing materials (web and prospectuses) to increase the profiling of women	Central Marketing and Web team?	Nov 2017 – March 2018 (to coincide with Uni wide website upgrade / overhaul)	Increase images from XX female to XX female. Increased case studies from XX female to XX female by XX date	Med.
		Seek feedback from existing UG female students on why they chose specific programmes over others.	DLTQC Chair (with programme Admissions tutors)	Jan 2018 – June 2018 (to include implementation of identified actions where poss).	Identify reasons for choices and put in place related actions.	Long er term
2.3	Maintain the growth in female PGT numbers	Seek feedback from existing PGT female students on why they choose to PGT.	DoS PGT	March 2018 – Sept 2018	Identify reasons for choices and put in place related actions.	Long er term

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2.4	Promote gender inclusive support mechanisms to prospective and existing students	For all levels of study expand gender inclusive website videos, female ambassadors at open days.	DoLT with Admission Admission Tutors - all progs)	Commence Sept 2017 (talks to new joiners and returners), Open days) – ongoing. Fully functional Sept 2018	XX website videos produced featuring XXF/XXM students Student ambassador rations have increased from XX%F/ XX%M to XX%F/ XX%M Example of this can be seen at www.youtube.com/watch?v=c_wMRnClrYg	Longer term
		Promote Sprint (a UG female development programme) via electronic noticeboard, email, programme twitter accounts and SSLC.	DoLT (with DoS all progs)	Sept 2017 – ascertaining application timing from Careers.	Measure impact by showing how this has been promoted and the uptake	Longer term
2.5	To have a gender inclusive range of role models profiling career options	Create a role model webpage showing staff and alumni in non-gender traditional roles to illustrate the range of careers available from taking our programmes	Communications Sub-Group lead. (working with Uni. alumni office & Web/Marketing team)	March 2018 – July 2018	XX profiles featured (XXF XXM)	Longer term
2.6	Support PhD students to progress to early career posts	To ensure and promote provision of information sessions on career progression (from PhD to post-doc / non-academic posts).	DoS PGR	2017/2018 Academic year.	CP to discuss with DoS PGR	Med
2.7	Diversity in the curriculum	For all new programmes, the course content will be reviewed to ensure there is inclusivity in terms of gender and ethnicity within the research and researchers cited within courses and case studies and other resources used.	DoLT	Throughout 2017/2018 Academic year	X programmes in Y period subject to this review	Longer term

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3. Supporting the Staff Pipeline						
3.1	To provide mentoring opportunities to support career progression	<p>Identify and promote existing mentoring provision for academic and PS staff and PG students (and if necessary, reasons for low uptake, areas for improvement etc.).</p> <p>Target mentoring opportunities at key attrition points within pipeline (i.e. Research Staff, ECR).</p> <p>Line managers aware of support in place for their staff and to promote this (e.g. University Research Staff Working Group: http://www.bath.ac.uk/learningandteaching/rdu/researchers_atbath/rswg.html. Concordat to Support the Career Development of Researchers: https://www.vitae.ac.uk/policy/concordat-to-support-the-career-development-of-researchers Your Career Development - Uni resource for research staff: http://www.bath.ac.uk/learningandteaching/rdu/courses/pgs_kills/skills-development/online_learning_resources.html</p>	<p>Career Progression Sub-Group Lead</p> <p>(with Dept Mentoring Co-Ordinator; SAT Research Staff reps).</p>	<p>Commenced 11/16 (additional procedures in place by March 2018).</p>	<p>Staff uptake of University wide mentoring scheme & analysis of gender differences.</p> <p>Staff feel they are supported in career development (staff survey). (comment on how REF “buddy system” used & impact)</p> <p>No. of (successful) applications for promotion?</p>	Curr.
		<p>Improve SDPR processes to address individual researchers’ career progression alongside research project objectives</p>	<p>HoS</p> <p>Career Development Sub-Group lead.</p>	<p>2017/18 Academic year (to be in place by 2018 review period – Sept)</p>	<p>Review SPDR Checklist</p> <p>100% of line managers of academic and research staff undertaken SPDR reviewer training.</p> <p>X% Staff being reviewed undertake ‘getting the most from your SDPR’ training.</p> <p>All line managers conduct annual SPDR with their staff (6-9 months for those <12 month contracts).</p>	Med.

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		Ensure the Department is active in the “Research Staff Working Group.	Dept Research Manager	06/17 – will make contact with faculty rep and invite to next committee meeting / appropriate sub-group meeting.	Dept. representative on this working group. Rep engages regularly with the DSAT to identify points of progress.	Med.
3.3	Ensure PS staff have access to and take up, training opps.	PS staff to utilise training opportunities to support skills development.	Ann-Marie Hartland	Feb 2017 (Simon Inger [HR] to provide figures) – annual followed-up in Sept 2017.	HR to advise on what info we have to demonstrate impact. DSAT interacting with PS Faculty DOTS group (consultation & feedback).	High
4. Staff Recruitment						
4.1	Attract more female applicants	Create a department micro-recruitment page with gender inclusive role models and Athena SWAN information	HoD; DSAT Chair	May 2017 – revisit & review ahead of recruitment	First micro page created in May 2017 – use the data from this to see if it changed the gender ratios of applicants/appointments	Curr.
		Promote Charter activities in all job adverts to encourage female applicants.	DSAT Chair & Co-Chair	May 2017 - ongoing	All adverts have included this since XX.	Curr.
4.2	Ensure the criteria for selecting applicants for vacant posts is consistent, to reduce/stop any unconscious bias.	Create template adverts, job descriptions and person specifications for all appointments, including ECR posts, providing transparent selection criterion.	DSAT Chair (with HR)	January 2018 - ongoing	100% of vacancies have published transparent criterion for selection.	Med.
		All panel members have completed Recruitment and Selection and E&D/UBT training	DSAT Chair (with HR)	June 2017 – June 2018	100% of panels to be trained by XX date. Show previous figures as a sign of impact. A target of 95% of ALL staff within the department to have completed this training would be positive	Longer term
		Arrange feedback sessions for unsuccessful internal interviewees following job applications.	HoS (Panel Chair)	June 2017 onwards.	Internal applicants receive fair and constructive career advice	Longer term
		Ensure gender inclusion on interview panels	HoS (Panel Chair)	June 2017 onwards.	Gender inclusive academic staff (or include ECRs/PhD as per debate at March workshop on all	Longer term

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					interview panels (without overburdening female staff).	
5. Staff promotion						
5.1	To support the career progress of staff in a timely and transparent manner.	Promotions workshop	HoD	03/16 to be repeated annually	Impact can be measured by promotion data. Also, the numbers of those attending can be used to evidence impact i.e. since our Bronze award XXF, XXM staff have attended ZZ sessions	Current
		Career Advice Seminar	Career D'vel working group lead	02/16 to be repeated annually	Impact can be measured by feedback forms from the seminars. Also, the numbers of those attending can be used to evidence impact i.e. since our Bronze award XXF, XXM staff have attended ZZ sessions	Current
		Promotion strategy	HoD (with line managers via SPDR process)	12/15 to be repeated annually	Impact can be measured by the number of female staff identified and supported and the change in your gender ratios for promotion/female staff numbers at senior levels.	Current
		Career discussions during each Staff Development and Performance Review	HoD	09-10/17 to be repeated annually	Impact can be evidenced by showing the completion rates of SDRP and via staff survey (NB - MUST be uploaded to iTent to be counted – Dept. Co-ordinator (responsibility)).	Current
6. Staff Induction						
6.1	To ensure new staff are aware of career opportunities	Induction process reviewed and communicated to all staff	DSAT Chair (review). Communicate @ staff meeting.	09/17 – Review Update annually (Dept. Co-ordinator)	All staff have clear understanding of how to progress in their career at Bath. Measured via Health survey.	

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	es and organisational culture.				Impact measured via attendance at recommended meetings (e.g. Research Manager)	Longer term
7. REF						
7.1	Support for career breaks for researching staff	Returning induction meeting with the HoD/DoR	Dept. Co-Ordinator	June 2017 – ongoing (timed with returns)	100% compliance. These meetings facilitate staff getting back up to speed on changes that may have happened whilst they have been on leave and to identify potential funding opportunities.	High
		Rolling forward of annual personal research funds	DoR	August 2017	Spending of individual's annual personal research is confined to the current year. Staff on maternity (and other) leave may not be able to spend during that timeframe. It was agreed that for these staff the fund would be carried over to the next year.	High
7.2	To support staff in developing a successful submission to REF2021	<p>Conduct a gender analysis of leads on grant applications and, if appropriate, ascertain barriers to leading grants from notable pockets within staff.</p> <ul style="list-style-type: none"> Can also be connected with SPDR process. 	DoR		<p>Impact can be shown by comparing the gender ratios over time for REF2014/ 2020 and analysing the research grant applications by gender.</p> <p>Reasons for not leading may include being new, have a smaller network, or longer standing, returning staff who aren't as engaged. Identifying why provides an opportunity to work with these staff to include them proactively and identify potential collaboration opportunities.</p>	Medium

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		Establish department assessment panel(s) (“buddy groups”) – ensuring gender inclusive and panel members have completed UBT	DoR	May 2016	Impact can be shown by the gender ratios of panels. Percentage of panel members who have completed training	Current
8. Appraisal						
8.1	Gain Appraisal data	Identify how many staff completed SPDRs	HR providing data Dept Co-ordinator to upload all completed appraisal forms to iTrent.	Sept-Oct 2017 – annually.	100% of staff to have an appraisal each year (evidenced by completed SDPR forms uploaded onto iTrent.	High
		Access the pool of appraisers by gender and representative of different life experiences e.g. career breaks	HoD	Sept 2018	Have a diverse range of staff with different life experiences as appraisers	Longer term
8.2	E&D objectives in appraisals	Measurable E&D outcomes agreed within the Department’s senior teams’ appraisals to be considered.	HoD, Line Managers	Sept 2018	Shows that E&D is being seen as a critical management accountability	Longer term
9. Support for Research and grant applications						
9.2	Visible research role models	Research seminars to have visible gender inclusive role models	DoR	Seminar series dates for academic year set October 2017, then annually.	Impact can be shown by comparing the gender ratios over time	Current
9.4	Grant application support	Analyse the uptake of RIS support for applying and managing grants (e.g. Shut Up & Write)	DoR	March 2018	Identify any data trends and areas where support is not being accessed.	Medium
		Staff to undertake the Bath Course as part of probationary requirement.	DoLT	Ongoing	Show staff engagement with these support mechanisms by gender.	Current

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		“Pre-Proposal Feedback” panels. A simplified mechanism to support academics form research grant proposals	DoR	Presented to staff at Sept 2017 away day. Commenced October 2018	Films of two senior staff members (1F: 1M) pitching would be created and added online to reassure staff that this was a supportive and inclusive process. OR informal coffee morning with previous pitchers. The number of “pitches” should be analysed by gender comparing to the gender percentages of the overall staffing in these roles.	High
9.5	Support unsuccessful grants	Have a range of support options in place for staff to choose to access	DoR / Research Manager (currently Lisa Austin).	March 2018	The options are the initial impact measure	Medium
9.6	Support new staff to be research active	All new academic staff (including Researchers and FTC staff) should have the opportunity to meet individually with Lisa (Research Manager) to discuss their needs and support available. (This is also covered in Section 6.1)	Research Manager		The percentage of new starters having these meetings is the impact factor	Medium
10. Family leave, flexible working and managing career breaks						
10.1	Increase uptake of paternity leave	Promote paternity leave Promote work life balance (Further discussion to be had on Section 10 in forthcoming E&D meeting).	Flexible working sub-group lead.	March 2018	To be discussed	Medium
11. Organisational Culture						
11.1	Respond to staff and	Identify and create communal space within the Department	HoS	Created 12/5	Space is used by staff and students	Current

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	student feedback requesting communal space					
11.2	Creating meeting culture where staff feel comfortable contributing and expressing views	<p>“Open Discussion” added as agenda item to staff meetings January 2016 (with limited impact).</p> <p>*My feeling is that this will develop organically throughout the year.</p>	<p>HoD</p> <p>All Committee Chairs</p>	Sept 2018 (new HoD)	At the June workshop it was agreed that the senior team would reflect on whether wished to further rationalise the number and types of meetings and the format of these.	Longer Term
11.5	Create a framework of governance for Outreach activities and formalise gender equity in these activities	<p>Outreach activities with local schools to encourage women to take up careers in sport and health (e.g. Engineering Dept @ UoB)</p> <p>Outreach box / kit (as per Keith’s suggestion at E&D meeting)</p> <p>Work to achieve an equal gender balance of staff and student helpers at Open Days. (e.g.</p>	<p>Student data working group lead</p> <p>(with Programme Admissions Tutors, WP office)</p> <p>??</p> <p>Student data working group lead</p>	<p>March 2018</p> <p>??</p> <p>??</p>	<p>Others...</p> <p>Health to host Nuffield summer placement students (3 in 2017).</p> <p>Equal gender balance – staff talks?</p>	<p>Medium</p> <p>Longer Term</p> <p>Longer Term</p>

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		Childcare provision at Open Days	Flexible working sub-group lead.	Sept 2017	Impact demonstrated via take up and staff attendance.	Current
11.6	Celebrate International Women's Day (IWD) and International Men's Day (IMD)	Feature inspiration women and men from the Department to show the diversity of the department. These will be identified by nominations drawn from staff and students Incorporate IWD & IMD into Grand Rounds Seminar Series.	SAT Chair	IWD March 2018 IMD 11/17	Increase the number of role models for both genders and cross reference this to other protected characteristics.	Medium
11.7	Include PGRs in social activities	"PGR representatives and DoS to consider range of issues and inclusive social activities" - For discussion	DoS PGR reps	02/16 and 10/16 then biannually		Medium
11.8	Communicate that there is no expectation for staff to check email outside their normal working hours	Senior staff leading the way with a footer indicating "you may receive this email outside your working hours due to my working pattern/travelling commitments. Please do not read/reply to this outside your working hours"	DSAT Chair (with co-operation of all staff)	Sept 2018 (work-life balance discussed at Away Day)	Impact measured via staff survey (work-life balance)	Current
12. Intersectionality						
12.1	Consider other protected characteristics	Expand the remit of the SAT beyond gender to other protected characteristics	SAT E&D Manager	Sept 2018	Identify which data can be sourced by other protected characteristics to commence analysis	Long Term

	Question	Reason to include this question	Link to Silver Action Plan
1	I understand my Department's reasons for acting on gender equality	To measure the effectiveness of your gender equality communications	AP1.2
2	In my Department, staff are treated on their merits irrespective of their gender e.g. both women and men are actively encouraged to apply for promotion and take up training opportunities.	To measure the effectiveness of your promotion and appraisal activities and to evidence a change in culture	AP5.1
3	My Department provides me with an opportunity to discuss my career ambitions and how to achieve these during my annual appraisal	To measure the effective of appraisal and provide evidence of promotion support	AP5.1