School of Biological Sciences
University of Bristol

Athena Swan Gold Application 2023

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**Prof. Nicholas Roberts**

Head of School

School of Biological Sciences,
University of Bristol,
Bristol,    BS8 1TQ, UK.

headofschool-biology@bristol.ac.uk
0117 455 9944
http://www.bristol.ac.uk/biology/

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Dear Athena SWAN team,

Since our Bronze Award in 2015 and Silver Award in 2018, the School has continued to use Athena Swan as a framework on which to hold ourselves to account, to raise the School's awareness of equality and diversity, and drive us towards parity.
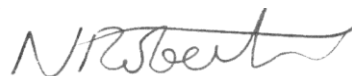
Since our commitment to that first Athena Swan award in 2014/2015 our female staff contingent has grown from 33% to 42%, and the number of females in senior academic roles (Grades L, M and X) has doubled from 8 to 16.

One the School's core objectives is to create a positive and inclusive environment, and we have worked hard to maintain a collegiate participative culture. We have employed a full-time School EDI Officer who has helped us forge strong intra- and inter-Faculty networks, and supporting other University of Bristol Schools adopt some of our EDI projects and programmes.

As Head of School, I am personally committed to promoting gender equality, and am actively involved in ensuring resource is available to carry out the Action Plan, holding staff accountable for achieving the department's EDI goals, and championing gender equality in School communications.

We continue to build on our work, and further set ourselves ambitious but achievable targets to promote a course towards greater equality. I believe that we are leading across the wider University in helping others achieve their goals.

Yours sincerely,

Prof. Nicholas Roberts

# An overview of the department and its approach to gender equality

## 1. Letter of endorsement from the head of the department

Please see previous pages.

## 2. Description of the department

The School of Biological Sciences (SoBS) conducts internationally outstanding teaching and research, ranking 8th in the 2021 Research Excellence Framework. We employ 36 research and teaching academic staff ("Pathway 1"; 28% female), 14 teaching and pedagogically focused academic staff ("Pathway 3"; 71% female), and 50 Postdoctoral Research Associates (PDRAs) and research fellows ("Pathway 2"; 44% female) (Figure 1). The Professional Services Staff (PSS), who provide support for teaching and research, includes 38 individuals (61% female) (Figure 1).
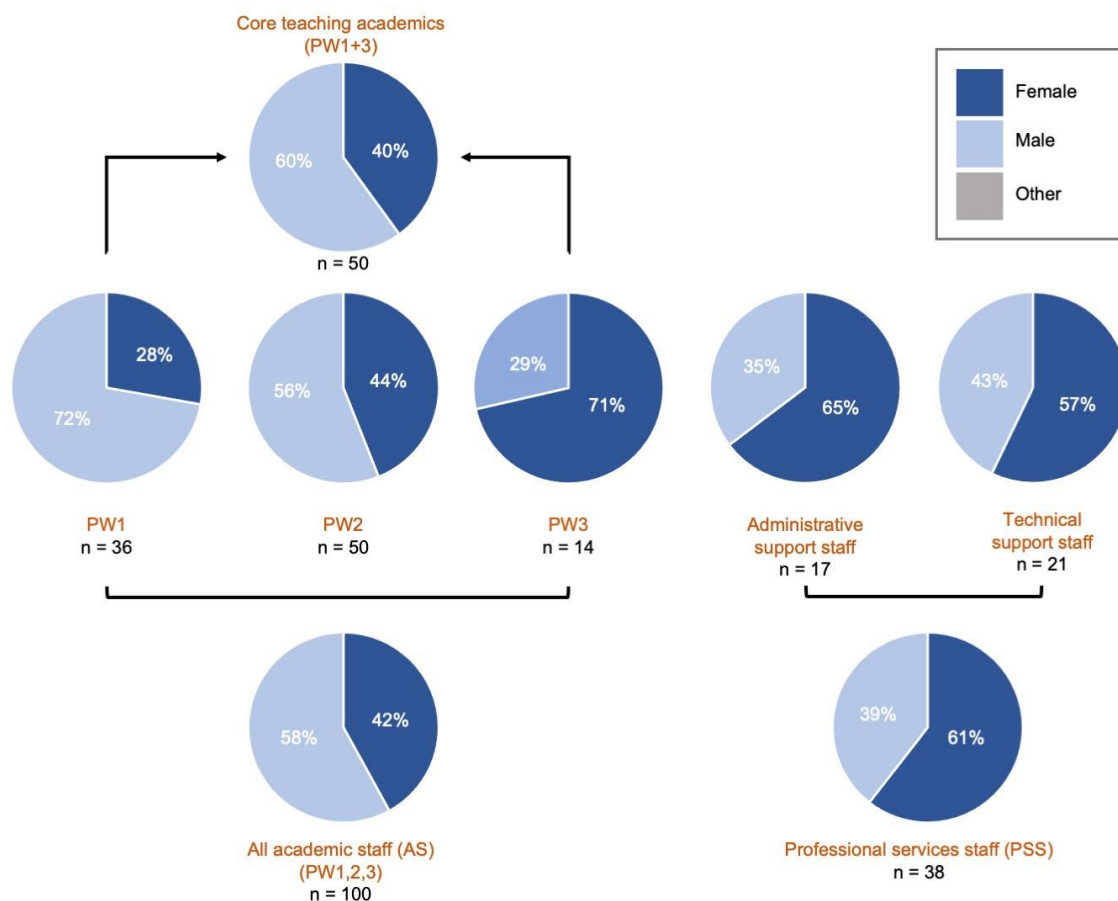


Figure 1: SoBS staff profile by gender and role profile (2022/23).

We have a diverse student body of 730 undergraduates (UGs) (58% female) and 45 taught postgraduate students (PGTs) (56% female), from 37 nationalities. The postgraduate research (PGR) student body includes 102 PhD and 53 Masters-by-Research (MRes) students (61% female) (Figure 2A). We have recently introduced new courses at both UG and PG levels. In 2018/19, we introduced an UG *Plant Sciences* degree (BSc/MSc). In 2020/21 we introduced a new 'Bioinformatics' MSc, and in 2023/24 we introduced a MSc in 'Science Communication for a Better Planet', leveraging Bristol's strength in science media. Degree attainment is well-balanced between genders (Figure 2B).
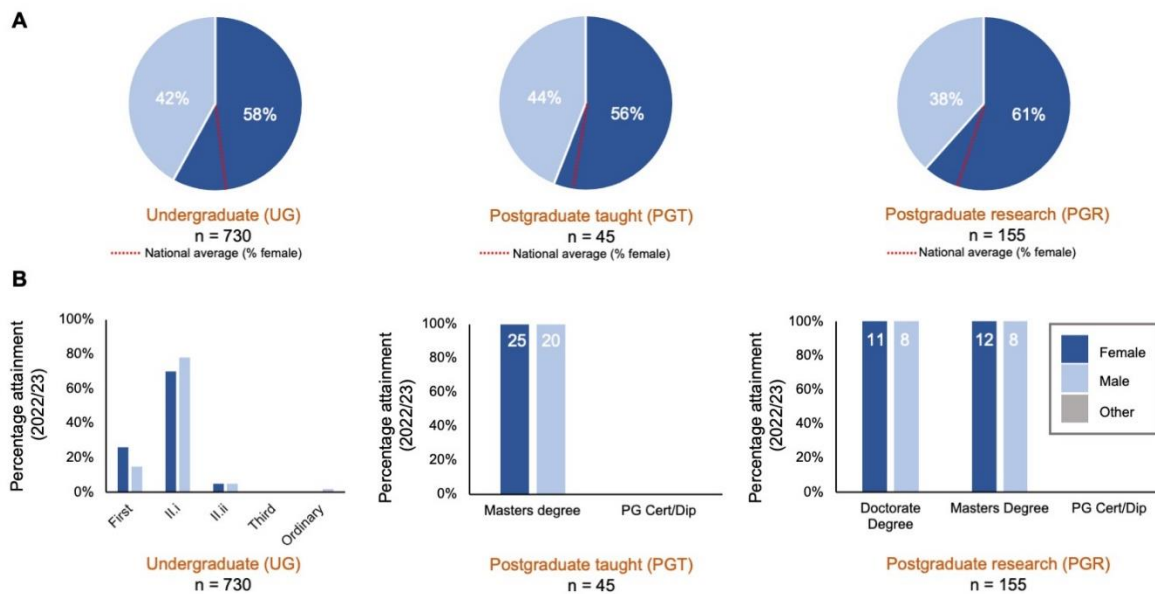


Figure 2: A) SoBS student body by gender and degree. B) Attainment by gender and degree.

Much of our teaching, research and equality, diversity and inclusion (EDI) programmes were disrupted by the Covid-19 pandemic, the effects of which lasted well beyond periods of 'lockdown'. Our pivot to online teaching placed additional workload burdens on staff, while extended periods of working from home and social distancing created challenges for both individuals and maintaining a cohesive working culture. In response, **SoBS introduced new measures to support staff adapting to new teaching formats, reduce workload, and counter social isolation**. We have kept the best of these changes and re-established our social environment (Figure 3).

Since 2018, the School has been part of the Faculty of Life Sciences (FLS), alongside four other Schools. The FLS has provided an exceptional opportunity to make structural changes to standardise and improve EDI provision, in particular support for carers and staff with protected characteristics, PS staff promotion, acceptable workplace behaviour, and workload allocation. This is achieved through a Faculty EDI Committee, formed by School and University EDI leads, which meets termly to develop and progress shared objectives. FLS is now being merged with the Faculty of Health Sciences, creating the Faculty of Health and Life Sciences (FHLS), providing an expanded Faculty EDI network.

**SoBS has been an innovator in Athena Swan actions, leading the development of multiple EDI programmes at Faculty and University level.** For example, our workload allocation model has been adopted by the Business School and School of Economics, our external mentorship programme was adopted by Experimental Psychology, our Postgraduate EDI workshop has been rolled out across FLS, and our decolonisation projects provide a model for other Schools to address representational biases.
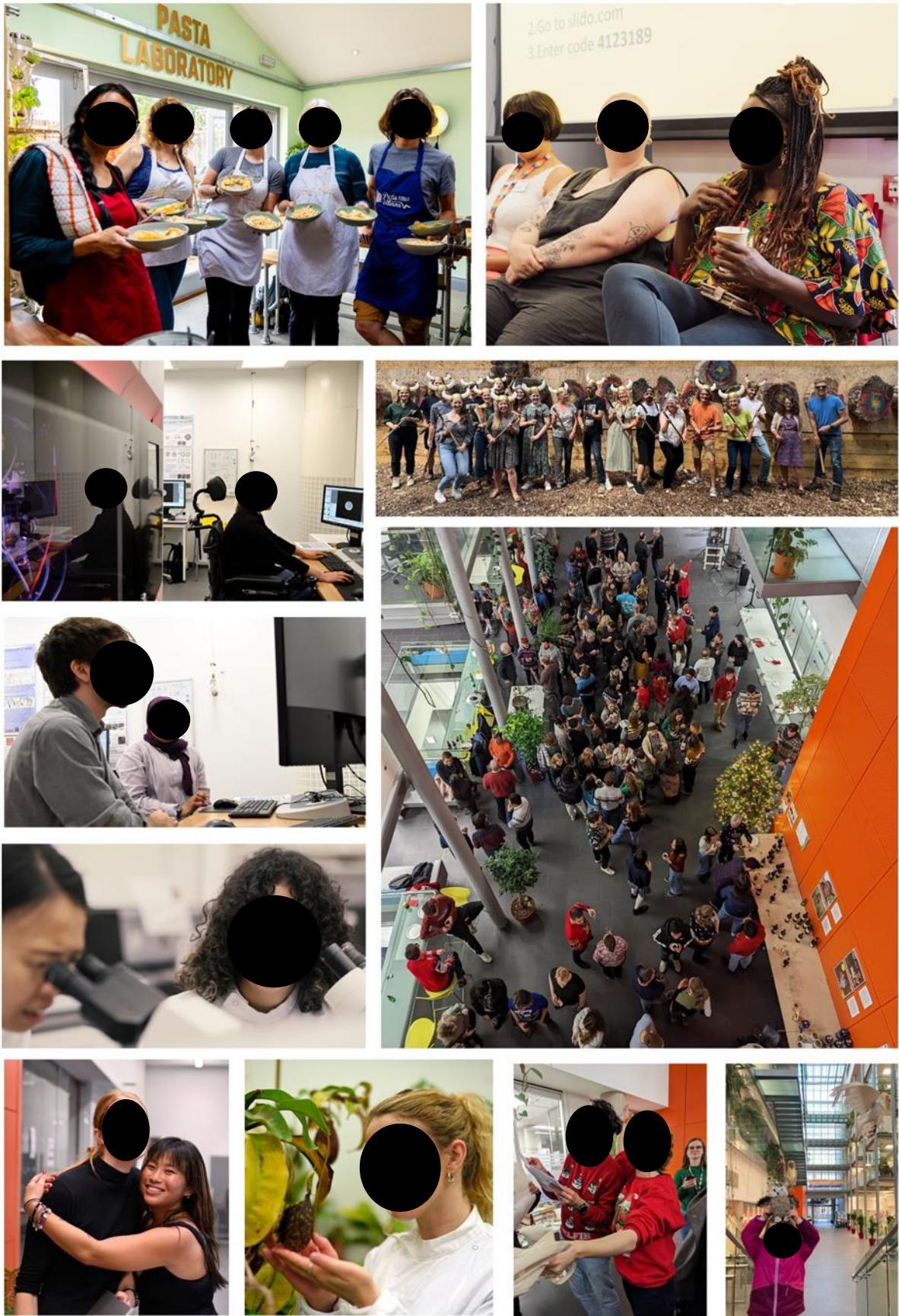
Figure 3: Snapshots of life in SoBS.

## 3. Governance and recognition of equality, diversity and inclusion work

**Creating a positive and inclusive environment is one the School's core objectives**, as formally recognised in the recent Research Strategy for 2022-2030 and the annual School Integrated Planning Process. Together, these set strategic markers for the School's future development, and are used by the University when assessing performance.

SoBS ensures transparent and equitable governance through the commission of multiple School Committees, regular Staff Focus Groups (SFGs), and internal communications. These provide overviews of key decision-making and encourage input from across our community (Figure 4). SoBS committees, including the EDI Committee (EDIC), are dedicated to operational areas which underpin our strategic objectives. Committees report to the School's Senior Management Team (SMT) who meet weekly to discuss current and foreseeable issues.
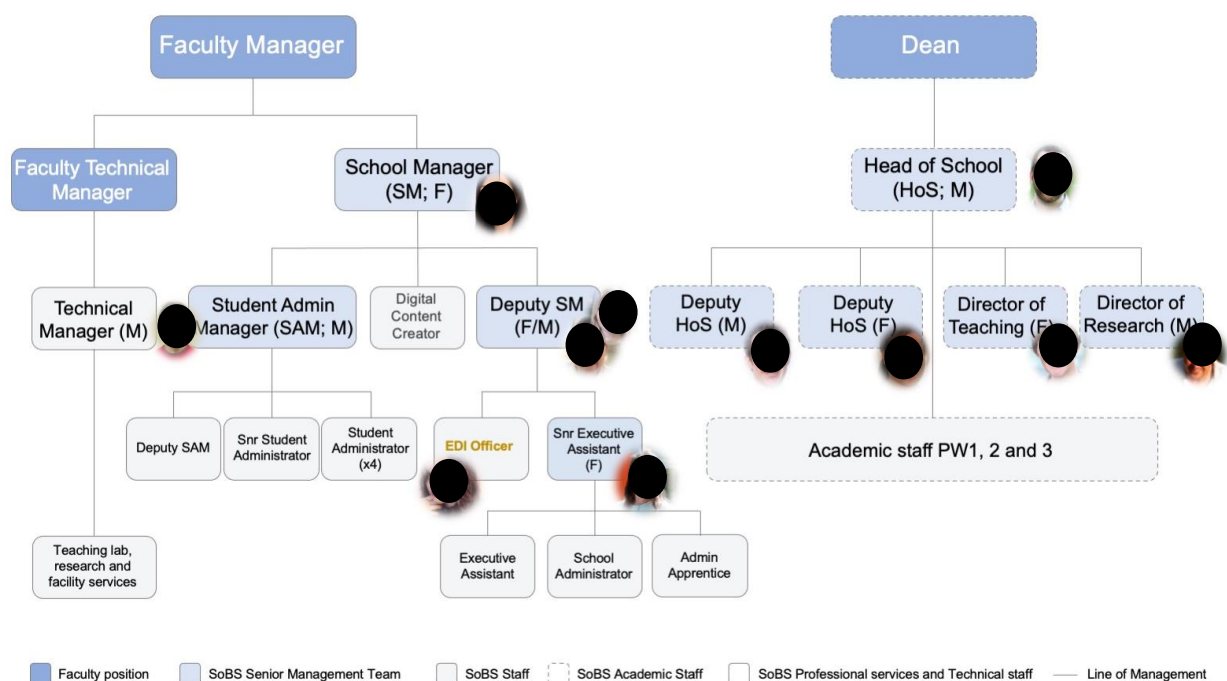


Figure 4: SoBS organisational chart. Photographs are shown of SMT members, and the EDIO. Gender

Every 3 months the School Planning and Resource Committee (SPARC) meets to specifically discuss student and staff recruitment, retainment, and workload planning. These meetings are used to review and plan any changes to academic leadership and citizenship roles, to identify training and support needs, and to enhance collaborative partnership working between academic and PS staff.

All decisions requiring input from, or dissemination to, the School community are done via fortnightly SFGs, a weekly Head of School (HoS) e-Bulletin and a monthly newsletter. These enable SoBS to maintain its culture of inclusivity, transparency and collegiality across all staff groups, which underpins our positive working environment.

The EDIC leads the School's Athena Swan implementation and strategies around wider EDI concerns, including widening participation (WP). It includes representatives from across the School to ensure input from a range of perspectives, and action that reaches the whole community. The EDI co-chairs sit on SPARC, ensuring EDI input to strategic planning. In

2021 the EDIC was restructured into three working groups focused on: i) Athena Swan implementation and self-assessment; ii) reviewing and improving our teaching practice, and promoting a culture of inclusivity; and iii) widening participation, to increase the diversity of our student community by reviewing our internal practices and reaching out to local communities. Working groups and the EDIC meet each term. The EDIC is led by two co-chairs, one from the academic staff and one from the PS staff, with recent addition of a full-time EDI Officer (EDIO; female) within the PS team (see Sections 3,4). The co-chairs and EDIO sit on the Faculty EDIC, providing critical, mutual support, sharing of best-practice, and direct contact with representatives from the University EDI team. The creation of a full-time EDIO role reflects our strong commitment to continuous improvement. Time spent on EDI work is formally recognised in staff workload allocations, with co-chair positions being considered as major administrative roles. Contributions to EDI are also clearly recognised in our Academic Promotion Framework[1] which emphasises EDI as a vital element of 'Leadership and Citizenship', one of three categories considered for promotion.

## 4. Development, evaluation and effectiveness of policies

As a School, we follow UoB policies, and contribute to the development, refinement and communication of these policies, alongside our own internal guidelines. SoBS evaluates current policies and the success of EDI interventions through multiple routes, including formal data analysis, to integrate consultation across School groups:

- Annual all-staff culture surveys include core Athena Swan questions and also includes related topics where more insight into specific areas is merited. Where needed, additional data is provided by the University Human Resources (HR) department. We have instigated a similar survey for PG students, and collate data on UGs from the National Student Survey (NSS).

- We hold regular SFGs which provide a platform for SMT to communicate and discuss developing issues and policies, and updates on staff training and entitlements. For specific cases we have developed staff handbooks and intranet sites, for example, our 'Home and Family' handbook, and webpages dedicated to staff progression.

- We receive feedback from students and early career researchers (ECRs) through the Staff-Student Liaison Committee, regular meetings between the PG director and PG representatives, and between the HoS and Postdoc representatives.

- We run internal research projects to provide specific data to shape policy. Examples include our 'Decolonising the Curriculum' and inclusive assessment projects, and analysis of academic trajectories of UGs who enrolled with contextual offers.

Potential gender biases are considered by:
- Inclusion of gender and other protected characteristics in anonymised surveys, to allow formal analysis. Personal data is always requested with individual approval, is optional, and bound by GDPR.

- Providing anonymous feedback forms following SFGs to ensure those who do not feel comfortable speaking openly can provide additional feedback.

- Hosting focus groups on specific topics (e.g. promotions, carers) to provide an additional, less exposing format for discussion.
- Ensuring that all committees have representation from female members of staff.

- Requiring all staff meetings, focus groups and events to occur within core working hours to support flexible working patterns.

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[1] www.bristol.ac.uk/media-library/sites/hr/documents/academic-progression/framework-sl-srf.pdf

**We actively seek to share results of our evaluations, and the results of our internal studies are disseminated to relevant bodies within SoBS, and beyond, to feed into policy decisions**. For example, our study on contextual offers was discussed by the central University Admissions Team and Pro-Vice Chancellor for Teaching, and our work on inclusive teaching is enabling other Schools and institutions to address their own representational biases (see Sections 2, 3).

More broadly, **the School plays a significant consultative role on University policies** through membership of Faculty Committees and contributions to higher University governance (Figure 5). SoBS includes staff (see Figure 4 for role abbreviations) who work across the University EDI network:

- ███████████████ (male, AS), EDIC member and former co-chair, is the FLS EDI Champion, and School Academic lead for Inclusive and Accessible Education;
- ███████████████ (male, PSS), is a member of the University Athena Swan implementation group;
- ██████████ (female, EDIO, PSS) serves on the University EDI Forum;
- ████████████████████ (male, AS, EDIC co-chair) is a member of Senate;
- ████████████████ (male, DSM, PSS) is a member of the Parents and Carers Staff Network Committee;
- ███████████████ (female, SM, PSS) is a member of the University Board of Trustees's EEDI Oversight Committee, the University Anti-Racism Working Group, the Voice and Influence Staff Group, and the UoB Minority Ethnic Staff Network.

**Examples of our impact in an EDI context include re-drafting the University policy on Children at Work, and creating new EDI workshops for PGs and ECRs** (see Section 3).
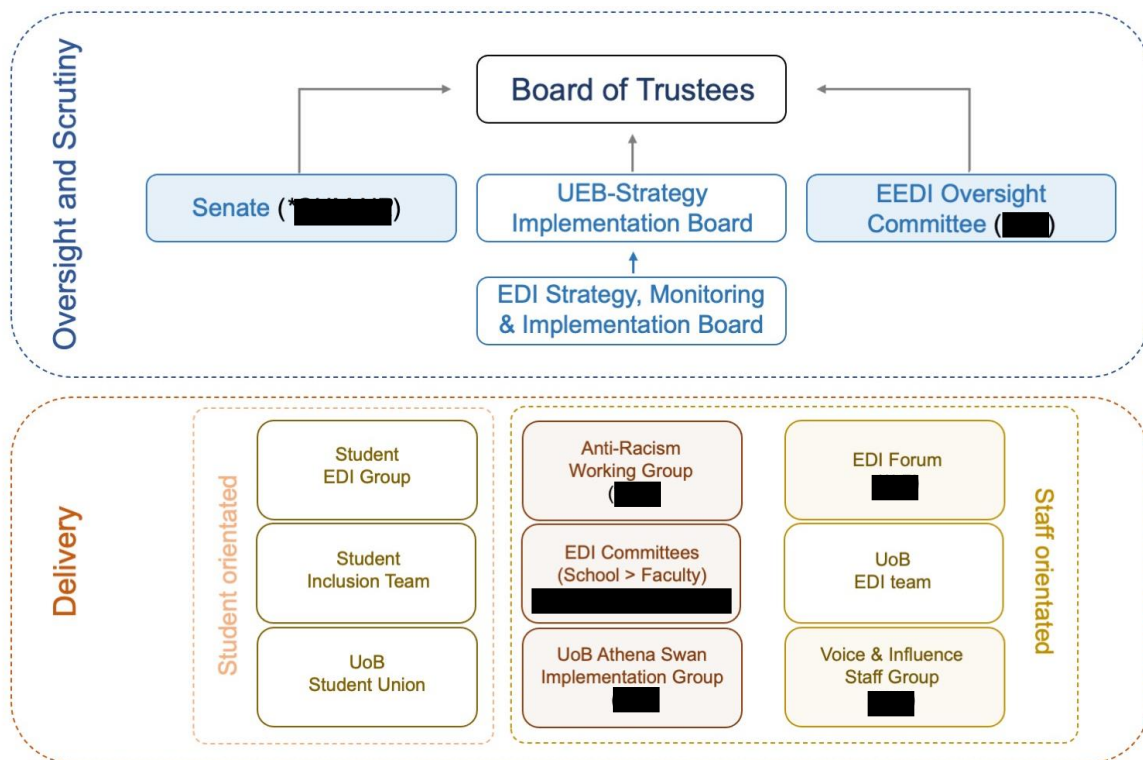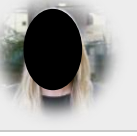
Figure 5: UoB EDI Governance Structure. SoBS membership is indicated by * and initials (see above).

## 5. Athena Swan self-assessment process

SoBS EDIC was formed in 2013, and has 16 members (50% female) representing academics, PS staff and PGs (Table 1). In 2021 the EDIC was restructured into working groups to streamline our work and balance the distribution of tasks. As part of this process, we created an Athena Swan working group which formed the core Self-Assessment Team (SAT), working to collate and analyse data, before dissemination to the wider EDIC, SMT and relevant committees. **All EDIC members, the current HoS and SMT, were involved in the completion and monitoring of Silver Actions, contributed evidence for the application text, developed and shaped the current Action Plan, and are responsible for its implementation.** The EDIC is open to any School member and includes staff with specialised roles covering equalities and wellbeing, including the Senior Tutor, Disability Coordinator, and the Faculty EDI Champion. EDIC composition is monitored to ensure that: i) all staff groups within SoBS are represented with appropriate gender balance; ii) the committee reflects a breadth of caring responsibilities and career stages.  We are a positive and welcoming team, and ensure our membership is diverse, with members having lived experience of a range of protected characteristics/lifestyles (e.g. minority ethnicities, parents and carers, LGBTQ+, immigrants to the UK). **The HoS and SMT provide substantial support to the EDIC, facilitating specific SFGs and SPARC meetings where required, and providing oversight and funding for EDIC activities.**

**Table 1:** SoBS EDIC membership

| Committee representation, responsibilities and interests |
| --- |
| **(Male, PSS)** Technical manager/School Safety Advisor. Interested in promoting all aspects of diversity in Biosciences<br>**EDIC working groups:** WP |
| **(Female, PGR)** PhD student. Motivated to create an environment where everyone feels safe, valued and recognises the importance of diversity and equality. I am particularly interested in events and helping to create spaces where people feel supported and comfortable to have honest conversations about wellbeing and EDI in the workplace.<br>**EDIC working groups:** ETT<br>**Other notes:** co-founded SoBS Women-in-STEM network |
| **(Male, PW2)** Research Associate. Represents the interests and needs of PW2/postdoctoral community in the School as a postdoc staff representative.<br>**EDIC working groups:** ETT |
| **(Male PW3)** Teaching Associate. Interested in widening participation in higher education via outreach, admissions policy and work experience opportunities.<br>**EDIC working groups:** WP |
| **(Female, PSS)** Deputy School Manager. Along with her administrative team, ▇ is committed to helping implement Athena SWAN driven initiatives and processes in the School. On maternity leave at time of this Athena Swan submission.<br>**EDIC working groups:** AS<br>**Key role:** Co-chair of SoBS EDI Committee |
| **(Male, PSS)** Professional Services. I want to be part of something that endorses real change for equality and diversity across an older institution like the University of Bristol. I am also the minute-taker for the committee.<br>**EDIC working groups:** ETT |

| | |
|---|---|
| (Male, PW3) | Lecturer and Faculty EDI Champion. Passionate about empowering students and creating an inclusive and accessible working and learning environment.<br>**EDIC working groups:** AS, ETT<br>**Other notes:** Faculty EDI Champion, Academic lead for Inclusive and Accessible Education, FLS EDIC, former SoBS EDIC co-chair. |
| (Female, PW3) | Senior Lecturer. Interested in involvement and linking up the UG and staff populations within the School. Sharing and disseminating information about what the EDIC does for students, both in and out of teaching sessions<br>**EDIC working groups:** ETT<br>**Other notes:** UG Senior Tutor |
| (Male, PW1) | Lecturer. Interested in creating an academic environment that embraces and includes all forms of diversity, as well as in tackling the under-representation of minoritised groups in academia.<br>**EDIC working groups:** ETT, WP<br>**Other notes:** Neurodiversity Staff Network member |
| (Female, PSS) | Professional Services. I think it's really important to create an environment that everyone feels a part of, so I'm keen to help the Department do that, specifically with organising and supporting events that promote inclusivity & diversity etc.<br>**EDIC working groups:** ETT |
| (Female, PSS) | EDI Officer. Particularly interested in neurodiversity and belonging among minority groups.<br>**EDIC working groups:** AS, ETT, WP<br>**Other notes:** EDIO, member of the UoB EDI forum, FLS EDIC, Neurodiversity Staff Network, LGBTQ+ Network |
| (Female, PGR) | MRes student. Interested in contributing to increasing diversity and equity at the University.<br>**EDIC working groups:** ETT |

| | |
|---|---|
| (Male, PW1) | Professor and Head of School. Committed to increasing diversity and equality in our academic community in ways that will better support research and innovation and ultimately enhance our lives. I am interested in improving gender equality at key stages of academic transition, and in particular, as postdoctoral researchers transition to independent academics.<br>**Other notes:** Faculty Board, Senate, BBSRC Committee member |
| (Male, PSS) | Deputy School Manager. I am keen to see more equity across the University through apprentice schemes and similar. Maternity cover for ▮▮▮▮▮▮.<br>**EDIC working groups:** AS, ETT<br>**Other notes:** Co-chair of the SoBS EDIC, member of the UoB Parents and Carers Committee. |
| (Female, PW2) | Research Associate. Interested in promoting inclusivity and diversity, creating a supportive and welcoming work environment, student and staff well-being.<br>**EDIC working groups:** ETT |
| (Female, PSS) | Technician. Interested in widening participation, promoting inclusiveness and diversity within SoBS.<br>**EDIC working groups:** WP |
| (Female, PW2) | Senior Research Fellow/Senior Lecturer. Interested in challenging barriers and biases in academic culture. Main areas of focus: widening participation and access to paid research opportunities; progression of part-time staff with caring responsibilities.<br>**EDIC working groups:** WP<br>**Other notes:** Member UoB Women in Academia Support Network, Deputy-Chair 2018 Silver Athena Swan application |
| (Male PW1) | Associate Professor. EDIC Co-chair. Interested in creating welcoming and supportive places to work and study, supporting early career researchers, student wellbeing and widening participation.<br>**EDIC working groups:** AS, ETT, WP<br>**Key role:** Co-chair of SoBS EDI Committee, FLS EDIC, Senate. |

*EDIC working groups: AS (Athena Swan), EET (Events, Teaching & Training), WP (Widening Participation).*

The SAT is led by the EDIC co-chairs (PW1 and PSS), the previous EDIC co-chair (PW3), and the newly created EDIO (PSS). This structure ensures representation from across the community and continuity between successive EDIC leads. The EDIO functions as the lead Data Manager, collating and organising data required for continuous monitoring of the Action Plan, and strategic planning and evidencing for our current application.

The 2018 **Silver Action Plan** has been continually monitored, with relevant data and analysis used to refine and update the list of actions, and forecast potential future developments. Major data sources are listed in Table 2, and include staff (2022 Culture Survey: 117 responses [47% female, 47% male], 82% response rate; 2023 Culture Survey: 112 responses [44% female, 53% male], 77% response rate) and student surveys, as well as data from wider University and School sources, and targeted SFGs. Where possible, we combined current data with data going back to the beginning of our Athena Swan journey to provide long-term analysis of our trajectories. Based on these data we identified priority areas for the development of the new action plan. Analysis and proposals developed by the SAT were refined through the EDIC, and reviewed for approval by the HoS and SMT, with input from relevant Committee leads. In the run up to the application we held a series of SFGs discussing the result of our **Silver Actions** review and our future action plan, to gain input and endorsement from the full School community.

Table 2: Major data sources

| Quantitative Survey Data | Population/objective data | Qualitative feedback |
|---|---|---|
| 2023 Staff Survey | University student population dashboard | Staff focus groups |
| 2022 Staff Survey | University Swan student data dashboard | Feedback from events and training |
| 2023 PG Survey | Longitudinal staff data from HR on population, recruitment and promotions | Student feedback from Student Staff Liaison Committee |
| 2023 UG Survey | Local data held around shortlisting and appointments for PW1 posts | Quotes/interviews with staff and students on key initiatives |
| 2023 NSS Results | SoBS workload allocation model | Case studies |
| 2018 Staff culture survey and Silver application | Staff teaching hours across course units | |
| 2015 Staff culture survey and Bronze application | HESA Benchmarks | |
| SoBS Leavers survey | | |

During the next award period, the EDIC structure will be adjusted following the creation of a separate Widening Participation Committee (Table 4, AP 2.5), creating three EDIC working groups: i) Athena Swan SAT; ii) Events and Training, focused on implementing planned events within the School, and outward looking activities; iii) Teaching and Inclusivity, focused on critically assessing, evaluating and improving our inclusive teaching practice. The EDIO role will become an open-ended full-time position (Table 4, AP 5.1) to support our expanded activities and streamline data collection processes. The EDIC will meet four times a year, with each working group meeting separately prior to the main meeting. In addition to regular meetings, the Athena Swan SAT will undergo an annual appraisal process to take stock of progress, discuss and update the action register with the HoS, SMT and the UoB Equalities Charter Management, to agree annual goals and milestones (Table 4, AP 5.5).

# An evaluation of the department's progress and success

## 1. Evaluating progress against the previous action plan

**We have made excellent progress across all our overarching action plans**. Actions are initiated by members of the EDIC, in collaboration with other staff members with directly relevant responsibilities (e.g. Teaching Committee, Research/PG Directors, SMT). As part of our continuous review, some action points (APs) were removed as they became redundant or superseded by University/School policy changes. These include:

- Improved summary reporting of inappropriate behaviour cases: Deferred to University HR, as deemed not appropriate at School level due to data protection.

- Relaunch the 'Buddy bench': Previously run weekly on Monday mornings, providing an opportunity for increased connections between students, academic and PS staff. There was little interest in relaunching the buddy bench, so instead, the number of School social events has been increased (Table 3 AP8.6).

Table 3 provides a review of the 2018 action plan, including Red-Amber-Green rating:

- Red rated ◯: insufficient progress has been made, or where insufficient data is available (1.5% of planned actions).

- Amber rated ◈: partial progress has been made, or where implementation is incomplete, or data are insufficient for full evaluation (25% of planned actions).

- Green rated ☑: implemented successfully in full and meet success criteria (73.5% of planned actions). In many cases these were subsequently expanded.

As indicated above, the vast majority of actions have been implemented, meaning **the current Silver Action Plan has been superseded** (see Section 4). This is despite several challenges and barriers during the implementation periods:

- The Covid-19 pandemic caused a large increase in experienced workload which impacted both the ability of the EDIC to pursue the AP, and the outcomes and data related to APs focused on working conditions, workload and belonging. Across the sector, these impacts are known to have been gender biased[2], as also reflected in the opinions among our own staff. In the 2023 staff survey 35% of female staff agreed that the School had worked to mitigate the gendered impact of the pandemic compared to 70% of male staff (excluding 'don't know/NA' responses).

- We began the implementation period with a large unstructured committee without clear individual roles. Due to retirements and re-appointments to other roles, the EDIC chairs have previously had a high turnover rate.

- Some of our data collecting practices needed improvement, in part due to difficulty liaising with central HR.

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[2] Caldarulo et al. (2022) PLoS One 17.7: e0271089.

**In response to these challenges we:**

- Monitored the impact of the pandemic on staff, increased and supported flexible work patterns, and introduced measures to mitigate changes in teaching practice (e.g. hiring of PW3 staff to help with pandemic workloads; encouraging teaching in teams to mitigate against isolation; paid student support in writing transcripts of recorded lectures, and additional marking and assessment support), and well-being (e.g. weekly online SFGs followed by social lunches), while emphasising University policies on emergency staff leave (e.g. 5 days paid family leave). Following the relaxation of Covid-restrictions, we have expanded our social programme and kept many of the implemented improvements for staff support (Table 3, APs 3.1, 4.1, 8.6).

- Implemented EDIC working groups with specific responsibilities, and have split co-chairing responsibilities to ensure more continuity.

- Created a Full-Time EDIO role with responsibility for collating data and improving data handling practices and communication with central HR.

- Established a Deputy-HoS role specifically responsible for staff workload.

In the application we use the following icons to indicate highlighted themes:

- ☑ Sustained improvement on gender equality over multiple award cycles.

- ☒ Intersectionality between gender and other protected characteristics.

- ❇ Sector leading and beacon activities, reaching out beyond the School.

When presenting Staff Culture Survey (CSC) data we include 'don't know', 'prefer not to say' and 'N/A' together in a "neutral" category but acknowledge not all such responses will be intended in this way.

*Table 3:* Review of the 2018 Silver Action Plan

| AP | Objective | Planned Actions | Success Measure | Impact and outcome |
|---|---|---|---|---|
| 1.1 | Evaluate issues affecting Minority Ethnic UG and postgraduate (PG) attainment in Biology and across Faculty. | I. Gather data from NSS to assess numbers and performance of BAME students across Schools in the new FLS. Benchmark.<br>II. Present analysis to EDIC and SMT as well as good practice from well-performing schools. Evaluate issues affecting BAME students across School and Faculty.<br>III. Use data to improve BAME inclusion Faculty wide. | I. FLS attainment gap report produced that summarises and analyses variation in BAME NSS data; followed by Q&A session in SoBS (advertised to staff and students). Aim for at least 30% staff attendance.<br>II. Compare responses between 2018 and 2020 NSS: increase of at least 25% in awareness and understanding of Faculty and UoB-wide barriers to UG BAME attainment; at least three Faculty-wide actions planned. | The School has engaged with a number of initiatives to improve inclusivity for, and increase visibility of, minority ethnicities. These include:<br><br>• An ongoing widening participation research week with priority sign-ups for minority ethnic (formerly BAME) students in since June 2020. This supports around 20 students each year and receives consistently good feedback.<br>• A permanent celebration display in the Life Sciences Building atrium showcasing minority ethnic alumni as role models.<br>• Designed and produced material for an annual Black History Month display of 12 inspiring Black scientists (50% female) to showcase the contributions the Black community have made to Biological Sciences. This event was showcased by the Vice Chancellor of the University, and is being emulated by the School of Physics.<br>• A permanent display case highlighting the work of Charles Turner, a historically important Black biologist.<br>• Since 2020, the School has hosted three Minority Ethnic summer internship positions, giving scientific experiment and lab experience to UG students.<br>• Developed and led an annual EDI workshop for PGRs, including discussion of racial and gender |

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| | | | | prejudice in academia. Now runs across FLS.<br>• Extended our widening participation programmes to provide work experience opportunities to pupils from target schools.<br><br>NSS data shows little difference between course satisfaction between white students and their non-white peers.<br><br>GREEN ✅ |
| 1.2 | Take steps to diversify and decolonise the curriculum. | IV. Run a formal project for decolonising the curriculum.<br>V. Embed EDI into the School curriculum.<br>VI. Investigate inclusive assessment for all students. | III. Sector wide involvement in decolonisation discussions.<br>IV. EDI training is included as part of first year teaching. | The School has been running a decolonisation project since 2021. £4,305 of School funds have been contributed towards these, with additional, successful grants secured from the Bristol Institute for Learning and Teaching  (BILT) totalling £5,833, and FLS Education Innovation Funding of £1,665.<br><br>This work has included a report on decolonising the curriculum (Dec 2022-July 2023) and curriculum audits. The funds also helped create a workshop to explore decolonising biological sciences as part of the 'Current Topics in Biology' unit of our BSci/MSci UG courses. This work is being written up for publication.<br><br>Members of the EDI committee have made multiple conference contributions on the topic, as well as creating the PGR EDI workshop.<br><br>The School has also run a project on embedding inclusive assessment into the UG courses including funding an MRes student to audit the current school assessments, and the experience of students with disabilities. |

| | | | | The School has taken steps to embed EDI into the first year curriculum (which have been adopted by other Schools in the faculty), PG EDI training and assessment.<br><br>Based on the success of the decolonisation framework, audits on gender representation in our teaching material have subsequently taken place and initial findings have been fed into plans for future teaching frameworks.<br><br>GREEN ✅ |
|---|---|---|---|---|
| 1.3.1 | Improve collation of data from those leaving SoBS. | Revise format of exit questionnaire to a streamlined online form which takes less than 10 minutes, with a reminder to all leavers will be sent 1 month after leaving SoBS if they have not completed it yet. Also encourage completion of HR questionnaire to support collection of central data and to allow any recurring issues to be raised with the School. | By March 2021, at least 50% of SoBS leavers will have completed an exit questionnaire, to include data on their destination, reasons for leaving, and feedback on their experience in Bristol. These data will be used to revise and guide implementation of ongoing actions. | The exit questionnaire completion rate has improved since 2018 (13% completion in 2022). A HR questionnaire was introduced in 2019. While this doesn't request as much detail from leaving staff, the HR survey has increased in response rate over the period as 23% of leavers filled it in during 2018/19 compared to 39% of leavers in 2022/23. More female members of staff tend to fill in the HR leavers survey (11/14 leavers who filled the survey in 2022/23). In total 45% of leavers have completed this survey since 2018 (62% of whom were female staff members).<br><br>AMBER ◆ |

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| 1.3.2 | Improve collation of data from those conducting outreach and widening participation. | Outreach will be formally recorded during annual review, including widening participation activities, estimates of preparation time, and the number and gender of attendees. The time technical staff spend conducting such activities will be included in their workload allocation. | I. At least 70% of APR and APM completions include data on outreach and widening participation activities (even if a null-value is reported), including data on preparation time and audience profile.<br>II. Data will allow estimates of workload caused by these activities to be formally included in the revised Workload Allocation Model (AP8.4). | Since 2019 the academic Workload Allocation Model includes a workload allocation for outreach and widening participation activities. The EDI academic lead and members of the EDI committee are also given an administrative time allocation in recognition of the work they do rolling out EDI initiatives in the school (ranging from 50-300 hours per annum. In 2022/23, EDI accounted for an average of 37 workload model hours for female staff and 75 workload model hours for male staff).<br><br>GREEN ✅ |
| 2.1 | Understand why there is a declining proportion of males on BSc Biology and Zoology courses at Bristol. | I. Analysis of NSS and student feedback before and during UG course to examine gender differences in student satisfaction, and depending on specific course choices, and overall UG degree Biology or Zoology. | I. Prospectus materials and open day schedule changed as a result of insights gained from data analysis: leads to 5% increase in male applicants for Zoology over subsequent 2 years.<br>II. Balancing of genders across UG degree programmes (40% of students are male in UG programmes). | Prospectus material has been updated and is gender balanced. The percentage of male Zoology students was 33% in 2023 and has consistently been within 5% of the HESA benchmark of 36% of male students on Zoology courses.<br><br>The percentage of male students on the more general UG Biology course increased from 38% to 41% between 2017/18 and 2022/23, and admissions has stayed around 40% for male students.<br><br>GREEN ✅ |

| 2.2 | Increase female application rates to SoBS PG and academic positions . | I. Admin staff conduct online gender neutral screening of all new advertisement text and job descriptions, and adverts for PhD studentships, and guidance documents, are returned to PIs with suggested modifications before sending to HR.<br>II. Academic staff to encourage female applicants in particular, through direct contact, and posting job adverts on existing Women in STEM networks (e.g. "500 Women Scientists"). | I. 100% of 2019 adverts for PG and academic positions revised to use "gender neutral" language.<br>II. Percentage of female applicants for PG and academic positions equal or exceed the UK average for that grade (at least 30% female applicants for lecturer positions).<br>III. The proportion of females and males who apply and are shortlisted differs by <10% at all grades. | The percentage of female applications to PG courses increased since 2018, from 47% to 51% in 2022. Since 2019, there have been more female applications than male applications to PG courses.<br><br>Despite the increase of applications, female applicants to our PG courses still get more offers. The difference between the percentage of female applicants who got offers, compared to male applicants who got offers, peaked at 20% in 2019 but has reduced to 8% since.<br><br>Applications to pathway 1 continue to be male biased, with 36% of applicants declaring as female over the award period. This equates to ~25 female applicants per position and ~35 male applicants per position. Percentage of applicants that are female tends to weakly increase with total number of applicants. The percentage of applicants being shortlisted were similar, if not higher for females between 2018-2020, but in 2021/2022, rates were higher for males (6% vs 4% in 2021, and 10% vs 5% in 2022). This co-occured with a change in HR policy preventing gender specific shortlisting. During these last two years, the percentage of shortlisted applicants to appointments is equal between genders, if not marginally higher in females. These changes in HR policy and subsequent plans to address gender biases in recruitment are discussed in our new action plan.<br><br>GREEN ☑ |
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| 2.3 | Introduce promotion and CV workshops for all eligible academic staff. | I. Include CV discussions as part of regular reviews.<br>II. 2-page CVs from all eligible academic staff sent to Senior Management Team each year; promotion candidates approached directly. | By 2022, the proportion of male and female staff applying for promotion each year is <10% different, and both genders differ by <10% in success rate. | Due to workload constraints, it was agreed in 2020 by the School's SMT, that CVs will be submitted by academic staff and postdocs annually as part of their staff review rather than creating regular CV workshops. In addition, the HR guidance page for staff reviews includes a CV standards section, and staff are also encouraged to upload a copy of their CV to the online review form on Develop (a UoB staff training platform). The EDI committee created guidelines for reviewers which are circulated by the Head of School when the review process is launched and saved on the School's Sharepoint site.<br><br>However, 46% of female and 65% of male 2022 EDI Survey respondents were not aware that they could share their CV with their line manager or reviewer.<br><br>We held a Progression and Promotion workshop for postdocs and PIs in 2020, run by HR and Academic/Research staff development. 14 female attendees and 23 males attended the event. A recording was made available afterwards for those who weren't able to attend. Workshops were put on hold during Covid and reintroduced in 2023.<br><br>UoB Staff Development team now run CV workshops. Four members of staff from Biological Sciences have attended since 2021.<br><br>The HoS and HR business partner to give promotions workshop in Oct 2023 for academic staff and progression workshop for postdocs (Grade I to K), which will be rolled out annually.<br><br>AMBER ◆ |

| 3.1 | Further Increase induction uptake among new female academic staff. | I. Update the induction policy so that Senior Administrative Assistant (SEA) signs off each induction, in addition to admin staff.<br>II. Where an induction has not been conducted, find out why (e.g. due to starter beginning their contract overseas, and so not requiring a key card, lab induction etc), and adjust promotion of induction accordingly. | 100% of all new starters receive an induction within six months of their contract starting, even if they are not initially located in the LSB | All new starters (including academics, PS staff and postdocs) receive a welcome email prior to their start date with useful links and information. All new staff are also sent a link to an online induction that includes important information around safety and card access as well as links to our school staff handbook and essential training modules. All new academic staff have a face-to-face induction with the Head of School, School Manager and Deputy School Manager when they arrive. Postdocs are given a face-to-face induction with their PI and we have recently amended our induction process to include a meeting with the Senior Executive Assistant and postdoc representatives in their first couple of weeks where they are informed about School meetings, the wider School community etc. PS staff have a thorough face to face induction with their line managers. During the pandemic, and for any staff working remotely, we conducted the inductions online.<br><br>GREEN ☑ |
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| 3.2 | Further increase uptake of mandatory training by all academic staff. | Mandatory training is not always completed by staff Annual Performance Review (APR) (20% not completed in worst year), even if APR is signed off and review completed. | 95% mandatory training completed for all Staff by July 2020. | 85% had completed their training on the old staff training system in 2020. In 2021, the University moved onto the Develop platform and this affected training completion. The report for training completion includes staff who have left, but excluding those, around 70% of staff had completed their essential training in 2023. This percentage may be reduced by the fact some units have been changed since 2021 and one unit requires annual completion.<br><br>AMBER ◆ |

| 4.1 | Further increase APR completion, especially by PDRAs. | I. Identify why APR has not been conducted (e.g. due to extended periods overseas, either for fieldwork, or during extended time away to visit family.<br>II. Promote the use of Skype to conduct APR interviews rather than in person. | 95% of all staff have an APR at least every 14 months for 2019 review cycle. | To help increase completion rates for annual staff reviews (particularly for postdocs), all review meetings for academic staff and postdocs are booked in diaries by the School's executive team. The Head of School is also given 'commenter' access on all postdoc review forms. Completion rates have improved since our last submission with 86.4% females and 89.4% males having a review in the 12 month cycle covering 2021/22. During the Covid-19 pandemic, staff reviews were completed online and, following the UoB blended working policy, staff are encouraged to conduct reviews remotely if they are unable to attend in person.<br><br>GREEN ☑ |
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| 4.2 | Increase and extend mentoring for ECRs | I. Recruit a more diverse pool of external mentors from UoB alumni, especially those recently achieving PI status, and ex-UoB PDRAs who have successfully won Research Fellowships overseas.<br>II. Better publicise new mentors to existing and new ECRs, e.g. at ECR and PG social events and promote the option for consultation by email.<br>III. Establish ECR mentoring circles across FLS with senior role models, mixed and single gender, to meet every six months for an | I. Six external mentors available, including at Reader level as well as Pathway 3 and Pathway 2 (Fellow) position, as well as one currently located overseas.<br>II. 20% of ECRs have at least one contact with a mentor in a given year.<br>III. Ensure that 80% of ECRs are included in a FLS mentoring circle and there is >50% attendance at biannual mentoring lunches. ECR responses to the Staff Culture Survey (SCS) by 2020 that indicate at least 70% feel they have a diversity of mentoring support and career advice. | The 2022 EDI Staff survey showed that 55.6% of PW2 staff have a mentor (47% female, 67% male).<br><br>Since the last submission, the University introduced 'Bristol Clear' a research staff hub which offers a variety of initiatives to support our academic staff on research-only Pathway 2, in line with the UoB commitment to the researcher Concordat. The Bristol Clear Mentoring Scheme was set up in 2018 and matches research staff with a mentor outside of their disciplinary area. This scheme is widely promoted by the UoB and School, however uptake of mentees and mentors from PDRAs and academic staff in the school remains low with only 5 mentees and one mentor signed up from the school in the highest year (September 2019).<br><br>In addition to the Bristol Clear mentoring scheme, the School EDI committee set up an |

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| | | informal mentoring lunch meeting. | | internal mentoring scheme for PDRAs. There are currently 21 members of staff signed up. 12 male and 9 female PW1 and PW3 academic staff signed up as mentors ranging from Lecturer to Professor positions. The postdoc representatives have organised social events between mentors and postdocs to encourage uptake of the scheme. The EDI committee worked with postdoc reps to promote uptake and recruit new mentees and opened the scheme up to PGs to increase uptake in 2023.<br><br>The induction process for postdocs has been revised and they all meet in person with the Senior Administrative Assistant (SEA) and a postdoc representative in their first week and are informed of the mentoring options in School and UoB.<br><br>GREEN ✅ |
| 4.3 | Alternate "career mentoring" by permanent staff for grant-funded Staff, to be distinct from PI (project line manager), who provides advice on Fellowship and grant applications. | I. Tenured mentor independent from the PI, to carry out annual review and career development discussion, including training needs and courses available, CV discussion, in addition to APR with line manager.<br>II. Independent mentor provides comments on CV and (where appropriate) on a 2-page Fellowship plan and presentation of grant | I. Staff Culture Survey (SCS) in 2020 reflects additional ECR support provided by annual meetings.<br>II. 30% more fellowships and named PDRA grant applications are made by Bristol ECRs as from outside; and they are more are successful (success rates for male ECRs increase to parity with females, currently at 19% for males and 29% for females).<br>III. 50% of PDRAs conduct new training in any given year. | This is offered through the Bristol Clear Mentorship Scheme, but we are continuing efforts to increase awareness and uptake (see AP 4.2).<br><br>GREEN ✅ |

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| | | III. Postdoc section added to newsletter to include useful information on HR & Finance clinics, Bristol Clear mentoring program. | | |
| 4.4 | More career workshops, especially STEM career options outside academia, and transferrable scientific skills. | Provide annual career progression events to PGRs and PDRAs and fellows to include academic and non-academic pathways. | 60% PDRA attendance at career workshops and at least 60% finding this helpful based on feedback survey. | In Feb 2020 the School ran a week long careers event open to all staff and students in the School. The week featured CV clinics, employer stands, career option workshops, career cafes, networking events and three panel sessions (media, teaching/sci-comms and miscellaneous; audiences 38, 45 and 37 respectively) from guest speakers (4 per session) working outside academia.<br><br>From September 2022, as part of the Café Bio program, the atrium hosts a fortnightly stall staffed by representatives from the UoB Careers Service, to hold informal talks on careers and employability to school staff and students.<br><br>In 2023 we ran a Women in STEM (WiS) careers event and established a WiS network. This included presentations from academic staff and alumni who have pursued non-academic careers, and a Q&A about the presenters' experiences. Feedback was positive and provided additional commentary on the Schools' handling of gender issues which have fed into the new action plan.<br><br>Since 2020 we have run annual PGR EDI workshops covering a range of topics about inequality and prejudice in academic settings. Across the three years the workshop has ran |

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| | | | | feedback has been positive (4.65/5 "useful and interesting) and has improved students' understanding of EDI issues in academia (4.71/5 "agree"), while being neutral on career aspirations (3.12/5 "more or less likely to consider a career in academia"), reflecting the positive nature of the discussions. Based on this feedback, the FLS PGR director asked us to roll the workshop out across Faculty, which we began in 2021 and continued in 2022 onward.<br><br>AMBER ◆ |
| 4.5 | Learning from rejection and creative research resilience. | Include workshops on making a success of rejection and taking and giving feedback effectively (key senior staff supply and discuss "rejection CVs", and what they learnt from them). | >25% increase in respondents from 2018 SCS to 2020 SCS who feel they have support in dealing with rejection. | In 2022 the School ran a workshop on 'Approaches to resilience in the workplace' aimed at PGRs and ECRs. This was run by a team of external Clinical and Educational Psychologists who are active in the NHS. Feedback was positive, with 85% of attendees saying they recommend the workshop to peers and 100% felt the workshop should be repeated annually or termly. Based on this feedback the Faculty PGR director will roll out a similar scheme across the FLS in April 2024.<br><br>GREEN ✅ |
| 4.6 | Improve recognition and opportunities for teaching and mentoring for PDRAs. | I.  PDRAs acting as de facto co-supervisors to UG and MRes projects are formally recognised as co-supervisors.<br>II.  Further opportunities for PDRA teaching experience in the form of journal clubs or | I.  Improvements to CV and increased confidence in teaching (reflected in 5.5ii) measured through feedback from 2020 SCS (or see (iii)).<br>II.  At least 70% positive feedback from UGs and similar attendance rate at | Research staff can get a mentor through the Bristol Clear scheme. Uptake has generally been low with only 14.8% of research staff in the survey stating that they have used it (21% F, 10% M). There has only been one mentor at a time from the School active in the programme and between 1 and 5 mentees. |

| | | | presenting their own research to third-year students, aligned with but officially independent from other lecture courses.<br><br>III.   Establish a pool of PDRAs keen to take on more supervision duties of transferable skills if their PI has fewer PG students (e.g. statistics). | optional PDRA-organised journal clubs.<br><br>III.   APR for PDRAs to ask a question about whether satisfied at extent of teaching opportunities, with the aim of a 80% response rate of "yes" by 2020. | While not a direct comparison, in the 2018 survey, 15.6% of postdocs had seen an external mentor compared to 55.6% who stated that they currently had a mentor (18% female and 14% male in 2018, 47% female and 67% male in 2022). While the 2022 question is more broad, the numbers show there is likely an increase in the uptake of formal mentorship. Of those who didn't have a mentor, only 18.2% stated it was due to a lack of awareness (6% female,13% male) compared to 22.7% who stated it was due to the fact their line manager was an unofficial mentor (29% female, 20% male).<br><br>The School has a list of 26 academic mentors for PDRAs. This list and scheme are advertised on our School SharePoint page. From autumn 2023, the School SharePoint site now also hosts a list of teaching opportunities for upcoming terms which are open to applicants from across the PDRA community.<br><br>PDRAs feel about the same about the opportunities for teaching and leadership. 53% of female and 69% of male PW2 staff felt positive compared to 53% and 64% in 2018.<br><br>AMBER ◆ |
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| 5.1 | Improved PG teaching opportunities, feedback, and formal recognition of their role in mentoring UGs. | I. Mandatory training session (once per year) to PGs on effective supervision skills.<br>II. PGs academic contribution to UG, MSci projects are formally recognised in PIs references; feedback sought on supervision from UGs by PIs on submission of projects.<br>III. Increase feedback on demonstrators in UG practical classes. | I. 100% PGs taking on supervision responsibilities have completed training, feedback from supervision skills training that they found it helpful (at least 70%).<br>II. Increase in the SCS response (2018-2020) that PGs feel satisfied they have teaching opportunities and that these are recognised (at least 70% by 2020). | During the 2018 survey, PG students stated that they wished for more teaching opportunities, or for teaching to be shared more evenly. A 2023 survey of PG students revealed that 84% of female and 100% of male PG students who answered the survey gained teaching experience during their studies, and 77% of females and 88% of males were happy with the type of experience they were being offered, an increase from both genders from 70% in the 2018 survey. However, three students left a comment that they wished to do more direct teaching as opposed to marking or assisting in labs.<br><br>78% of female and 60% of male of PG students were happy with the notice given for teaching opportunities, and 82% of females and 67% of males were happy with the training provided. 94% of females and 89% of male students knew who to ask for any help. 88% of female and 89% of male students were also happy with the pay given and nearly all the respondents valued paid teaching opportunities.<br><br>50% of female respondents and 75% of male respondents were happy with the current zero-hours nature of demonstrator contracts and 53% of female respondents and 67% of male respondents said their teaching did not interfere with studies.<br><br>GREEN ✅ |

| 5.2 | Improve supervision further through better and more informative feedback to supervisors. | I. PG assessors and reviewers ensure that supervision style, quantity and satisfaction is pro-actively discussed during the Annual Progress Monitoring meetings (APMs); if mandatory to comment supervisor will not feel "singled out". II. Optional section of APM to report on supervision that is not passed to supervisor. | I. 100% APMs include PGs feelings about supervision style II. By 2020, ask PGs if they feel comfortable to discuss supervisor style in APMs and satisfied that any issues raised are dealt with: aim for at least 80% response of 'yes'. | 43% of female and 85% of male PG students who completed a 2023 survey stated that they feel comfortable discussing supervision style in their APM and 36% felt comfortable discussing problems with their supervisor.<br><br>To support staff and PGs reviews, the School has written APM guidance which can be used by assessors as a check list. Some key points it includes are:<br>• Supervisory work, to ensure this is formally recorded.<br>• Requests for more teaching or research experience.<br>• Career aspirations.<br>• CV discussion.<br>• Work-life balance and flexible working.<br>• Feedback about supervisors.<br>• Mentoring.<br>• Essential training completion.<br>Included within this list is a chance for PGs to feedback about supervision and any issues. This checklist is shared with those carrying out an APM, and reviewing supervision is considered best practice in the School.<br><br>GREEN ✅ |
| 5.3 | Improve mentoring and integration of MRes students and mid-year starters (who are often international students). | I. Introduce shorter but more frequent APMs (at 3 and 6 and 9 months for MRes students); by Teams if necessary (e.g. for largely field-based projects). II. APM meeting for mid-term starters 3 months after beginning to check | I. At least 95% of MRes students have an APM during their PG degree by 2021. II. <5% difference in amount of PG training experienced across course of PG degree by mid-term starters and October starters. | In a PG survey in 2023, all MRes respondents stated that they had an APM meeting within the last 12 months.<br><br>There was a 3% difference in the percentage of PhD and MRes students who felt that their training needs were not met (9.4% for PhD, 12.5% for MRes). Also more MRes students had a mentor compared to PhD students (50% of |

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| | | supervision and appropriate training secured. | | MRes students compared to 38.1% of PhD students).<br><br>However, mid-year starters do not currently receive any extra inductions to support their integration into the course.<br><br>AMBER ◆ |
| 6.1 | Increase and better advertise opportunities for PSS career progression and promotion by improved cross-Faculty mentoring and support. | I. Line managers encouraged to send relevant job opportunities to their staff.<br>II. Increase awareness of regrading and promotion via the staff intranet.<br>III. Extend cross-School mentorship to all SoBS technical staff, not just senior technical staff.<br>IV. Promote the possibility of grade revaluation during one-to-one meetings with PSS line managers. | I. At least 80% of responses by 2020 SCS report awareness of opportunities for progression for PSS (and increase from 2018 SCS).<br>II. Applications for Faculty-wide technical positions receive 25% more applications from SoBS staff relative to those advertised in 2017.<br>III. At least 5% of PS staff have applied for grade revaluation by 2022. | Our 2022 staff survey highlighted that 55% of female and 67% of male PS staff agree or strongly agree they have sufficient opportunities for personal and professional development and 62% of female and 67% of male PS staff feel their line manager helps them take opportunities provided by the School.<br><br>In addition, data shows that 11 PS staff (26%) have applied for grade re-evaluation from 2018-2022 of which 63% were female. Only one application for re-evaluation was unsuccessful.<br><br>To advertise job opportunities, and celebrate our in-house promotional successes, we created a page on our School SharePoint site which provides a link to the UoB jobs board, details on how to apply for a job re-evaluation process, training opportunities and includes 'success stories' of those who have been promoted within the School. Recruitment and job opportunities are a standing agenda item in Senior Technician weekly meetings to ensure opportunities are advertised.<br><br>The school has always dedicated a percentage of their non-salary budget to the professional development of PS staff, and this current academic year, we increased that amount from |

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| | | | | £7k to £10k for Admin Team in recognition of growth in PS numbers but also to signify the importance of such investment to staff experience and morale/retention etc. We also created a budget for Tech staff development in 2022/23 which has been used thus far to provide Tech staff with tech qualifications that enhance their learning & development.<br><br>GREEN ✅ |
| 6.2 | Evaluate the impact of Faculty-wide improvements for PS and Technical Staff. | I. Networks built with Senior Administrative Assistants (SEAs), Executive Administration managers (EAMs), School Administration managers (SAMs) and Technical Managers across FLS, role models from across UK to speak at Technical Networking events. ✅<br><br>II. Termly focus groups organised by EDIC for technical staff. ◎<br><br>III. Senior Technicians meet with Faculty Technical directors to feedback concerns from technical staff leading to Faculty response. ◆ | I. Special focus groups for technical staff, run annually, report at least 70% have been attended a cross-Faculty network event, and feedback that these were helpful (at least 70%).<br>II. EDIC focus groups are held termly for technical staff, and followed up by a meeting with SoBS technical manager and Faculty Technical Manager <1 month later.<br>III. Responses to feedback from Faculty Manager within 3 months of EDIC focus group; issues responded to by Faculty Manager are not raised at the subsequent focus group. | Networks have been built with SEAs, SAMs and Technical managers across FLS. Examples include, Faculty SEAs/EAM meetings, Faculty SEA/EAM/Administrative Assistant (AA) meetings which include the Faculty Manager. There are currently no cross-Faculty networks for Student Administrators. PS services coffee mornings were held pre-Covid.<br><br>Technical teams hold T3 Tech Talk time-monthly talks given staff of all grades. Technical, academic and administrative staff are invited to give talks. Technical staff have also built networks across institutions by visiting other biosciences departments such as Exeter, Reading and Cardiff to share best practice.<br><br>In 2022/23 the Faculty Technical Manager rolled out a technical training matrix which all technical staff in the faculty are expected to complete. It is a comprehensive list of training that is expected at each grade. Staff are able to see what training is required to be completed at the next level to help with professional development and prepare them to apply for promotional opportunities.<br><br>AMBER ◆ |

| 7.1 | Evaluate the success of internal parental leave systems (buddy scheme). | I. Feedback requested after parental leave on process from parents and from leave buddies.<br>II. Evaluation of increased workload on leave buddies compared to benefit to those on leave and adjust to any requirements identified.<br>III. Leave buddy duties added to Faculty Workload Allocation Model (AP8.4) to spread burden of parental leave across all staff. | I. To-do lists are improved and revised post-leave by parents to support future parents.<br>II. Compare SCS 2020 versus 2018 and find an increase in responses from staff who take parental leave that they feel supported (at least 60%), and the leave-buddy system helped with the transition to and from leave.<br>III. Annual interview with leave buddies to ensure that at least 60% feel their contributions are adequately considered in workload, and rotation schedule of buddies reduces any potential burden. | The 2022 EDI survey showed that 68% of those on parental leave felt supported on their return. This percentage was higher for female members of staff (77% for female vs 58% for male) In 2020, the EDIC created a maternity and parental leave handbook which includes, useful links to HR policies, links to bespoke checklists for all staff types and postgrads and information regarding the School's parental leave buddy scheme.<br><br>Leave buddies are allocated additional admin hours in the workload allocation model. Time allocations are made on a case-by-case basis in agreement with SMT.<br><br>Since 2018, we have assigned 3 buddies to staff on maternity leave, so we will need to continue to measure impact and collate feedback from buddies in our new action plan.<br><br>AMBER ◆ |
| 8.1 | Increase awareness of dealing with unacceptable behaviour, especially Active Bystander training and awareness of informal resolution. | I. Run mandatory in-house Acceptable Behaviour training every 2 years (as refresher for those who attended before, and to deal with staff turnover).<br>II. Run Active Bystander training session to clarify what should happen if unacceptable behaviour is witnessed by others.<br>III. Have a mandatory checklist for each APR so that all staff are | I. At least 80% SoBS staff have attended training in 2018 SCS, and at least 90% attended by 2020 SCS.<br>II. At least 80% SoBS staff attend active bystander training (calculated as a percentage of informal cases).<br>III. Response to 2020 SCS reports that at least 60% respondents feel that they would know what to do if witnessed inappropriate behaviour. | The University-wide Report and Support tool, which provides a means to report unacceptable behaviour alongside information on the different forms of harassment/discrimination, is showcased on the School AV screens and SharePoint, and the School has a volunteer Acceptable Behaviour Supporter as part of the Stand Up, Speak Out campaign, who is trained to provide informal advisory service in instances of unacceptable behaviour.<br><br>Knowledge of unacceptable behaviour is embedded in the curriculum for both UGs (Key Concepts unit workshop) and PG students (EDI training), which highlights protected |

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| | | aware of UoB acceptable behaviour policy and resources on resolution and bystander training | | characteristics, different forms of discrimination/harassment and the Report and Support tool.<br><br>On May 10th 2023, the School ran two Acceptable Behaviour training sessions for academic staff and postdocs. The training was run by Theatre Learning and was attended by around fifty members of academic staff and PDRAs. Feedback showed that knowledge about acceptable behaviour increased before and after the training (6.5/10 before, 7.6/10 after).<br><br>As part of essential training, School staff must complete an 'Introduction to Equality, Diversity and Inclusion (EDI)' e-learning module which includes a section on 'Being an Active Bystander' and 'The Concept of Allyship', with a follow-up test.<br><br>In October 2022 the School also ran a workshop for PGRs on psychological resilience where these issues were discussed to clarify the boundaries between acceptable and unacceptable behaviour.<br><br>In the 2023 staff survey, 71% of female and 77% of male staff said they were aware of how to report bullying and harassment.<br><br>AMBER ◆ |

| 8.2 | Balance the gender and variety of roles and career stages on all SoBS committees. | I. Committees can easily lose appropriate gender balance on rotation. II. Some committees (e.g. those that are UG or ECR facing, or the EDIC) may require relatively more female or international members. III. This requirement needs to be balanced to prevent committee overload for senior female staff. | I. Broaden the recruitment panels for committees to include ECRs, particularly junior female ECRs to help alleviate the pressure on senior female colleagues. This would mean maintaining gender balance without overloading committee numbers. II. Recruit additional female and overseas ECRs for student facing committees to ensure more appropriate representation. III. Ensuring appropriate gender and role balance is written into the terms of reference of all committees; and actual gender and role balance reviewed annually by EDIC and reported to committee chair. | Gender ratios in School committees has improved considerably over recent years (2020/21: 43% ± 14 , 2022/22: 52% ± 16, 2022/23: 55% ± 17 female members). Of the seven School committees, there are six where female members comprise 50%, with the research committee having 43% female members.<br><br>GREEN ✅ |
| 8.3 | Introduction of Faculty-wide Workload Allocation Model (WAM) founded on the SoBS model. | I. EDIC will contribute to a Faculty-wide workload allocation model to include a computational tool to test female and male workloads in different areas. II. Public engagement and outreach will be weighted positively to encourage involvement, also to include career enhancing external responsibilities e.g. grant panels. | I. Workload allocation model in routine use across the entire FLS. II. By 2020 SCS, find increase in responses that individuals are satisfied with how their workload is allocated (to at least 70%). III. At least 90% of APR summaries report that workload is discussed, and any dissatisfaction is being acted on. | The Faculty Workload Allocation Model (WAM) was introduced with the aim of ensuring that workloads are fairly and transparently distributed amongst staff. The School's Senior Management Team actively use the WAM to balance workloads and data shows that between 2020/21 and 2022/23 mean workload hours and the standard deviation have decreased for both female and male staff (down from an average of 1706 workload model hours in 2020/21 to 1479 workload model hours in 2022/23 for female staff, and down from 1970 workload model hours to 1861 hours for male staff) |

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| | | III. Written guidance and steer will be provided by the HoS and SMT to ensure that workload allocation is given equal weight across all reviewers in the APR.<br>IV. Full transparency on staff administrative roles. | | | In 2022/23, the Head of School met with all Academic staff to discuss their workloads, which has helped with the overall reduction and fairer spread of work. The WAM includes a section on outreach and widening participation and admin allocations are given to EDI academic leads and committee members.<br><br>GREEN ✅ |
| 8.4 | Ensure timing of School meetings and seminars accommodates carers. | I. Ensure that committee terms of reference states clearly that meetings are to be held between 10:00-16:00; with an aim of at least 70% attendance at all meetings.<br>II. Some seminars still run at 16:00 however they will continue to be recorded for remote viewing.<br>III. Priority given to those with caring responsibilities that can meet seminar speakers during core hours (or attend their lunchtime journal club) if they cannot join seminar or evening social event. | | I. By 2020 SCS, reports of at least 70% men and women responding that meetings are timed to take into account those with caring responsibilities.<br>II. By 2020 SCS, reports that at least 70% of those with caring responsibilities reporting that they had adequate opportunity to meet with seminar speakers and view seminars remotely if unable to attend. >75% of seminars are recorded for later transmission (and each one is viewed by at least 50 people within 6 months). | The timings of School meetings and seminars have been changed to accommodate carers and parents by moving these closer to midday. The standard slot for Research Seminars and Round Table Talks on Mondays 13:00-14:00 and School Focus Groups happening between 13:00-14:00 on Tuesdays or Thursdays.  The WEB seminar series have historically 16:00-17:00, however these will become a part of the research seminar slots at 13:00 from October 2023. All of the above meetings/seminars are recorded and shared online with all staff on the School's SharePoint site.<br><br>GREEN ✅ |

| 8.5 | Enhance management of external seminar series to improve gender balance of speakers. | I. Appointment of two ECRs by Research Committee to run each seminar series, solicit and select speaker suggestions, aiming for better balance by gender and career stage; these are rotated every year to share CV enhancing opportunity of roles.<br>II. Offer of financial provision for support for carers (e.g. transport for carer, bigger hotel room, subsidized health care).<br>III. Invite afternoon (16:00) speakers to give informal "journal clubs" as a chance to meet ECRs and PGs before their seminar, as well as those unable to attend their seminar in person.<br>IV. Introduction of two "student only questions" at start of Q&A; role and gender of questioner noted by chair and/or EDIC committee member in attendance. | I. Gender balance of speakers (including for flagship series) approaches that in the School at EU average for the appropriate role (e.g. WEB speakers: 50:50 female/male; Monday seminars: 35:65).<br>II. SoBS funds are provided for at least 2 speakers per year to bring dependents with them to Bristol; feedback from speakers that this influenced their decision to come.<br>III. 50% of afternoon speakers come at lunchtime and give short journal club; at least 5 ECRs attend each one.<br>IV. Positive feedback from ECRs and PGs in 2020 SCS (increased by at least 10% from 2018 SCS) that the questions policy helped them feel more confident to ask a question. | Representation of female external speakers increased from 2018/19 (44%), through 2019/20 (50%) to 2020/21 (55%), however this dipped in 2021/22 where only 33% of external speakers were female.<br><br>The email to nominate speakers now includes the text, "The Research Seminar Series typically targets speakers at senior levels and we especially encourage nominations that help us to reach our Equality, Diversity and Inclusion targets. We will gather all nominations and compile a final list ensuring that the research areas within the School are represented, and that our Equality, Diversity and Inclusion targets are met. Once finalised, we would then ask you to send an invitation to your chosen speaker. We will provide more details about this at a later date."<br><br>The School offers support for external speakers with caring responsibilities. Invitation emails offer guest speakers additional funding to cover carers travel if needed. In November 2019, the School funded a female speaker and a carer to travel to Bristol for research seminar which meant she could bring her young child with her.<br><br>GREEN ☑ |
| 8.6 | Increase opportunities for staff across all levels and jobs to mix. | Increase the number of socials within the school to raise a feeling of belonging and community. | I. At least 50% of staff attend staff focus groups.<br><br>II. Run virtual staff lunches during the pandemic to keep a feeling of community. | Rather than re-launching the 'buddy bench' post-Covid, which there was limited interest in, we have increased the number of socials in the School and opportunities for staff to mix (e.g. welcome to new staff coffee/cake, biscuits on |

| | | | | Wednesdays, Staff Summer Party, Women in STEM lunches).

We have fortnightly hybrid staff focus groups which all staff are invited to, most of which attend in person with regular lunches. In the 2022 SCS, 75% of female and 83% of male staff were aware of and used these focus groups and 74% of female and 72% of male staff found them useful.

During the pandemic they were held weekly to ensure staff working from home felt informed and included. We also introduced a 'virtual staff lunch' directly after the focus groups for staff to stay on and catch up. We have also revamped our School seminar series to provide increased opportunity to discuss each other's work, across all staff/student levels, as well as host external speakers.

Staff in the School have run LGBTQ+ coffee mornings every term These have since been expanded and are now run at a faculty level. From 2023 the Women in STEM network also hold termly coffee meetings.

GREEN ✅ |

| 8.7 | Explore how to celebrate Diversity visibly within the School. | I. EDIC to run major events ever year to support diversity and intersectionality.<br>II. Increase sense of belonging.<br>III. Ad hoc events beyond the major ones to show a range in the diversity calendar.<br>IV. Using school communications to raise awareness of EDI.<br>V. Work and share good practice of events and bulletins across faculty. | I. EDI committee commit to run 4 main events a year.<br>II. 90% of staff feel there is a culture of respect and support.<br>III. 80% feel diversity is respected in the School.<br>IV. SoBS events and visibility initiatives are shared across the faculty and wider community. | The EDI committee has made an effort to run a range of events and initiatives within the School to help raise awareness of key EDI issues (women in STEM, minoritised ethnicities, disability awareness, and LGBTQ+ in STEM) and help create an inclusive environment within the School. The School has run a range of events, including:<br>• UN International Day of People with Disabilities<br>• LGBTQ+ in STEM<br>• Lily Newton Celebration Event<br>• Trans Day of Visibility Bake Sale<br>We will continue these events in the future.<br><br>The School has a board in the main showcasing the achievements of Minority Ethnic students who recently graduated from the School. The School atrium also has permanent roll-up banners related to Disability in STEM, LGBTQ+ in STEM, Minority Ethnicities in STEM and Women in STEM.<br><br>In the lead up to Bristol PRIDE 2023 the School put out a display with information about PRIDE and flags and badges for all staff and students to take for free.<br><br>Over lockdown, the School introduced a PW3/PW1 buddy system to support PW1 staff to use teaching technologies.<br>The School has also done email campaigns for key EDI event events (PRIDE). These emails have been adopted by other Schools in the Faculty.<br><br>GREEN ✅ |
|---|---|---|---|---|

## 2. Evaluating success against department's key priorities

Key priorities in our 2018 Action Plan were identified by the Head of School's letter of support. Relative to base data in 2013 and 2018 submissions, we have made **continuous, longitudinal progress** in all three areas:

### Key priority 1:
### *Addressing gender biases in academic staff, and balancing staff workloads*

**Since submitting our 2015 Bronze and 2018 Silver applications our staff gender ratio has steadily improved**. Among teaching staff (PW1+3) our gender ratio has increased from 14% to 42% between 2012 and 2023 (Figure 6; Appendix 2.5), meaning UGs now experience a more even representation of male and female academics across their studies. PW2 (research focused) and PW3 (teaching focused) have a consistently well-balanced gender profile, while **PW1 has shown an increase in female representation from 14% to 28% from 2013 to 2022, and is now above the sector wide average of 27%** (HESA data for STEM subjects[3]).
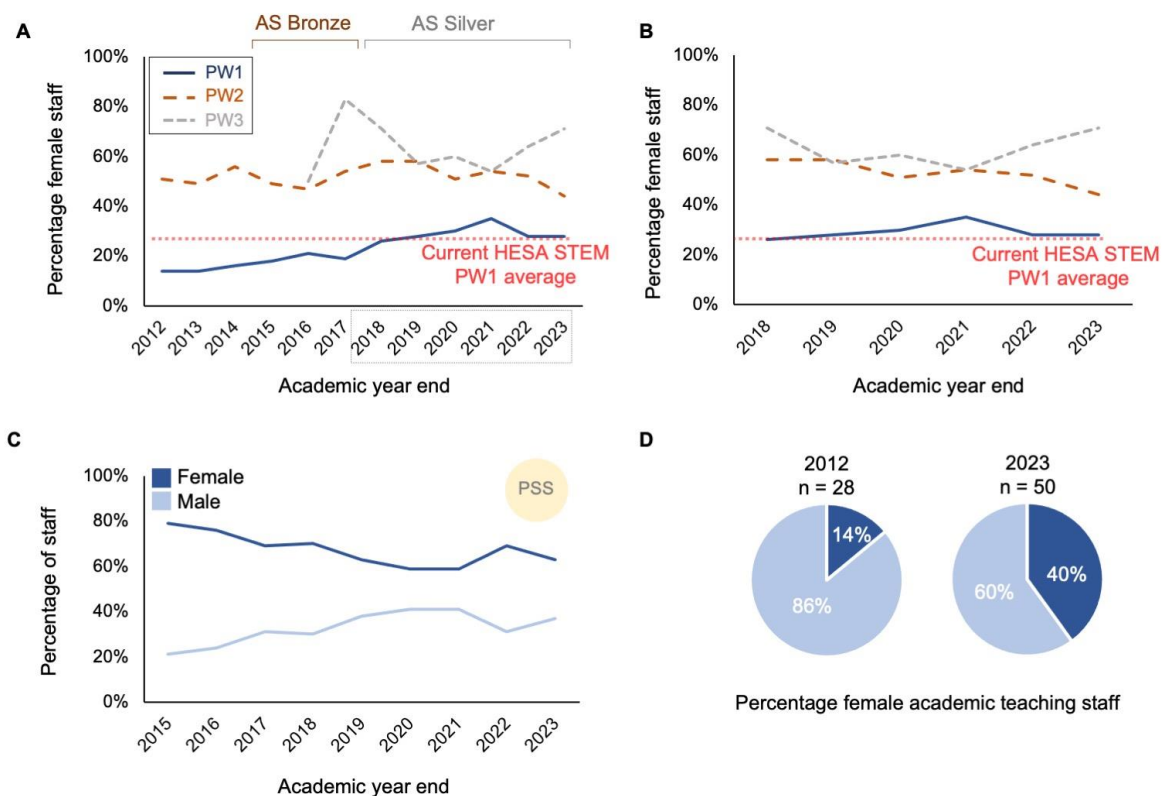


Figure 6: A) Long-term trends in academic staff gender by pathway. B) Academic gender profile over the previous award period only. C) Long-term trends in PS staff by gender. D) Percentage of female teaching staff from before the start of our Athena Swan journey to 2023. Appendix 2.5.

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[3] www.hesa.ac.uk/data-and-analysis/staff/working-in-he

Across the implementation period, **female applicants to externally advertised PW1 roles were equally as likely to be shortlisted (7% of female applicants, 8% of males), and offered a position (2% of both genders)** (Figure 7; Appendix 2.6).
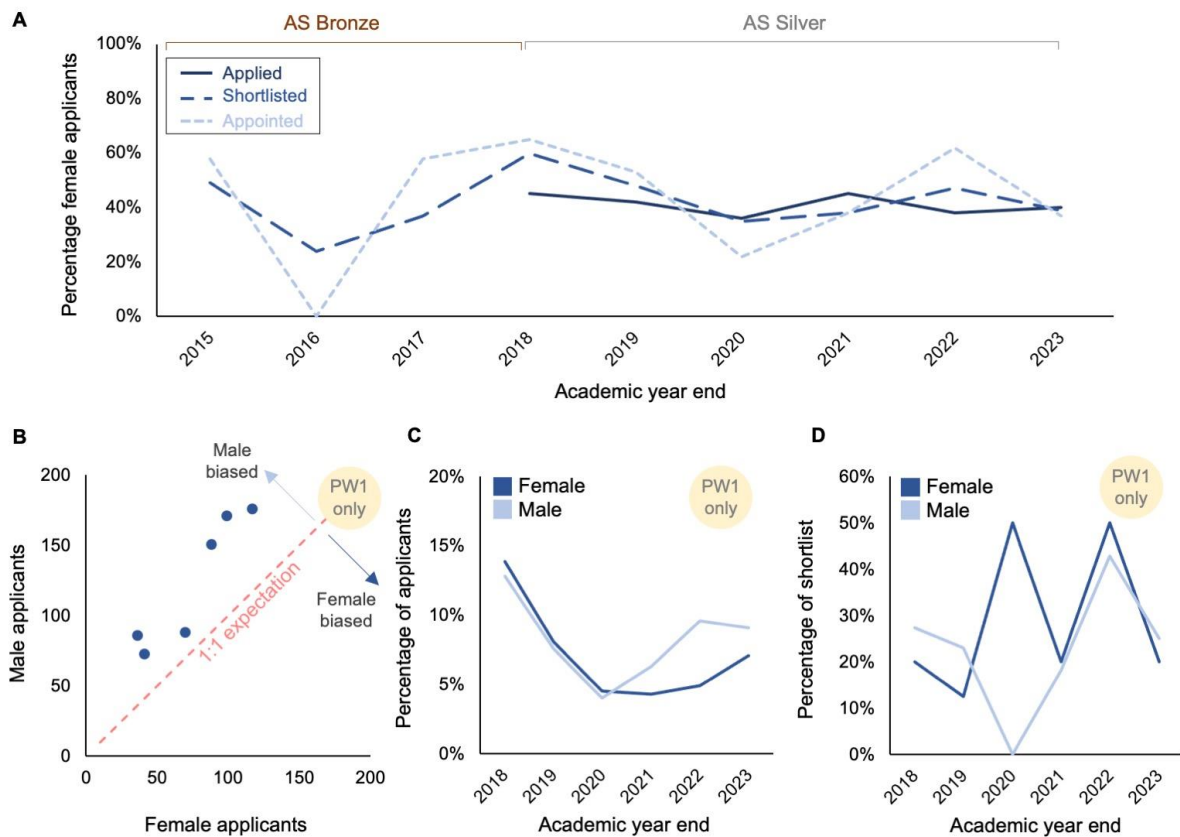


Figure 7: A) Long-term trends in the success of female applicants to all academic positions. B) Gender bias in applications received for PW1 positions. C) Percentage of shortlisted applications to PW1 positions by gender. D) Percentage of shortlisted applicants to PW1 positions who were appointed, by gender. Appendix 2.6.

The School has **increased the number of female academic staff on open ended contracts from 57% in 2014 to 96% in 2022** (Figure 8A; Appendix 2.5) (Current HESA average 65%[4]). This removes the previous gender bias, where male staff were more likely to have been on open ended contracts (80% in 2014, 89% in 2022). We have also **increased the proportion of female staff in senior academic posts**. Female academics made up only 27% of Grade L academics in 2014, which has increased to 40% in 2022, and has been sustained above 40% since 2019 (Figure 8B-C). Similarly, **female academics are equally likely to be successful in promotion applications** as males (Appendix 2.8).

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[4] www.hesa.ac.uk/data-and-analysis/staff/employment-conditions
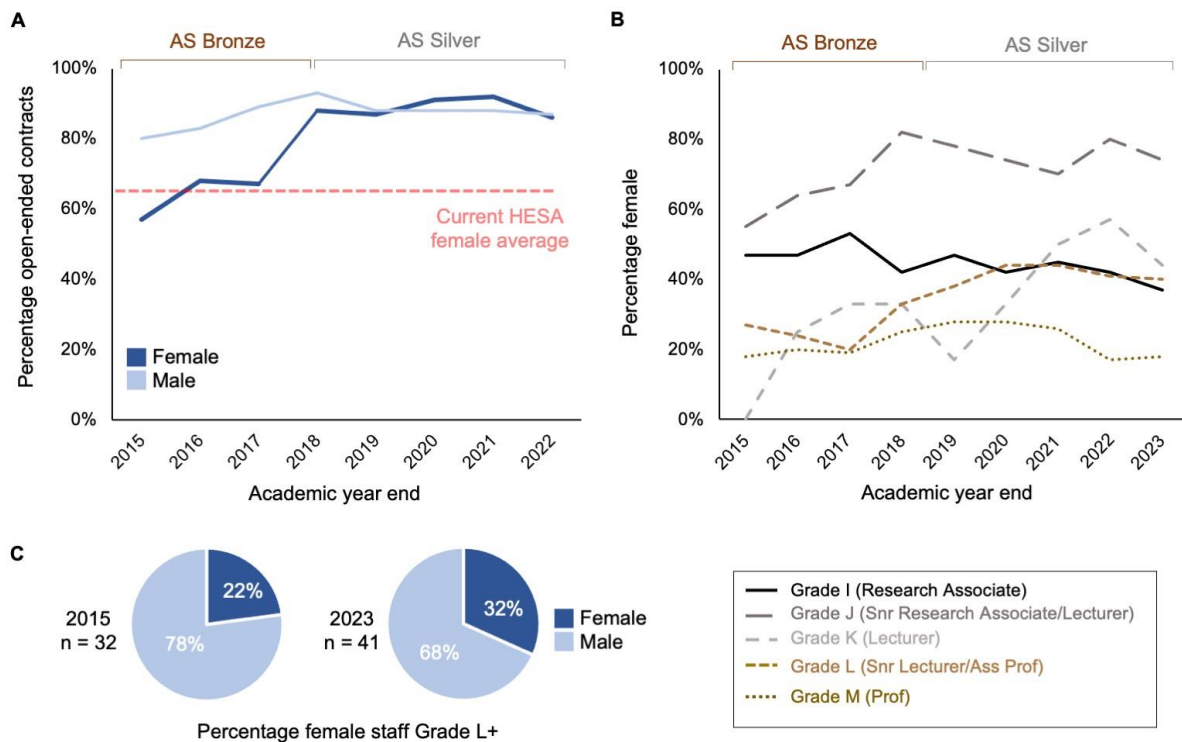
Figure 8: A) Long-term trends in the percentage of staff on open-ended contracts, by gender. B) Long-term trends in the percentage of female academic staff by Grade. C) Percentage of female staff at senior academic grades (L and above) in 2015 and 2022. Appendix 2.5.

The School has been successful in managing and standardising workload allocations among academic staff (PW1+3). Data on workload allocations has been collected since 2019/2020, with consistent models used since 2020/2021 allowing comparison across the three previous years (Figure 9). These data show that, i) accounting for grade, **workload allocations are consistent between genders**, ii) **variation in workload allocations among staff has decreased** (Appendix A2.9) reflecting efforts to increase fairness of workload allocations, and iii) **previous gender biases in administrative workload have been eliminated** (e.g. in 2019/2020 female staff had 22% higher admin workload than male staff, down to 4% in 2021/2022). **Workload is discussed individually between the HoS** and staff members, and the percentage of staff feeling confident in discussing workload with their line manager has increased from 73% to 85% between 2018 and 2022 in female staff, while male staff were stable at 83% and 85% respectively. The majority of staff agree the School helps them gain a positive work/life balance, and satisfaction in work/life balance and support for carers has also improved (see Section 4).
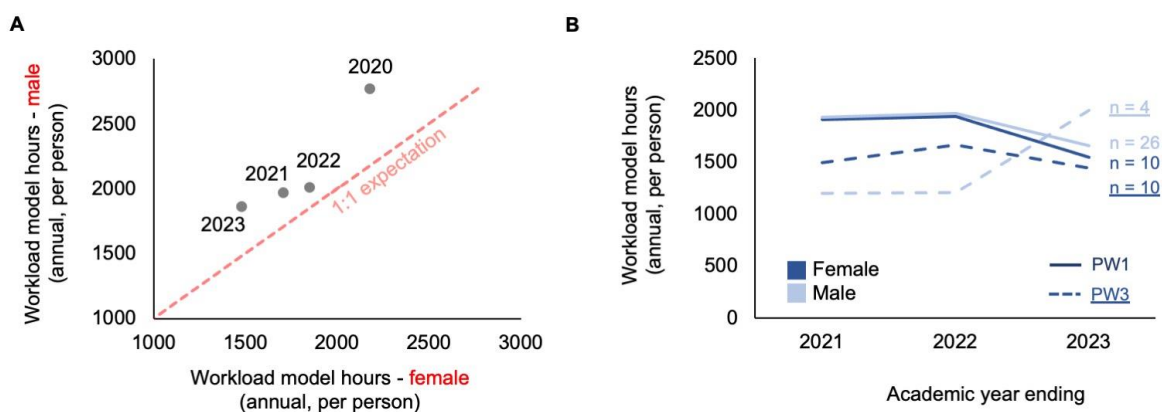
Figure 9: A) Workload allocation model estimates for academic staff since 2020, split by gender. B) Workload allocation model estimates for academic staff since 2020, split by gender and pathway.

The consistent and sustained improvements described above are reflected in our culture survey, where the **majority of both male and female staff agree the School leadership actively supports gender equality** (74% female, 83% male), and creates a caring work environment (69% female, 66% male) with a manageable workload (75% female, 63% male).

 ~ ████████████████████████████████████████████████████████████

 ~ ██████████████████████████████████████████

Success in this area has been facilitated by buy-in from successive HoSs and SMTs. Practically, the formalisation of School policies around workload (see Section 3), and improved hiring and promotion processes.

## Key priority 2:
### *Increasing representation of women and minoritised ethnicities.*

While our UG student body is roughly gender balanced, minoritised ethnicities, particularly black students, and more so black women (1.4% of the UG cohort), are underrepresented. This reflects trends across UoB as highlighted by the 2021 BME in STEM Report[5]. We instigated a number of initiatives to assess and enhance the way in which we celebrate, discuss and present women and minoritized ethnicities in biology (Figure 10).

At an UG level we have **quantitatively assessed representation in our teaching**. By recording the characteristics of named scientists, we have data on the proportion of women, and scientists from Marginalised Groups and Ethnicities (MGE) highlighted in our courses. Our quantitative work has been pursued though our 'Decolonising the Life Sciences Curriculum' project, which works collaboratively with paid UG Decolonisation Partners, to audit taught content and highlight opportunities to appropriately contextualise material to increase inclusivity and diversity. As a direct result of this work, information on the experience of MGEs in academia is embedded into a mandatory first year unit (Diversity of Life A, 200+ students) and as of 2023, first-year students in the optional unit Current Topics

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[5] www.bristol.ac.uk/media-library/sites/chemistry/documents/Final%20Report%20on%20BME%20in%20STEM.pdf

(~50 students) have a 2-hour workshop on 'Decolonising Biological Sciences Research'. As well as curriculum development, we are **currently supporting an MRes student to perform an inclusivity audit on our assessment practice, and we have hired two UG Disability Partners to audit teaching materials to highlight opportunities to improve inclusion and accessibility for students with disabilities.** We have a higher proportion of disabled female staff and students (see Section 4) so accessibility issues disproportionality affect women.

[redacted quote]

~ [redacted]

[redacted quote]

~ [redacted]

We also **produced a report on 'Decolonising and Diversifying the School of Biological Sciences Curriculum', which has been shared with other Faculty Schools**, and an associated internal webpage with guidance for teaching staff on inclusive teaching. 58% of staff have engaged with these resources, with 16% having already used it to adjust their teaching material, while 41% say they intend to.

"*SoBS' Decolonising and Diversifying the Curriculum team has carried out inspiring work to make the curriculum more inclusive. They work to ensure that the student voice is central.*"

~ [redacted]

At PG level, we developed a **flexible, online workshop for PGR/ECRs on EDI in Academia**, which includes an open screening of 'Picture A Scientist' (a documentary film on women in science) and two group discussions. Based on positive feedback from attendees (94% of survey respondents agreed it was "useful and interesting", 100% agreed it "improved my understanding of the working environment and the challenges some people face"), **this workshop has run annually since 2020, and in 2022 was rolled out across the FLS** (see Section 3).

"[redacted], [redacted], and [redacted] led the workshops excellently and with great sensitivity to the topics we discussed."
~ workshop participant (male)

"I really enjoyed the live sessions, the use of the padlet to submit anonymous replies, and the balance between videos, presentations and reading material."
~ workshop participant (female)

Figure 10: A) Two female, MGE UG working on a funded summer internship. B) Left-to-right: The UoB Deputy Vice Chancellor, SoBS School Manager, UoB Vice Chancellor and UoB Chief Operating Officer visit our BHM display. C) Two UG Student Decolonisation Partners at a Café Bio drop in.

After the Covid-19 restrictions were lifted, we renewed efforts to incorporate EDI into the everyday activities of the School. We run a series of annual events including workshops on ethnicity, disability, gender and their intersectionality (see Section 3). Members of the School have also supported multiple research internships for students from underrepresented groups to gain research experience as an UG to support PGR applications (Figure 10).



*"This internship has really inspired me to continue my studies and hopefully to complete a PhD, which I was not considering beforehand. Going into my final year I feel more confident in my ability to work independently and complete work to a high standard."*

~ ▮▮▮▮▮▮▮▮▮▮▮

Our success in promoting a more equal representation of biologists is evidenced through positive feedback to School events, adoption of initiatives by other Schools, and through our own survey data (see Sections 3,4). **Inclusive teaching is now embedded in our School Research Strategy (2022-2030) under 'Innovative Education for Bioscience Research'.**

## Key priority 3:
### *Promoting career development opportunities for PSS, ensuring gender equality.*

Our PSS are central to our community and are represented in the EDIC and SMT. Historically female-biased, **we currently have a team of 15 male and 23 female staff, an increase from 21% male staff in 2014 to 39% in 2022**. SoBS has created in-house promotional opportunities by ring-fencing new roles through restructuring, which has **increased staff retention and progression within teams**. For example, in 2020/2021, three PS staff progressed to Grade G, and in 2021/2022 two PS staff progressed to grade H roles. SoBS recognises the importance of apprenticeships for diversifying the workforce and, since 2018, we have recruited two Business Administration Apprentices and two Technical Apprentices. These apprenticeships can include wider roles across UoB, for example one Business Apprentice (male) has joined the University's Swan Implementation Group. **All of our successful apprentices were offered permanent roles in SoBS/UoB.**

*"Working as an apprentice has helped me realise that it is not just the work I have to do, but has enlightened me to understand the behaviour and skills that I will need to learn to be able to execute any professional job."*
~ ███████████████████████████████

During the previous implementation period (2018-2022), **11 PS staff (26%) applied for grade re-evaluation, of which 63% were female** (Appendix 2.8). Only one application for re-evaluation was unsuccessful. We also actively support development through training. For example, in November 2023 the School supported the EDI Officer (female) with attending training for and completing certifications for PRINCE2 Practitioner Project Management. In our most recent culture survey 55% of PS staff agree or strongly agree that they have sufficient opportunities for personal and professional development and 61% of PS staff feel their line manager helps them take opportunities provided by the School.

*"I had only seen the secondment role because of my manager. The School was very supportive and gave me the security to risk a one-year contract knowing I had a job to return to."*
~ ███████████████████████████████

To further raise awareness of progression pathways, advertise job opportunities and celebrate our in-house promotional successes, we created a page on our School intranet which links to the UoB jobs board, provides details on how to apply for a job re-evaluation process, advertises training opportunities, and includes 'success stories' of those who have been promoted within SoBS (50% female). Recruitment and job opportunities are a standing agenda item in PS weekly meetings, and a targeted SFG on PSS progression revealed high levels of satisfaction.

A major factor in the success in this priority has been establishing centralised resources to raise awareness of School and UoB policies and processes, ensuring a dedicated and increasing non-salary budget to fund professional development for PSS, and line managers who are proactive about encouraging staff to pursue opportunities.

# Section 3:

# An evaluation of the department's sector-leading activity

## 1. Maintaining good practice and innovation

### i) Workload management and gender equality

**Action and innovation:**

We established a formal workload allocation model (WAM) to guide assignment of teaching, research and administrative roles, to ensure gender balance (Section 2, key priority 1).

**Leading in the institution and sector:**

- **SoBS was among the first Schools at UoB to adopt a formal WAM**.

- **SoBS directly contributed to the development of the Faculty WAM** in 2019, which closely mirrors the original SoBS WAM. This model has since been taken up by the Business School and School of Economics, and is being extended across the FHLS (9 Schools, 2,448 staff), where some Schools still lack WAMs. The positive impact of the WAM in the School of Economics is highlighted in their Athena Swan Bronze Award.

- **We continue to innovate**. In 2023, we completed an exhaustive inventory of 638 individual tasks academics perform, and surveyed staff to identify which tasks were more stressful across gender/stage (Appendix A2.10). **This is the first survey of its kind in UoB and demonstrates our innovation of good practice.** It identified gender differences in the impact of tasks on staff, and consequently helped shape strategic SoBs decisions. For example, triggering a policy of optional, paid PGR support for UG research project technical training, reducing staff workload/stress and providing work experience and financial support for PGRs.

**Impact:**

- We have **successfully reduced and standardised academic workloads** (Section 2). **Trends are similar across genders** and pathways for core roles (Figure 11; Table 3 APs 1.3.2, 7.1, 8.4).

- WAM data has been pivotal in contextualizing staff stress, separate areas of concern for female and male staff, **securing additional salary investments** to manage workload.

- **The WAM is used to ensure gender balance in workloads and senior administrative positions**. Key strategic committees, including SPARC, Teaching Committee, EDIC, and SMT have equal gender representation (see Section 4).

- **More balanced teaching allocations have led to increased student satisfaction** (2023 NSS 87% of female and 96% of male students were satisfied with academic support [UoB average 81%, sector average 84%], up from 83% and 89% in 2017).

> *"Work SoBS have done around workload demonstrates their commitment to use evidence-based policies to underpin gender equality work. Their successful implementation of the WAM directly contributed to the development of the FLS' approach."*
> ~ ▬▬▬▬▬▬ *Pro-Vice Chancellor and Executive Dean, FHLS (male)*

## *ii) Support for carers*

### Action and innovation:

We **established new programmes to support academics taking parental or carers' leave**, assigning 'buddies' to support their research activities and reduce impacts on research output (Table 3, point 7.1). Serving as a 'buddy' is included in our WAM, and the buddy gender balance is monitored to prevent bias. **Restoration of responsibilities on return from leave is tapered**, and returning carers have successfully secured funding through the UoB Returning Carers' Scheme to accelerate their research. We improved our guidance on carers' and parental leave and increased policy visibility through a new 'Home and Family Handbook' and SharePoint site.

### Leading in the institution and sector:

- **We drafted and lobbied for a formal Children at Work Policy at School, Faculty and University level**. The policy we drafted is being piloted across the Faculty prior to adoption across UoB.

- **Our carers' leave documents are used by the central UoB EDI Team as examples of best practice**. Our nursing space is advertised at UoB level as a facility for new mothers to express.

- SoBS staff successfully lobbied to make the policy of **5 days emergency carers' leave**, introduced during the pandemic, a permanent benefit.

### Impact:

- **We directly shaped Faculty and University Policies, increasing support for parents and carers.**

- Our 2022 Culture survey shows **77% of female staff returning from parental or carers leave felt supported, up from 65%** in 2018, and awareness of carer's leave policies increased (Figure 11; data from our 2015 Bronze award not included due to low sample size).

- **Awareness of flexible working policies, more often used by parents and carers, has increased from 18% to 50% between 2018 and 2022** (Figure 11; Appendix 1).

- Staff meetings and major seminar series are required to take place during core hours (10:00-15:00) to support staff with caring responsibilities.

*"SoBS have been very supportive for both of my maternity leaves... The maternity leave checklist was very useful, and the buddy system will be very helpful in ensuring the continuity of team management "*
~ ███████████████████████████
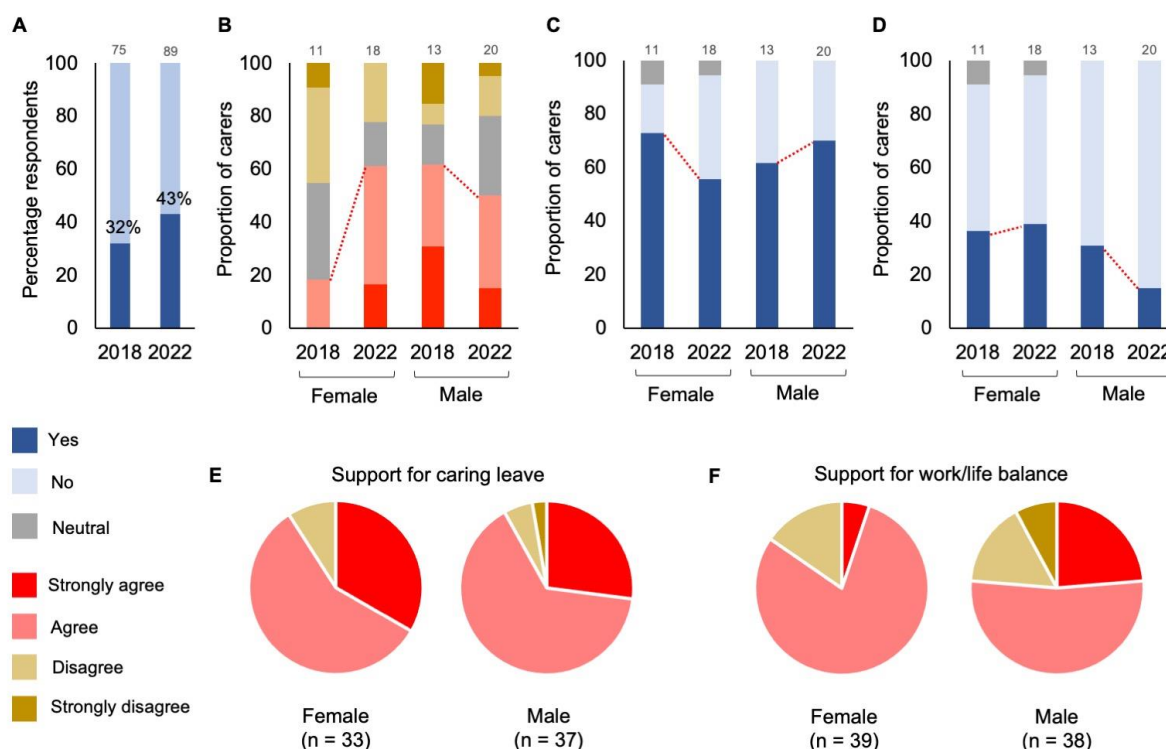
Figure 11: A) Percentage of staff with caring responsibilities. 2022 Staff survey responses of carers to questions on B) personal awareness of carers' provision, C) belief that caring responsibilities limit work opportunities, or D) affect how they are perceived by colleagues. Bar charts show response category percentages, numbers above show respondent numbers. 2022 Staff survey responses on carer's agreement that SoBS leadership provides support for E) carers leave, F) good work/life balance. Appendix 1.2, 1.4.

### iii) Inclusive teaching practice

**Action and innovation:**

To improve our gender awarding gap and representation of women and minorities, we have embedded inclusive practice into our teaching. We quantitatively assess the impact of our teaching content and delivery on students of different backgrounds, genders, and ethnicities, and those with disabilities, and co-create best practice guidance with students.

**Leading in the institution and sector:**

- **We have a formal academic lead for Inclusive and Accessible Education** to ensure sector leading practice, including on gender representation. Inclusive teaching is a formal part of our 2024-2030 Research Strategy[6]. Since 2021, we have supported 10 paid UG students (9 female, 1 male; application rates from males have been low) to audit teaching material, and a Masters student (female) to research inclusive assessment, securing over £12,000 for our inclusive teaching projects. Our outputs have been widely disseminated (see Section 3.2).

- **We embed EDI into our UG teaching,** including mandatory unit 'Key Concepts', discussing **gender inequality in STEM**. In optional unit 'Current Topics', we hold a workshop on decolonisation, which **explores intersectional barriers between gender and ethnicity**. Our PG teaching includes workshops and material (see Section 2)

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[6] https://www.bristol.ac.uk/biology/research/education-innovative-approaches-for-biological-sciences-research/

addressing **gender and LGBTQ+ inequalities in STEM** from an intersectional perspective. We also **assess EDI aspects of student experience**, including the demographics of researchers highlighted in our teaching.

- **Our reports and guidance are shared across UoB and with external partners** (Section 3.2).

- **We have presented our inclusivity-related pedagogical research at national and international conferences** (e.g. *University of Glasgow; Society for Experimental Biology Symposium on Decolonising and Diversifying Biosciences Education,* 2022*; Building Institutional Networks in Response to Decolonising the Curriculum Workshop*, 2023).

**Impact:**

- Our work to improve accessibility of practical exams has been **highlighted by the University in Social Media**[7], reflecting the benefits to our disabled students (with higher rates of disability in females).

- **A majority of SoBS staff have engaged with our inclusive teaching guidance** to incorporate best practice in enhancing the visibility of female and minority role models (Section 2).

- **Male and female UGs and PGs share a positive sense of belonging** and comfort in expressing personal views (Section 4; Appendix 1.7), illustrating the welcoming teaching environment we foster.

- **We have supported multiple Schools in UoB and external institutions** to develop their inclusive teaching practice, extending our impact beyond the School (see Section 3.2).

*iv) Raising awareness of EDI challenges and diverse role models*

**Action and innovation:**

We host a series of major, open events celebrating diversity in biological sciences, while acknowledging and discussing the challenges and biases faced by women, MGEs, and other underrepresented groups. These include **permanent display items, and regular EDI events.**

**Leading in the institution and sector:**

- We created **an exhibition of banner posters of male and female Black biologists to mark Black History Month**. This was highlighted by the VC (Figure 10) in her University-wide Blog, by leading Black academics on social media, and is being emulated by the School of Physics. We partnered this with three seminars on inclusivity in Higher Education (2 female speakers, 1 male).

- We hosted a **panel discussion featuring two speakers (both female) on accessibility of field biology to those with disabilities to mark International Day of People with Disabilities.** We repeated this event in November 2023, highlighting the work of SoBS staff with disabilities. We are the only School in UoB to mark this event, and place particular emphasis on disability due to its intersection with gender among our students (see Section 4). **As a consequence of discussions around these events, we commissioned an *external* audit of our building by a local disability inclusivity charity, the first at UoB**.

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[7] https://www.youtube.com/watch?v=UdtGRLkqdhw&cbrd=1

- We host regular LGBTQ+ Coffee Mornings and an annual conference for **LGBTQ+ in STEM Day** **with ~80 participants.** This was initiated by SoBS and extended across the Faculty. These have featured talks from UoB staff and students, and plenaries from trans-activist and sports researcher ████████████, and ████████████, historian of queer science.

- We hold **annual events celebrating female staff and students to mark Women and Girls in STEM day**, and to discuss progress towards ending gender bias in academia. These discussions led to the creation of **a SoBS Women in STEM network**, and additional resources to support female staff and students.

- This work has been **supported by a full-time EDIO**, which we aspire to make a permanent role in the School (see Section 5).

**Impact:**

- Our actions foster a **strong culture of inclusivity**; a majority of male and female SoBS staff and students feel a strong sense of belonging (Section 4, Figures 12-14, 20).

- Our events have had **direct impact on School policy and influence projects across the institution**, from establishing networks to encouraging more action around protected characteristics.

- **Our events and resources have been emulated in multiple Schools across UoB** (see Section 3.2).

*"SoBS shared their banner templates which we adapted and used to print banners to signpost staff and student networks. This was valuable sharing of best practice and made it easy for us to implement."*
~ ████████████████████████████████

*"[SoBS'] innovation in designing these resources has helped to shape our approach to showcasing inclusive practice in our School".*
~ ████████████████████████████████████

## 2. Supporting others to improve

### i) Engagement in EDI

Our innovative practice is shared and taken up by others:

- **Our PGR EDI workshop,** designed and piloted by SoBS in 2020 (see Section 2, key priority 2), was taken up by the School of Biochemistry in 2021, **the whole Faculty in 2022 and 2023**, and will expand across the new FHLS in 2024/25 (estimated 750 1st year PGs). We led this roll-out, and supported EDI leads in FLS Schools to prepare material. We organised and led discussion sessions, enabling other EDI leads to experience the format before playing a major role.

- **We created a PGR workshop on 'Resilience in the Workplace'** in 2022, in partnership with NHS professionals, which has been **taken up to be run at Faculty level**. This was introduced as part of our response to our PGR survey that showed female PGRs are less satisfied with their work/life balance (32% positive female; 70% positive male) and workload (37% positive female; 70% positive male) than male PGRs.

- **SoBS members play leading roles in FLS events**, including LGBTQ+ in STEM Day celebrations, now organised in partnership with the Faculty of Engineering.

- Resources we created, such as EDI information posters and our BHM exhibit biologists (see Section 2, key priority 2), have **inspired the creation of similar resources** in other Schools.

> *"SoBS have been drivers of research culture within the University. The School has created innovative structures to allow ECRs to channel their interests in inclusive and healthy research environments and to support them in leading change. The freshness and energy of this community-led approach has impacted culture across the University and we view this as beacon activity."*
>
> ~ ███████████████████████████

### ii) Supporting inclusive teaching practice

Our inclusive teaching guidance (see Section 2) is extensively shared and includes advice on gender and characteristics that are known to intersect with gender biases, including disability/neurodiversity and ethnicity (see Section 4). This has helped others to improve:

- Our Neurodiversity Report, Inclusive and Accessible Teaching Guides, and Student Disability Partner Initiatives[8] were **presented to The University's School Disability Coordinator Network and integrated into University programmes**. The School of Biochemistry and the School of Physiology, Pharmacology and Neuroscience have both adopted our Inclusive and Accessible Teaching framework.

- Through presentations at national/international conferences we have **provided advice and resources to others on curriculum decolonisation approaches** which have accelerated their own projects.

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[8] https://www.bristol.ac.uk/biology/teaching/scholarship-of-teaching-and-learning/research-projects/inclusive-and-accessible-teaching-guide/

*"The fantastic work done by SoBS was really inspiring. Seeing this model [of staff student co-creation] applied so successfully has helped reinforce our own decolonising work."*
~ ████████████████████████████████████████

- We are **supporting the development of inclusive teaching programmes** in i) Psychology, University of Bath, ii) Life Sciences, Imperial College London, iii) Applied Sciences, UWE.

*" We have been inspired by the work being done at SoBS and are particularly grateful for their generosity in sharing their expertise, resources and support through our process."*
~ ████████████████████████████████████████

*"SoBS were really helpful in discussing decolonisation of their curricula, and generously sharing resources generated by their project. This will allow projects within our department to get up and running much faster and more effectively."*
~ ████████████████████████████████████████

*"SoBS' Inclusive and Accessible Teaching guide has already inspired some changes, with staff explicitly reminding students that they can ask for adjustments, empowering students to advocate for their needs".*
~ ████████████████████████████████████████

### iii) EDI mentoring and cross and inter-institutional impact

**SoBS is regarded as being a leader in positive working culture and inclusivity**. We have:

- Served as a case study in best-practice for the University Change Management team to inform change management methods across the University.

- Are **the first School in UoB to include disability awareness in our EDI work**. We hosted a workshop on disability inclusivity, led by one of our female PGRs, and attended by staff from central University EDI, Disability and Education teams, as well as EDI leads from across FHLS.

- Provided **advice and support to the School of Psychology** to improve their EDI structures, and are **advising the School of Engineering, Maths and Technology** on their first Athena Swan application, and the **School of Physiology, Pharmacology and Neuroscience** on their Silver application.

- Established EDI 'email campaigns' that include information on targeted themes such as Neurodiversity Celebration Week, Pride Month and Carers Week, including gender specific impacts. **These campaigns have been shared with, and used, across FLS, to shape and support EDI events, and to foster a welcoming environment for all genders**. Feedback from staff and students demonstrate these campaigns have a positive impact on awareness and visibility of diversity.

- **Work in partnership with other UK HEIs to share best practice on gender equality initiatives**. We have developed a partnership with Queen Mary's University London to accelerate EDI best practice, and have exchanged EDI resources for parents and carers with colleagues at the University of Bath.

- **Contribute to national EDI programmes.** The EDIC Co-chair is an **EDI Champion with the EDI Caucus**, a UKRI and British Academy funded project, and a panel member for the **BBSRC's EDI Network funding call**. Members of SoBS have also **collaborated with the EDI Caucus on co-designing menstrual health and (peri)menopause interventions** in fieldwork. This work will inform central University and national guidance on making fieldcourses more inclusive.

*"Your email campaign was extremely useful, making sure PRIDE month and activities were highlighted properly, whilst saving me some precious time during marking season!"*
~ ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

*"Your detailed advice will really help us put a case* [for a new EDI structure] *together to take to the senior management "*
~ ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

"*For Neurodiversity week and Pride,* ▓▓ (SoBS EDIO) *delivered a mailout campaign to broadcast key information about these important events, and the people they seek to highlight and celebrate.* ▓▓▓ *actions inspired faculty-level campaigns this academic year for both Black History Month and LGBTQ+ History Month."*
~ ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

*"SoBS has a reputation of having a supportive culture which has been nurtured as a result of a strategic decision from the School management team. This is reflected in the Equality Diversity and Inclusion strategy."*
~ ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

# Section 4:

# An assessment of the department's gender equality context

## 1.  Culture, inclusion and belonging

### i) Gender equality and inclusion: from values to practice

SoBS prides itself on a strong sense of belonging across all our UG, PG and staff communities (Figure 12-13). Our 2023 culture survey (Appendix 1.1) indicate that male and female staff feel equally cared for (69% females agree/strongly agree, 66% male) and valued (69% female, 71% male), and equally comfortable about expressing opinions (76% female, 73% male).  This comfort in expressing views openly extends down to our UGs (88% female, 86% male; Appendix 1.6).
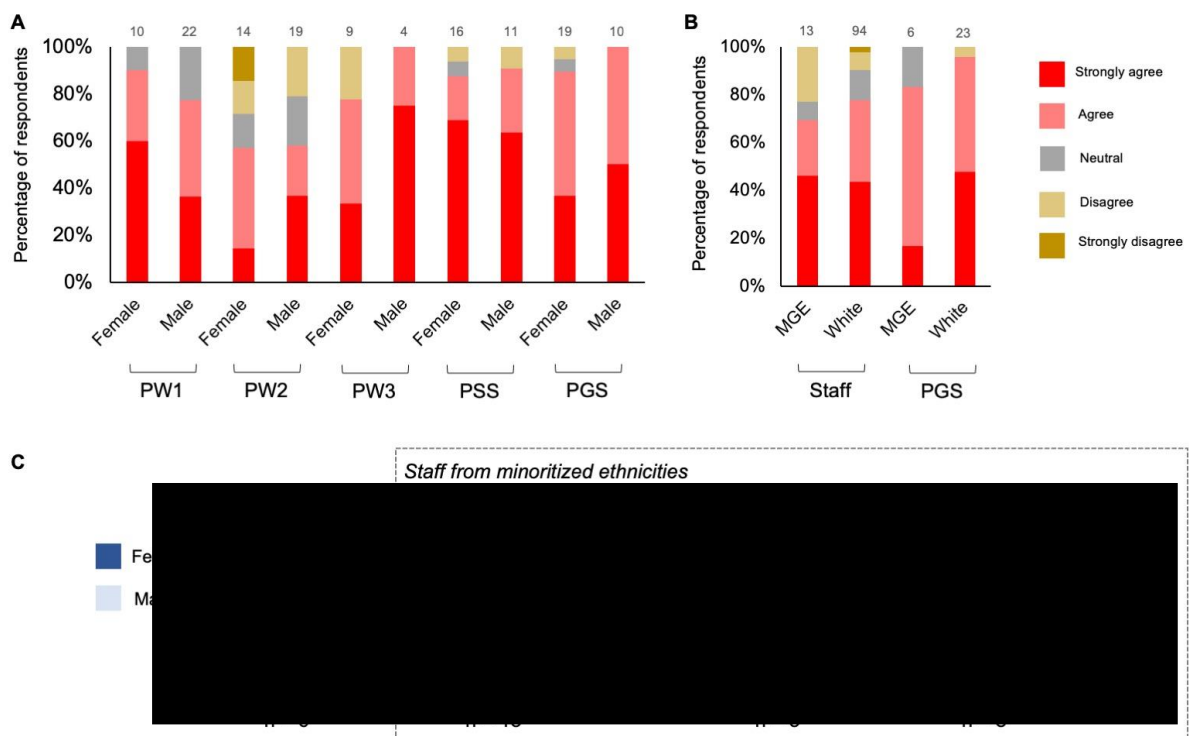


Figure 12: Culture survey responses to "I feel I belong…" in SoBS from all staff A) split by gender and role, B) split by ethnicity. Bar charts show response category percentages, numbers above show respondent numbers. C) MGE students and staff split by gender and (right) by staff role.  Appendix 1.2, 1.5.

A ── I feel I belong in SoBS

B ── Diversity is respected in SoBS

C ── SoBS takes EDI seriously

Female n = 19    Male n = 10

**Strongly agree**    **Agree**    **Neutral**    **Disagree**    **Strongly disagree**
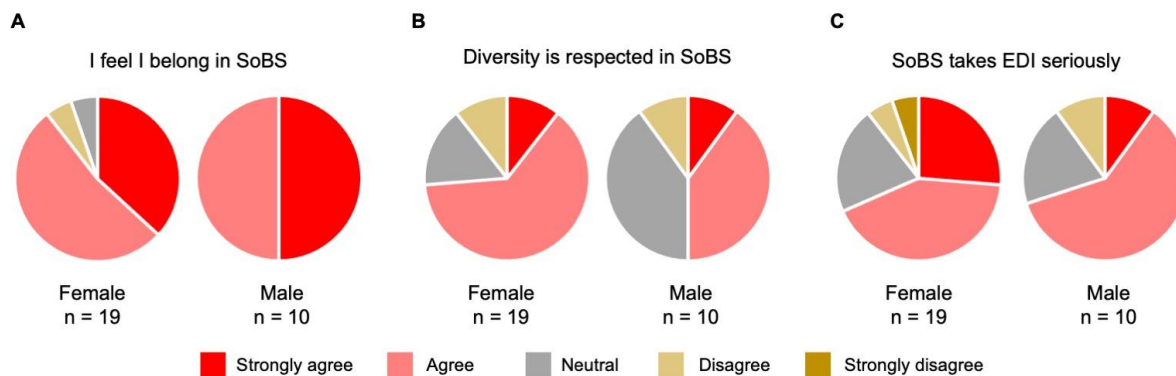
Figure 13: PG survey responses, split by gender. Appendix 1.5.

A large majority of permanent academic and PS staff also agree that **SoBS leadership actively supports gender equality and gender balance in leadership** positions (Figure 14; Appendix 1.2, 1.4).
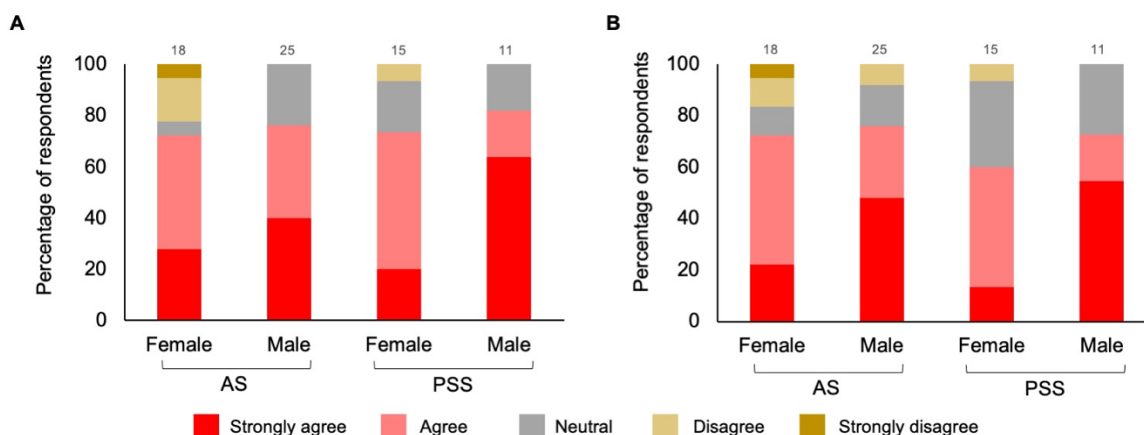


Figure 14: Culture survey responses to "SoBS leadership actively supports gender equality…" and B) "SoBS is committed to achieving gender balance in leadership positions…". Bar charts show response category percentages, numbers above show respondent numbers. Appendix 1.2, 1.4.

This reflects the gender balance in the SMT (5 males, 5 females), and female staff taking leadership positions in the PS and PW3 teams, as well as core administrative roles including the Director of Teaching and PG Co-Director. **Gender representation across all committees has improved consistently since 2014/15, with almost all committees currently being gender balanced** (Figure 15A), while administrative workloads are monitored to prevent gender biases (Figure 15B; Appendix 2.9).
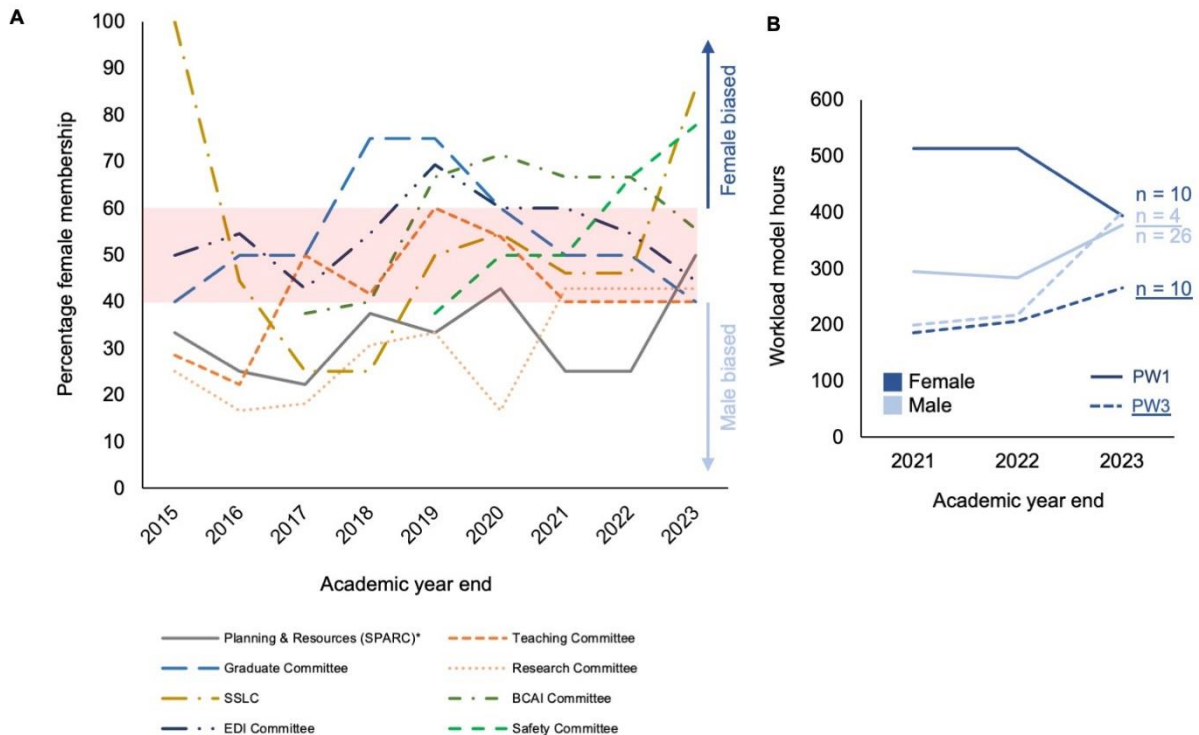
Figure 15: A) Long-term trends on gender balance of staff on SoBS committees and B) administrative workload, split by gender and stage.

SoBS programmes to integrate gender equality into everyday practice include EDI training in UG and PG courses, inclusive teaching research, staff-orientated initiatives to support networking (see Sections 2, 3), and flexible working and support for carers (see below). Recent culture surveys (Appendix 1) have highlighted areas where additional focus is needed. For example, although rates are generally very low, female PW2 staff have higher rates of experiencing bullying/harassment than other groups (14% in female PW2 vs 5-6% elsewhere), while female PW2 staff generally are also less sure where to report bullying/harassment (57% sure in female PW2, vs 68-80% elsewhere). In response, we i) hosted a **mandatory workshop on inappropriate behaviour**, run alongside an email campaign to raise awareness of UoB policies; ii) **increased signage directing staff/students to reporting tools**; and iii) **include discussions of reporting unacceptable behaviour in PG EDI training**. An additional concern among PW2 staff is a gendered response to mental health surveys, with male staff reporting less confidence in asking for mental health support (59% confident across male staff, 71% in females). These gendered responses have directly shaped elements of our action plan (APs 2.2, 2.3, 4.2).

While overall our community gender balance has improved, including among UGs (58% female), PGs (60% female), PW2 (44% female), PW3 (71% female) and PSS (61% female), our PW1 staff remain male-biased. **The percentage of female PW1 staff has doubled from 14-28% since 2011/12** (Figure 6), nevertheless, the drop in gender representation between PW2 and PW1 exemplifies the sector-wide trend for declining female representation among senior academics[9]. Analysis of 2018-2023 hiring data demonstrates that a causative issue is that PW1 jobs receive many more male applicants (Figure 7; Appendix 2.6). In 2022, however, we noted an increase in the gender bias in application-to-shortlist rates in 2021/2022, which coincided with a change in UoB policy to disallow gender

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[9] Bennett (2011) Brussels Economic Review 54 (2/3): 149-176.

separate shortlists, as previously used in SoBS. In response, we are reviewing our application material and hiring practice, with the primary goal of increasing the proportion of female applicants, ensuring equal application-to-shortlist rates, and achieving a 50:50 gender ratio of new hires (APs 1.1, 2.1, 2.3).

Analysis of future trends, based on modelling approximate staff retirement dates and assuming a 1:1 replacement of retiring staff, has illustrated that, without further expansion, our PW1 gender ratio is unlikely to significantly change in the short-term (Figure 16). **Acknowledging the persistence of our PW1 gender bias, we have begun collecting data on its impact on staff and students to design and implement mitigation measures.** For example, recent UG and PG surveys (Appendix 1.5, 1.6). have investigated the extent to which students identify role models "like them" among academic staff. The contrasting gender biases of PW3 (which largely teach in years 1+2) and PW1 (which largely teach in years 2+3) alter the gender profile of the academics they are exposed to as they progress (Figure 17A), and our data suggests that positive identification of role models among female UGs declines between years 2 and 3 (Figure 17B-C). Data from PGs (Figure 17D) also suggests a gender bias in the identification of female role models. Female PW2 staff are also less positive when asked about impacts of gender on their progression than both male PW2 and female PW1+3 staff (Figure 18; Appendix 1.2), suggesting a female specific impact of gender biases in academia that is diminished among female staff with permanent positions. **These data are now guiding new strategies to increase awareness of diverse role models**, by embedding examples of female researchers in our UG teaching, considering gender balance when assigning teaching teams, and by raising the profile of internal female staff and external female speakers invited to SoBS (see APs 1.2, 1.3, 2.4).
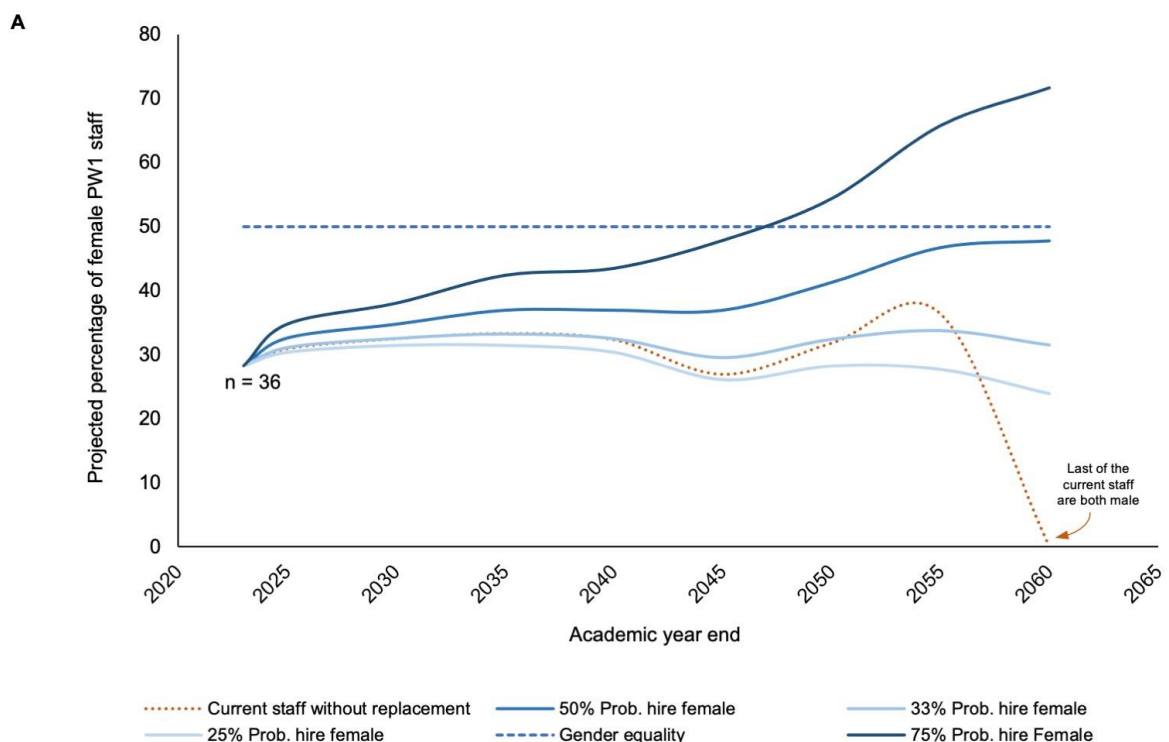


Figure 16: A) Projected PW1 gender rate based on retire-and-replacement, under varied probabilities of hiring female replacements.
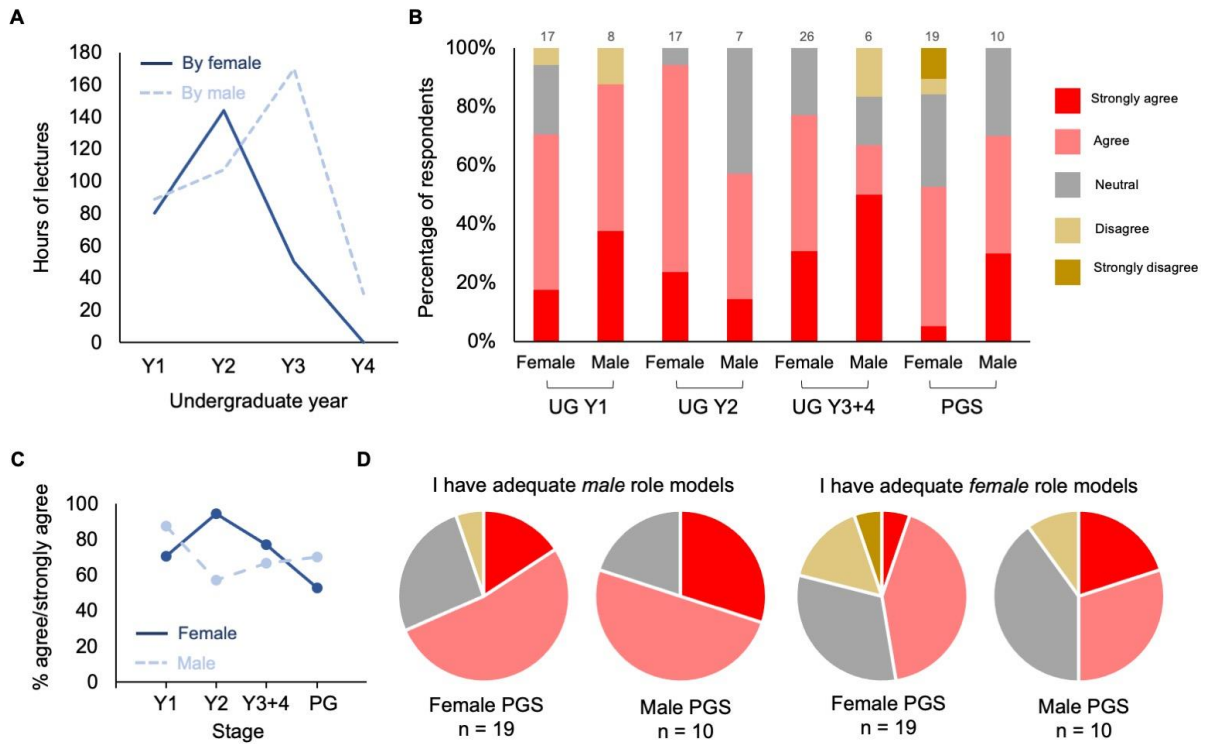
Figure 17: A) Lecturing hours delivered across our UG programmes, split by gender. B) Response rates from UG survey on "I have identified role models in the teaching staff". Bar charts show response category percentages, numbers above show respondent numbers. C) Summary of positive responses in B, split by gender. D) PG responses to gender specific prompts on role models. Appendix 1.5, 1.6.
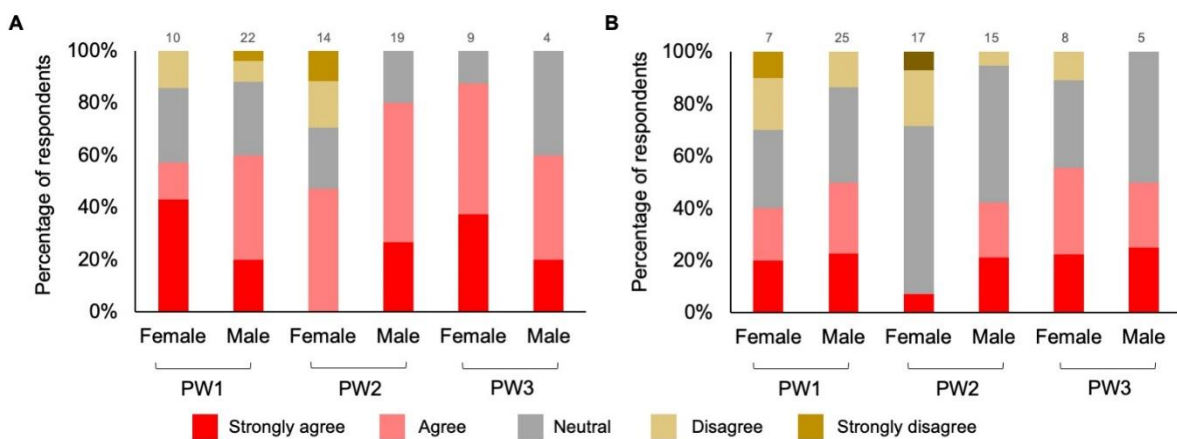


Figure 18: Culture survey responses to A) "My gender does not influence the way I am treated in the workplace" and B) "the rate people progress in my School is not affected by their gender". Bar charts show response category percentages, numbers above show respondent numbers. Appendix 1.2.

## *ii) Current intersectional inequalities*

### *Intersectionality with ethnicity*

While the sense of belonging among MGE staff and students is qualitatively consistent with white staff and students (Figure 12B,C), our current understanding of intersectional inequalities in SoBS is restricted by significant underrepresentation of students and staff from MGEs. However, we expect national and field specific trends for female minorities to face specific challenges in HE[10] to be relevant to our local context. While our PS staff are ethnically diverse (48% white females, 7% MGE females, 34% white males, 10% MGE males) only ██ permanent academic staff are minority ethnic (████████████████████). This compares to 12% nationally among biological sciences[11]. This imbalance is also reflected among our UG (17% of females and 15% of males are MGE), PG (29% females and 27% males are MGE) and, to a lesser extent PW2 (21% of females and 16% of males are MGE) communities. In each group we have particularly low numbers of Black and domestic MGE female members. Our current profile therefore fails to represent the community in which we work and live (Bristol is ~19% MGE[12]) and, although our proportion of MGE students is increasing, we are below University targets[13].

We are currently seeking to address our ethnicity biases by:

- Revising application materials and processes to attract more diverse applicants to PW1 positions, including forming a Hiring and Fellowship Committee to identify potential candidates (AP 2.1), and participating in a FLS pilot of a ECR Fellowship competition for scientists with Black heritage.
- Engagement with multiple PhD Scholarship programmes targeted to MGE students, including a FLS pilot Black heritage Scholarship, led by ████████████████ (SoBS member and Faculty PGR Dean) (AP 2.1).
- Establishing an open-ended Academic Lead for Inclusive and Accessible Education in the PW3 team, to lead pedogeological research and guidance to staff to decolonise and demasculinise our teaching material (see Sections 2,3).
- Establishing a long-term widening participation strategy which aims to increase the number of MGE students being admitted to SoBS UG courses (AP 2.5).

### *Intersectionality with disability*

Working in an often field or laboratory-based subject, disabled staff and students face pronounced accessibility barriers. As with our data on ethnicity, numbers of staff self-identifying as disabled are low (10%), but rates of disability are higher among female (14%) than male (7%) staff. In line with national trends, rates of self-reported disability in our student population have increased, and are also gender biased, with 30% of female and 21% of male students (UG+PG combined) identifying as disabled. A large proportion of this increase likely reflects mental health conditions. Mental health provision is a common issue raised across staff and student surveys, particularly among male respondents. A priority for our future practice is therefore to understand the impact of this gender bias in disability on attainment and progression, and to improve awareness of mental health support.

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[10] Enyang & Wright (2022). The Biochemist 44(6):18-24.
[11] www.hesa.ac.uk/data-and-analysis/students/whos-in-he
[12] www.ons.gov.uk/visualisations/censusareachanges/E06000023/
[13] www.bristol.ac.uk/applicants/media/policy-documents/2020/undergraduate/access-participation-plan-2020.pdf

Comparisons of belonging among disabled and non-disabled staff are qualitatively similar, but lower in the small sample of disabled male staff (86%/50% of disabled female/male staff, 82%/83% of non-disabled female/male staff). We have also recently had specific instances where disabled access has been inhibited by infrastructure failures, ██████████ ██████████████████████ The SoBS responded proactively to this incident, and raised an official complaint to UoB Estates to bring about urgent short-term change, and longer-term strategic planning. Prompted by this incident and a disability awareness event (Section 2), **we engaged with a local disability charity, WECIL, to fully audit our building from an inclusive accessibility perspective**. This audit returned a set of recommendations which we are now actively working through. More broadly, we have sought to raise awareness and acceptance of both visible and non-visible disabilities through annual events run by the EDIC to celebrate UN International Day of Persons with Disabilities, which have featured talks by physically disabled and neurodiverse academics, and researchers of disability-inclusive education practice. We have increased signage to SoBS/UoB support for disabled staff and students, established a dedicated academic disability coordinator role, and revised our fieldwork documentation with gender and disability inclusivity in mind.

### iii) Inclusivity of all gender identities

The Life Sciences Building was designed to be an inclusive workplace, and one which supports a socially integrated community. **Our building includes gender neutral toilets, a mother and baby room, and we provide free sanitary products in all female, gender neutral and disabled toilets**. We display our culture of inclusivity prominently with permanent banners supporting LGBTQ+ communities, and issuing rainbow flag lanyards for security cards as standard. **We support the LGBTQ+ communities through regular FLS coffee mornings, founded by SoBS, and through special workshops** (Figure 19). Each year we co-host a workshop and celebration on LGBTQ+ in STEM Day alongside FLS partners. In 2022 this included a keynote speaker from the Trans community who spoke about their research on Trans-athletes, while our 2023 keynote was a historian of queer scientists. In 2023 our EDIO also co-ran an event called 'Lives in Science', funded by UoB Enhancing Research Culture, to promote inclusive research. This cross-faculty event included diverse speakers with intersectionality (3 women, 2 men, 1 non-binary; 5/6 speakers were minority ethnic, including all 3 women) and successfully raised awareness and provoked discussions across the FLS.

*"It [Lives in Science] is an incredible stepping-stone; creating a platform for more and continued important conversations and actions to be taken"*
*~ Lives in Science participant*

*"I just feel so seen and inspired going forward in my scientific career. I have lately been having a crisis of passion for STEM but this has really reignited my love"*
*~ LGBTQ+ in STEM participant*

Figure 19: A) Speakers at our Lives in Science and B) LGBTQ+ in STEM workshops.

Alongside our annual events, **we have produced "mail out" information campaigns for International Transgender Day of Visibility and Pride month**, raising awareness of the challenges faced by these communities, as well as linking to available support and celebrations of LGBTQ+ staff and events.

Student and staff surveys reflect this inclusive culture, with **the vast majority of students in particular agreeing the SoBS is welcoming to all genders and sexual orientations** (Figure 20A). Although a smaller subset of data, levels of belonging and value among self-identified staff and students from the LGBTQ+ communities are strongly aligned with other members of staff (Figure 20B), as are rates of bullying/harassment.
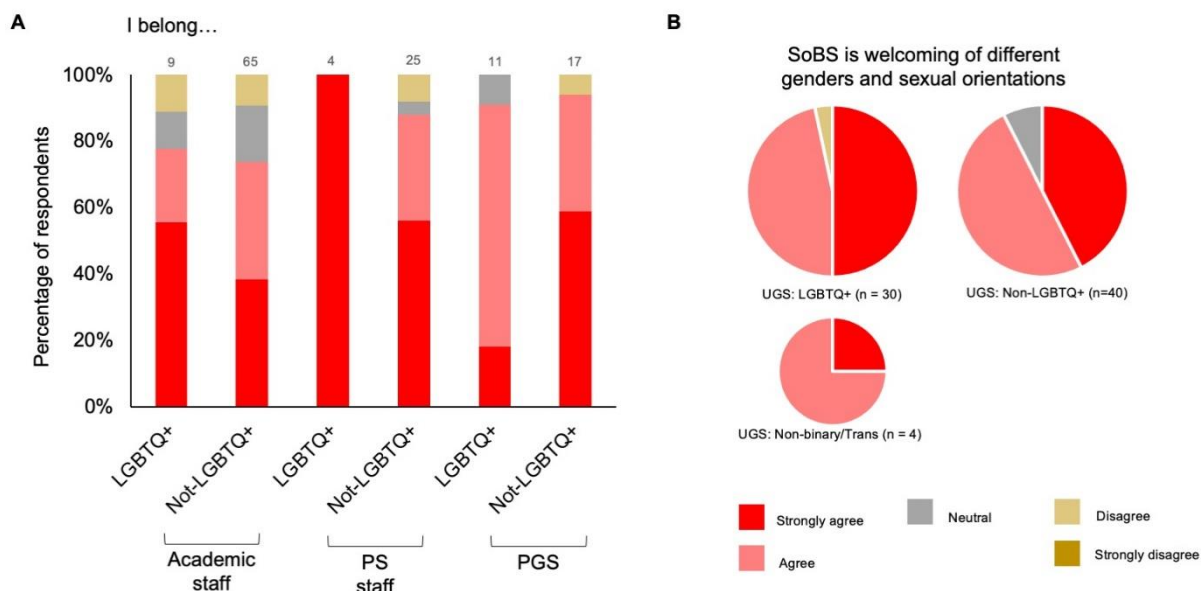


Figure 20: Culture survey responses to A) "I feel like I belong…" split by LGBTQ+ community and role. Bar charts show response category percentages, numbers above show respondent numbers. B) Responses from our UG EDI survey for LGBTQ+ and others, and non-binary/trans students specifically.

*iv) Support and inclusive practice for people with caring responsibilities, and achieving work-life balance*

We view supporting staff and students with caring responsibilities as central to our EDI practice, and our ambition to address our remaining gender biases. Our 2015 Bronze award implemented initial policies to support carers and flexible working, which were assessed to have been successful as part of our 2018 Silver award. These measures of success have been maintained and longitudinal comparisons across staff surveys indicate stability around these improved figures (Figure 11). Currently, approximately equal numbers of male (39%) and female (38%) staff report having caring responsibilities, with low proportions of PGs having caring responsibilities (5% female, 20% male). **Carers express high levels of belonging** (78% agree/strongly agree, compared to 71% non-carers) **and feeling cared for** (63% compared to 61%), **and have equally or more positive responses to culture survey questions regarding workload equality and work/life balance than staff without caring responsibilities**. While male carers report higher belief that caring responsibilities impact work-related opportunities (70% male vs 59% female), the belief that caring responsibilities affect how an individual is perceived or treated in SoBS is higher among women (41% female vs 15% male). Awareness that SoBS enables flexible working is high in both carers (88%) and non-carers (80%), but carers are more likely to be working flexibly (97% vs 86%).

Staff with caring responsibilities were under particular pressure during the Covid-19 pandemic, where the impact of the additional workload was confounded with restrictions on childcare. **During the pandemic, SoBS staff played a significant role in securing five additional paid days of emergency leave for carers**, and **to mitigate workload the SoBS hired additional PW3 staff, and expanded paid PG demonstrator roles to support PW1+3 staff transitioning to online/hybrid teaching**. Nevertheless, in the 2022 survey, carers were less likely to agree that the School has been able to mitigate the gendered impact of the pandemic on staff (26% of carers compared to 54% of non-carers), and with lower rates among female carers than male (15% female, 50% male). **Recently revised promotion application forms now include a section on equality issues, specifically mentioning the impact of Covid-19[14]**, which allow staff to contextualise their academic output. Written guidance is provided to promotion committees on how to use these statements.

To further improve our support for carers, we have sought to centralise information and improve awareness of staff entitlements through the establishment of an annual 'Major Life Events' information workshop and a SoBS internal SharePoint site. **This hosts a new 'Home and Family Handbook' detailing policies on parental leave, flexible working, other sources of support, and 'to-do' lists tailored to each staff group to help reduce burden on expecting parents.** Our 'buddy system', tapered return to teaching and administrative duties (see Section 2), and the UoB Returning Carers' Scheme, are designed to provide practical and financial support to minimise the impact of carers' leave on research programmes. As they were recently implemented, we are monitoring feedback on the buddy and returning carers scheme, to make adjustments where needed (AP 4.5).

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[14] www.bristol.ac.uk/media-library/sites/hr/documents/academic-progression/framework-sl-srf.pdf

## 2. Key priorities for future action

### i) Addressing and mitigating gender biases in Academic staff

Balancing our PW1 gender ratio is our long-term objective. In our new AP we are targeting i) a 50:50 gender split of applicants to PW1 jobs with increased MGE applicants, and ii) equal proportions of male and female applicants shortlisted for PW1 jobs. We will further improve our hiring practice by revising all application material, creating new information packs to highlight our working culture, establishing a new Hiring and Fellowship Committee tasked with increasing female application numbers, and introducing independent oversight of EDI practice in hiring committees. We will use staff surveys, focus groups and quantitative data to assess how female and minority UG, PGs and staff experience our teaching and research culture, and how this impacts their future aspirations and sense of belonging. We will further develop guidance on best practice for inclusive representation in teaching material, and celebrate role models across academic levels, both locally and internationally. We will measure success as reduced proportions of students noting gender biases in their teaching material, increasing the sense of belonging among female and minority staff, and reducing the perception that gender impacts rates of career progression among female PW2 staff.

### ii) Establishing a pipeline to support a diverse academic community

Our long-term strategy to address underrepresentation of female and MGE staff targets retention at each level of the academic pipeline. We will i) provide application, mentoring and training for postdoctoral researchers seeking research independence; ii) enhance awareness of progression opportunities among PW2 staff through careers workshops, and increasing accessibility of key development opportunities such as teaching; iii) improve PG and PW2 mentoring and networking, through increasing uptake of existing mentoring schemes, and improving induction and feedback mechanisms; iv) improve the sense of belonging and aspiration among UG students by extending inclusive teaching practice; v) increase the diversity of our UG community by extending our WP programme, targeting local state schools serving diverse communities, guided by the creation of a dedicated WP Committee. Success will be measured as an increase in key culture survey data, decreased gender bias in responses, and an upward trend in numbers of MGE UGs and PGs, particularly female students.

### iii) Investing in the development and progression of Professional Services staff

While the working environment and sense of belonging among PS staff has improved, PS staff face restricted networking and progression opportunities. In particular, there are no professional networks and mentoring of PS staff below Grade I. Working with Faculty PS managers, we will establish development opportunities for PS staff, including a work shadowing scheme to enable staff to gain experience and insight into other roles. We will introduce a dedicated, protected week of CPD, so staff are more able to engage in training or workshops. We will raise awareness of UoB staff development and mentoring resources for technical staff, while collating internal data and feedback on their suitability for our staff for programme leads. Success will be indicated by positive feedback in newly established schemes, ensuring all PS staff who want a mentor have one, an increase in percentage of PS staff who feel valued and supported by the School, and maintained positive rates of successful re-grade evaluation.

### iv) Sustaining and enriching a supportive community

Staff and student surveys agree that SoBS offers a supportive working environment. However, we face challenges in balancing administrative workload among academic staff and ensuring balanced committee structures. We also identified areas for improvement, for example i) we aim to ensure all staff, men and women, are confident in our handling of inappropriate behaviour; ii) we can do more to increase the sense of belonging among international students and minoritised ethnicities; and iii) we want to improve support for carers and disabled staff to ensure they feel considered and able to work productively. These areas show gendered impact, and we aim to address them through structural, cultural and educational actions. Success will be measured in positive responses to staff and student surveys, sustained equality in administrative workloads and implementation of new SoBS practices.

### v) Critically assessing our practice

By creating a full-time EDIO position with responsibility for data management we have already greatly improved our data handling processes and enabled more continuous data monitoring. To ensure effective data management going forward we will make our EDIO position an open-ended full-time contract, rework and improve existing feedback mechanisms (e.g. culture survey, exit survey, seminar data collection) and develop new links to the student population through formalising EDI representation on SSLC, social events (e.g. Café Bio) and by improving and repeating EDI focused student surveys, complementing NSS data, to better highlight our strengths and weaknesses. We will ensure greater continuity and oversight between SMT, UoB EDI networks, and the EDIC through annual reporting of the Action Plan register, and by seeking external expertise to help review our practice to inform future development.

### vi) Acting as a beacon and supporting others

Our final objective will expand our beacon activity and support for others. The gender and inclusivity challenges we are confronting in SoBS are prevalent across the sciences, and we therefore expect mutual benefit from increased dialogue with our UoB, regional and national partners. We aim to act as a critical friend for other departments who are earlier in their Athena Swan journey, and enable mutual support between UoB SAT and EDI leads through regular informal meetings and annual conferences. We will formalise feedback to central UoB SAT teams about what works at a local level, collate information on best-of-practice in a dedicated webpage, and collaborate with local Schools and charities to extend our reach and impact beyond the University sector. Success will be monitored by engagement with relevant partners and feedback from collaborating Schools and institutions.

## Section 5:

## Future action plan

| AP | Objective | Rationale | Specific Actions | Responsibility | Timescale | Success Criteria |
|---|---|---|---|---|---|---|
| **1** | **Addressing and Mitigating gender biases in Academic staff.** | | | | | |
| 1.1 | Improve our advertising and hiring processes. | Only 28% of our Pathway 1 Staff are female and we attract more male applicants for academic jobs year on year (39% female applicants to all academic posts in 22/23). | I. Use gender decoders and update wording of essential criteria and Job Description. <br> II. Update EDI section of adverts and create and EDI and carers-centric brochure which focuses on School culture and support for parents and carers. This may also include 'inclusive interview guidance' around accessing the building and reasonable adjustments, similar to the documentation used in the Bristol Medical School. Collect feedback on this brochure and continue to improve it. <br> III. More targeted advertising to Women in STEM Networks (linked to point 1.2). <br> IV. Include a nominated 'EDI representative' (staff member who has taken mandatory equity training and is given advance guidance) on every selection panel to give oversight of how EDI policies are applied and provide formal assessment of EDI statements as essential criteria. | I. HOS, Research Director <br> II. EDIO, School Marketing team <br> III. HoS, Research Director <br> IV. EDIC | I. December 2024 <br> II. December 2025 <br> III. December 2025 <br> IV. December 2025 <br> V. December 2024 | • A 50:50 gender split of applicants to PW1 jobs. <br> • Equal proportions of male and female applicants being shortlisted for PW1 jobs. <br> • EDI/inclusive interview brochure is attached to adverts and sent to all interview candidates. <br> • 100% of PW1 jobs are passed through EDI networks. |

| 1.2 | Monitor impacts of gender and ethnicity biases in our academic staff. | Solving our gender and ethnicity biases will not be a quick fix and in the meantime, steps are needed to mitigate its impact.<br><br>For example, students are taught less by female staff over the course of their degree (47% of teaching in year 1, 57% of teaching in year 2 but then drops to 23% in year 3), and preliminary data suggests female students show a decline in perceiving female role models as the course progresses. We currently have no MGE female teaching staff in PW1 and PW3, compared to 8% of male teaching staff, which means that there is an intersectional link in the bias between ethnicity and gender.<br><br>This has an impact on our student population as only 25% of our female student population strongly agree that they have diverse role models compared to 33% of male students (for both white and MGE), and only 13% of MGE female students strongly agreed with the statement. | I. Work with the SoBS (School of Biological Sciences) Women in STEM network to find and showcase inclusive and diverse female role models among our Academic staff and postgraduate demonstrators.<br>II. Utilise student surveys and focus groups to gain feedback on perceptions of staff gender roles, identify areas for gender representation gaps, and to feed forward to shape School activities.<br>III. Develop guidance and resources to ensure staff include relevant female and MGE role models in teaching materials and lectures and expand our pedagogical research and guidance on inclusive teaching.<br>IV. Promote informal mentoring networks to increase social interactions between female staff and students.<br>V. Ensure appropriate promotion of female and MGE staff through annual promotion workshops for Pathway 1 and Pathway 3 staff to increase awareness of the process and expectations, especially with regards to applications from part time staff.<br>VI. Share actions taken to manage our gender bias and the lessons learned with other Schools facing similar issues. | I. EDIC<br>II. EDI Officer<br>III. PG Director, head of teaching<br>IV. HoS/SMT<br>V. HoS/SMT<br>VI. EDI Officer | I. January 2025<br>II. Annual<br>III. End of 2025<br>IV. Ongoing, begin in 2024<br>V. Annual<br>VI. 2026 | • Improve gender balance of teaching across years, aiming for teaching in each year to be proportionate to the gender ratio of teaching staff.<br>• 10% decrease in percentage of female and non-binary students who notice gender bias in teaching.<br>• 10% increase in the percentage of female students who believe they have diverse (gender/ethnicity) role models in the school and a 5% increase among MGE female students. |
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| | | In a student survey, when asked in a free text box if they noted gender biases in their units, 32% of female and non-binary students who responded noticed the gender bias in staff compared to 14% of male students. | See also AP1.3, Action IV: Continue to encourage staff to use the Inclusive and Accessible Teaching Guide to improve representation in their teaching. | | | |
| 1.3 | Celebrate role models across academic levels. | While the proportion of staff reporting a good sense of belonging (69% of female staff and 76% of male staff), and belief that successes are celebrated in the School (64% of female staff and 69% of male staff), some staff feel more could be done to celebrate and include staff across all levels and identities, especially with the diversity deficit among our staff. | I. Continue and further develop our EDI calendar of events and inclusive teaching.<br>II. EDIC will run four main annual events focused on key EDI days.<br>III. Establish annual, internal School awards celebrating staff and students who contribute positively to the diversity and coherence of our community.<br>IV. Continue to encourage staff to use the Inclusive and Accessible Teaching Guide to improve representation in their teaching. | EDIC/EDI Officer (all) | I. Ongoing, already begun in 2023<br>II. Ongoing, begun in 2022<br>III. End of 2024<br>IV. Ongoing begun in 2023 | • 75% of female staff feel a sense of belonging in the School.<br>• >70% of both male and female staff feel like successes are adequately celebrated in the School. |

| 2 | Establishing a pipeline to support a diverse academic community | | | | | |
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| 2.1 | Increase support for Fellowship applications and holders, and promote awareness of progression opportunities for PW1 staff and group leaders. | 30% of our PI (research group leaders) are female and our PW1 staff gender ratio (28% female) is much lower than the PW2 gender ratio (44% female). In our 2022 staff survey, only 6% of PIs identified as MGE and none were female. In the same survey, 12% of female pathway 2 staff identified as MGE and 20% of male pathway 2 staff did. This shows that sector wide biases are having a disproportionate effect on the proportion of MGE women in PI positions in our School.<br><br>We therefore want to maintain our PW2 gender ratio and increase support for applications to Senior Fellowships with PI status that can lead to permanent PW1 positions, and increase success rates, to attract and foster more diverse academic staff.<br><br>Furthermore, our current PW1 female staff are less aware of promotion | I. Creation of a Hiring and Fellowship Committee to support female and MGE fellowship applications, and mentor successful applicants.<br>II. Support for the Faculty Black Heritage Fellowship programme that will provide a route to permanent positions for researchers from marginalised backgrounds.<br>III. Develop more structured training and mentorship programmes, and peer mentoring support networks, for staff on Fellowships.<br>IV. Running of annual workshops for promotions (see AP 1.2).<br>V. Working with women in STEM network and University wide female mentoring schemes to support current female group leaders.<br>VI. Support eligible staff through programmes like 100 Black Women Professors NOW. | I. HoS<br>II. Research director, EDIC<br>III. Research director, EDIC<br>IV. Research director, EDIO, HoS<br>V. EDIO<br>VI. Research director, EDIC | I. 2026<br>II. 2026<br>III. December 2025<br>IV. Ongoing, started in 2023<br>V. Ongoing, start doing in 2024<br>VI. Ongoing, as and when there are eligible staff/students | • An upward trend in the percentage of female group leaders, targeting >35% female.<br>• >1% increase of MGE group leaders by the next award period and aim to support at least 1 MGE female staff member to PI status.<br>• >75% of female PW1 staff are familiar with promotion procedures. |

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| | | procedures (57% of female staff and 84% of male staff in PW1) and feel less valued (57% female staff and in 80% of male staff in PW1) so we need to ensure that PW1 female staff and group leaders feel supported in their positions. | | | | |
| 2.2 | Increase awareness of PW2 progression opportunities and success rates for progression applications. | Pathway 2 staff on fixed term contracts more often feel unhappy with progression opportunities (29% of female staff and 33% of male staff in PW2 aware of promotion procedures (see AP 2.1 for PW1 data) and do not feel valued (53% of both female and male staff in PW2. See AP 2.1 for PW1 data.) as much as tenured academic staff. | I. Increase awareness of our Concordat obligations and opportunities for training and career development.<br>II. Develop career workshops and grant funding for Senior Research Associates to develop wider academic skills.<br>III. Develop a formal framework for creating and advertising teaching opportunities for postdoctoral staff.<br>IV. Continue to run annual promotions workshops supported by HR for PW2 staff (linked to AP 2.1).<br>V. Support PW2 staff into academic citizenship positions (See AP 4.1). | I. Concordat champion<br>II. EDIC, Research director<br>III. Postdoc reps<br>IV. EDIC<br>V. HoS | I. December 2025<br>II. December 2025<br>III. 2026<br>IV. Ongoing, began in 2023<br>V. Ongoing, as and when positions arise | • 8% increase in female PW2 staff who are aware of progression opportunities.<br>• 11% increase in PW2 staff who feel valued in the School. |
| 2.3 | Improve postgraduate and postdoctoral training, mentoring and networking. | Postgraduate and postdoctoral researchers often feel less included in the School's community;57% of female and 58% of male staff in PW2 feel like they belong in the School compared to 75% of the general | I. Improve the induction process based on feedback from PDRAs.<br>II. Increase opportunities to develop informal and peer mentoring networks among ECRs by supporting more social events. | I. SEA<br>II. PG director, EDIC/EDIO<br>III. PG director<br>IV. SEA, Postgrad and postdoc reps, Research director | I. September 2024<br>II. 2024<br>III. September 2024<br>IV. Ongoing, begin in 2024 | • >60% of both female and Male PW2 staff feel like they belong in the School.<br>• >95% of postgraduate students feel included in the |

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| | | population and in a PG survey, 89% of female PG students said they felt that they belonged compared to 100% of male PG students.<br><br>Fewer female postdocs have a mentor (47%) compared to male postdocs (67%). While postdocs have access to mentoring through Bristol Clear, uptake is very low (2 mentees in 2023). Our percentage of black females in the academic pipeline sees the biggest drop between PGR and postdocs (1% of UG, 2% of PGR and 0% of PDRA) (also see AP. 2.1). | III. PG Director to pass on relevant information from Head of School bulletin to postgraduate students through their own bulletin/newsletter.<br>IV. Raise awareness of Bristol Clear and other in-house mentoring schemes during induction.<br>V. Increase uptake of Bristol Clear and In-house mentoring schemes, including 1:1 mentoring and informal mentoring networks such as our Women in STEM network.<br>VI. Create an ECR newsletter led by Postdoc and PGR reps to highlight resources and opportunities.<br>VII. Support eligible PhD student to participate in programmes such as 100 Black Women Professors NOW (see AP 2.1). | V. PG and postdoc reps, Research director<br>VI. Postgrad and postdoc reps, Research director<br>VII. PG director | V. By end of period<br>VI. 2026<br>VII. Ongoing, as and when there are eligible students/staff | School community, including 90% of female postgraduates.<br>• >60% of female postdocs have a mentor.<br>• New induction process is rolled out across the School, and 100% of postdocs are given an induction. Measure impact of this through annual staff surveys and by introducing feedback interviews after one year of service (see AP 5.1).<br>• 5% increase in uptake of Bristol Clear mentoring scheme among SoBS staff. |
| 2.4 | Improve the sense of belonging and aspiration among undergraduate students (linked to AP 1.2). | Our undergraduate EDI survey revealed that female and MGE do not feel their identity is represented among teaching staff; 22% of female students feel their identity is not represented among staff compared to 19% of male students, while 80% of male MGE students, and 53% of MGE female students | I. Increase representation of diverse role models, case studies and figures in teaching (e.g. guest speakers, teaching material) as part of our inclusive teaching/assessment practice.<br>II. Continue to update the student celebration board to showcase successes of diverse alumni to current students.<br>III. Increase the number of female and ethnically diverse external seminar speakers and | I. EDIO, Head of teaching<br>II. EDIO<br>III. Head of teaching<br>IV. Head of teaching, Senior tutor, Student admin team<br>V. EDIO<br>VI. SSLC, Senior tutor | I. September 2025<br>II. Ongoing started during previous award period.<br>III. September 2025<br>IV. September 2026 | • Reduce female UG ethnic attainment gap to 5% by the end of the period and male UG ethnic attainment gap to 30% over the period.<br>• 10% increase in female students and 5% increase in MGE female students who feel they have positive role models |

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| | | feel the same, compared to 14% of white students.<br><br>Undergraduate student surveys show that underrepresented groups are less likely to consider pursuing a career in academia (33% of white female students, 43% of white male students, 40% of MGE female students and 80% of MGE male students are considering academia as a career).<br><br>In 2021/22, there was an 8% attainment gap between white and MGE female students and a 41% attainment gap between white and MGE male students. | III. encourage student attendance at these seminars.<br>IV. Update all fieldwork guidance to ensure all students feel comfortable and are supported in field biology; and recruit more female and ethnically diverse demonstrators.<br>V. Monitor attainment gaps based on gender, ethnicity, and socio-economic background (inferred through contextual offers).<br>VI. Increase attendance of joint staff-student social events through Café-Bio drop-in sessions themed by research topic/area.<br>VII. Increase awareness and availability of paid UG summer internships to help students from diverse backgrounds gain experience to support PG applications.<br>VIII. Run at least one staff-student social event per year to celebrate achievements in the School.<br>IX. Work with student societies on socials and events. | VII. Student admin team<br>VIII. EDIO, SSLC<br>IX. EDIO, SSLC | V. Ongoing, as and when data is released<br>VI. September 2024<br>VII. Ongoing, as and when opportunities are available<br>VIII. Ongoing, begin in 2024<br>IX. Ongoing, begin in 2025 | within the School, including female, ethnically diverse, and working-class role models.<br>• 70% of MGE students and 60% of MGE female students feel that their identity is represented among the staff. |
| 2.5 | Increase the diversity of UG students coming to the School by extending our Widening Participation (WP) program. | Admissions data shows a low number of MGE (only one black student admitted in 2023/24) and local students (no students from the Venturer's Trust, which is sponsored by the University, over the | I. Create a dedicated Widening Participation and Outreach committee with an enlarged, dedicated budget.<br>II. Expand the range of opportunities and resources offered to target schools, including work experience for students, teacher training, in | I. EDIC/New WP committee<br>II. EDIC/New WP committee, Admissions Officer<br>III. EDIC/New WP committee, EDIO | I. September 2024<br>II. Ongoing<br>III. As and when events arise<br>IV. September 2026 | • Continue to meet the University POLAR4 quintile targets – aim for 4:1 ratio by 2028.<br>• Increase the number of black UG students to 2%, including 1% |

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previous award period) joining our courses. Over the period, the percentage of student intake from WP programmes has stayed between about 3% and 4.4% for both male and female students.

We could do more to improve the aspirations of students less likely to pursue higher education. The School already runs WP events with local Schools and wishes to expand on this.

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house open lab events, and visits to Schools.
III. Expand on the success of previous Widening Participation events (Primary School days, Work Experience etc.) and follow up with children and teachers to get word-of mouth feedback which can be shared in School communications (to both students and staff) and to central University teams.
IV. Establish a WP student team to provide opportunities for UGs/PGRs to engage with science outreach.
V. Track data on Schools who interact frequently to help build relationships, and establish what resources are valuable to these schools.
VI. Establish an Alumni Liaison Officer to link the Schools WP activities to University fundraising efforts to increase support for UG bursaries and WP grants.

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IV. EDIC/New WP committee, EDIO
V. EDIC/New WP committee, Admissions Officer, EDIO
VI. EDIC/New WP committee, Admissions Officer

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V. Ongoing, begin in 2024
VI. End of 2026

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black female students.
- Increase the percentage of student intake from a WP programme to 4.5% over the award period.
- Increased number of students from University target schools, including at least one student annually from Venturer's Trust schools to study at SoBS during the award period.

| 3 | Investing in the development and progression of Professional Services staff | | | | | |
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| 3.1 | Networking and shadowing opportunities for Professional Services (PS) staff. | There are currently limited networks for PS staff, especially for Student Administration staff where there are no networks for staff below I grade to meet peers doing similar jobs across faculty. With 69% of our professional services staff being female, the impact of this is gendered. | I. Support line managers with establishing networks for PS staff across both the Faculty and wider University.<br>II. Facilitate monthly meetings for student administration staff doing similar roles across both the Faculty and University by offering to host such meetings, ordering catering to encourage attendance and putting invites into calendars well in advance of planned meetings.<br>III. Following the example of the work shadowing scheme set up in the School of Sociology, Politics and International Studies (SPAIS) and the career development framework, highlight opportunities for work shadowing to PS staff and collaborate with SPAIS to establish a job shadowing scheme within the Faculty of Life Sciences.<br>IV. More provision and awareness of conferences/events for professional services staff and encouraging involvement of professional services staff in key EDI events and talks such as Women in STEM, Black History Month, International Day of People with Disabilities etc.<br>V. Signpost to the University 'Spotlight' series which showcases interviews of staff | I. EDIO<br>II. EDIO, PS managers<br>III. PS managers, SMT<br>IV. EDIO, PS managers<br>V. EDIO, SMT | I. Ongoing, begin in 2024<br>II. September 2025<br>III. 2027<br>IV. Ongoing, begin in 2024<br>V. 2026 | • 5% of PS staff have undertaken job shadowing.<br>• At least 5 members of professional services staff attend a conference every year.<br>• At least one PS speaker at one of the key EDI themed events per year. |

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| | | | and their jobs around the University. Alongside this, introduce School/Faculty level showcases through interviews in newsletters as well as seminars for staff around the university to talk about their jobs and raise awareness of jobs around the University. | | | |
| 3.2 | More mentoring and training opportunities for PS staff, especially below Grade I. | Technical staff Grade I and above have mentors, but there is less provision in place for those on lower gradess. Furthermore, feedback from focus groups emphasised that professional services staff felt they have limited time to take up training opportunities due to workload pressures. | I. Promote upcoming PS mentoring and job shadowing schemes to staff and ensure all PS staff can have a mentor if they would like one. However, if the central University scheme does not meet a staff members requirements, ensure there are other systems and schemes in place to find an appropriate mentor.<br>II. Get feedback from School staff on centrally ran mentoring and shadowing scheme and share this with central staff development to suggest improvements.<br>III. Get feedback from staff about the technical training matrix and measure its impact.<br>IV. Following the success of other institutions such as UCL, pilot 'protected CPD week' for PS staff, which are scheduled by School managers to give PS staff a dedicated week each year for development. Work with the central University Staff development to set up this pilot | I. EDIO, PS managers<br>II. EDIO<br>III. PS managers<br>IV. EDIO, PS managers, SMT | I. Ongoing, begin in 2025<br>II. Ongoing, feedback in 2026<br>III. Ongoing, begin in 2025<br>IV. End of 2024 | • 100% of PS who want a mentor have one.<br>• Impact of Technical framework is measured.<br>• Pilot of protected CPD time for PS staff is run. If successful, 60% of PS staff feel like they have more ability to complete development and courses.<br>• If CPD time pilot is successful, give feedback to the Faculty/University to consider wider provision. |

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| | | | and feedback the results to support it being rolled out at a University level. | | | |
| 3.3 | Greater support for PS staff development. | While the School has re-graded a number of professional service staff since the last Athena Swan application (26% applied, 63% of whom were female, all but one successful), through focus groups, some staff, especially on the Technical team, feel their progression and training opportunities are limited (only 33% of female and 29% of male technical staff felt their grade reflects their role, and 33% of female technical staff and 57% of male technical staff feel they are given sufficient opportunities for personal and professional development). | I. Utilise and give feedback about the University Staff Development Framework when progressing our own staff.<br>II. Continue to promote re-grading for professional services staff.<br>III. SoBS to pass on feedback from PS staff to lobby central University on the progression process and opportunities for PS staff, especially Technical staff where movement into other departments is difficult.<br>IV. Pilot Tech team 'foreign exchange' visits, where Tech staff assigned shadowing/job swap days in another School.<br>V. Keep a list of 'lab techniques' that research lab staff would be happy to train technical staff in if they wish to expand their skills for CPD.<br>VI. Support Tech staff in professional Career Development schemes, e.g. through the Royal Society of Biology, when desired. | I. EDIO<br>II. PS managers<br>III. EDIO<br>IV. PS managers<br>V. PS managers<br>VI. PS managers | I. Ongoing, begin in 2025<br>II. Ongoing, as and when opportunities arise<br>III. 2026<br>IV. January 2025<br>V. Ongoing, as and when opportunities arise | • >13% of PS staff have applied for job re-grade evaluation in the next award period.<br>• >7% increase in both female and male technical staff that feel that they are given sufficient opportunities for personal and professional development. |

| 4 | Sustaining and enriching a supportive community | | | | | |
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| 4.1 | Encourage a greater diversity of staff to be involved in committees and admin roles for their development and involvement in the School, and provide more opportunities to meet promotion criteria. | Admin workload for academic staff has been increasing (13% of total workload in 2019/20 to 21% in 2022/23) and gender balancing our committees has been a challenge due to needing to maintain balanced administrative workloads between genders (currently administrative workload is 22% of total workload for female staff compared to 20% for male staff). | I. Advertise all academic citizenship and leadership roles to collect expressions of interest, prior to any appointment.<br>II. At staff focus groups have talks from current and previous holders of Academic Citizenship and Leadership roles to discuss the role and how it has helped with their career development.<br>III. Collate and publish a list of Academic Citizenship and Leadership roles for staff including role descriptions and other information.<br>IV. Adopt wider use of co-chairs and deputies to support succession planning, encourage part-time staff to take on senior roles, lower workload, and increase opportunities to meet promotion criteria.<br>V. Collect gender/ethnicity data on proportion of expressions of interest that lead to appointment. | I. HoS<br>II. HoS<br>III. EDIC<br>IV. HoS<br>V. EDIC | I. As and when opportunities arise, start doing in 2025<br>II. September 2025<br>III. September 2025<br>IV. As and when opportunities arise<br>V. Ongoing, as and when opportunities arise | • 50% of committees have a co-chairs and deputies.<br>• 5% decrease in administration as percentage of total workload over the period.<br>• Equal administrative workloads among male and female staff.<br>• 5% increase number of female expressions of interest over award period.<br>• Key strategic committees are gender balanced, with care not to skew any gender admin workload figures. |
| 4.2 | Increase the sense of community belonging and respect among staff and students. | Currently, most staff feel like they belong in the School, however, female staff are slightly less likely to feel a strong sense of belonging (see AP 1.3). Feedback from staff focus groups reveals that they value social activities, | I. Encourage a culture of shared social breaks and informal networking. e.g. 11 o'clock coffee, annual staff sports day.<br>II. Create a calendar of staff and PGR events providing opportunities for the working community to mix. | I. EDIC, EDIO<br>II. EDIC<br>III. EDIO<br>IV. EDIO<br>V. EDIO, PG Director<br>VI. HoS<br>VII. EDIC, EDIO | I. 2024<br>II. 2024<br>III. 2024<br>IV. Ongoing, run again in 2025<br>V. AC year 2025 | • Increase in sense of belonging in the School (see AP 1.3)<br>• >50% of female staff feel comfortable reporting unacceptable behaviour and maintain the |

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| | | especially across the School, post-COVID.<br><br>Female staff feel comfortable reporting unacceptable behaviour much less often (40% would feel comfortable) compared to male staff (80% would feel comfortable), this is also the case for postgraduate students (42% of female PGRs compared to 50% of male PGRs). | III. Establish annual School awards to celebrate the success and hard work of staff.<br>IV. Run acceptable training sessions every two years, highlight reporting tools and improvement in awareness in future EDI staff survey. Report annually on (anonymised) results of unacceptable behaviour reporting. Signpost at least annually the mechanism for reporting of unacceptable behaviour via bulletins and staff focus groups.<br>V. Include acceptable behaviour as part of PGR induction.<br>VI. Celebrate continuous service of School staff in weekly bulletins.<br>VII. Support staff with protected characteristics and work to ensure all aspects of School culture are inclusive to these groups. | | VI. End of 2023<br>VII. Ongoing | percentage of male staff who would feel comfortable reporting.<br>• >52% of both female and male postgraduate students feel comfortable reporting unacceptable behaviour. |
| 4.3 | Increase support and sense of community for International students. | The School welcomes a range of students from around the world (12% of female UG+PG students and 9% of male UG+PG students were international in 2022/23 compared to 6% of female students and 8% of male students in 2017/18). The School wants to acknowledge the diversity of cultures in the School | I. Continue to support and fund annual 'STEM Intercultural Mingle' events and share feedback with both the School and up to central University teams to justify funding and support for future events and potentially expansion of the model for events throughout the year.<br>II. Work with the UoB Global Lounge to share and collaborate | I. EDIO<br>II. EDIO<br>III. School marketing<br>IV. Senior tutor | Ongoing, as and when opportunities arise. | • Increase percent of female international students to 15% and male students to 12% over the award period by working to encourage Students from around the world to join the School in marketing strategy.<br>• Feedback from biannual PGR |

| | | and ensure those studying feel integrated within the School. | III. Include consideration for International students in School marketing to attract students from around the world to the School.<br>IV. Work with teaching staff and Senior Tutor to identify and act on barriers to International student engagement especially around their role in the student communicating and wellbeing support. | | | surveys indicates that international students experience a culture of inclusion within the School. |
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| 4.4 | Utilise and advertise Staff networks to our staff to help them find networks beyond the School. | The University offers a range of networks for all staff to join whose resources and expertise can be utilised to share best practice. | I. Advertise staff networks, and upcoming events locally to staff through newsletters and mailing lists.<br>II. Review annual reports of Staff Networks to understand central priorities and look for points which can be replicated locally.<br>III. Collaborate with Staff Networks when running key EDI events and training. | EDI Officer (all) | Ongoing, as and when opportunities arise | • Staff surveys ask about use of central staff networks and 25% of staff say they have used a staff network by attending an event or joining them. |
| 4.5 | Optimise support of parents and carers. | While the School has a lot in place to support carers, there is a lack of awareness and uptake among staff. Only 39% of staff are aware of the 'Returning Carers' Scheme and 38% of female staff and 26% of male staff state that they do not feel well informed | I. Ensure meetings and social events cater for caring responsibilities where possible.<br>II. Create a within-School Parents and Carers network to share resources, advise and support with coffee mornings.<br>III. Work with central parents and carers and network to understand and input into policies and developments | I. HoS<br>II. EDIC/EDIO<br>III. EDIC/EDIO<br>IV. EDIC/EDIO<br>V. School Manager, SEA<br>VI. EDIC/EDIO, School Manager, HoS<br>VII. EDIC, School Manager | I. Ongoing<br>II. 2026<br>III. Ongoing, as and when opportunities arise<br>IV. Ongoing, start in September 2023 | • At least 75% of both female and male staff feel that meetings take into account the needs of those with caring responsibilities.<br>• >6% reduction in the percentage of female and male staff who do not feel well |

| | | about provision for carers. 60% of female staff and 71% of male staff currently feel that meetings take into account the needs of staff with caring responsibilities. | happening at a central level and use their expertise to inform policies and actions in the School.<br>IV. Provide annual training for managers and supervisors on the policy and support available for parents and carers.<br>V. Give parental/home and family handbook to all staff on induction.<br>VI. Collate feedback from leave buddies and those returning from parental leave.<br>VII. Following the example of practice done in the Faculty of Engineering, establish a 'Peer Support' system where staff about to go through a major life event (parental leave, sabbaticals, long term sick, change to work pattern, etc.) can speak to a member of staff who has been through something similar. Include case studies on the School SharePoint to support these and encourage staff to reach out.<br>VIII. Ensure all communication around policies relating to caring responsibilities are sensitive to staff who have been unable to have children. Rebranding of materials to 'Home and Family' to emphasise inclusion to those without children.<br>IX. Work with the central University on fair policies for carers which work for all groups of staff. | VIII. EDIC/EDIO<br>IX. EDIC/EDIO<br>X. EDIC/EDIO | V. Sept 2024<br>VI. Ongoing<br>VII. 2026<br>VIII. Already started in August 2023<br>IX. Ongoing, as and when opportunities arise | informed about the provision for parents and carers.<br>• >44% of staff are aware of the Returning carers scheme. |

| 4.6 | Improve accessibility and inclusion for disabled students and staff and promote a commitment to the National Disability Confidence scheme to University Senior Management (see AP 6.2). | Following feedback about accessibility issues in the School, and feedback from student surveys about a lack of support for disabled students and staff, the School commissioned an accessibility audit of the Life Sciences Building with additional consultancy by WECIL, a local charity that supports people with disabilities in the workplace. The SoBS wishes to implement these actions and share best practice with other Schools.<br><br>A higher proportion of our female staff and students identify as disabled (14% female staff, 7% of male staff. 30% of female UG+PG students, 21% of male UG+PG students) so accessibility issues affect female staff and students disproportionately. | I. Review recommendations from the WECIL disability audit to improve accessibility within their building and consult with them for events regarding disability and neurodiversity.<br>II. Provide disability training to staff as part of Integrated Planning Process.<br>III. Review disability access and provision in all teaching settings, including UG field trips.<br>IV. Report to SMT/Teaching Committee on areas of concern for disabled access in UG/PG courses. | I. School Safety Advisor, SMT<br>II. EDIC Chair, SMT<br>III. EDIO<br>IV. SMT | I. Ongoing, started in Summer 2023<br>II. 2026<br>III. 2026<br>IV. Ongoing when feedback is given | • Decreased issues with accessibility in the building.<br>• 70% of biology students are happy with provision for wellbeing and disability support (see AP 5.3). |

| 5 | Critically assessing our practice | | | | | |
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| 5.1 | Establish an improved EDI data collection framework. | While doing many innovative things, the School does not have many formalised routes of collecting and storing data which limits our capacity to analyse trends and review progress. | I. Create a permanent 1.0 FTE EDI Officer role to ensure dedicated personnel to the collection of EDI data and successful completion of the Action Plan.<br>II. Rework School exit process to increase engagement through both a survey and offering an exit interview/small present to leaving staff.<br>III. Executive support team to continue to send exit questionnaire to all leavers at least one month prior to their end date.<br>IV. Create data collection forms for flagship events such as seminars and workshops, to ensure continuous collection of data, and ensure all external guest speakers are offered the travel fund for carers if needed.<br>V. Create a database for recording beacon activity to share with others.<br>VI. Introduce a feedback interview for staff at the School after one year of service. | I. School Manager<br>II. EDIO<br>III. Exec team<br>IV. EDIC, EDIO<br>V. EDIO<br>VI. EDIO, Exec support | I. December 2024<br>II. Early 2024<br>III. Ongoing<br>IV. January 2025<br>V. End of 2023<br>VI. Early 2024 | • 30% of leaving staff provide feedback to the school through either a local survey or interview.<br>• SoBS shared at least one beacon event with another school annually.<br>• 55% of staff who work at the School for a year are offered and complete a feedback interview about their experiences of the School. |
| 5.2 | Improve avenues for feedback and data collection from student population. | The EDIC currently has no involvement in student feedback mechanisms such as the student/staff liaison committee (SSLC) and lacks consistent surveys to gauge student | I. Formalise EDI representation on the SSLC.<br>II. Create formal EDI Representative positions for UG and PGRs.<br>III. Run termly Café Bio sessions on EDI priorities. | I. EDIO, Head of Teaching, SSLC/Student societies<br>II. EDIC<br>III. Senior tutor, Head of | I. Started September 2023<br>II. 2026<br>III. September 2024 | • Increased word of mouth awareness of EDI in the School from UG and PG students.<br>• Maintain NSS scores of students feeling |

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| | | feedback and promote its work to students. | IV. | Run annual surveys of UGs and PGRs to collect data relating to perceptions of EDI in the School, their programmes, and academia, to identify areas of concern. | | Teaching, SSLC/Student societies <br> IV. EDIO | IV. | Ongoing, annual | • able to express opinion (see AP 5.3). <br> • 10% increase in students who feel a range of identities are welcomed in the School. |
| 5.3 | Analyse School NSS Scores and act on feedback improve the student experience. | The 2022/23 NSS scores for the School were generally extremely positive compared to the University with 88% of female and 86% of male feeling able to express their opinions. However, there are issues around wellbeing and support for students with a disability (69% of female and 77% of male students compared to 69% for the whole institution). | I. <br><br> II. <br><br><br><br><br><br><br><br><br> III. <br><br><br><br><br><br> IV. | Analyse and chart trends in NSS scores to see long term trends in scores and any problem areas. <br> Capitalise on areas of success in NSS scores such as the quality of teaching and ability to express their opinion by ensuring momentum is maintained. Use School Marketing to share this success on social media and website to students and staff in the School and wider University. <br> Use areas of success in the NSS to share best practice with other Schools and Faculties in the University to improve scores across the University in future years. <br> Review weak points in NSS Survey especially around support for wellbeing and disability. Work with teaching staff and Senior Tutors to improve these areas and continue to gain feedback through future surveys and SSLCs. | I. <br> II. <br><br> III. <br> IV. | EDIO, EDC School Marketing <br> EDIC <br> EDIO, Senior tutors | I. <br><br> II. <br><br> III. <br><br> IV. | Ongoing, annual <br> January 2024 <br> January 2024 <br> Ongoing, annual | • Maintain an NSS score of at least 85% of both male and female students feeling able to express their opinions. <br> • By end of the award period, at least 74% of female students (5% increase) are happy with wellbeing and disability support. |

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| 5.4 | Review and revise EDI surveys. | The EDI culture survey sent to staff and PGs had feedback that it was very long (staff survey took a median of 31 minutes to complete and PG survey took a median of 22 minutes) which may hurt the response rate, especially if such surveys are more regular (4% of 2022 staff survey respondents commented on it being too long, 60% of those responses coming from female staff). | I. Revise surveys sent to UG and PGR students. <br> II. Send core Athena Swan questions to staff on an annual basis, with biannual surveys addressing wider goals. <br> III. Analysis of staff surveys considers protected characteristics where appropriate to consider any trends or differences. Any trends flagged by this analysis can be considered by the EDIC and SMT when considering policy and culture in the School. | EDI officer/EDIC (all) | I. September 2024 <br> II. Ongoing, annual <br> III. Ongoing, annual | • Decrease median time to complete the annual staff survey by 30%. <br> • Decrease the number of comments about the survey length by 50%. <br> • 90% completion rate of improved staff annual survey. |
| 5.5 | Improve oversight and direction of EDI objectives and strategies. | Turnover in the EDI committee can mean that the action plan is not adapted through the period. External audit could also be used to help highlight issues and solutions which may not be picked up by University staff. | I. Formalise annual updates of the Athena Swan Action Plan, to be discussed with the Head of School, School Manager and the University Equalities Charter Management. <br> II. Commission an external audit of our EDI practice and policies to offer new direction and assessment of our activities to feed into the next assessment period. | I. SMT, EDIC <br> II. SMT, EDIC | I. Ongoing, begin in 2024 <br> II. 2027 | • Action plan is reviewed annually to ensure it is fit for purpose. An annual progress summary is made available to staff and students. <br> • The School develops an action register for implementation based on a completed external audit. Action register to inform subsequent Athena Swan award renewals. |

| 6 | Acting as a beacon and supporting others | | | | | | |
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| 6.1 | Support other Schools in the University with improving their own equality. | We are aware of the importance of critical friends, have first-hand knowledge of how the Athena Swan has had a positive effect within our School, and are committed to broadening the reach of Athena Swan in Higher Education. | I. Act as a critical friend for other Schools within UoB and externally by both sharing our successes and feedback with other Schools in the University and also learning about best practice from other Schools and faculties.<br><br>II. Facilitate and support existing University Athena Swan leads groups to create 'feedback circles' for Schools and Faculties with upcoming Athena Swan applications where Schools who have recently had successful applications can advise peers on tips with the progress and support with writing the application and action plan.<br><br>III. The current EDI champion is a member of SoBS staff and members of SoBS staff sit on the School EEDI board for the Board of Trustees and the University Swan implementation group. We will utilise the expertise and influence the role holders have to share SoBS practice with others in the University and get insight into central policy and where the SoBS can replicate it on a local level during the tenure.<br><br>IV. Arrange quarterly networking meetings among Faculty EDI Officers to network and discuss | I. EDIO<br>II. EDIO<br>III. FLS EDI champion, School Manager<br>IV. EDIO, Faculty EDI Champion<br>V. EDIC, EDIO | I. Ongoing<br>II. August 2026<br>III. Ongoing<br>IV. December 2023<br>V. December 2025 | • Offer "critical friend" support to all Schools in the University, supporting their successful Swan applications at Bronze Silver/Gold status. At least one new initiative adopted by other Schools as a result of the SoBS critical friendship.<br>• Selected actions disseminated to other UoB Schools and Faculties via the UoB EDI Forum and UoB Athena Swan Teams group. |

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| | | | successes and failures to help identify areas of best practice to replicate as well as pitfalls or approaches to avoid.<br>V. Facilitate an annual 'Athena Swan/EDI Conference' where Schools can share successes and progress updates on their Athena Swan applications to help inspire others and make others aware of roadblocks. The SoBS could facilitate this idea by organising it on a Faculty level first before suggesting roll out to the wider University. | | | |
| 6.2 | Act as a beacon and continue to share our Athena Swan activities and best practice further with external institutions. | We recognise the benefit of sharing Athena Swan activities with others and helping to develop new actions both internally within UoB and externally. | I. Create a "Best Practice" section on our School EDI webpage to publicise our Beacon Activities. This can be done with our Digital Content Creator.<br>II. Following on the School Manager and Deputy-School Managers's visit to Queen Mary London to look at diversification of leadership, continue to visit other institutes outside of the University to build networks and share best practice, especially those within our local "Great Western 4" network. This could include both other Gold level institutions and departments, but also Silver/Bronze level institutions to share practice and act as a critical friend (see AP 6.1).<br>III. Provide consultancy with local Schools who are concerned | I. Digital Content Creator<br>II. EDIO, School Manager<br>III. EDIC<br>IV. EDIO<br>V. EDIO, School Manager | I. September 2024<br>II. Ongoing, at least one visit by end of award period<br>III. December 2025<br>IV. September 2025<br>V. 2027 | • EDI officer has visited at least one other gold-level institution to share best practice.<br>• Website to include sections on inclusive teaching. Completed at least one teacher training session on inclusive teaching in STEM.<br>• University started the process to become 'Disability Confident Committed'.<br>• Best practice around accessibility has been shared with at least one other UoB School. |

| | | | IV. Produce a report about our experience of consultancy with WECIL and what actions were taken surrounding disability equality to share with other Schools and Institutions.<br>V. Lobby the University on applying for the 'Disability Confident' Programme (see AP 4.6). | | | |
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| 6.3 | Continue to promote awareness and celebrate diversity through key EDI events. | The School has had great success running events for key EDI dates (LGBT+ In STEM, People with Disabilities, women in STEM, Black History Month, etc.) alongside other EDI events celebrating the diversity of staff and students in the School and Faculty (Lives in Sciences). The School wishes to continue doing this and promote events at a higher level to act as a beacon in celebrating diversity through events. | I. Maintain good practice and innovation in running events celebrating EDI.<br>II. Involve external bodies and speakers on events, such as WECIL during International Day of People with Disabilities.<br>III. Collaborate with the expertise and reach of Staff Networks when organising key events (e.g. Neurodiversity Staff Networks during Neurodiversity Celebration Week).<br>IV. Ensure events are inclusive and open and advertised to both students and staff when relevant and look at inviting external guests to the University (School children, community groups) to help extend our network and work beyond the University.<br>V. Continue to support and help organise Faculty-level and University-level events such as 'Lives in Sciences'.<br>VI. Where appropriate, advertise key events through central | EDIC Events working group (all), Digital Content Creator (VII) | Ongoing, began in 2022 | • School consistently runs four major EDI events per year.<br>• At least one event a year involved an external body or speaker.<br>• At least one event a year involved collaboration with a relevant Staff Network.<br>• School events are advertised through University-wide networks to encourage attendance from staff and students from outside the School. |

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| | | | University communications to welcome a range of attendees and perspectives.<br>VII. Work with the Digital Content Creator to get coverage of events (photos, videos etc.) to share in School bulletins and social media, and potentially share with central teams if appropriate. | | | |
| 6.4 | Build on and support the central University's recent Silver Institution award. | The University of Bristol was awarded an Institution Silver Award in 2022. The School wants to capitalise on the success of this award as well as sharing practice with the central team to prepare for a Gold Institution award in the future. | I. Work with the Central team to support progress on the Institutional Silver award action plan. Identify and implement any successes which can be replicated at a School level.<br>II. Share School-level successes with the Central University to support improvement of gender equality across the University.<br>III. In the run up to the University's next Athena Swan application, advise on and support the central EDI team with the application with the intention of eventually achieving a Gold award. | EDIC/EDI Officer (all) | I. Ongoing, begin in 2024<br>II. Ongoing, as and when opportunities arise<br>III. 2027 | • The School has worked with the Central University on at least one action on the Institutional Action Plan, and if possible, have replicated it at a School-level.<br>• The University implements at least one Action or initiative based on practice from SoBS. |
| 6.5 | Engage with External Bodies and organisations to take practice beyond the University. | The School has already begun working with WECIL, an external body, to look at Disability Access in the School (see AP 4.6). The School would like to see if there are other organisations who can also be engaged with to get perspectives | I. Engage with External bodies and organisations to share practice in the School and get a broader perspective about best practice beyond the Higher Education sector. | I. EDIC, EDIO | 2026 | • SoBS has engaged with at least one other External organisation to improve and share its work on improving EDI and gender equality. |

| | | outside of the Higher Education Sector on key EDI issues. | | | | |
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| 6.6 | Publicise the Success of the School to act as a positive example to others. | Too often, details about successes in the School are hidden in email chains and not shared with Staff in the School (63% of female staff and 68% of male staff feel individual and group successes are shared within the School). The School has Social Media and a Digital Content Creator who can publicise success to attract talent and act as a role model to other Schools. | I. Share feedback from events and initiatives with central University to go in UoB communications.<br>II. Continue to promote School social media both internally and externally.<br>III. As well as promoting initiatives in staff newsletters, communicate with teaching staff and student reps to share information through student communications.<br>IV. EDI Officer to work with Faculty EDI staff and central EDI team to communicate successes in the School of Biological Sciences.<br>V. Produce case studies and reports on successful initiatives and events (including information about budget used, timescales and feedback) which can be shared with others to replicate as well as justify funding and support for similar future events. | I. EDIC/EDIO<br>II. Digital Content Creator<br>III. Teaching staff/student reps<br>IV. EDIC/EDIO<br>V. EDIC/EDIO | Ongoing | • 70% of both female and male staff feel individual and group successes are shared within the School.<br>• At least one example of School EDI success stories and events shared across University news and social networks annually.<br>• Establish an outward facing webpage to host best practice case studies by end of the award period. |

# Appendix 1: Glossary

A glossary of abbreviations and acronyms used in the application.

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| AA | Administrative Assistant (professional services staff) |
| AP | Action Point (refers to the Action Plans) |
| APM | Annual Progress Monitoring |
| APR | Annual Performance Review |
| AS | Academic Staff (PW1-3) |
| BAME | Black and Minoritised Ethnicities – term used in our Silver action plan, replaced by MGE (Marginalised Groups and Ethnicities) as preferred UoB term in 2022 |
| BCAI | Bristol Centre for Agricultural Innovation |
| BILT | Bristol Institute for Learning and Teaching |
| BME | Black and Minoritized Ethnicities |
| BSc | Bachelor of Science degree |
| Café Bio | A series of coffee meetings to support and integrate UGs with SoBS staff |
| CMM | Cell Molecular Medicine (School within the Faculty of Life Sciences) |
| CPD | Continuing Professional Development |
| CV | Curriculum Vitae |
| EA | Executive Assistant |
| EAM | Executive Administration Manager |
| ECR | Early Career Research |
| EDI | Equality, Diversity, and Inclusion |
| EDIC | Equality, Diversity, and Inclusion Committee |
| EDIO | Equality, Diversity, and Inclusion Officer |
| EEDI | Equity, Equality, Diversity, and Inclusion |
| ETT | Events, Teaching, Training (EDIC working group) |
| FHLS | Faculty of Health and Life Sciences (supersedes FLS) |
| FLS | Faculty of Life Sciences |
| FT/FTE | Full Time/Full Time Employment |
| GDPR | General Data Protection Regulation |
| HE | Higher Education |
| HEI | Higher Education Institution(s) |
| HESA | Higher Education Statistics Agency |
| HoS | Head of School |
| HR | Human Resources |
| IDPD | International Day of People with Disabilities |
| LGBTQ+ | Lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual and many other terms (such as non-binary and pansexual) |
| LSB | Life Sciences Building |
| MGE | Marginalised Groups and Ethnicities – term used in the current document, replacing BAME (Black and Minoritised Ethnicities) |

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| MRes | Masters by Research degree |
| MSc | Master of Science degree |
| NA | Not Applicable |
| NSS | National Student Survey |
| OfS | Ofice for Students |
| PDRA | Postdoctoral Research Associate |
| PG | Postgraduate |
| PG dip/cert | Postgraduate diploma/certificate |
| PGR | Postgraduate Researcher/Postgraduate by Research |
| PGT | Postgraduate by Teaching |
| PhD | Doctor of Philosophy degree |
| PI | Principal Investigator (group leader) |
| POC | People Of Colour |
| POLAR4 | POLAR4 classifies local areas across the UK according to the young participation rate in higher education using Middle-Layer Super Output Areas (MSOAs) for England and Wales, Intermediate Zones for Scotland, and Super Output Areas for Northern Ireland (second-level statistical building block) |
| PS/PSS | Professional Services/Professional Services Staff |
| PT/PTC | Part Time/Part Time Contract |
| PTO | Professional, Technical and Operational (staff group) |
| PW1 | Pathway 1 (Academic job profile): Research and teaching focused academics |
| PW2 | Pathway 2 (Academic job profile): Research focused academics |
| PW3 | Pathway 3 (Academic job profile): Teaching and pedagogy focused academics |
| Q&A | Questions and Answers |
| RA | Research Associate |
| RAG | Red, Amber, Green |
| SAMs | School Administration Manager |
| SAT | Self-Assessment Team |
| SCS | School Culture Survey |
| SEA | Senior Executive Assistant |
| SFG | Staff Focus Group |
| SM | School Manager |
| SMT | Senior Management Team |
| SoBS | School of Biological Sciences |
| SPARC | School Planning and Resource Committee |
| SRA | Senior Research Associate |
| SSLC | Student Staff Liaison Committee |
| STEM | Science, Technology, Engineering and Mathematics |
| U/O | Unidentified/Other |
| UEB | University Executive Board |

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| UG | Undergraduate |
| UoB | University of Bristol |
| VC/Pro-VC | Vice Chancellor/Pro-Vice Chancellor |
| WAM | Workload Allocation Model |
| WECIL | West of England Centre for Inclusive Learning (local disability charity) |
| WiS | Women in STEM |
| WP | Widening Participation |