



University of  
BRISTOL

# Annual Staff Inclusion Report

2020 - 2021



# Foreword



2020/21 undoubtedly amplified existing societal and systemic inequalities through racial injustices and the global pandemic, reminding us of the barriers that many still face in the workplace. It also reminded us of our responsibility to take action and strengthened our resolve to accelerate our progress in embedding equity, diversity and inclusion (EDI) in everything that we do.

I remain personally committed to building a diverse and inclusive University community where people from the broadest possible range of backgrounds can reach their full potential and thrive at work. However, I am also aware that I cannot do this without the involvement of all members of our university community.

Colleagues at every level have a crucial part to play in making the University of Bristol a great place to work and in being intentionally inclusive so that our staff feel connected, empowered, and respected in the workplace. This report reflects our commitment to EDI and highlights the steps we are taking to ensure that we engage everybody in the cultural and structural change that is required to ensure our university is a place where everyone feels able to be themselves and to do their best work. Together we can achieve positive and sustainable change and ensure that the University of Bristol is a place for everybody.

**Foreword from our Institutional Champion for Equality, Diversity & Inclusion: Deputy Vice-Chancellor & Provost Professor Judith Squires**

# Our Approach

## Introduction

This report provides an overview of the work undertaken during the academic year 2020/21 to promote equality, diversity and inclusion (EDI) across our staff community at the University of Bristol. The Annual Staff Inclusion Report 2021 is supported by an Annual Staff Diversity Monitoring Report that summarises the data that we are required to publish on staff representation.

## Legal framework

The Equality Act 2010 requires the University to comply with the Public Sector Equality Duty. The duty requires us to publish relevant equality information which supports the University in meeting the three elements of the general equality duty, which are to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The Board of Trustees is responsible for ensuring that the University is operating in compliance with these requirements. Members of the Board are also responsible for promoting a culture which supports inclusivity and diversity across the institution.

This Annual Staff Inclusion Report and the supporting Annual Staff Diversity Monitoring Report set out work undertaken during the year, celebrate achievements, and summarise the data that we are required to publish.

## Our approach

Our approach goes beyond statutory compliance to encourage a more holistic view of what it means to be inclusive and ensure that the University is a place for everyone, regardless of background or circumstance.

We develop activity that is broadly aligned with the three pillars of EDI that we have identified as being critical to the effective delivery of sustainable cultural and structural change and to enhance our capacity for collective action. We have aligned the content of this report with these three pillars: an inclusive institutional infrastructure; diversity of representation; and a culture of belonging.

## EDI STRATEGIC PILLARS



### An Inclusive Infrastructure

We will identify, challenge and address barrier to inclusion within our policies, practices and structures, and build accountability across the organisation.

### Diversity of representation

We will attract, develop and retain a diverse range of talented individuals who will be respected and valued for who they are.

### A culture of belonging

We will build and sustain an inclusive working environment that will support, respect and celebrate individual differences.

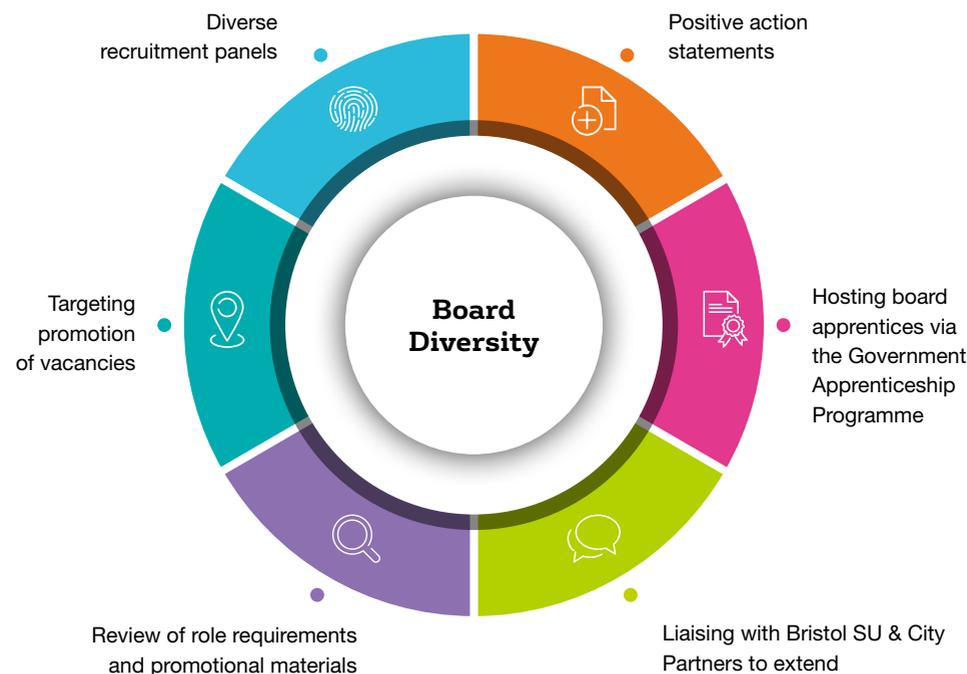
# An Inclusive Institutional Infrastructure

## Board diversity

The Higher Education Code of Governance requires the Board of Trustees to routinely reflect on its own composition and consider ways it can encourage diversity in all its forms, thus leading by example. Robust discussions about challenging issues require deep insight, multiple angles, and collective experience. That's why the best boards are the most diverse boards. Nationally, 29% of University Boards have no Board members from Black, Asian & Minority Ethnic backgrounds, and only 2.6% of University Trustees are Black. This represents a

significant challenge for the sector, and while many universities, including Bristol, have made positive steps towards creating representative boards, there is still much work to be done if governing bodies are to be truly representative and reflective of their stakeholders - the broader community, their staff and their students.

Work undertaken to date includes various positive action measures such as targeting the promotion of vacancies, encouraging applications from groups that are currently under-represented, and ensuring our recruitment materials are inclusive.



## Board Representation 2021

Diversity Monitoring category	HE Sector	University of Bristol
Asian	5.3%	15.8%
Black	2.6%	5.3%
Mixed	2.1%	5.3%
White	89.2%	68.3%
Disabled	5.4%	10.5%
Female	41.9%	47.4%
Ages 56+	53.9%	47.3%

From our experience of running recruitment, and in common with other Universities, we have identified a need for a better pipeline for candidates and have joined the Governance Apprenticeship Programme in partnership with Perrett Laver and other universities to provide Board experience to apprentices from diverse backgrounds.

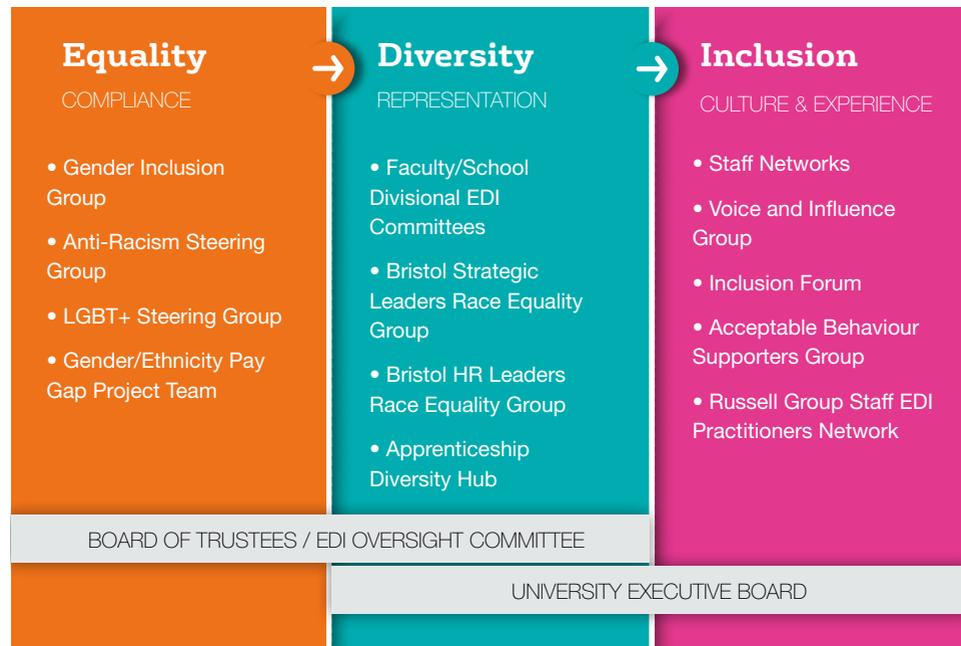
We will host a board apprentice from September 2021 who will have the opportunity to shadow the Board for one academic year as a non-voting observer. They will have a dedicated mentor and will gain valuable insights into governance that will form a good foundation for future non-executive appointments.

## Governance and Supporting Structures

A robust governance structure is in place to operationalise our staff-related EDI aims across the University. A Trustee chaired EDI Oversight Committee was established by the Board in 2019 to provide assurance around the University's approach to EDI and to support the development of long-term governance arrangements for this area.

Structures to support EDI more widely are also in place such as Staff Networks and local level EDI committees and working groups.

This multi-pronged approach supports the change that is necessary at all levels of the organisation and across the range of sub-cultures that are unique to the different areas that are part of our university.



## SENIOR CHAMPIONS FOR EQUALITY DIVERSITY AND INCLUSION

<b>LGBT+</b> <b>Robert Kerse</b> Chief Operating Officer	<b>Parents &amp; Carers</b> <b>Prof. Sarah Purdy</b> Pro Vice-Chancellor (Student Experience)	<b>Religion</b> <b>Lucinda Parr</b> Registrar and University Secretary
<b>Gender</b> <b>Prof. Judith Squires</b> Deputy Vice Chancellor and Provost	<b>Race</b> <b>Prof. Judith Squires</b> Deputy Vice-Chancellor and Provost	<b>Disability</b> <b>Prof. John Iredale</b> Pro Vice-Chancellor (Health & Life Sciences)

### Executive Accountability

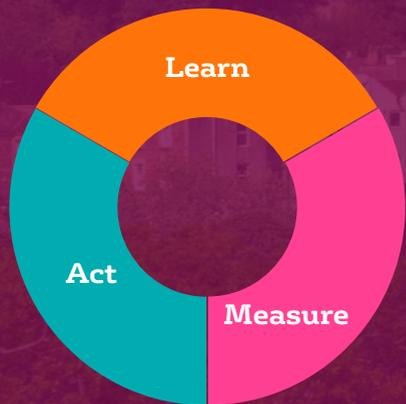
The University has established a model of executive accountability for equality and the institutional champion for Equality, Diversity and Inclusion is our Deputy Vice-Chancellor & Provost, Professor Judith Squires. Other members of the University Executive Group are responsible for key areas of equality. Their role is to advocate for equality, promote awareness and understanding, and to drive change to embed inclusion across the organisation.

Our leaders play a critical role in articulating why equality, diversity, and inclusion matter and why it should matter to every member of our university community. Unwavering in their commitment during an uncertain and unpredictable year, our champions took action to ensure that EDI remained high on

the agenda. A series of online livestream events provided all members of staff with unprecedented access to our Executive Group and Senior Team.

### An inclusive policy framework

The Equality Duty ensures that public bodies such as our university play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. This means that we must understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all. Our Learn, Act, Measure approach to equality impact assessment ensures that all staff are equipped to fully embed inclusion into any decisions, policies or activities that may impact on people.



- **Recognise** the different needs, challenges, experiences, and representation of our university community.
- **Engage** in meaningful consultation with groups likely to be most impacted by our plans, policies, and practices.
- **Understand** how our decisions might impact on different groups of people and take steps to mitigate this impact where we can.
- **Review** and remain responsive to any unintended consequences that may emerge.

Strategic areas subject to this process during 2020/21 included:

- 🔍 The development of **University Values** to ensure they resonated with different groups across the organisation.
- 🔍 The production of **Covid Working Guides** to support the reopening of the campus.
- 🔍 A systematic equality analysis of our **REF2021 submissions**, relating to our processes for determining research independence and selecting outputs.

The Learn, Act, Measure model and associated University guidance on Inclusive Decision Making is applied to all new and existing HR policy. This involves close consultation and collaboration with key stakeholder groups, such as our Staff Networks. Where we have completed this, a short narrative is required by the central HR Policy Team to provide assurance that this has been applied when submitting a policy for formal consultation. During 2020/21 the following HR policies were reviewed to ensure they were inclusive by design:

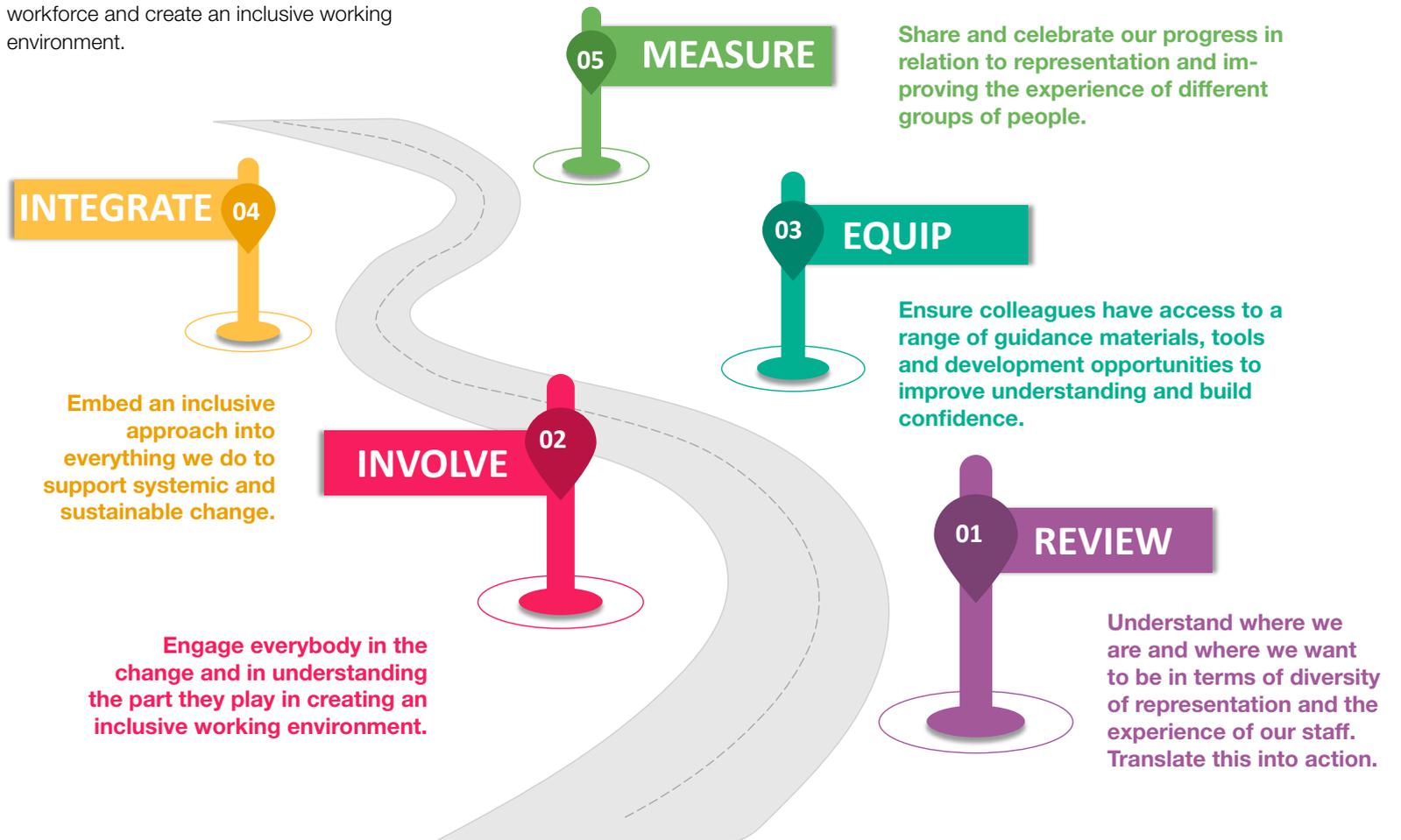
- Adoption Leave
- Associate Professors
- Compassionate & Dependence Leave
- Foster Care Guidance
- Jury Service
- Maternity Leave
- Outside work Policy
- Parental Leave Policy
- Paternity/Partner Leave Policy
- Resourcing Policy & Guide
- Shared Parental Leave Policy
- Trans Policy & Guidance

Led by the Deputy Vice-Chancellor & Provost and the Governance Team, an EDI narrative is now mandatory for papers considered by the University Executive Board. Report writers are challenged if they do not include a narrative and are asked to reflect on what they could put in that would be relevant. Consideration of issues linked to EDI remains on agendas for all University committees as a standing item and subsequently, assessing the impact of our policies and practices on different groups of people becomes embedded into our decision-making processes.

**Creating a sense of shared ownership**

The role of the Staff Inclusion Team is to engage everybody in the transformational cultural and structural change that is required to build a diverse and inclusive University community where people from the broadest possible range of backgrounds can reach their full potential and thrive at work. Our approach to inclusion is based on the principle that EDI cannot be delivered by one individual or a single committee; it is the responsibility of everyone within our university and it requires a strong commitment and concerted action to make this a truly inclusive environment for all.

We have developed the model below to help frame our approach and to equip managers to take action themselves and engage their teams in activity to diversify their workforce and create an inclusive working environment.





# Embedding EDI across our institution



University of  
BRISTOL

Campus Division  
Make / Manage / Maintain / Mind

**Schools, Faculty and Divisions are developing and delivering on their own EDI priorities based on an understanding of their own local evidence base and operating context. Some share their experiences and achievements to date below.**



**Campus Division introduced their EDI Committee in November 2020. Tawanda Chibaya, Head of Residential Facilities Management and Sandy Payne, Director of Campus Business Management and Development, share progress.**

With a workforce of over 900 people, Campus Division has been working hard to ensure that all experience a happy and healthy workplace, and our culture is inclusive and respectful. We have faced challenges in creating a Campus Community as our staff are spread across the entire estate, including the residences in Clifton and Stoke Bishop. Because of the operational nature of a large proportion of staff, communications are not always consistent or inclusive as many do not have access to IT resources or are working shift patterns.

As part of our commitment to EDI, we formed a Campus Division EDI Committee in November 2020, following a successful voluntary recruitment drive for members. Campus Division Senior Leaders take this very seriously and have ensured this group has the support, time, space, and a healthy budget to set and deliver their objectives.

This commitment has also been embedded in the Campus Divisional Plan which sets out our strategies and objectives for the next five years.

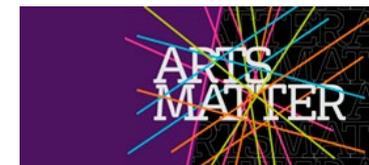
Chaired by Tawanda Chibaya – Head of Residential Facilities Management - our EDI Committee has embarked on a journey, working closely with the Senior Leaders, setting objectives and goals, and aligning itself to the University's Refreshed Strategy, with their mantra of 'We are your diversity allies'. We needed to understand what was going on in the Division, so a Campus-wide EDI survey was launched in April 2021. The results identified key areas particularly around behaviours and experience, and these will allow us to shape our forward plans and develop targeted action. As a result of the survey, we have successfully rolled out bespoke Acceptable Behaviours training to all line managers and we are delivering a further version of this to all Campus Division Staff.



The EDI Committee promotes events throughout the year for example, the #ChooseToChallenge campaign for International Women's Day and encouraging all Campus Division Staff to display a Pride banner on their email signatures during Pride month. More events and activities will be organised once we return to campus and a follow-up survey is planned in 12 months' time to measure the work we have been doing in this area.



# The work of the Faculty of Arts EDI Committee



**The Arts EDI committee met every six weeks to work on a range of projects and issues that arose in either top-down or bottom-up fashion. The Chair of the Committee Professor Havi Carel summarises the main activities of the committee below.**

**Decolonisation** – draft guidance on decolonisation was developed and shared with Faculty Board and the committee will await the Board’s feedback on the guidelines. These were produced based on focus groups, a document created by staff detailing current decolonising activity across the faculty, and a BILT committee report written by Dr Marie-Annick Gournet.

**Designing, administering, and analysing a staff pandemic working conditions survey.** The results of the survey were discussed and analysed by the committee and a report with recommendations was presented to Faculty Board in December 2020. This was followed up with updates from Heads of Schools and the committee was delighted that its recommendations were embraced so comprehensively by each of the schools. The data from the report has been shared widely within the university and has informed the work of a task-and-finish group, convened by DVC & Provost Professor Judith Squires, on the impact of Covid on academic careers. The Chair of the Faculty EDI Committee Professor Havi Carel was also a member of that group.

**Hearing the testimony of a disabled member of staff and liaising with the Head of Staff Inclusion to clarify support available to staff.** We will continue discussions with the Staff Inclusion Team on this area during 2021/22 to raise awareness of support that is available and identify any gaps in provision.

**Developing reflective EDI resources that will be offered to staff to develop reflective EDI practice.** Male Lujan Escalante from the Centre for Innovation and Entrepreneurship developed the resources (an online card game and accompanying commentary) that were trialled and discussed by the committee and shared with the three school committees.



**Prof. Havi Carel**  
Professor of  
Philosophy



# We are Engineering

# We are Engineering

**The Engineering Faculty is proud of its inclusive culture and values everyone's contribution. Rebecca Mear, School Manager, provides the following summary of activity.**

Our Dean chairs the Faculty EDI committee and a number of key role-holders (such as Faculty Manager, Heads of School, School Managers, HR manager) and senior academics are involved in both EDI decisions and implementation within both the committee and its action sub-groups.



**Rebecca Mear**  
School Manager

We celebrate the following changes that have occurred during 2020/21:

- Launch of the **Engineering Includes Me** initiative in July 2020, at an online conference attended by over 115 people - and our pledge to focus particularly on improving representation in relation to gender and race. The *Engineering Includes Me* website is available for both existing and potential staff to understand our faculty's commitment to making inclusion happen – and how we do that – through case studies, action reporting, news, and statistics.
- The establishment of three **staff networks** to support those from under-represented groups or in 'leaky pipeline' roles – the BAME staff group (in partnership with the Faculty of Science); the Engineering Women and Non-Binary Staff network; and the Engineering Research Associates network. All networks are meeting regularly, consulting members, and providing feedback.

- Working with Human Resources to research issues that concern line managers and staff around **flexible working**. Our findings have informed the development of guidance and training for line managers on this topic. We held sessions on the Ultimate Juggle for staff, highlighting options for working flexibly and getting people to share personal stories.
- The School of Civil, Aerospace and Mechanical Engineering (CAME) have successfully piloted the **Protected Time Initiative**, whereby no important or decision-making meetings are scheduled on a Thursday afternoon. Instead, staff are free to use this time to catch up on their own workload or schedule 1-1s as required. This has been successful and will be rolled out across the Faculty from September 2021.



**Rainaa Ahmed**  
Technical Apprentice and part of the *Engineering Includes Me* initiative

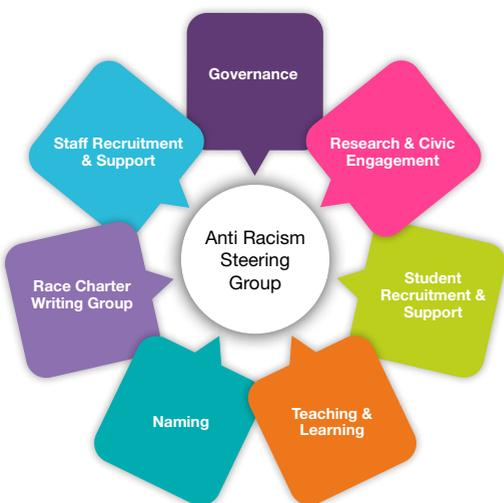
- We have established Wellbeing rooms in the two main buildings in the faculty designed to meet multiple needs. We have also co-produced with students a fresh look to the space in the new Ada Lovelace building, showcasing engineers from under-represented groups on the Diversity Wall.

# Being Anti-Racist

Much of our focus during 2020/21 was on actively positioning the University as an anti-racist institution and working with our staff and students to dismantle systemic, cultural, and individual forms of racism.

Established in July 2020, the University's Anti-Racism Steering Group develops strategies to address individual, cultural, and structural racism within the University within the following workstreams:

- Civic and Research Engagement
- Governance
- Naming
- Staff Recruitment and Support
- Student Recruitment and Support
- Teaching and Learning



A new workstream was established in August 2021 to coordinate future submissions for recognition under Advance HE's Race Equality Charter.

Workstream leaders work with a diverse range of stakeholders to identify structural barriers and work towards making necessary changes. This method makes sure that:

- we develop sustainable solutions to address systemic racism
- people with power and influence to shape operational activity are actively involved in the work

The Steering Group has been the driving force behind much of our staff-facing anti-racism activity. Achievements have included securing the provision of culturally appropriate counselling as required from Nilaari for all Black, Asian and minority ethnic staff. During 2020/21, eleven members of staff accessed this service.

We have also introduced a new HR Case Management System that will enable us to track complaints of racism (and other forms of discrimination) and report on outcomes. 2020 also saw the launch of our Disrupting Racism development programme which was developed by the Staff Inclusion Team in collaboration with Dr Jason Arday, Associate Professor in Sociology at Durham University. The programme is a blend of in-person and self-directed learning that aims to raise awareness of how each of us must work together to dismantle individual, cultural, and institutional manifestations of racism.



*"This group gives us the framework that we need to make real, lasting change across our University. We will succeed if we all do our part and everyone – not only people of colour – calls out racism when it occurs."*

— DR JANE KHAWAJA, CO-CHAIR OF THE GROUP



*"Racism is still very much part of everyday life for many people in our community. We must all make the effort to learn, understand and take action to bring about real change."*

— PROF. JUDITH SQUIRES, DEPUTY VICE-CHANCELLOR AND PROVOST, CHAMPION AND CO-CHAIR OF THE GROUP

**"This was one of the best talks I have attended during my time at the University. The materials provided prior to the talk were so useful and insightful and I found the talk fantastic."**

Since launching in November 2020, over five hundred staff and members of the Board of Trustees have engaged with the different stages of the programme. The programme will continue throughout 2021/22, expanding the change cohort that we have already established of colleagues who are becoming equipped to actively disrupt racism themselves.

## DISRUPTING RACISM - STARTS WITH YOU

**DECOLONISE**  
*our curriculum, our spaces, our structures*

**INTERRUPT**  
*racism when it happens. See something? Say something.*

**SHARE**  
*learning and ideas on being anti-racist with colleagues and others*

**RECOGNISE**  
*that racism in all its forms is very much a present and real problem*

**UNDERSTAND**  
*issues connected to race, structural racism, racial bias and privilege*

**PROMOTE**  
*ways of doing things differently in ways that are anti-racist*

**TRANSFORM**  
*the culture of our University by being part of the change*



# Faculty of Life Sciences: Being anti-racist

Established in 2020, **The Inclusive Research Collective (IRC)** and **The Learning Forum (TLF)** have finished their first year of events to highlight inequalities within Life Science Research and Teaching and suggest ways in which we can tackle these. TLF had a focus on racism and mainly ran as a discussion group open to all but also recognised that those of us who hold positions of power have a responsibility to educate ourselves to be anti-racist. Events for 2021/22 are currently being planned. Funding for the IRC and TLF has been obtained from Bristol Clear, the Bristol Doctoral College, The Biochemical Society, and the Wellcome Trust.

**Café Culture sessions** were held in the School of Cellular Molecular Medicine with our Black, Asian, and Minority Ethnic staff and PG students to share concerns and experiences. The outcome of these sessions

was presented to the FLS EDI Committee where feedback was provided and actions where we can do better at School and Faculty level were noted. We have kept the dialogue open and will look to implement more sessions at Faculty level to get the input of a broader range of staff and PG students.

We have set up a faculty **Decolonising and Diversifying the Curriculum** working group and have produced a document regarding why this is important within the Life Sciences curriculum; it also includes examples of some overlooked figures, examples of some problematic figures, and useful resources. Schools are considering how this work can continue with inclusion of the student voice. We collaborate with the Medical School and the Vet School to ensure we streamline work, where possible.



## The Learning Forum

### Understanding racism

8-month programme

**Race & Mental Health**

**How does racism compound issues of mental health?**

*Watch: The Whole Truth*  
Guest: Yannick Yalpende

**White Fragility**

**When do I become defensive about race?**

*Read: White Fragility (DiAngelo 2011)*

**Race & History**

**How has race shaped our understanding of history?**

*Watch: Akala's Oxford Union address*

**Race & Academia**

**What is the role of academia in racism?**

*Listen: Blackademia, episode 3*

**Race & The Media**

**How does the media influence perceptions of race?**

*Listen: In a Perfect World, episode 1*

**Race & Healthcare**

**What are the racial disparities in medical care?**

*Listen: The King's Fund (selected episodes)*

**Race, Sexuality & Gender**

**How are sexuality and gender shaped by race?**

*Watch: The life and death of Marsha P Johnson*

**Structural racism**

**What are the ways a society can be racist?**

*Summary session*

# Diversity of Representation

**We have introduced a range of evidence-based positive action measures to ensure we recruit, progress, develop and promote a workforce that is inclusive of under-represented groups at all levels, with a specific focus on entry level positions and senior leadership roles.**

Bold measures to improve representation of different people across our workforce with a particular focus on improving racial diversity across Professional Services Divisions are being progressed under our Diversify initiative. Actively engaging with our city on employment opportunities and improving social mobility across a range of under-represented groups, Diversify will enhance our position as a high-performing global civic university.

### Discover

Delivering our careers outreach programme to a range of schools, colleges, alternative education providers and local employability organisations remains a priority. During 2020/21 we delivered *Discover* sessions to a diverse range of education providers reaching over 1000 young learners, Year 8+, in seven different schools, colleges and education settings.

### JOIN US!

JOIN US! is a set of employability resources aimed at providing a supported route into employment for individuals from a diverse range of backgrounds, who might not otherwise enter employment in general or consider the University as a potential employer. Developed as a response to our engagement with local communities, in our work to develop the Temple Quarter Enterprise Campus, we have worked in partnership with local employment groups to deliver the sessions to a range of communities that are currently under-represented across our workforce or that face barriers to employment.

In partnership with Neupool, Learning Partnership West and Babbasa, in 2020/21 we delivered five JOIN US! sessions to twenty potential applicants, with two applicants being successful in securing a position at the University and a further five reaching the shortlist stage.

**“I wanted to personally thank you for the work you did with Warmley Park and New Siblands School during National Careers week. Both schools have individually fed back to me how great the session were and how delighted they are to have linked with the University.”**

### eXcelBristol – our apprenticeship scheme

We are committed to using apprenticeships to create entry level career routes across a range of professional services careers at varying entry levels. During 2020/21 we recruited five new trainees and increased the type of professional service apprenticeship standards that we offer from one to four. We introduced level 4 Marketing Executive apprenticeship standards, level 4 Data Analyst apprenticeship standards and level 3 Events Assistant apprenticeship standards.

One of our first cohort of three apprentices was successful in securing a permanent position just over 12 months after the launch of our eXcelBristol initiative.

### Targeted positive action

We reviewed and strengthened University Guidance for Managers on Positive Action in 2020, equipping colleagues with a greater understanding of how they can refocus activity at all stages of their staff recruitment processes to boost representation in specific areas.



**Niah Rhoden-Edwards**  
School Administrator,  
Bristol Medical School

**“My eXcelBristol Trainee role (apprenticeship) gave me the opportunity to turn theory into practical, day-to-day application, allowing me to understand how business administration is applied outside of a textbook and how the function supports an organisation. I am looking forward to further developing my skills and experience in my new role.”**

# A city-wide approach to race equality

We continue to work collaboratively with all public sector organisations across the city as a member of Bristol's Race Equality Strategic Leaders Group, and as part of a city-wide approach to collectively tackling race equality issues.

As well as monitoring progress, we are working to ensure that significant changes and improvements are delivered through partnership initiatives, sharing learning, resources, and good practice to ensure we achieve greater diversity and equality within our organisations.

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# Career Progression through Targeted Development

We focus on developing staff from groups that are currently under-represented at senior levels through continued expansion of our leadership and management programmes to deliver targeted and specific development opportunities.

## The Elevate Programme

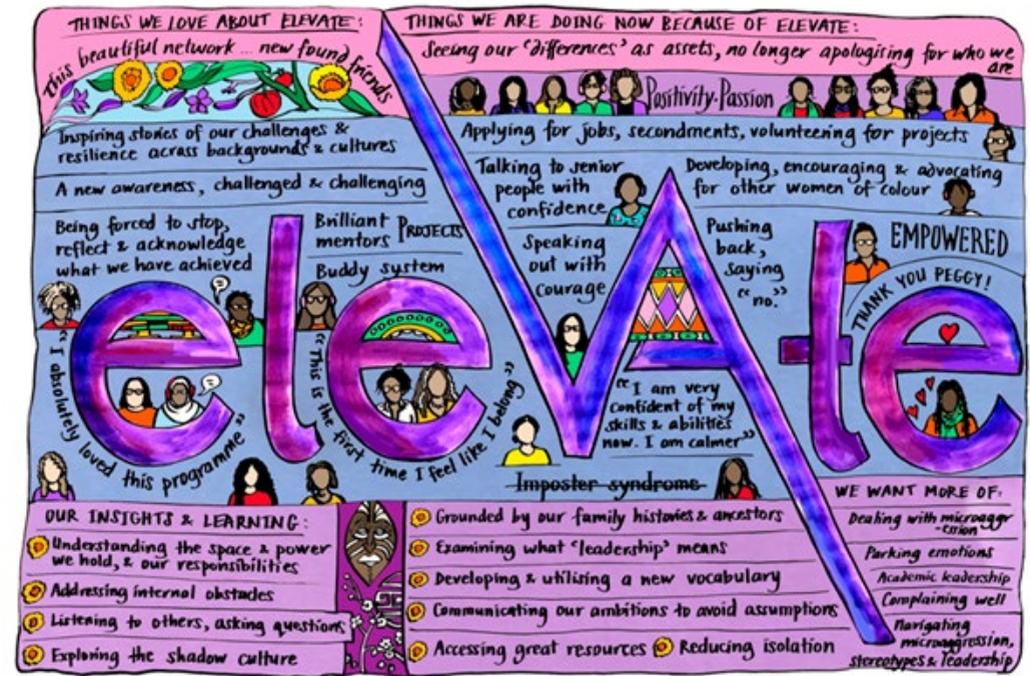
Launched in January 2021, the Elevate programme aims to address the underrepresentation of Black, Asian and Minority Ethnic (BAME) women at more senior levels in the sector through developing their personal leadership style and influence. Led by serial entrepreneur and recent lecturer at Goldsmiths, Yvonne Field with a team of co-facilitators - Dr Peggy Warren and Jamie Schearer-Udeh - Elevate provides a safe space where leadership concepts and ideas are introduced whilst exploring strategies that support the navigation of systemic practices which have tended to historically fix the professional identities of the participants.

This programme has had a significant impact on participants:

- 6 successfully applied for new roles
- 4 applied for new roles; were unsuccessful but used the opportunity for learning
- 3 reported becoming more strategic and increasing their involvement with senior leaders
- 3 introduced new projects to their institutions
- 1 successfully applied for a large research grant to lead an international team
- 1 updated their CV in preparation for seeking new role
- 1 head hunted through raising her profile

## The Female Leadership Initiative Development Programme (FLi)

FLi aims to address the under-representation of women at senior levels in the sector. Over 90 people applied for 30 places available for the 2020/21 cohort. Its aim is to support those who identify as women, to develop their sense of personal agency and impact and build strong networks to support their



ELEVATE: Evaluating Module 4, Self within the Organisation, May 2021. Graphics by www.penmendocna.com @MendoncaPen

development and career progression. The programme not only considers individual impact but also how to develop an authentic leadership style that works towards an inclusive and progressive workplace culture. In 2021/22 we will be running two FLi cohorts due to the high demand for places.

## Stepping Up

We sponsored two members of staff to participate in Bristol's Stepping Up development programme 2021: a diversity leadership talent pipeline for Black, Asian, and Minority Ethnic communities, disabled people and women who live and work in Bristol and the wider region.

## Reciprocal Mentoring Programme

Since 2019/20 we have been structuring our institutional approach to 'reverse mentoring' in close collaboration with our BAME Staff Network. Launched in July 2021, the Reciprocal Mentoring Programme will pair staff from Black, Asian, and Minority Ethnic (BAME) backgrounds with White senior colleagues to provide insight into the lived experience and understanding of barriers encountered by BAME staff. The reciprocal nature of the programme will provide BAME staff with the opportunity to develop their skills, knowledge, and networks through the mentorship of their partner. 14 matched pairs will meet four times between July 2021 and January 2022, with planned evaluation of the mutual learning and actions resulting from the partnerships.



# A Culture of Belonging

**We design and deliver a range of culture change initiatives to engage all members of our university community in building a culture of inclusion and belonging, where staff feel connected, empowered and respected.**

**Introducing Essential EDI Training for all staff**

We designed and launched two online essential training modules for staff. Inclusion Essentials Module 1 is designed to provide staff with an understanding of legal, governance and policy frameworks in place to promote EDI at the University. This module also emphasises individual responsibilities. The second module equips staff with some basic active bystander techniques to empower them to challenge unacceptable behaviours in the workplace.

Since launching the programme in April 2021 to compiling this report in August 2021, 682 members of staff have engaged with the training. Both modules are integrated into the wider suite of Essential Training

modules that all members of university staff are required to complete. All new starters are automatically enrolled onto the Essential training modules in the Develop platform shortly after starting in role, with existing staff being automatically enrolled on an annual basis. All staff are required to complete the training by July 2022 with completion rates being tracked by our new learning and development platform, Develop.

**Be an UpStander**  
and challenge behaviour in the work place



*"The Acceptable Behaviour Supporters provide an essential and invaluable service at the University. These volunteers provide a safe space for staff to talk through their experiences of unacceptable behaviour, and as such are fundamental in helping to build an inclusive and supportive workplace."*

— JEREMY TAVARE, DEAN, FACULTY OF LIFE SCIENCES AND STAND UP SPEAK OUT CHAMPION

## Empowering our staff to Stand Up and Speak Out

Championed by Professor Jeremy Tavare, Dean of the Faculty of Life Sciences, Stand Up Speak Out comprises tools, development opportunities and services to help combat all forms of unacceptable behaviours that we might encounter or witness in the workplace. A new guide with information about microaggressions and how these subtle and less obvious forms of unacceptable behaviours impact people and what we can do about them, is available on our Stand Up, Speak Out web page. There is an additional new web page dedicated to unconscious bias, as well as a link to our anonymous online reporting tool, Report + Support.

We have recently trained and expanded our network of Acceptable Behaviour Supporters. Our Acceptable Behaviour Supporters are staff volunteers who provide an informal advisory service to staff who are experiencing unacceptable behaviour, bullying or harassment at work. They can also support staff who are facing allegations about their own behaviour.

## Building empathy and inclusion through storytelling

Our award-winning *TheirStories* series uses personal storytelling as a vehicle for building workplace inclusion, improving employee engagement, challenging bias, countering stereotypes, and developing a culture of belonging. Facilitated by the Staff Inclusion Team, *TheirStories* provides a platform for colleagues across our university to share their personal stories.

This is a powerful way to engage staff in appreciating the value of difference and amplify the things we have in common, creating empathy to bring to life our vision of a truly inclusive workplace where staff can be their authentic selves.

We relaunched *TheirStories* in a virtual format in December 2020. Since then, eight colleagues have shared their individual stories with a combined audience of over 850 staff.

Feedback this year has told us that staff really value the opportunity to hear the differing perspectives and experiences of colleagues. They talk about relatable themes, honesty of speakers, challenging assumptions, and they value the insight into barriers and triumphs that speakers provide. Staff have commented that they have taken ideas and tips from talks, to improve the experience of their colleagues. We are told that staff appreciate the openness and honesty of the speakers and in the case of those who are senior leaders, these talks can help them seem more approachable.

Attendees tell us that learning about the lived experiences of colleagues is inspirational and instils a sense of community across the university – connecting us in a human and meaningful way.



## Inclusion Matters: Understanding through learning

Launched in January 2021, our Inclusion Matters sessions allow staff to explore and learn about different areas of inclusion including neurodiversity, trans awareness, microaggressions, class, reasonable adjustments, domestic violence, and childlessness. To date, we have held 11 sessions and reached a total of 450 members of staff. Each session is designed to empower staff with the understanding and awareness that is necessary to achieve behavioural, attitudinal, and long-term culture change.

We have been evaluating these events on an ongoing basis and the feedback we have received has been overwhelmingly positive. Staff have told us that they find the sessions incredibly informative with speakers providing practical insights and solutions to

help progress their own inclusive practice. The feedback also told us how appreciative staff were with being given the opportunity to ask questions in a safe space, being able to reflect, and to learn more about topics.

## Inclusion Forum thinking differently, doing differently

The Inclusion Forum was established as a 'grassroots' movement for colleagues who want to drive real change from the ground up. With over 200 members, it has helped extend reach and influence across the many schools, teams, and departments that make up our university. The Forum meets three times a year and during 2020/21 meetings focused on anti-racism, trans history and allyship. We also launched an online Knowledge Exchange platform to share good practice.

**“Thank you for arranging these informative and inspiring events. Well done all those who put themselves forward to present and helped to show how vulnerability and difficult personal and professional experience can be a source of strength and inspiration.”**

## Returning Carers' Scheme

Over 50 members of staff have been supported through the Returning Carers' Scheme, a funding award available to academic staff across all faculties to help re-establish their research after returning from extended leave due to caring responsibilities. 16 colleagues were supported during 2020/21.

## Coaching for new parents

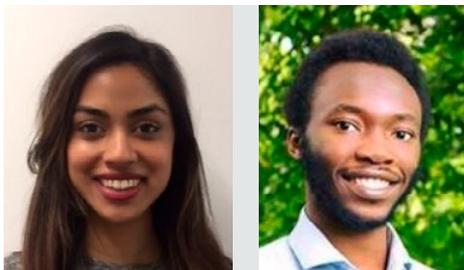
We were one of the first universities to provide a **free maternity/paternity coaching service**. The coaching focus is really aimed at new parents to assist with their adjustment to their responsibilities/priorities in the context of their work. 37 colleagues accessed the service online during 2020/21, with 20% being from a Black, Asian or minority ethnic background. The service has been extremely highly valued by colleagues that have used it during what has been a very isolating and extraordinary time where many of the previously expected support networks offered externally have not been available.



# Creating belonging through Staff Networks

Our employee-led Staff Networks provide a safe space for colleagues sharing a particular circumstance or characteristic to connect with others to create a sense of belonging. Each Network brings their own unique perspective to EDI, helping to shape our approach by providing feedback that challenges existing organisational practice to create a more inclusive working environment. All Network Chairs meet periodically with the Staff Inclusion Team as the Voice and Influence Group to identify potential for collaborative working and to better understand and address intersectional inequalities. Our senior champions for EDI are also executive sponsors of relevant staff equality networks with Professor Palie Smart head of the School of Management adopting this role for the Bame Staff Network.

## BAME Staff Network



**The Co-Chairs of our BAME Staff Network – Raeesah Ellis-Haque and Robiu Salisu**

The Co-Chairs of our BAME Staff Network – Raeesah Ellis-Haque and Robiu Salisu – report on the past 12 months. We are here to create a community for both academic and professional services staff from Black Asian Minority Ethnic (BAME) backgrounds (including people from mixed backgrounds featuring one or more of these groups),

where we can connect with each other and feel a sense of belonging. Through sharing our experiences, we want to bring new perspectives and fresh ideas that help drive change to ensure that our university is welcoming to all. With 144 members the BAME Staff Network provides the following:

- Social events to get to know other Black, Asian and Minority Ethnic staff throughout the university, and other educational institutions in Bristol.
- Peer support, guidance and signposting to appropriate services both within and outside the organisation where appropriate.
- Work with HR, through the Co-Chairs and Committee, to contribute to the development of policies and initiatives, and to ensure that BAME staff have a consistent and positive experience at the University.

During 2020/21 we joined the University Anti-Racism Steering Group ensuring that the voices and lived experiences of our members help to shape the institutional approach to being anti-racist. The Network helped ensure that our staff have access to Nilaari – a city-based charity offering culturally appropriate counselling to our Black, Asian and minority ethnic colleagues. We also worked in a consultative capacity with the Staff Inclusion Team to inform the development of the successful Disrupting Racism programme. After two years of leading the Network we will hand over this responsibility to our colleagues Reuben Chatterjee and Sumayyah Malna from 2021/22. We're very excited to see the progress they will make over the coming years and wish them all the best.

## Childless Staff Network



**Les Finnemore**  
Co-Chair of the  
Childless Staff  
Network

The Childless Staff Network provides a supportive, friendly, and compassionate community for colleagues who are childless due to infertility or circumstance. Les Finnemore, Co-Chair of our Childless Staff Network shares the achievements of the Network over the last 12 months.

Launched in 2019, the Childless Staff Network is the first of its kind in any higher education institution. Childlessness, not by choice, is different to being childfree, which, like becoming a parent, is a life choice. It affects one in five females, significant numbers of males, trans and non-binary people, as well as those close to the individuals affected.

In 2020/21 we provided a number of events and activities including an Academic Research Talk which featured on a Childless Support App which helps those who are childless and their wellbeing. We ran a pop-up stall at a Wellbeing festival and organised two events within National Childless Week, including an interview on a podcast which was broadcast globally.

During the last 12 months the size of our membership has doubled to 40 and we remained connected through monthly online meetings and monthly newsletters. Wellbeing was a common theme during 2020/21 as we focused on supporting our members during lockdown. This involved supporting and advising colleagues who were treated differently to those with children in areas such as flexible working arrangements, time off requirements and workload.

Over the coming year and alongside our main objective to raise awareness, we aim to identify how many of our staff are affected by childlessness as we currently have no way of collecting these data. We will also continue to work in collaboration with other networks to learn and look at areas of development and common themes.

## LGBT+ Staff Network



**The Co-Chairs of our LGBT+ Staff Network Laura Anders and Simon Gamble**

The Co-Chairs of our LGBT+ Staff Network – Laura Anders and Simon Gamble - share the Network's achievements over the past 12 months.

We support lesbian, gay, bisexual, transgender, and other sexualities and gender minorities, who work at the University through creating an LGBT+ Staff Network, listening to ideas and working to make positive changes. The Network has 174 members, with 22 new members joining in 2020/21. Although it was difficult to devote time to the Network during the pandemic, we held a range of online events to ensure that we all remained connected. These included online film nights, weekly coffee mornings, virtual drawing classes, and events to celebrate LGBT+ History Month.

Support for our trans and non-binary staff continued to be high on the agenda with many different issues arising over the last year including, gender-neutral toilets and anti-trans rhetoric from many different areas. As a network we strive to ensure that we are accessible to all the groups under the LGBT+ banner.

We also ensure that we amplify the voices of those who have intersecting marginalised or underrepresented identities, for example LGBT+ People of Colour and people with disabilities.

We do this by:

- Raising awareness of and celebrating marginalised and underrepresented LGBT+ groups throughout the year on the relevant awareness days and beyond. We do this through our mailing list and on our Facebook page where we encourage learning and support of our diverse community.
- Organising events for specific groups to connect.
- Having a range of reps on our committee to represent intersectional identities and marginalised groups under the LGBT+ banner. We are always supportive of introducing new reps to our committee and considering flexible ways to get involved, for example our Trans voices group, where staff members for any reason feel they would prefer not to sit on the committee.

- Organising events and communicating with other staff networks, including actively supporting them when appropriate, for example our message of support for Black Lives Matter.

Over the coming year are looking forward to working collaboratively with other networks, and we are already planning an event for LGBT+ carers and parents.

### Neurodiversity Staff Network



**Asha Sahni**

The Co-Chair of the Neurodiversity Staff Network

The Co-Chair of the Neurodiversity Staff Network, Asha Sahni, shares their achievements over the past 12 months. Neurodivergence manifests in many forms including autistic spectrum conditions (including Asperger's Syndrome), ADHD, dyscalculia, dysgraphia, dyslexia, dyspraxia and Tourette's syndrome. These conditions are not always visible but can result in different needs when it comes to communicating with others. The Co-Chair of the Neurodiversity Staff Network, Asha Sahni, shares their achievements over the past 12 months.

Established in November 2020, the Neurodiversity Staff Network already has over 50 members who have experience

of and/or interest in neurodiversity. We hold 'Let's Talk Neurodiversity' sessions once a month - an informal space in which to learn more about neurodiversity and share stories and strategies. .

We also hold Staff Neurodiversity Network meetings once a month. These meetings focus on planning future activities, raising awareness, events, and addressing areas of university practice which could be adapted to better suit the needs of neurodiverse staff.

Since we launched the Network, we have provided support and advice in the following areas:

- Access to information and services
- Coping strategies
- Diagnosis process/experience/whether to go down the diagnosis route
- Managers' understanding of conditions
- Peer support
- Reasonable adjustments and support needs

We also delivered a well-attended session – An Introduction to Neurodiversity - as part of the Staff Inclusion Team's Inclusion Matters events programme. Additional sessions to raise awareness are planned for the coming year

### Parents and Carers

The Committee of the Parents and Carers' Network reflect on the past 12 months.



With over 540 members, the Parents and Carers' Network supports colleagues who are making the transition into parenthood or adapting to a new addition to their family. We also support colleagues who are balancing new or ongoing caring responsibilities with work, including caring for an ill, elderly, or disabled family member, partner or friend.

Issues for parents and carers that have arisen due to the pandemic and related restrictions have been the main concerns over the past year. Home-schooling due to lockdowns and self-isolation has led to lots of requests for advice and information from other parents and carers. We have held monthly virtual forums on a range of topics to help members to stay in touch and provide support to each other. We have liaised between our members and HR on various issues, and we successfully lobbied the University to re-instate the additional paid dependants leave allowance in January 2021 after the third lockdown. The Network was actively involved in the HR review of family-friendly policies in 2021 and we will continue to support the University in developing policy, as well as helping to develop training events.

We are all parents and/or carers ourselves and have had to juggle leading activities along with supporting our dependants at home due to lockdowns as well as our regular jobs. We have recruited several

new members of the committee this year despite this though, including an LGBT+ member and a male member. We actively engage with the other staff networks and work together on areas of common interest, such as the LGBT+ Staff Network on issues relevant for parents. Meetings of the Voice and Influence Group provide a good opportunity to meet the committee Chairs of all other Staff Networks, build relationships, and work collaboratively and intersectionally.

### Staff who Stammer Network



**Lindsey Pike**  
Chair of the Staff who Stammer Network

The Staff Who Stammer Network provides a space where staff who stammer can share experiences, access a support network and / or raise awareness of stammering at work. The Chair of the Network, Lindsey Pike, reflects on the last year.

The Network has continued to work with the University to ensure that all staff who stammer at Bristol have a consistent and positive experience. During 2020/21 the Chair ran a session at the University Virtual Staff Wellbeing Festival – *Everything You Wanted To Know About Stammering*. The Chair has also connected with colleagues in student disability services to raise awareness.

# Working with external partners

The University works in partnership with a range of national organisations to advance activity to build diversity and promote inclusion.

Our schools continue to win recognition for their commitment to good practice in gender equality through Advance HE's Athena Swan Charter. We now have nine Bronze and seven Silver awards, including a new Bronze award for the School of Education. The University continues to hold an institution-wide Bronze award.

In February 2021, the University signed Trans in the City's 'trans rights are human rights' pledge, promoting the University's commitment to further trans inclusion both internally and externally to the organisation.

In 2021, the University joined the Women in Higher Education Network and signed up to the Women in Business Charter: Bristol.



## Looking ahead

I am incredibly proud of the work summarised in this report during what has been a very challenging and disruptive year. Over this coming year we will remain focused on strengthening our people-related structural frameworks and cultural change initiatives to ensure they are responsive to the needs of our diverse staff community.

Our refreshed University Vision, Values and Strategy, and the supporting EDI Sub-Strategy and People Plan will provide equality objectives that will accelerate our progress in this area for the years to come. The success of our strategy will rely on each of us recognising that we all have a part to

play in being intentionally inclusive to ensure that our university is a great place to work for everybody, regardless of background or circumstance.



**Claire Buchanan**  
Chief People Officer





WELCOME TO BRISTOL

**UC** UNIVERSAL  
CITY

A DIGITAL PLATFORM FROM THE  
**UNIVERSITY OF BRISTOL**  
IN PARTNERSHIP WITH  
**CARGO**



Together with CARGO – a collective of artists, poets and filmmakers – we launched a digital platform aimed at connecting our students and staff with the diversity of the city of Bristol. The UniversalCity platform, which is the first of its kind in the UK, provides staff and students the opportunity to virtually explore the city via an interactive map. The map showcases African and African Diaspora-owned businesses, community organisations, and explores the heritage and history of key points of interest around the city. It will also serve as a platform from which we can encourage students and staff to join in voluntary work to support our local communities.

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