Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Bristol
Name of department	School of Cellular & Molecular Medicine
Date of current application	November 2022
Level of previous award	Bronze
Date of previous award	November 2018
Contact name	Sharon Bryant Bronwen Burton Kathy Purdy (maternity leave from Dec '22)
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Section	Words used
1. An overview of the department and its approach to gender equality	2,565
2. An evaluation of the department's progress and success	1,437
3. An assessment of the department's gender equality context	4,854
4. Future action plan*	NA
Appendix 1: Culture survey data*	NA
Appendix 2: Data tables*	NA
Appendix 3: Glossary*	NA
Overall word count	8,856

*These sections and appendices should not contain any commentary contributing to the overall word limit

Hi Kathy,

Our apologies for the delay in replying to you.

Many thanks for sending us these signed principles, it is much appreciated. We are working on providing all signatories with a formal acknowledgement of their signatory status so we will be back in contact with you regarding this in due course.

Regarding the permitted word count:
- you are allowed to allocate additional 500 words to describe Covid-19 pandemic impact
- you are allowed to allocate additional 500 words if your School have both non-clinical and clinical staff to analyse and reflect on any differences between the two staff groups. Please place this email confirmation in the word count section at the beginning of your application to confirm our agreement to this word count extension.

The exact submission deadline in the November 2022 submission round is 30th November 2022 at 5 PM. You can submit before that deadline if you wish so.

Please note that we require an Intention to Submit form to be submitted at least 2 months prior to the application. You can find more information here.

More guidance on how to submit via the new portal will be provided once we receive your Intention to Submit form.

I hope this is helpful

Best wishes

Natalia

Overall word limit: 8000 + 500 (COVID) + 500 (Clinicians) = 9000 words

Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

Word count for section 1.1: 502

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24 May 2023

Athena Swan Charter Awards
Advance HE

Dear Athena Swan Awards Panel,

I am delighted to give my wholehearted support for our Silver Athena Swan (AS) Award application from the School of Cellular and Molecular Medicine (CMM), University of Bristol (UoB). I became the first female Head of CMM in January 2018, and hence understand the challenges that many women face throughout their education and in the workplace. I immediately joined our Self-Assessment Team (SAT) to prepare our AS submission in November 2018, for which we were successfully awarded a Bronze Award. My previous experience as a SAT Chair at King's College London, leading to an AS Bronze and then Silver Award, has been very helpful in embedding AS principles here.

I am proud to lead a School which strives to promote and improve equality and inclusivity for both staff and students; I know also that this requires long-term commitment. In common with other schools/departments in our discipline, women remain a minority in CMM at senior levels. I am aware from my own career experiences that strong support and mentoring is important to overcome confidence issues that may prevent women pushing themselves forward at key career transition points One of my personal objectives for the School has been to mentor women to become promoted, and this has paid off with the promotion of X female associate professors to professor as well as X female lecturers being promoted to senior lecturer. Our current action plan aims to continue to improve the representation of women at more senior levels.
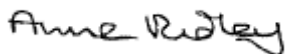
It is important that we know how staff and students feel about our community, and hence I have ensured that Equality and Diversity matters are discussed at, and reported to, our regular staff meetings and student meetings so that we can continue to create a supportive and inclusive environment for everyone who studies and works in CMM. I have also been actively involved in designing and analysing our all-staff and PGR surveys, leading to key changes listed below.

With my colleagues, I have worked to:

- Distribute workload relating to AS activities more evenly, including succession-planning to embed Equality, Diversity & Inclusion (EDI) for the future;
- Enable women to be promoted to Professor level, allowing us to maintain a very high proportion of female professors compared with the sector benchmark;
- Improve accessibility for Research Associates to progress to Senior Research Associates;
- Increase our recruitment of students from under-represented areas;
- Improve retention of female research fellows by supporting them to successfully recruit PGR students, helping their labs to grow;
- Support flexible working;
- Ensure that discussions of gender equality are mindful of all genders;
- Address issues relating to reports of bullying and harassment in the workplace.

Our sustained work has ensured that AS principles are completely embedded, fully resourced and a very high priority for everyone in CMM, so that when I finish my term as Head of School (HoS), they will continue to be central to the School's strategy. I will continue to ensure that our proposed plans are a top priority for the School over the forthcoming years.

Yours faithfully,

Professor Anne Ridley
Professor of Cell Biology
Head of School for Cellular and Molecular Medicine

2. Description of the department and its context

Word count for section 1.2: 507

<u>Research</u>

Turning science into medicine is the School's goal. CMM is an internationally recognised centre of excellence across its three research themes: Cancer Biology, Infection & Immunity, and Regenerative Medicine & Stem Cells. Research staff have been involved in studies that have significantly improved our scientific understanding of human disease. We have several Clinical Staff who contribute to our teaching and research activities. The School has a proven track record for clinical translational work with four world leading 4* 'Impact Cases' in REF2014. In REF2021 UoB was ranked among the top five institutions in the UK for its research[1].

We aim to exploit our research discoveries through patent protection and spin-out companies. Since our last application, two spin-out companies have been established by CMM staff: Cytoseek (cell membrane augmentation technology to unlock the potential of next generation advanced therapies) and CellVoyant (artificial intelligence and microscopy to optimize the manufacturing of human nerve, heart and other tissues for use in medicine and research).

Throughout the COVID-19 pandemic and lockdowns, our Infection & Immunity researchers' unique skill sets were highly sought after. We supported researchers working on COVID-19 to access labs and equipment. Our staff established the UoB COVID-19 Emergency Research group (UNCOVER[2]), in which clinicians, immunologists, virologists, synthetic biologists, aerosol scientists, epidemiologists, mathematical modellers and other specialists pooled resources, capacities and research skills to tackle the pandemic.

In 2020 we successfully fundraised over £2 million to develop a new suite of Biological Containment Level 3 (CL3) laboratories, which will open in January 2023. These new laboratories will enable the School to extend our research on Infectious Diseases, which will benefit researchers across the Faculty of Life Sciences (FLS) and collaborations across the Faculties of Science and Health Sciences.
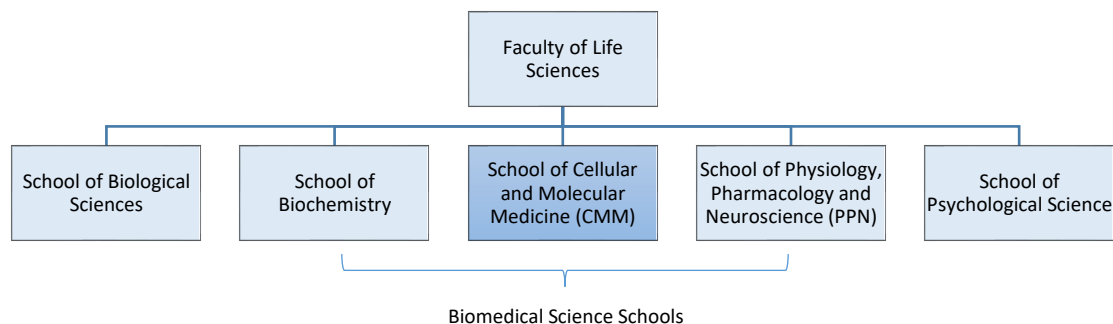

Figure 1: Structure of the Faculty of Life Sciences

<u>Teaching</u>

We deliver five undergraduate programmes: Cancer Biology and Immunology, CMM, Medical Microbiology, Virology and Immunology, and Biomedical Sciences (BMS). The BMS BSc programme is managed by our School, but offers students a diverse range of pathways across CMM and two other Schools in FLS – Physiology, Pharmacology and Neuroscience (PPN) and Biochemistry. At the time of our previous Athena Swan application, BMS was a new programme. We have now had 2 years of graduating students to reflect on in this application (2019/20 and 2020/21).

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[1] http://www.bristol.ac.uk/news/2015/january/ref-update.html
[2] https://bristoluncover.blogs.bristol.ac.uk/who-we-are/

The other four programmes are three-year BSc 'CMM' programmes, which offer an additional Year in Industry. In 2019/20 we introduced an optional MSci year, with 10 students registered (Table 101). This has grown to 27 students in 2022/23. We also deliver teaching to medical and dental students.

At postgraduate level, we delivered a taught MSc in Transfusion and Transplantation Sciences (TTS) for almost 20 years, finishing in 2020/21. In 2021/22 we took over from PPN in delivering a taught MSc in Biomedical Sciences Research (BMSR). Note that data on this programme will be included in future application; it is not covered by the time period of this application. We also offer MScR and PhD research degrees (PGR).

We have approximately 300 undergraduate BMS students and 200 CMM students (all years), and 85 PGR students.

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

Word count for section 1.3: 385

The EDI committee meets 5 times per year, and membership of the EDI committee is outlined in section 1.5. In addition, the EDI committee is split into three smaller sub-groups (Careers, Culture, Community) which delve deeper into the issues and are responsible for actioning decisions from the main committee. Each sub-group has its own action plan and meets every 2 months. Multiple sources feed into action plans: the Swan action plan, committee meetings, survey results, data reviews, and suggestions from members of the School and undergraduates via Student-Staff Liaison Committee (SSLC) meetings. Sub-groups report back to the EDI committee as a standing item on the agenda, highlighting progress and blockers. To promote transparency of information within the School, minutes from the EDI committee (and most other committees) are open to all members of the School to view, and the School intranet hosts several pages supporting the School's EDI agenda e.g. a *Wellbeing and support for you[3]* page.

The School EDI committee reports to the Faculty EDI committee, which in turn reports to the University-level committees e.g. the Gender Inclusion Group and the Anti-Racism Steering Group.

EDI successes are recognised and celebrated through the weekly bulletin and in 'good news' items during Academic Staff Meetings (ASM). EDI is a standing item on all School committee agendas, and the academic EDI co-chair reports to the ASM, as well as highlighting any matters of note at the Teaching committee (e.g. progress on Decolonising and Diversifying (D&D) the Curriculum). In addition, either the chair or a key member of every School committee sits on the EDI committee. Taken together, these factors ensure quick and joined-up follow-up on EDI issues raised at any committee.

The Faculty Workload Model (WLM), which is implemented at School level, gives an allocation for all committee membership. Membership of the EDI committee is given double the typical committee allocation, and the academic co-chair is allocated further additional 'Athena Swan' time, to acknowledge the frequency of meetings and associated workload. During the design process of the Faculty WLM, CMM pushed for Widening Participation (WP) work to be accounted for in the WLM, and this is now embedded across the Faculty. The reports that are produced from the WLM form the basis of Annual Development Review (ADR) meetings where opportunities for progression or promotion are discussed.

4. Development, evaluation and effectiveness of policies

Word count for section 1.4: 628

As a School, we follow UoB policies, and contribute to development and refinement of these policies. We support CMM members to understand policies and their practical implications, for example:

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[3] https://uob.sharepoint.com/sites/cmm/SitePages/edi-wellbing.aspx

Parental Leave – We created a new intranet page on Family Leave[4], bringing together key University-wide policies and benefits with School-level information. This is regularly updated and flagged to staff members considering parental leave. We also established a Parental Leave Consultants Scheme (existing School members with experience of parental leave are available for a chat). All requests for parental leave are approved by the School.

Recruitment panels – We follow the Faculty policy of ensuring gender parity on all interview panels. For the last three years our application:appointment ratio for female applications has been equivalent to that for male (Figure 45). Following feedback from our Black, Asian and Minoritised Ethnicities (BAME) Café Culture sessions (see Section 3.1 'Café Culture consultations'), we now ensure ethnic diversity on selection panels or focus groups for all senior roles. Acknowledging the burden such policies can place on senior members who belong to minoritised groups, we are limiting this to the roles of Lecturer or above initially, though we encourage hiring managers to consider this when recruiting for all roles [2022 action 1.10].

Progression and promotion – In 2019, UoB introduced a policy for all Pathway (PW) 3 (Teaching) roles to be made progressible. We immediately worked with HR to implement this and provided substantial mentoring support to our PW3 staff (Section 3.1, *Mentoring*). In 2021/22, this resulted in three female PW3 promotions (evidence outlined in 2018 action plan, A10 and A20).

Dependents Leave during COVID-19 – During the initial lockdown, UoB developed a policy offering colleagues with dependents up to 10 days of paid emergency leave to care for their children/dependents. This was communicated to all CMM staff by email. This entitlement was withdrawn for the second lockdown, and the School Manager (SM), Roseanna Cross (in her capacity as chair of the University Parents & Carers' Network, PCN), lobbied the University to reinstate the policy, and to ensure that this provision was included permanently in the development of the new Home & Family policies set by the University. These requests were both met, and a University-wide survey on this approach resulted in overwhelmingly positive feedback.

> "Just knowing that the offer [of extra leave] was there reduced so much stress!"
>
> Professional Services staff member

Consulting with reps – In 2019 we introduced a new standardised meeting structure for postdoc and PGR reps with School leaders, to allow regular opportunities for feedback and discussion, including on new School-level policy implementation. This includes: a meeting with reps and the School Operations Manager and EDI Officer (SOMEO) every 2 months; termly meetings with the HoS, SM, and PGR Director/School Research Director (SRD); postdoc representation on all major School committees (including the EDI committee) and annual All School Assemblies. The postdoc reps' feedback was instrumental in developing the new Postdoc WLM, and we introduced a 'postdoc speaker' as part of our School seminar series. PGR reps requested more community-building activities: we developed a new PGR mentoring scheme (Section 3.1 'Mentoring') and a series of social activities including a BMS building-wide conference for PGRs.

[Quote redacted]

Meeting-free Friday – We have implemented a Core Hours policy for several years, to support those with caring responsibilities. Wherever possible, committee meetings and seminars take place between 10am – 4pm. In 2019, feedback suggested that the meeting burden was too high and affecting staff mental health, so we took this policy further and introduced meeting-free Fridays. Following the success of our pilot, the Faculty introduced this policy Faculty-wide and celebrated it in the UoB Mental Health Champions' *It's okay to* campaign[5].

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[4] https://uob.sharepoint.com/sites/cmm/SitePages/parental-leave.aspx
[5] https://itsokto.blogs.bristol.ac.uk/2021/01/25/its-okay-to-have-a-meeting-free-day/

5. Athena Swan self-assessment process

Word count for section 1.5: 543

The EDI committee ([Table *redacted]*

Table 1) acts as the CMM SAT, meeting 5 times annually to discuss delivery of the School's AS action plan (see Section 1.3). In response to feedback from our previous AS submission, changes have been made to our EDI committee structure. The new sub-group structure within the committee has resulted in wider distribution of workload, with greater clarity of roles and responsibilities, disseminating leadership across members. There are now two chairs of the EDI committee, a PW3 member of staff, and a member of the Professional Services (PS) team, whose role was regraded in 2020 to include 1 day a week (0.2 FTE) for EDI work. This structure has been in place for 3 years and will continue throughout our 2022-2027 action plan. Our model of partnered leadership, and distributed leadership of the sub-groups, ensures manageable workload for chairs/leads, and allows for continuity and succession when a chair/lead steps down. Other Schools in our Faculty have sought advice from us to adopt a similar structure on their EDI committees. The introduction of the Data Manager role within the SOMEO role and dedicated sub-group action plans have been beneficial: sub-groups reporting on progress against action plans results in quicker implementation of actions and removal of blockers.

Membership of the EDI committee is open to any School member. Certain School role holders are required to be members (HoS, SM, School Education Director (SED) and Disability Coordinator) and representatives of certain profiles (PGR, technician) and academic pathways: PW1 (equivalent to AS teaching and research), PW2 (AS research only) and PW3 (AS teaching only). See Figure 52 for pathway role titles/grades. We ensure that committee membership is diverse; many members have lived experience of different protected characteristics/lifestyles (e.g. BAME, parents, LGBTQ+), and we explicitly encourage diversity when calling for new members. The Undergraduate (UG) and Postgraduate-Taught (PGT) student voice is heard via the SSLC where EDI is a standing item on the agenda, feeding back to the EDI committee. The HoS consistently provides substantial support to the EDI chairs.

[Table redacted]

Table 1: Membership of the CMM EDI committee

Component of Self-Assessment work
AS Culture Survey 2022
CMM School Survey 2020 (equivalent to AS Culture Survey)
AS action plan 2018
AS action plan 2022
Consultation at SSLC meetings
Research Away Day post-event feedback
PG mentoring scheme feedback
Café Culture Focus Groups (3 role-based, 3 BAME only)
UoB Access and Participation Plan (APP) dashboard
Open Day feedback

Decolonising and Diversifying the Curriculum surveys and focus groups
UG Unit feedback
Provision of annual demographic data review
Submission of staff and student data requests to UOB. Provision of locally held School data. Collection of data to inform previous action plan review. Collation of all data files.

[Table columns redacted]

Table 2: Self-assessment process

The EDI committee considered the feedback from our previous AS application and agreed with the comments provided. Comments have been addressed above, further comments are addressed below.

School surveys

We have introduced a biennial School Survey ([Table *columns redacted]*
Table 2), with regular polls to test the effectiveness of new initiatives e.g. poll of participants in the PGR mentorship scheme. This allows quick and clear data comparison over time to measure the impact of implemented actions. Further, engagement with surveys is increasing (2020 School survey 40% response rate; 2022 Culture Survey 48%): we aim to improve this.

Evaluation of Professional, Technical & Operational (PTO) experience and actions for PTO staff

The SM (2018 arrival) implemented various EDI initiatives within the PS team; the 2022-27 action plan has two priorities orientated around PTO staff, including PS staff (2022 Priority 2), and technical staff (2022 Priority 5).

Progression and promotion

We designed and implemented multiple actions to address access to the Senior Research Associate (SRA) role (appointment stage, and progression from Research Associate RA); addressed in 2022 Priority 1. For promotion at grades K and above, implementation of some actions in our previous action plan was impaired by COVID-19: these are refreshed in Priority 1. Substantial progress has also been made on facilitating progression and promotion on PW3 (see Section 1.4, 'Progression and promotion').

Section 2: An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

Word count for section 2.1: 410

Actions are initiated by members of the CMM EDI committee, as part of the main committee or part of the sub-groups. Throughout the Swan action plan period 2018-22 the EDI committee has regularly reviewed and adapted our Swan action plan. The Assessment column (Table 3 to

Table 17) provides a summary of these reviews, and explains why an action has been rated red, amber or green. The EDI committee reviews outcomes and formulates new actions and priority areas based on these evaluations (see Section 1.5).

- Red-rated or amber-rated actions, typically those that went beyond the reach of the school in scope or feasibility, were:

  o Actions where the metric for success was adjusted but more time is needed to gather new data (A12);

  o Actions for which the target cohort no longer exists (A8);

  o Targets that were beyond the scope of the School (A23);

  o Actions which were taken, but were not successful in achieving their target (A22, A33, A34, A36);

  o Actions affected by COVID-19 contributing to the target not being met (A41).

- Some barriers to the implementation of actions and meeting of success measures have been:

  1. Initially, a large committee with unclear roles / responsibilities at the individual level.

  2. Targets based on data that is not available, or using metrics that did not sufficiently demonstrate impact – in these cases, new targets / metrics were set.

  3. The COVID-19 pandemic inevitably posed challenges to working practices, time and availability of staff, implementing actions, and people's capacity to respond to consultations. This is particularly exacerbated by the amount of COVID-19 work delivered by members of the School, who rightfully focussed their attention on research even more than usual during the early months of the pandemic.

- Responses to barriers and challenges:

  1. Restructured the EDI committee's work and action plan to create three additional 'sub-groups' to supplement the EDI committee, sharing leadership responsibility, making work more manageable for the committee as a whole, and allowing members to focus on their areas of expertise (see Section 1.3).

  2. Altered some targets to more realistic / impactful targets, based on relevant baselines, benchmarks, or UoB-wide initiatives.

  3. Some priorities for 2022-27 map onto / expand on the work done during the 2018-22 period.

- However, the majority of the 41 actions in our 2018-22 action plan were completed and many actions were expanded upon or targets exceeded:

  o Actions which were completed and/or targets met (A1, A3, A7, A11, A13, A14, A16, A19, A20, A21, A23, A24, A25, A27, A29, A35, A38, A39, A40);

- o Actions which were completed, targets met, and significant expansion activities were also completed (A5i, A9, A10, A15, A17, A18, A37);

- o Actions which were completed, targets exceeded / additional successes identified (A2, A4, A10, A26, A28, A30, A31).

2018-2022 Action Plan

RED	NO PROGRESS	• The action was <u>never</u> undertaken • The action was started but was <u>permanently discontinued</u> • <u>Further work</u> is needed to begin the action or <u>revise the approach</u>
AMBER	PARTIAL PROGRESS	• The action was begun but is <u>incomplete</u> • Action completed but outcomes are not as <u>predicted/desired</u> • Further work is needed to complete the action or obtain the desired <u>outcome or impact</u>
GREEN	GOOD PROGRESS	• The action was <u>completed with the outcomes or impacts</u> as (or very close to) predicted/desired • <u>No further work</u> is needed on this action

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	We will invite a member of technical staff to join the SAT.	A1: Technical staff representative on SAT.	A1: COMPLETED. Since the 2018 Swan application we have consistently had a research technician (employed in a School lab) and a 'floor technician' (employed by the Faculty) on our committee. Further, we have introduced (and met) a new target to maintain PW2 representation and PGR representation on the committee, which has sped up the feedback loop and quickly informed decision-making at EDI committee meetings.	GREEN
2018 Priority 1: Implement and refine Action plan.	Annual review of full data: A new School Operations Officer has been assigned the role of SAT Data Manager and has collected and collated much of the data in this application. We will timetable an annual SAT data meeting to review data collected for the year and adjust Actions accordingly.	A2: Data is more complete and more current; faster responses to change. Data is available to be reviewed annually.	A2: COMPLETED: The University Data Team now produces a data dashboard which makes the annual analysis of demographic data much more manageable for the EDI committee members. SUCCESS 1: The annual data review highlighted that our RA:SRA ratio was behind the Faculty average, and prompted a series of new actions (*see 2022 Priority 1*). SUCCESS 2: We also went further, and introduced a biannual Culture Survey in 2020 and 2022. However, we found that the volume of data review was dominating the time of EDI committee, so going forward we will adapt this to a biennial review, with the option to interrogate specific data sets in line with identified priorities and activities.	GREEN

Table 3: 2018 Priority 1: Implement and refine Action plan.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	Seek feedback (by gender) on UCAS Visit Days and survey students on entry on what attracted them to the course.	A3: Representative set of feedback and survey data collected and disseminated.	A3: ADJUSTED & COMPLETED: Since 2020 the Home Recruitment & Conversion (HRC) collects these data centrally, and distributes feedback to the School, however these data are not disaggregated by gender, so we will ask them if this can be provided (*See 2022 Priority 3*). Since 2020 we have used the Welcome Survey to request this feedback, and have since used these data and complementary Focus Groups to improve our communications (see below).	GREEN
2018 Priority 2: Addressing gender balance on undergraduate programmes.	Monitor the admissions data for CMM and BMS courses to determine the effect of the new BMS programme on the number and gender of applicants for all CMM courses.	A4: Admissions data collected and disseminated. Actions to improve male recruitment identified.	A4: COMPLETED: Admissions data are regularly reviewed by the Admissions Tutor, and shared with the EDI committee when relevant. A series of actions to improve recruitment have been enacted (outlined below) and more have been outlined in 2022 Priority 3. SUCCESS: A large scale review of our UG and PGR webpages took place in 2020-22. This included four focus groups with current students (UG and PG) and staff, producing a messaging grid for staff/student ambassadors at Open Days highlighting issues that prospective students care about, producing two UG recruitment videos, improving the School website by adding new, more informative pages e.g. UG projects, International students, Year in Industry. Throughout this activity, we ensured that there was good coverage of male/female, white/BAME staff and students (in the Focus Group membership, through to the 'actors' in the videos). A blocker is the shortage of female BAME academic staff that we have in senior roles, so efforts were made to ensure diversity amongst our female cohort was demonstrated at the earlier career stages.	GREEN

Table 4: 2018 Priority 2: Addressing gender balance on undergraduate programmes.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	We will expand our pool of student stories to reflect the diversity of our student body and provide a changing selection of these on our website. Seek student input through the SSLC.	A5: Increase in number and range of student stories, with the mix reflecting composition of our target student/applicant pool (i.e. highlighting BAME and other under-represented groups).	A5: COMPLETED: Seven new student stories have been added to our website, including female and male students who identify as BAME e.g. Student stories | School of Cellular and Molecular Medicine | University of Bristol	GREEN
2018 Priority 3: Commitment to student widening participation.	We will continue to encourage BAME representation on the SSLC. We will have high visibility of BAME staff at Open and Visit Days. We will monitor BAME student admission (with consultation with our BAME student advisors and Bristol Student Union).	A5i: Continued BAME representation on SSLC. A5ii: Further Actions will be formulated in response to the data and consultation with our BAME Student Advisors. Our findings and responses are communicated at University level.	A5i: COMPLETED: Student reps are voluntary and voted in by the student body, so as a School, we promote the opportunity and highlight it to students who identify as BAME. We have had consistent BAME representation on SSLC. EXTENSION: Further, the new Faculty group to D&D the Curriculum (see Section 3.1 for more explanation) employed students, including those with lived experience of being BAME, which has helped to shape a more inclusive curriculum. Furthermore, we are polling existing students and staff to understand how inclusive our curriculum is, and to seek more feedback for improvements. A5ii: Challenges around only having small numbers of academic staff who identify as BAME and not wanting to over-burden them with every open day, so adapted this action to ensuring diversity (ethnicity and gender) of staff and students in filming for UG recruitment videos, which are shown at Open Days and highlighted directly to offer-holders via a postcard mailout. In addition, in 2020 the SOMEO and the SED were working with the Faculty Be More Empowered for Success Advocates (e.g. supporting a Muslim festival 'Iftar' event) but this was paused when COVID lockdowns began, and plans got cancelled. During the pandemic these roles were stood down so the students could focus on adapting to online learning. SUCCESS: In 2021/22 X of our PGR students were appointed as BME for Success Advocates, supported by the Bristol Doctoral College. In this role, they support BAME PGR students with inclusion and belonging in the research community. EXTENSION: BAME Café Cultures run for staff & PGRs have identified a series of actions for the School, Faculty & UoB to improve research culture for BAME researchers from UG to Professor. As a result, the EDI committee agreed to make D&D the curriculum one of 3 key targets for the EDI committee and have allocated funds for this work. This is also a priority in our Education Action Plan (EAP). Between 2021-2022, all our Y1 and Y2 units have been reviewed and D&D	GREEN

		recommendations given; in addition, an EDI component has been added to a compulsory unit for all Year 2 UGs across three Biomedical Schools within our Faculty, to support further discussion and understanding of key EDI issues in science. Staff and students have been surveyed on D&D the curriculum (focus groups have also been undertaken) and actions utilising the resulting data have been incorporated into our future action plan. *See also 2022 action plan Priority 3.*	
	Put in place measures to consistently monitor the outreach activities of members of the School.	A6: Outreach participation data collected and made available, with a target of increasing from 50% (2017-18) to 80% of academic staff participating by 2020.	A6: IN PROGRESS: Hours spent on outreach activities have an allocated in the Workload Model, to incentivise participation. This method also supports continuous and consistent monitoring of academic involvement. Data from Table 153 suggest that we have not met our 80% target; in fact involvement in Outreach activities has decreased, which is mostly due to the COVID-19 pandemic resulting in the cancellation of many outreach events (often lab-based and therefore not appropriate online). Refreshed Outreach targets are outlined in our future action plan. *See also 2022 action plan Priority 3.*	AMBER
	Increase the recruitment of students from WP/BAME backgrounds, through building long-term relationships with local Schools.	A7: Increasing inclusion and diversity of student population. Increased UG recruitment from local state schools and colleges, evidenced by a 10% increase in numbers over 3 years.	A7: ADJUSTED & COMPLETED: We have adjusted this action because the original target would not, on its own, represent an increase in diversity of our student population (since local state schools achieve at varying levels). Our new target was to increase the proportion of POLAR4 quintile 1 and 2 students (in line with the University's Access and Participation Plan (APP)) by 10% over 3 years, and recent trends suggest we have met this target (refer to Figure 44).	GREEN

Table 5: 2018 Priority 3: Commitment to student widening participation.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 4: Addressing the gender balance in the TTS postgraduate programme.	Canvass PGT student opinion to improve recruitment of males. Survey TTS student cohort to establish why these students enrolled on our course and assess positive/negative impact of current publicity materials.	A8: Representative set of opinion data collected and disseminated. Actions to improve male recruitment identified. Target: 50% male.	A8: DISCONTINUED: TTS programme stopped accepting new students in 2019 and will be discontinued once the last remaining students have completed their studies in 2023.	RED

Table 6: 2018 Priority 4: Addressing the gender balance in the Transfusion and Transplantation Sciences MSc programme.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 5: Supporting female staff who want to progress and/or apply for promotion.	Support talented female researchers with fellowship applications to attract and promote ECRs (increasing the number of females eligible for tenured positions). Refer to A22.	A9: Further increase in female ECRs in the School, a minimum of 2 in the next 3 years.	A9: COMPLETED: X and X joined in 2019 and 2020 respectively. EXTENSION: We have implemented the new Faculty policy in which Annual Development Review Meetings for Fellows are carried out by the School Research Director. This will support ECRs on Fixed Term Fellowships to be competitive for applications for open-ended roles at UoB. *See also 2022 action plan Priority 1.*	GREEN
	Mentor female staff to ensure retention of early career female academic staff.	A10: Mentor system in place, success of mentoring partnerships monitored by follow-up interviews and through Staff Review & Development meetings [now renamed ADR] and Academic Staff Meeting (ASM) (refer to Action 17).	A10: COMPLETED: UoB has setup a mentoring scheme for early career staff (Bristol CLEAR) in late 2018 and the Bristol Women's Network. The Deputy Vice Chancellor has also established a Women's Mentoring Scheme, which is available to PS as well as academic colleagues. Through these schemes, we have a cohort of trained mentors in CMM. These UoB-wide mentoring schemes are for all career stages (see also A17) except PGR (see EXTENSION below) and these schemes allow the option to request a specific gender of mentor if you wish; in CMM, all new group leaders, including junior fellows with independent funding, are assigned a mentor and a buddy within the School (see A16); mentoring opportunities are highlighted in our weekly bulletin once a term; routes to request a mentor are now embedded into the induction checklist. Success of mentoring relationships is monitored by the HoS through Initial Service Reviews (ISRs) at 6 and 12 months; and annually at staff review and	GREEN

			development meetings (delivered by School Research Director (SRD) for all independent fellows and clinical fellows); no concerns raised. SUCCESS 1: Effective mentorship and support of X female early career PW3 Lecturers and X female PW3 Reader later leading to promotion (to Senior Lecturer and Professor, respectively) in 2022. In 2021/22, X PW3 Lecturers were promoted, X from Level a to b (1M) and X to Senior Lecturers (XF), as well as X PW3 Associate Professors (XF, XM) being promoted to Professor – this accounts for 57% (X/X, Table 115) of PW3 staff from 2020/21 receiving a promotion in a single year. SUCCESS 2: Effective mentorship and support of X female early career PW2 fellows which enabled them to obtain a permanent post at UoB. Suite of support and mentorship including: mentorship by female Professor at CMM: ADR delivered by School Research Director; HoS mentored with applications for permanent positions. EXTENSION: Launched a new School-level PGR mentoring scheme (prompted by the request for additional support with settling in during the COVID-19 pandemic); success measured after 2 years (see Figure 15 and Figure 16; 100% agree 'my mentor has given me useful career advice'); scheme is now being taken up at Faculty-level following our success; offered option to request a female mentor, which some participants did take up.	
	In areas where senior female academics are significantly outnumbered, we will use an exceptional talent route to search for and attract senior female academics.	A11: Use of exceptional talent route to recruit outstanding female colleagues in the next 3 years (refer to actions 13&15).	A11: ADJUSTED & COMPLETED: The Exceptional Talent route for recruitment at UoB no longer exists, but outstanding female colleagues have been recruited via our usual processes which have been reviewed to encourage more female applicants (see A15).	GREEN

Table 7: 2018 Priority 5: Supporting female staff who want to progress and/or apply for promotion.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 6: Addressing retention of female staff	Annually collate information from Exit polls to inform actions for the SAT.	A12: Information collated, issues identified, actions to improve retention implemented.	A12: ADJUSTED, NOT YET COMPLETE: The old exit questionnaire (used up to 2019) was entirely free text and recorded via Word document. Uptake of exit interviews/form completion was very low, and departures infrequent. Then, during the pandemic, there were very few leavers due to many colleagues being furloughed, so uptake dropped even further. Taken together, these factors made it very difficult to identify trends and to anonymise data, so a new form (collecting more quantitative data) was launched in 2021. So far 10 responses have been received, and ad hoc suggestions are reported to the Head of School and School Manager, and anonymised longitudinal analysis will be considered by 2023 (see Priority 4).	AMBER

Table 8: 2018 Priority 6: Addressing retention of female staff.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 7: Addressing recruitment of female staff	Use focussed recruitment to talent-search for senior academics in strategic areas.	A13 & A15: Our marker of success will be the recruitment of at least 1 more senior female academic in the next 3 years.	A13 & 15: COMPLETED: [Redacted]	GREEN
	Determine whether criteria used for selection such as 4* papers for the REF return may favour male applicants. Furthermore, it is important to consider the impact that periods of maternity leave and caring needs have on measurable outputs and whether this is given due consideration.	A14: Information collated, actions to report to Dean and HR which influence the practises of the Faculty Promotions Committee.	A14: COMPLETED: The UoB Promotions Committee have widened their criteria, including adding a mini-lecture to the assessment process, and taking due care to make adjustments for applicants recently returned from parental leave.	GREEN
	Robust recording of the number of female candidates shortlisted and interviewed. Identify reasons for success or failure; identify whether there are elements of unconscious gender bias in recruitment that need to be addressed.	A15: Our success marker will be the implementation of actions to improve recruitment including additional training. Numerical success data collected and recorded for 100% of appointments. Mechanism for recording reasons for success/failure as numerical	A15: COMPLETED & EXTENDED: The HoS (who chairs all recruitment panels for senior roles) has attended advanced EDI training at her previous institution, and since arriving in Bristol has completed the *Inclusion Essentials* training offered by UoB EDI team; further she sits on a number of grant panels where EDI principles are specifically covered at the beginning. She incorporates these learnings into all her recruitment practices. Applied a gender decoder to our School-level template job descriptions and templates to ensure that our language is 'strongly feminine-coded' to attract more	GREEN

| | | data designed and implemented. | female applicants. Training in Unconscious Bias, and how this can impact recruitment activities was delivered to all line managing staff at ASM in May 2021.

Swan data is now provided by the central HR team including shortlisting data. Analysis of this data suggests that gender parity through the shortlisting process is equitable at CMM (Table 143).

ADAPTED: A review of our intersectional data in 2020 revealed that we did not have any BAME female staff at Lecturer level or above (Table 127). Likewise, our 2022 survey results suggested that visibility of BAME role models is poor (Table 44). We have therefore identified actions to improve this in our future action plan.

See also 2022 Priority 7. | |
|---|---|---|---|---|
| | Consult recently recruited female academics across STEMM to understand what attracted them to Bristol. Understand their recent experience, perceptions of coming to Bristol and what support they appreciated/ would have liked. | A16: The implementation of actions which address where the process was considered inadequate. | A16: COMPLETED: Feedback on the induction process in the 2020 Culture Survey found that 92% of new starters found their induction quite helpful or extremely helpful (Table 89).

Further, the HoS uses ISR meetings (at 6 and 12 months after appointment) to understand what support would be appreciated by new recruits. Feedback from these ISR led to new starters also meeting with the SRD to discuss grant applications to help their research get started, and for them to be introduced at ASM and the Annual Assembly so everyone knows who they are.

The EDI committee also invites new recruits to join and offer their feedback. As a result of this, new support measures now in place are:

SUCCESS 1: In May 2021 we introduced a new online 'Sway' for prospective interview candidates to learn more about the School. This included an EDI statement about our values, how we support women at work, and pictures demonstrating our diverse community within the School.

SUCCESS 2: In addition to a mentor, since June 2020, all new group leaders/fellows are assigned a 'buddy' – a recent recruit who can help them understand the UoB structure, who to ask for help, etc. Feedback for this is positive, suggesting the new starters buddy scheme is very helpful.

SUCCESS 3: Since December 2021, a 'Research Theme Mingle' has been embedded into the induction process for new group leaders/fellows, to ensure that new starters meet other colleagues in their research area straight away, and are not | GREEN |

			reliant on adhoc personal connections to begin to form these important relationships.	

Table 9: 2018 Priority 7: Addressing recruitment of female staff

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 8: Supporting female careers	For new staff we will identify a mentor who will be responsible for introducing them to relevant colleagues and potential collaborators across STEMM, and be the person to go to for direction and advice on other practical issues such as flexible working practises, maternity/ paternity leave, and child care. Such an initiative will be run across the new Life Sciences Faculty.	A17: Mentors identified and in place for all new academics. Success of mentoring partnerships monitored by follow-up interviews and through Staff Review and Development [now named ADR] meetings and ASM.	A17: COMPLETED (see also A10): All new research staff are assigned a mentor in their research theme/area and this is embedded into the induction process. All new PIs / fellows are assigned a mentor and a buddy by the HoS; postdocs can request via Bristol Clear; PGRs can request a buddy through the School's new PG buddy scheme. For new PIs/fellows, the HoS uses the two ISR meetings (at 6 and 12 months) to check that they are meeting with their mentor. All academic staff who carry out ADR meetings feedback to the HoS any concerns that have been raised by staff, so the HoS can act on the concerns and where relevant meet with the member of staff. EXTENSION (2022): It was highlighted that unconscious bias might result in mentors introducing new colleagues primarily to colleagues who share their characteristics (e.g. white males more likely to introduce new colleagues to other white males) so since December 2021 we have embedded into inductions a new 'Research theme mingle' organised by the Admin Office to formalise the introductions to new colleagues in their workspace.	GREEN
	Improve the welcome social events, encourage wider attendance at the coffee mornings, introduce new staff members in the School Away Day (this was very successful this year in increasing the profile of the three 'new blood' lecturers).	A18: New induction packs available to all new staff members. Attendance at school coffee mornings monitored. New staff members introduced at School away days.	A18: COMPLETED: Induction information provided on intranet (continuously improved based on feedback). Interactive hosting service allowed quick response to COVID e.g. adding COVID-safety protocols to induction information. Consistent high attendance at coffee mornings (~30 at each event). Away Day programme of talks always include talks from new group leaders. EXTENSION: The School Away Day is our most effective event for fostering collaborations and strengthening relationships with colleagues (see 2020 Survey, Table 92), so we ensured that staff resource and budgetary resource were still	GREEN

		allocated to this event during COVID lockdowns. Feedback for the lockdown Research Away Day in 2021 was extremely positive (Figure 19, and quote listed below this figure).	
Introduce a follow-up check-in with new staff 1-3 months after starting, to ensure that they are settling in and address any issues that may have arisen.	A19: Follow-up check-ins completed for 100% new staff (ongoing).	A19: COMPLETED: One-week check-ins have been embedded into the induction process. EXTENSION: Welcome emails to new starters are copied to postdoc / postgrad reps (where relevant) to embed welcome from key contacts.	GREEN
Collect data by gender to see how long academics are in post before applying for promotion. Encourage all members of staff to apply for promotion, particularly members of staff who may be less inclined to do so.	A20: Success here will be marked by equal average time to promotion for male and female staff.	A20: COMPLETED: A review of our Promoted Staff data revealed that the average time to promotion is equivalent for male and female colleagues (5.5yrs F, 5.8 yrs M, Table 149). The Faculty runs promotion workshops and the HoS encourages all to attend, and meets with all staff who are interested in applying. Promotion is a standing item at ADR meetings, which assists the HoS in identifying colleagues who are ready to apply. She regularly mentors staff to apply for promotion, coaching them through the process. In 2019, UoB introduced a new policy to reduce non-progressible contracts. At the time, CMM had two PW3 lecturers on non-progressible roles, appointed before the current HoS joined the School. The HoS wrote supportive letters and enabled them to become progressible roles. This enabled them to apply successfully, supported by their mentor and HoS, to be promoted to Senior Lecturers in 2022 (see A10). The trend for the last 5 years is that women who do apply for promotion are more likely to be successful than their male counterparts (67%F, 58%M, Figure 53). See Section 3.1 *Progression and promotion* for more information.	GREEN
As both professional and academic staff have stated that they find this review process [ADR] very useful (even if they weren't keen to engage initially), we will endeavour to make sure all	A21: Staff Review and Development [now named ADR] completed for 100% of academic and postdoctoral staff.	A21: ADJUSTED AND COMPLETED: Our School ADR completion rate for 2021 was 79%. While this does not meet our target of 100% completion, it far exceeds the University baseline of 58% (Table 166) and is a vast improvement on our 2019 completion rate of 53%. We are also consistently above the Faculty baseline in our completion rates. In future we will aim to retain this high completion rate of 80% or higher.	GREEN

research staff (including postdocs) are engaged with the Staff Review and Development process, and that the process continues to be useful for all staff by collecting feedback data.	

Table 10: 2018 Priority 8: Supporting female careers

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 9: Supporting male and female career progression.	To further support fellowship applications, we will monitor and encourage fellowship applications through the existing GRAMS process [our grant application review process which aims to provide a stepping stone to an academic career]. We will expand mentoring within the School to include mentoring panels of staff with the appropriate experience (including successful ECR fellows) to support individual fellowship applications. We will focus on early career progression; mentoring sessions will include "coaching to the test" for fellowship interviews. We will arrange separate focus groups of male and female staff, from research and academic roles, to discuss the many elements of our new support individually and in detail. Make changes based on feedback. Continue to monitor data.	A22: Success will be marked by the same high (90% or greater) positive feedback on career support by male and female staff.	A22: PAUSED & ADJUSTED: Several actions were taken on this, but in 2022, only 55% of colleagues report feeling well-supported in career progression at CMM and [60% of females] and in 2020 the figure was 58% (Table 60). **Actions that were taken include:** Grant application review process promoted via ADR meetings, intranet, bulletin, and ASM meetings. SRD sends academics and postdocs 'Weekly funding calls' email, which includes fellowship opportunities. HoS regularly liaises with prospective fellows to support them in writing their application, and assigns a senior academic within their research theme in the School to mentor them through the process. The Research, Enterprise and Development (RED) team also provide considerable grant-writing feedback and arrange mock interviews. These practices resulted in the recruitment of a female fellow as a Vice-Chancellor's fellowship with CMM in 2019, and a male BAME fellow successfully obtaining a Wellcome Trust fellowship in August 2020. However, COVID-19 lockdowns prevented the consistent initiation of mentoring panels, as many colleagues were furloughed or turned their focus to COVID-19 research. Further, working from home presented more challenges with forming strong relationships. *Priority 1 in 2022 action plan outlines new series of plans for career support and development work.*	AMBER

Table 11: 2018 Priority 9: Supporting male and female career progression.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 10: Support given to students for academic career progression.	The Personal Development Planning system has been running for only two years. We need to understand how it is helping our UGs and tailor the process accordingly. We will monitor the effects of the new Personal Development (PDP) system and collect feedback from students.	A23: Success will be marked by: specific positive and negative student feedback (including NSS Academic Support questions, from 81% to 95%); specific changes to the process based on this; a detailed data set on the student experience of PDP at School level to communicate widely to the University.	A23: ADJUSTED & COMPLETED. Senior Tutors have encouraged engagement with PDP as part of scheduled tutorials for UGs. In recent exit questionnaires, 50-60% of respondents report discussing PDP with their Personal Tutors. For those who have engaged with PDP, the process of self-reflection is beneficial and this is reflected in free text comments. "*I found it useful at the beginning to get me settled into university and focus my thoughts and targets for the year.*" However, engagement is variable. "*I think the idea of PDP was useful however I did not engage with the plan as much as I should have and therefore did not benefit as much as I would have liked, despite the brilliant efforts of my tutor!*" The university is introducing a new Skills Framework platform and students in our school will be asked to engage with this in a pilot in 2023.	GREEN
	Student timetables to be issued as soon as available to allow mature students or others with caring responsibilities to arrange child care or older person care.	A24: Timetables issued prior to week 1 (restricted by timetabling).	A24: COMPLETED.	GREEN
	Continue to support the PGRs running the 'Life Sciences Careers Beyond Academia' series in future years and measure its impact via student feedback.	A25: 'Life Sciences Careers Beyond Academia' continues each year, student feedback reported to ASM and SAT.	A25: COMPLETED, gender parity of speakers is always achieved. The series is still successfully running and is supported by the Faculty EDI Lead/Biochemistry Careers and Employability Lead. Students requested examples from a broader variety of careers and we have responded to this feedback.	GREEN
	Ensure we continue to encourage CMM students (UG and PG) to attend the Biomedical Sciences Alumni Careers Evening and ensure that successful female role models attend to discuss their careers and respond to student questions.	A26: Events held, attendance recorded. Attendee feedback collected. Outcomes reported to ASM and SAT.	A26: COMPLETED. SUCCESS: A diverse cohort of speakers is used, for a recent example, see Appendix 11. We strive to invite speakers from diverse backgrounds, to ensure gender parity as well as considering ethnicity and the age of speakers. During the pandemic, the event was moved online and we have continued with this approach based on feedback that online sessions were more accessible for attendees and speakers. Building on the success of these panels, an Alumni Careers session will be embedded in a timetabled slot within a mandatory unit in Year 2, ensuring all students will benefit from this experience.	GREEN
	Provide more opportunities for informal networking for UG and PGR students with academic staff.	A27: Networking opportunities identified and implemented. Students satisfaction increased (NSS from 74% to 90%).	A27: COMPLETED, TARGET MET (pre-COVID) UGs: (2020) Tea & Talk (informal lecture series) reimplemented to support community in an online environment. (2021). Thrice-annual pizza parties introduced for UGs and personal tutors. (2022).	GREEN

| | | | PGRs: (2020-21) PGRs invited to give talks as part of the School Seminar Series. Final Year UG / MSci students are invited to staff / PGR coffee mornings. (2021-22) UKRI cohort-building fund used to deliver a new PGR conference; future years will be funded by the Faculty.

NSS scores:
- 2019-20 overall student satisfaction scored at 95% for CMM programmes and 83% for BMS.
- 2021-2022 overall student satisfaction scored at 78% for CMM programmes and 84% for BMS (period affected by COVID-19 pandemic). | |

Table 12: 2018 Priority 10: Support given to students for academic career progression.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 11: Career development for professional and support staff	Investigate whether there are any training opportunities which Professional & Support staff would value that are not currently offered by the University staff development team.	A28: Relevant training provided on request.	A28: COMPLETED: School Manager polls staff termly on training needs and aims to meet these needs alongside team building at the termly training days, and external facilitators are often included. Topics covered include: EDI training; teamwork and personality types; skills trades between team members; IT training. SUCCESS: SOMEO was supported to successfully apply for a comprehensive *Leading Collaborative Teams* course; Student Administrator supported to apply to the Elevate (BAME women leadership) course. SUCCESS: 70% of PS staff agree that the School supports them in their career progression (C.F. 55% School average) and 80% agree that their line manager supports their career development (C.F. 68%) (Table 60).	GREEN

Table 13: 2018 Priority 11: Career development for professional and support staff.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	Following best practice as laid out in the 'Pregnancy, Adoption and Parental Leave' handbook prepared by the School of Biochemistry, we will incorporate this information to produce a new School specific handbook available to all staff and postgraduate students, outlining CMM-specific provision and signposting to University-wide policies.	A29: Completion of information, handbook produced, signposting on Intranet.	A29: COMPLETED. Handbook available as an intranet page (2019); standard email produced to send to staff reporting parental leave plans, highlighting the resource and offering support / advice.	GREEN
2018 Priority 12: Flexible working and managing career breaks.	Promote paternal and shared parental leave using staff experience to guide others. Interviews with staff who have taken leave to collect stories that can be used to promote leave. Identification of colleagues willing to act as guides to other staff members, based on their own experience	A30: Success will be marked by continuing to have 100% of leave requests approved. We will also share our staff stories widely with the University to promote use of these forms of leave throughout the institution.	A30: COMPLETED: 100% of parental leave requests are approved.

SUCCESS / EXTENSION: 'Spotlight series' new article includes story about a colleague who has taken parental leave and is going through menopause. Includes advice on how to thrive in career alongside childcare.

EXTENSION: Parental leave consultants' scheme introduced and flagged on intranet page with uptake from at least 2 staff. | GREEN |
| | Positions within the School to be advertised as open to flexible working by default (unless a case is made otherwise). | A31: Success of the overall aim of the action will be marked by 100% of eligible requests being approved over the next 3 years. | A31: COMPLETED: We follow the UoB policy for all job adverts to include 'Happy to talk flexible working' statement, and all eligible requests for flexible working have been approved since our previous application.

SUCCESS: 42% of 2020 Survey (pre-pandemic) respondents report having some form of informal / formal flexible working arrangement (Table 81), and free text comments suggest this is particularly beneficial to those with caring responsibilities (Section 3 quote 8). Likewise, in the 2022 Survey 77% of All and 84% of Female respondents agree 'The School enables flexible working' (Table 28). | GREEN |

Table 14: 2018 Priority 12: Flexible working and managing career breaks.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	Review timings of the SAT meetings and signposting minutes of School, Faculty and University EDI meetings to ensure connected communication.	A32: Success will be marked by effective communication reported by 80% of staff (annual staff survey).	A32: COMPLETED: All committee minutes, papers and agendas now available to all via the intranet, standing item about this included in the School bulletin. Introduced new All School Assemblies (2020); introduced Senior Management panel Q&As (during COVID-19) which helped keep colleagues informed on rapid changes to policy/safety measures in place.

SUCCESS: 81% of female respondents and 77% overall agree 'The School communicates effectively on important information' (Table 28) | GREEN |
| 2018 Priority 13: Promote an environment of equality, diversity and inclusivity for both staff and students. | Consult with staff and student groups to develop policies and initiatives to improve EDI within the School.

We will invite members of the wide range of staff and student support networks to SAT meetings to gain advice on wider EDI issues.

Straightforward good policy will be implemented (as we have done with the creation of Trans-friendly toilets). More nuanced issues will be explored through the anonymous staff survey, the suggestion box and SSLC. We will issue an open invite to join the SAT to any staff who feel that they can bring experience of wider EDI issues, and/or in specific context (intersectionality). | A33: Success of this Action will be marked by specific changes to policy and culture that increase EDI. 90% positive feedback from staff and student groups on these changes. Properly evidenced and documented study of these changes that we can use as examples of good practise across the University. | A33: ACTIONS TAKEN, NEW TARGETS SET: Café Culture consultations run 2020-22; fed up to Wellcome Trust (WT) and Faculty; results used alongside School Survey results to expand our EDI action plan and several actions taken in response: allyship series, bulletin reminders, PW2 WLM, Code of Conduct, LGBTQ+ online Pride Mocktail morning, LGBTQ+ lunches; 7 top tips for PIs supporting their lab groups; incorporating an EDI unit into Year 2 unit; D&D the Curriculum group; logo updates; new PGR resilience training; LGBTQ+ Supporters Pledge displayed in UG noticeboard at entrance to CMM. Pronoun guidance shared with EDI committee. Genderbread Person posters. Worked with Biochem and PPN to create LGBTQ+ Scientists Exhibition for LGBTQ+ History month; E-suggestion box linked in weekly bulletin and on intranet homepage and outcomes of suggestions also reported in both places.

See Section 3.1 for further explanation of above activities.

EXTENSION 1: Following the success of our Café Culture sessions, a number of other EDI groups within UoB have sought advice from us on how to run their own cafés (including the FLS HR team, intending to apply across the Faculty).

72% of 2022 survey respondents agreed that 'The School fosters a culture whereby we all treat each other with respect', and only 40% of technicians agreed with this statement, so we have not met the 90% target, and are need a particular focus on the technical experience going forward.

2022 Priority 5 outlines how we intend to improve feedback on culture in the school amongst technical staff, and 2022 Priority 4 outlines how we intend to improve our Workplace culture more generally. | AMBER |

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	Include in staff and student survey questions relating to positive work environment.	A34: Data collected and analysed by SAT, actions implemented to promote a positive work environment.	A34: See A33 above.	AMBER

Table 15: 2018 Priority 13: Promote an environment of equality, diversity and inclusivity for both staff and students.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
	Through the annual staff review and development process, and in association with the School Research Committee and University Research & Enterprise Development (RED), identify appropriate individuals to participate in external panels/roles and support them in the process of obtaining membership.	A35: Increase the number of staff on external panels by at least two in the next two years.	A35: TARGET ADJUSTED & MET: The Swan panel of our previous application suggested adjusting this metric, so instead of measuring the number of staff on these panels, we measured the average number of external roles (panels, journals, etc) held by female academics. In 2019 it was 1.8 (24 roles across 13 academics) and in 2021 it was 3.5 (49 roles across 14 academics) so both the total number of roles and the average have increased significantly (Table 167).	GREEN
2018 Priority 14: Promoting external visibility of female staff and equality of workload	To collect feedback on the new Workload Model.	A36: Success here will be marked by improvements to the Workload Model. A high (90%) rate of satisfaction from staff. Evidence of the value of the model.	A36: ACTIONS TAKEN, TARGET NOT MET: New Faculty Workload Model (WLM) has been introduced, (see Section 1.3) and a number of positive changes have been made as a result of the WLM data (see below). However, perception of the WLM is still low (39% agree 'The School workload model helps to ensure fair and transparent allocation of tasks across academic staff members', Table 68). *Outcomes from WLM data:* *Roles reallocated*: new members and chair invited to the Staff Travel & Development Committee in 2021; new deputy Senior Tutor roles created in 2022. *Marking burden:* In 2020-21 WLM marking data identified that CMM marking burden is higher than other Schools in Faculty; WLM data was used to address issue via Teaching Committee, marking burden reduced for 2021-22. *New teaching roles*: (2021) The WLM demonstrated that our PW1 staff were over-burdened with teaching. As a result, we successfully applied for Faculty pump-priming funding to increase the number of PW3 staff by 1.6 FTE (3 PT staff) to allow PW1 and PW2 staff more time to focus on grant applications post-COVID.	AMBER

			The FTE of these PW3 staff has since been increased further to 3.0 FTE (3 full time staff) to cover secondments / buy-outs from other research staff. *2022 Priority 6 seeks to introduce further improvements and sets new targets for success.*	
	To inspire female staff and students to see a successful research career is possible, we will further increase the number of female speakers at School seminar series, including the Sir Anthony Epstein lecture series.	A37: 50% of female speakers in School seminar series of 12-16 seminars per year. ≥5 informal career development sessions held by female speakers. 50% Anthony Epstein lecture over the period of this award given by a female scientist.	A37: COMPLETED, TARGETS MET OR NEARLY MET. 2019/20 seminar series disrupted by cancellations due to COVID, 2020/21 seminars 46% female (X/X), 2021/22 seminars 38% F (X/X) (Table 159). Since 2018/19, all seminars are followed by informal career chats ('Tea with the Speaker') for postdocs and PGRs only, representing 13 informal careers chats with female speakers 2019-22. 67% (X/X) of Anthony Epstein Lecture speakers were female (Table 161). NB: All UGs are invited to seminars as well as staff & PGRs, so visibility can spread far. SUCCESS: 2022 survey results report that 'Visibility of female role models is good': 82% of All agree, 88% of female respondents agree (Table 44). EXTENSION: School noted that 100% of seminar speakers in 2020/21 were white. To address this, since 2021 the Research Committee has made extra efforts towards ethnic diversity of seminar speakers, resulting in 31% BAME speakers in 2021/22 series, including X female & BAME speakers (Table 160). *2022 Priority 7 seeks to introduce further improvements to intersectional representation at the School, and sets new targets for success.*	GREEN
	Continue to use inclusive photos in literature, emails to offer-holders, and CMM website.	A38: All outward-facing media will remain inclusive.	A38: COMPLETED: Graduation photos displaying our diverse student body used in Open Day presentations, website, etc. Ensured male and female staff and students featured in 3 recruitment videos (Jan 2021, Oct 2021 filming), in spite of COVID restrictions. [6]	GREEN

[6] [1] https://www.youtube.com/watch?v=DJ_LFZtceqo, [2] https://www.youtube.com/watch?v=m8U0fFTp9rw&t=1s, [3] https://www.youtube.com/watch?v=6g2DEc4wXzc&t=1s

Table 16: 2018 Priority 14: Promoting external visibility of female staff and equality of workload.

Planned action/ objective	SMART action	Success criteria	Assessment	Status
2018 Priority 15: Increase the involvement of staff in outreach activities	Increase participation rates of postdoctoral researchers in outreach activities.	A39: Complete data on outreach activities by staff and PG students collected. Outreach activities included in Workload Model. All outreach activities advertised, reported and updated on School website. Outreach activities to be gender balanced (where possible). PDRAs part of the outreach team.	A39: COMPLETED: Outreach included in School Workload Model and collected via PW2 WLM.

EXTENSION: Outreach activities tweeted and updates provided in bulletin; Faculty of Life Sciences outreach webpages has a CMM section about what CMM did during COVID - sent to partner WP schools. PDRAs are active in outreach activities (Table 131) with gender-balance towards females, to provide female good role models for future scientists.

2019: Outreach Officer attended PW2 coffee morning to promote outreach to PDRAs.

2020: Identified that PI buy-in was necessary to support RAs/SRAs taking the time out - HoS endorsed WP activities at next Academic Staff Meeting, highlighting interaction with Concordat. | GREEN |
| | Promote amongst academic staff and PGs funding opportunities that are targeted towards/ permissive of outreach activities among the School e.g. via the bulletin and the intranet. | A40: Funding opportunities already included in the Bulletin, will be added to intranet and updated monthly. | A40: ADJUSTED & COMPLETED: Standing item embedded into bulletin highlighting outreach opportunities; agreed not valuable to add to intranet as well. | GREEN |
| | Work more closely with the Faculty Outreach Team to extend and refine our outreach activities, with a view to encourage students from state-maintained schools with low rates of progression to Higher Education (compared to the national average) to aspire to university – with a particular focus on UK-based BAME students. | A41: Success here will be marked by a 50% increase in participation in outreach events amongst our academic staff/PG students, and 100% increase in applications from state-school BAME students. | A41: IN PROGRESS: We have not met the target of 50% increase in participation events amongst academic staff, in large part due to many activities being cancelled due to COVID-19, but we have made significant strides towards our target of increasing applications from state-school BAME students (Figure 56), with numbers of applications from BAME students increasing by ~77% between 2017 and 2020 (Table 154).

University recruitment of Local Schools Engagement Lead (2022) will enable us to increase our engagement with local state-maintained schools. | AMBER |

Table 17: 2018 Priority 15: Increase the involvement of staff in outreach activities.

2. Evidencing success against department's key priorities

Word count for section 2.2: 1,027

2018 Priority 12 – Flexible working and managing careers breaks

Our flexible working policy supports those with caring roles to manage work and home life. Our (pre-pandemic) 2020 Culture Survey revealed that a large proportion of the School had a flexible working arrangement (42%, Table 81), formally or informally. Free text comments suggested that this often facilitates juggling caring roles with work.

> "[Flexible working] enables me to organise my children before leaving for work… I also know I have the support of my line manager if I need to leave early."
>
> Anonymous, Culture Survey Respondent, 2020

Since the COVID-19 pandemic, flexible working now encompasses 'blended working': the flexibility to work from home. As a School, we have worked hard to support a culture of blended working being the norm, including investing £25k of our 2021/22 budget in hybrid working technology (beyond UoB's standard provision) including: converting our meeting rooms to hybrid working spaces; purchasing a 'meeting owl'; making all seminars and committee meetings online or hybrid, and making recordings available; providing new laptops. We found that incorporating these decisions into the School's culture supports colleagues to work at flexible times (e.g. catching up on seminars when it suits them), places (home or office) and ways (asynchronous collaborations). We also embed gender equality into these actions by, e.g. noticing that hybrid meeting equipment did not pick up female-sounding voices as well as male-sounding, and therefore investing in superior microphones to ensure female voices are heard.

Our 2022 Culture Survey demonstrates the success of this work. 77% of all respondents (84%F) agree 'The School enables flexible working' (Table 28), which is particularly impressive given that lab-based tasks cannot be completed from home.

In line with UoB policy, 100% of maternity/partner/adoption leave requests are approved. To support understanding around family leave entitlements, we published a new intranet page, bringing together policy, benefits and perks (see Section 1.4). Our new parental leave buddy scheme for PIs provides a named colleague to support PIs to keep their lab running while on leave. Feedback shows that this type of support will be hugely beneficial. Further, in our PGR-led 'Spotlight Series'[7] members of the School explain their experience of particular EDI-related areas. Topics include being female in science, maternity leave, mental health, being LGBTQ+ at work and other intersectional issues.

2018 Priority 7 – Addressing recruitment of female staff

In our previous application (2017/18), our academic, non-clinical Professorship was above the sector benchmark of 23%F[8], at 43%F (X/X). A female was promoted to Professor in 2019, making our Professorship 36%F (X/X) in 2020/21. Another woman was promoted to Professor in 2022, who is not included in the timespan of this application's dataset. In our previous application, we highlighted that this ratio will be difficult to sustain unless more female staff are recruited and/or promoted to grade L roles. We have had success in this area too, with 14%F (X/X) at grade L at the time of our last application, and 23%F (X/X) in 2020/21 (see Table 118, Figure 30 -

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[7] https://www.bristol.ac.uk/cellmolmed/news/2022/cmm-spotlight-series-dr-asme-boussahel.html
[8] https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020, section 4.15

Figure 34). We achieved this by acting on feedback from the 2020 School Survey and the EDI committee; from ADR meetings with the HoS; and by researching good practice in the sector (see 2018-22 action plan).

Further, analysis of our recruitment data suggests that the applicant to appointment ratio has been gender-equitable or female-leaning over the last 5 years (Figure 45), relative to the proportion of female applicants.

To improve our recruitment processes, in addition to following the Faculty policy of requiring a female colleague(s) on all shortlisting/interview panels, we have applied a 'gender decoder' to our template job descriptions and job adverts. This ensures that language used is 'strongly feminine-coded', which research suggests attracts women to apply[9] without deterring men. We have worked with the UoB EDI team to provide training in Unconscious Bias and its impact on recruitment. This was delivered to all line managing staff at our Academic Staff Meeting (May 2021). We have introduced a new online 'Sway'[10] for shortlisted candidates, advertising the strengths of the School, highlighting our Bronze Swan award and our recent EDI achievements, to encourage shortlisted female applicants to accept job offers .

While it is disappointing to see that of our 2022 survey respondents, only 48% (56%F) agree that 'The recruitment process encouraged me to come and work here' (Table 60), a closer examination of these data shows that the disagree rate is reassuringly low at 16%, X/X, Table 53 (7%F, X/XF, Table 54).

To improve our induction processes, we took advice from a recently recruited female PI, who suggested that new PIs are assigned a 'guide' in addition to their mentor. This 'guide' helps with logistics, e.g. who to contact to get help with specific queries or issues. In addition to the one-week check-in that the Admin Team do for all new starters, comments suggest that this less formal relationship is beneficial.

> "The 'guide' scheme is an ideal landing pad for incoming staff members. It has helped me reach out to other colleagues more easily through mutual introductions, and has provided me with useful local information about the University as well as Bristol."
>
> Anonymous, 2022

The 2020 Culture Survey found that 92% (X/X, 91%F, X/X) of new starters found their induction process quite or extremely helpful (Table 89). We have since added a 'research theme mingle' to our induction process for new PIs. This ensures that new starters meet colleagues in their research area immediately, rather than through ad hoc interactions. We took this decision because research suggests that Unconscious Bias makes colleagues more likely to seek out and form good relationships with people they perceive to be 'like them', and the composition of our senior academic staff is skewed towards males (Table 118). The new 'mingle' aims to ensure that collaboration opportunities and advice are consistently available to new PIs regardless of their gender, ethnicity, etc.

> "The induction was brilliant. It helped me settle in and familiarise with the surroundings, and the different people. The structure is good, and timelines to complete self-actions are good."
>
> Anonymous, Culture Survey Respondent, February 2020

In the future, we aim to build on this good practice and take more action to further expand our cohort of female senior staff (Figure 36, see 2022 Priorities 1 & 7).

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[9] http://gender-decoder.katmatfield.com/static/documents/Gaucher-Friesen-Kay-JPSP-Gendered-Wording-in-Job-ads.pdf
[10] https://sway.office.com/32wMJW7oirDIJOcC?ref=Link

Section 3: An assessment of the department's gender equality context

1. Culture, inclusion and belonging

Word count for section 3.1: 2,493

Values, traditions, leadership, practices and behaviours

CMM's slogan is *Turning Science Into Medicine*. **A collaborative and inclusive working environment** is essential to achieving that goal, and diversity strengthens our research. Feedback shows that the **supportiveness** of CMM is one of our greatest strengths (Figure 10). We are delighted that 79% of colleagues (88%F) agree 'School leadership actively supports gender equality' (Table 28), and 82% (90%F) feel that they can be themselves at work (Table 36).

By having EDI as a standing item on all committee agendas and sharing leadership of the School's EDI work across our sub-groups, we ensure that **EDI considerations are embedded into School decision-making** . Further, we take a **multi-faceted approach to identify areas and actions** for improvement, which is:
- **transparent** (committee papers openly visible on the School intranet, survey results shared with all and consulted on);
- **data-driven** (biennial School Culture Surveys, annual review of demographic data, see Section 1.5 data sources);
- **consultative** (Café Culture workshops, focus groups, anonymous suggestion box);
- **representative** (the EDI committee is an open committee; we call for representation from specific groups).

As a result of this approach, we have implemented a broad range of **campaigns, events and structures**, to improve inclusivity, belonging and support across the School.

> "The environment […] is very inclusive, welcoming and positive."
>
> Anonymous, Culture Survey Respondent, February 2022

Campaigns and Events

We recognise that community-building and understanding each other is key to Inclusivity and Belonging. A Staff/PGR Community budget (£2k p.a.), and UG cohort-building budget (£6k p.a.) was allocated to maintain community during the pandemic. Events offered a space to come together and feel supported.

Inclusive Social Events – Acting on feedback from postdoc and PGR reps, we provide variety in social events, including timing (work hours/evening) and provisions (crowded or quiet; alcohol/alcohol-free; nearby/somewhere new). The School Admin Team organisers have all attended EDI training (including on inclusive communications) to support them in putting accessibility and inclusivity at the forefront of event-planning.

> "The School has made a sustained and visible effort to develop a community identity through a range of inclusive social events."
>
> Anonymous, Culture Survey Respondent, 2020

This approach means we see a variety of colleagues at events depending on what suits them and their work/life pattern. We changed our 'Christmas Party' to a 'Winter Festival', celebrating all cultures, and including more

community-building activities e.g. a School-wide wellbeing challenge raising money for charity and the option to join colleagues in a daily lunchtime walk.

> "I think some of the problems with the work environment have been caused by covid and more in person things are helping e.g. coffee mornings, in person seminars"
>
> Anonymous, Culture Survey Respondent, 2022

Allyship series – During different campaign months (e.g. Pride) we circulate an email with suggestions on how we can better understand and support colleagues with different characteristics. Each link included in these emails gets ~10 clicks.

Microaggressions posters – Since some microaggressions can be difficult to identify or understand, we produced posters outlining comments that might damage colleagues who identify as: BAME, LGBTQ+ or female. We will seek feedback on posters in our next Culture survey.
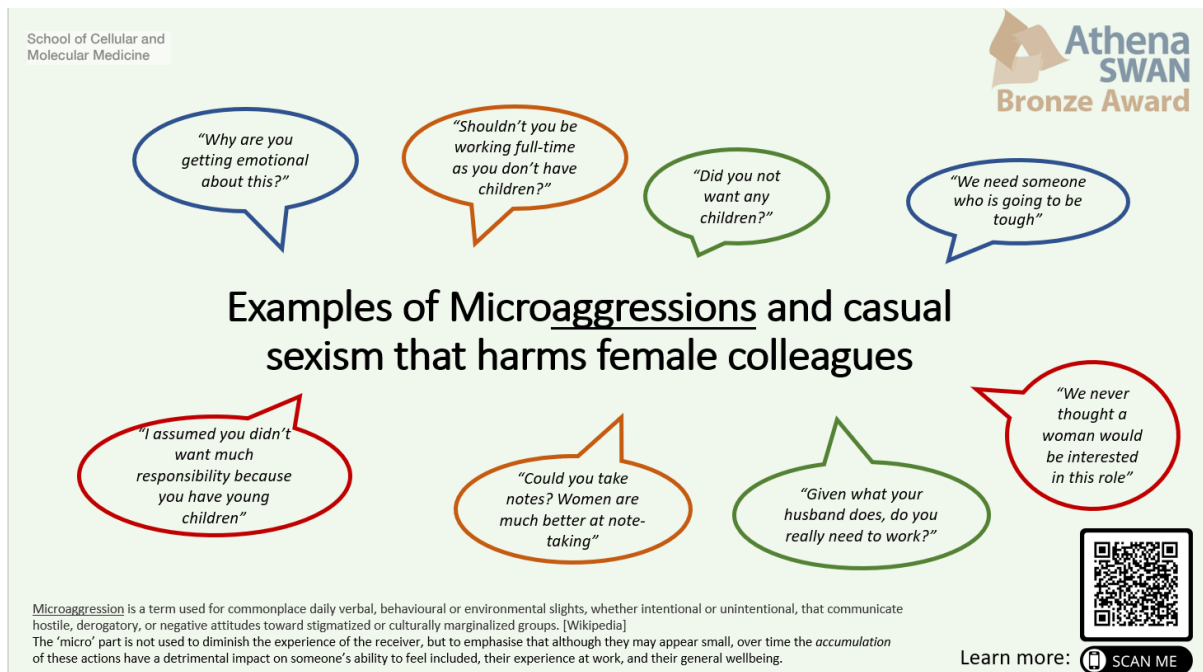

Figure 2: Example of a microaggressions poster

Structures and Communications

In 2020 the School set up an EDI budget (£2k p.a.) allowing the EDI committee to invest in embedding EDI into our teaching practices (below), and to deliver EDI events. In 2022, we increased the EDI budget to £5k given the success of these activities.

Café Culture consultations – Using the Wellcome Trust model , EDI committee members delivered 6 Café Culture sessions with staff and PGR students (3 role-based, 3 BAME). Workshops resulted in two action plans for improving research culture (e.g. line manager training, pay gap consultations, community-building etc). School-level actions were embedded into EDI subgroups' action plans, and many outputs from this are referenced throughout this document and the 2022-27 action plan. Faculty/University-level actions were submitted to the

Faculty EDI committee, and many have been implemented (e.g. new PGR resilience workshops). This consultative approach complements our biennial school surveys with more nuanced feedback which informs our decision-making. The success of this approach has been taken up at Faculty level, and Faculty HR have engaged with us to learn from our good practice before rolling out Café Cultures across our Faculty and beyond: the impact of this work has been far-reaching.

> *"The Café Culture sessions provided clear feedback on staff's experiences which in turn has driven positive changes...We have received excellent feedback and have decided to expand the model on a larger scale: currently launching across the Faculty of Science."*
>
> Anonymous 2022

Embedding EDI into education –
Responding to data illustrating a CMM degree-awarding gap based on ethnicity (Figure 25), we made changes to make UG teaching more inclusive and representative:

a. **Embedded EDI discussion into the curriculum**. A cross-School Year 2 (Y2) unit (taken by 400+ CMM, PPN and Biochemistry UG students) now includes an EDI component. Students consider science in context, including the effects of bias, and reflect on countering their own implicit biases.

b. **Embedded PGR EDI discussions.** We have worked with the Faculty to deliver resources and workshops for PGR students.

c. **D&D**. We invested £3k across 2 years employing UG students to review units and identify opportunities to make teaching more inclusive and representative: e.g. highlighting achievements from minoritised researchers, diversifying reading lists and imagery, discussion of problematic scientists and practices, and avoidance of negative stereotypes including binary gender stereotypes. We have already achieved our target of reviewing all CMM Y1 and Y2 units by 2024, and are currently collecting and collating data from our UG cohort on this approach. This work has been admired within the University and externally, and Dr Bronwen Burton's work in this area has been published[11] and presented at national conferences. We will continue to monitor BAME degree awarding (see 2022 Priority 3).

d. **Inclusive events by default.** All our Welcome Week cohort-building activities for UGs are advertised as alcohol-free to include students from all communities. Some students have thanked us, saying these are the only alcohol-free events in Welcome Week.

Female role models – Our 2020 Survey indicated that visibility of female role models in CMM is good (85% agree, 86%F, Table 83); however, verbal feedback after our 2020 Research Away Day suggested that visibility was poor at that event. The Research Committee improved the gender balance of speakers at the 2021 and 2022 Research Away Days (33%F in 2020, 50%F 2021, 56%F 2022, Figure 62). Feedback on this has been positive: 82% (88%F) agree *Visibility of female role models is good* (Table 44, 2022 Survey). The Research Committee aims for gender parity for the School Seminar Series and the Annual Anthony Epstein lecture (2018 action plan, Assessment of A37). Further, we will grow female leadership within CMM, by advertising the University's intensive Leadership training courses[12], and by recruiting female staff into senior roles (Section 2.2). The new School Spotlight series led by PGR students (XF and XM), has highlighted many female role models (XF and XM PIs interviewed so far, see section 2.2, Priority 12). Finally, we are delighted to have females in many leadership roles – as of October 2022, our HoS, SM, SED, SRD, and 3/4 Programme Directors, are all female.

[Photo redacted]

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[11] https://www.immunology.org/decolonising-and-diversifying-the-immunology-curriculum
[12] http://www.bristol.ac.uk/staffdevelopment/professional-services/courses/leadership-strategy/leadership/

Inclusive meetings – All academic committee meetings and seminars take place during core hours (10am-4pm Monday-Thursday). Responding to feedback that meetings were too frequent, the SM and HoS reviewed our committee calendar and reduced meeting numbers, using online solutions to facilitate flexible communication e.g. cloud-based collaboration on documents. Colleagues are encouraged to add 'lunch' in their online calendars to protect this time.

Inductions – See Section 2.2.

Menopause – Community sub-group initiated a menopause awareness campaign, and the EDI committee (2021-23) invested in menopause talks and workshops. Workshops were advertised to be gender-inclusive, and have been well-attended by colleagues and students of all genders, across all roles (PGR to Professor to PS). [Redacted] has been awarded £4.5k from the Elizabeth Blackwell Institute for a similar UG student campaign.

Mentoring – During the pandemic, PGR reps highlighted that new PGRs were finding it difficult to integrate in an online environment. Consequently, we introduced a School-level peer mentoring scheme, matching new PGRs with volunteers from the existing PGR/postdoc community. This also helped existing PGRs/postdocs to develop leadership/coaching skills. We know that certain protected characteristics can present unique challenges at work, so we gave mentees the option to request a mentor of a specific gender, ethnicity, or both. We also confirmed that University-level mentoring structures offer the same options.

> "My mentor was really really nice and helpful during my PhD application, as [well as] my overall concern about career in academic [sic]"
>
> Anonymous student, PGR Mentee Survey, June 2022

For more senior colleagues, mentoring schemes embedded into the School/UoB have been successful, including the Women's Mentoring Network[13], which supported many colleagues to promotion in the past five years (see 2018 Action plan, assessment of A10, A17, A20 and A22).

> "Through the women's mentoring scheme, I had great support from my mentor. She encouraged and inspired me… She advised me how to balance my professional and family life, sharing with me her own experiences.""
>
> Anonymous

Progression and Promotion – All academic staff are invited to attend a Faculty briefing at the start of promotion rounds and are encouraged to discuss their suitability with the HoS. The HoS also contacts colleagues eligible for promotion based on recent ADR meetings; e.g. the HoS supported a recently recruited female PW1 Associate

> "When I put in my application for promotion to professor, our Head of School contacted three senior women to help support me in highlighting my achievements. This made a huge difference to my application and I was thrilled to be successful!
>
> Anonymous

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[13] https://www.bristol.ac.uk/staffdevelopment/mentoring/bristol-womens-mentoring-network/

Professor to apply for promotion, successfully, in 2018/19. She also supported a female PW3 Associate Professor to apply successfully for promotion in 2022. The HoS and existing mentoring relationships were critical in this process (see A10 and A20 of 2018 action plan). Postdocs and technicians can also be promoted, and we have increased awareness of this through our reps network (see 2022 Priority 1).

Transparency and openness – We regularly seek feedback: e.g. biennial school-wide Culture Surveys, regular meetings with postdoc and PGR reps (see Section 1.4 'Consulting with reps'), all-School fora, anonymous suggestion box, a culture of follow-up surveys when new initiatives/events are introduced (e.g. PGR mentoring scheme, Appendix 1.3.2). Throughout the pandemic we held Q&A sessions with members of the School Management Team (SMT) to ensure quick and clear communication, as well as regular surveys of colleagues on their preferred balance of onsite and home working. Further, during this period we introduced a monthly HoS message, outlining e.g. key safety updates, good news and upcoming events.

Wellbeing – The SOMEO has undertaken Mental Health Champion training. This has facilitated the School Admin Office to provide signposting and advice about wellbeing opportunities at the University, in the School bulletin, and when asked for bespoke advice. Wellbeing was prioritised during the pandemic and the online Research Away Day schedule was adjusted to include a 'wellbeing' session (HIIT or Mindfulness); feedback was positive (Figure 19).

Further, the PS Team dedicated a termly away day to wellbeing at work and invented the Wholesome Olympics - members of the team accrued 'points' for doing activities that supported their wellbeing, with excellent feedback.

> "Working from home during the pandemic, the repetition of working (then relaxing) in my bedroom was tedious, and detrimental to my mental health. The 'Wholesome Olympics', motivated me to get back into running, and boosted my sense of our team spirit at work. I feel my mental health was buoyed from this throughout the pandemic."
>
> PS member, 2022

Addressing negative practices or behaviours

The School has increased awareness of how staff/students can raise issues via the University's Acceptable Behaviour process. We invited the HR team to speak to staff and PGRs via Faculty-level briefing events, as well as putting regular reminders in our weekly bulletin.

Data from our last two Culture Surveys suggest this is an area needing urgent work. Our 2020 Culture Survey found that 31% of our respondents had either experienced or witnessed unacceptable behaviour (Table 88), and 51% did not trust HR to act on reports of unacceptable behaviour (Table 84). While these statistics are better than the sector average (43% of researchers have experienced bullying and harassment and 61% have witnessed it[14]), nonetheless we have already taken actions to tackle this and intend to implement further actions (Priority 4, 2022-27 action plan).

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[14] What researchers think about research culture, Wellcome Trust https://wellcome.org/reports/what-researchers-think-about-research-culture pg 27-28

Current understanding of intersectional inequalities

Review of our intersectional data in 2020 highlighted that we did not have any BAME female staff above Lecturer level, while our UG student data highlighted that there remains a BAME degree-awarding gap. These are both priorities for our 2022-27 action plan (priorities 7 and 3, respectively) described in depth in the next section.

The inclusion of people of all gender identities

Our 2022 Culture survey received some responses from trans/non-binary colleagues (<5); these data cannot be presented separately without risking identification. However, we can learn from good practice elsewhere, and from the survey's free text comments . To make our workplace as inclusive as possible, we have supported our staff and students to **understand** trans/non-binary issues by: displaying Genderbread person[15] posters and LGBTQ+ microaggressions posters (above); celebrating LGBTQ+ History month and Pride month in our Allyship series (above). Further, we encourage a sense of community and belonging amongst trans/non-binary colleagues through: termly Faculty LGBTQ+ coffee mornings; promoting locations of our gender-neutral toilets; ensuring inclusive language in our communications e.g. talks about menopause invite 'all genders'; posters offering free 'feminine hygiene products' re-worded to 'sanitary items'; ensuring 'trans/non-binary' is an option on all surveys; encouraging colleagues to include pronouns in email signatures; encouraging correction when a colleague misgenders someone.

Caring responsibilities and career breaks

We are aware that caring responsibilities and career breaks disproportionately impact female colleagues, so we endeavour to support all colleagues to balance caring responsibilities with work. We outline our successes in this area in Sections 1.4 and 2.2. Further, in line with the University expenses policy, funding for childcare while at a conference has been added to our School Travel and Development Fund application form. We continue to offer a chest/breastfeeding room.

Flexibility, healthy 'whole life balance'

The School has two Mental Health Champions who have received training on University-level resources to help colleagues. These opportunities are promoted on the School intranet page, and School Absence Coordinator, advises managers to do Wellness Action Plans with colleagues who have declared a mental health-related absence. We also have a bespoke intranet page about Wellbeing and Support for You, which highlights free counselling services and Staff Networks that support wellbeing at work. Colleagues generally feel well-supported by their line managers (though this has been impacted by COVID-19 disruption - 88%/95%F in 2020, 68%/69%F in 2022, Table 86 and Table 60), and supported in flexible working (77%/84%F, Table 28). We encourage blended working and this is seen as a significant contributor to a healthy 'whole life balance'. However, only 56%/69%F of respondents agree that the School encourages a good work/life balance (Table 28). Other areas of the 2022 Survey suggest some issues relate to workload, which we target in 2022 Priority 6.

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[15] https://www.genderbread.org/

2. Key priorities for future action

Below we have outlined seven priorities for the next Swan period; note that these are <u>not</u> in order of importance. Each priority outlined maps onto the planned activities in our 2022-27 action plan.

Priority 1: Career support and development for academic staff

This priority outlines our intention to [1] ensure timely and appropriate progression from RA to SRA within PW2 and [2] support female staff into grade K and L roles in the department, with a specific focus on increasing the number of female staff in PW1.

[1] Progression from RA -> SRA

For the purposes of this section, 'postdoc' is used to refer to the combined RA and SRA cohort.

Employment at the SRA level has historically been below the Faculty average (CMM 23%, FLS 30%, Table 152), with a below-average progression rate from RA to SRA (Table 150). Additionally, a survey by the postdoc representatives found that 31% of postdocs were appointed at RA despite having more than 4 years' experience (Figure 13), and none of the RAs surveyed had been made aware of the progression process during their induction (Figure 14).

To tackle this, the School took several actions in 2020/21:

1. Liaised with postdoc reps to understand the issue and agree actions.
2. Advised PIs to cost grants at SRA level whenever possible, allowing flexibility for RAs to progress or for direct appointment to SRA. Instructed Finance colleagues to advise this when costing grants.
3. Worked with PIs to support process of promotion from RA to SRA; held a meeting with postdocs to encourage all to discuss progression with their line manager.
4. Clarified progression criteria with HR; worked with postdoc reps to promote this to existing postdocs.
5. Added a termly reminder to the School bulletin about progression and promotion procedures.

As a result of this, our RA to SRA progression rate was in line with the Faculty average in 2020/21 (CMM 2, FLS average 2.2, Table 150). However, due to departure of some SRAs (often as a result of successful career development), these successes are not yet showing a change in the overall RA:SRA ratio. Since September 2021 (not in the scope of this application's data) X women have been successfully promoted from RA to SRA, so we are confident that the next data review will reflect the success of these actions; our 2022-27 action plan outlines how we will build on this by improving guidance for PIs/postdocs about progression processes, and provide additional mentorship and development support for postdocs.

[2] PW2 Research Fellows

We currently have gender inequality in employment at Associate Professor/SL/Senior Research Fellow (SRF) stage (Grade L; 23%F in 2020/21, Table 118). Improvements have been made to the recruitment and promotion processes to rectify this, with some success (Section 2.2 Priority 7). In order to maintain this momentum we need to expand our female cohort at Associate Professor/SL/SRF level (Figure 36). Analysis of our recruitment process showed that males and females have similar application success rates to these positions (Figure 45) but that more men apply than women. Likewise, female staff are more likely to make successful applications for promotion (Figure 53), but more men apply (Table 147). Part of the reason for this is that only 26% of tenured PW1 academics are female, although there are more females at the equivalent level on PW2 (61%, Table 116), which are generally fixed term positions. Fixed term PW2 positions therefore disproportionally affect female staff.

There are clear obstacles in the career advancement of female staff, which can lead to their exit from an academic career at this stage. Our 2022-27 action plan outlines how we intend to use ADRs, mentorship and

clear communications to increase the number of women in PW1 positions, promote fellowship opportunities for PW2 staff, and provide bespoke advice about family leave to line managers and those taking career breaks.

Priority 1: Career support and development for academic staff
Further action planned
[1] Progression from RA -> SRA
A1.1. Improve the guidance to line managers on the role profiles and progression processes for RAs and SRAs. In particular we will highlight the guideline that RAs with >3 years' experience should be considered for SRA roles.
A1.2. Information about progression processes and policies will be embedded into the induction process as part of a new 'Expectations for Pathway 2 staff' Handbook.
A1.3. CV development opportunities offered to RAs and SRAs, including timely and appropriate access to teaching opportunities, and the opportunity for SRAs to be named as research student project supervisors.
A1.4. Additional mentoring, coaching and CV reviews, to be provided by senior members of staff (e.g. theme leads) aimed at supporting RAs aiming to progress to SRA roles, or to independent fellowships (K/L grade PW2 roles).
A1.5. Continue to monitor RA->SRA progression rates and SRA recruitment rates comparing with Faculty average. Include a gendered analysis.
[2] Research Fellows
A1.6. Work with the Faculty to ensure that the new mid-term review with the SRD and HoS successfully provides certainty and clarity for PW2 fellows on their options for progression. The process will be well-defined, with clear criteria for successful progression to permanent PW1 role laid out from the outset.
A1.7. SRD to use bulletin, ADR meetings and bespoke advice to ensure that PW2 fellows are aware of appropriate open-ended academic opportunities arising in the School; HoS to continue to offer 1:1 meetings with staff applying for promotion, and to advertise these opportunities biannually; HoS to continue to provide a mentor in the School to help with the application process.
A1.8.a. Work with the Faculty to provide appropriate start up packages for PW2 Fellows, if this is not provided as part of their grant funding. For example, this could include: non-salary budget for travel and conferences to facilitate external networking. A1.8.b. Continue to support fellows to successfully apply for funded PhD studentships. This will enhance the likelihood of accruing publications, as well as support development of mentorship skills, both of which are essential for appointments to PW1.
A1.9. Embed into process provision of bespoke advice to line managers with direct reports taking maternity / partner / adoption leave.
A1.10. In addition to existing ADR with SRD, Clinical Fellows will be mentored by Prof Andrew Mumford, a PW1 Clinician with an impressive track record in supporting fellows into permanent roles.

Priority 2: Career support for PS staff

Our key priority within this section is to support the career progression of our PS staff.

[Note that there is a formal progression framework in place for technical staff, and we do not employ any operational staff, so this section refers to PS-admin staff only].

In 2017/18, 91% (X/X) of our PS staff were female – in 2020/21, it was 75% (X/X) (Table 138), suggesting we are now closer to the national benchmark (80%F[16]). Supporting career development amongst our PS team will work to close the gender pay gap.

There is no formal route within UoB for PS staff to progress; progression is via applying for more senior roles as they become available. We have a successful track record of supporting our PS staff to succeed in such applications (Appendix 2.10). Further, 80% of PS staff agree that their line manager supports their career development (Table 60), and 90% agree that CMM supports flexible working (Table 28). We aim to maintain this excellent record, and will particularly target part-time staff progression (see Appendix 2.10).

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[16] Page 212, SOC4 category, from Advance HE Equality in higher education: statistical report 2020 (https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020).

We note that 100% of PS staff who have taken parental leave in the last 5 years have returned to work. Many of these staff are on PT and/or flexible working contracts. Therefore, we will continue to support all reasonable flexible working requests.

Priority 2: Career support for PS staff
Further action planned
A2.1. Continue with termly away days with a focus on development.
A2.2. Monitor completion rates for Annual Development Review meetings.
A2.3.a. To support applications for more senior roles, implement a series of measures to boost leadership skills in PS Staff, including: funding and encouraging attendance on leadership courses offered by UoB; rotating chair of team meetings; involving all team members in training of new team members.
A2.3.b. Consult with team to understand which other opportunities would support their development, e.g. shadowing, rotating responsibilities, taking on specific one-off projects, representing managers at meetings.
A2.4. Commit to spending £1k p.a. budget on facilitation of away days, orientated around team building, skill sharing, leadership and professional development.
A2.5. Support team members to participate in the UoB Career Development Programme for PS (currently being developed), to take advantage of UoB funded opportunities available (will include career development toolkit, 'thinking about managing' resource, one-to-one career coaching, new coaching skills for managers training, etc).

Priority 3: Recruiting and supporting male UGs

Our key priority within this section is to increase the proportion of male students on our UG programmes and reduce the degree awarding gap for this group.

So that prospective students can 'see themselves' at UoB, we ensure balanced representation in our promotional literature and resources (A4, A5, 2018-22 action plan). Female students are overrepresented in subject areas allied to medicine in UK universities[17] and female students are similarly overrepresented in our degree programmes (Figure 21). Our UG data show that the proportion of male students has been dropping since 2016/17, though our overall UG student numbers have doubled in this time period (Figure 20). There has not yet been gendered analysis of the admissions process. Candidate suitability is assessed by predicted grades and data-based WP criteria; UCAS Personal Statements are not used for selection, so it is a formulaic process and should not introduce bias. Consequently, through our Outreach activities we will continue to encourage an early interest in the Biomedical Sciences in boys (2022-27 A3.1-A3.2).

There has been no gendered analysis of our surveys of incoming Y1 students, resulting in an information gap to understand the lower numbers of male students. We will undertake actions to fill this gap using school-level surveys (A3.3) and a further review of our recruitment materials (A3.4-A3.5). We will also embed intersectional analyses in the process to inform us about other biases.

Data show that our male students are consistently awarded lower degree classifications than females (13.8% lower on average, Table 108). Furthermore, BAME male students have lower degree outcomes than white male students Figure 25). This echoes wider trends across UoB[18]. To address this, we have already invested significant resource in decolonising and diversifying our curriculum (see Section 3.1). We will seek to understand this problem so that we can better support these student groups (A3.6-A3.10).

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[17] https://www.hesa.ac.uk/data-and-analysis/students/what-study#complete

[18] Page 4, https://www.bristol.ac.uk/media-library/sites/academic-quality/Degree_Outcomes_Statement_2022_FINAL.pdf

Priority 3: Recruiting and supporting male UGs
Further action planned
A3.1. Work with the Home Recruitment and Conversion Office to influence teachers/careers advisers in schools when advising pupils on subject choices for A-levels and subsequent university subject choices and career paths.
A3.2. Increase proportion of male early carer scientists or PGR students taking part in outreach.
A3.3. To gain insight into factors influencing male and female prospective students when making university choices, we will do a gendered analysis of our UG questionnaire data as part of the annual cycle (welcome survey, exit survey, unit surveys). We will collect demographic data as part of all UG surveys; analyse results; liaise with UG reps to agree actions for improvement. Request HRC to include gendered analysis of open day feedback.
A3.4. Increase numbers of male UG students ambassadors involved with conversion activities (offer holder open days). This will be done by emails and weekly newsletters requesting UG students to apply for Student Ambassador roles, particularly encouraging male students and students from underrepresented groups to apply. Use Personal Tutors to encourage applications.
A3.5. Deliver another photo shoot to capture new images of students including males and underrepresented minorities in the new Biomedical Sciences Teaching Laboratories (4.14) and the Research Project Laboratory (E45). Update School website and promotional materials with new imagery.
A3.6. Actions to encourage engagement by male students and BAME students including; a) making positive changes to the curriculum based on reports produced by our student curriculum developers working to decolonise and diversify the curriculum, and assessing the impact of these changes through repeat surveys. b) creation of new 'student inclusion' rep positions to sit on the SSLC. c) allocating pairs of male students within personal tutoring groups to reduce isolation in a predominantly female cohort.
A3.7. Gendered analysis of attainment by year group, including consideration of ethnicity to determine where the awarding gap appears.
A3.8.a. Gendered and intersectional analysis of the number of EC forms submitted by students to identify specific groups which do not adequately access this support.
A3.8.b. Gendered and intersectional analysis of student Continuation data (progression from year 1 to 2), including reasons, suspensions, withdrawals and required-to-withdraw decisions.
A3.8.c. Retrospective analysis of marks awarded to male and female students in different settings to evaluate if there is parity of grading in different assessment contexts (e.g. anonymous essay marking compared to oral presentations).

Priority 4: Bullying & Harassment at work

Our School survey in 2020 revealed that bullying and harassment at work are of concern for 31% of respondents (Table 52), who have either witnessed or experienced bullying and harassment.

In response to these concerns, we carried out several 'Café Culture' sessions (2020-22). In response to the 'Café Culture' feedback and School survey results, the EDI committee have:

1. Extended our 2022 survey to include more questions on bullying and harassment, which enabled us to take better actions.

2. Designed and promoted three microaggression posters (see Section 3.1).

3. Written a School Code of Conduct, which was launched by the HoS at our Annual School Awayday in 2021 and is provided to all new staff and PGRs during their induction. This is designed to give clear guidance to staff and students about acceptable and unacceptable behaviours.

4. Influenced HR to hold three '*Demystifying the Complaints Process*' sessions. These were open to all staff in FLS and described the different routes that staff can take to complain about bullying and harassment at work.

5. Introduced a section at the top of our School weekly bulletin, highlighting guidance relevant to improving School culture/behaviour. This has included unacceptable workplace behaviour and routes to get support and/or report behaviour.

6. Invited HR to our annual School Assembly (September 2022) so that colleagues are aware of their roles in supporting staff/students who have been bullied/harassed.

While some of these interventions have received positive feedback, our 2022 Culture Survey did not see an improvement with 34% (30%F) agreeing they had witnessed bullying or harassment at work and 20% (18%F) agreeing they had experienced it (Table 52). While this remains better than the sector average (61% and 43%, respectively[19]), we will continue to tackle this problem in our 2022-27 action plan, including working with HR on a bespoke campaign about *Creating a positive workplace culture*, with mandatory training for all line managers.

Priority 4: Bullying & Harassment at work
Further action planned
A4.1. Fund an external facilitator to deliver bespoke and mandatory *Creating a positive workplace culture* training for all staff with line management responsibilities. This will include a mandatory in-person element, breaking down example scenarios of unacceptable behaviour, and how to tackle them. Monitor attendance and follow-up with disengaged members.
A4.2. Boost confidence in the reporting process by using a simple form to monitor high-level data on grievances raised informally with HoS and SM (i.e. that don't reach HR) and publishing (anonymous) results.
A4.3.a. Produce materials advertising specifically who can be approached for advice about experienced or witnessed unacceptable behaviour (HoS, SM, HR BP, Acceptable Behaviour Supporters, Concordat Champion).
A4.3.b. Promote Acceptable Behaviour supporters in School bulletin. Recruit a member of CMM to the role in the next round of recruitment for supporters.
A4.4. Encourage all CMM staff and PGRs to attend the University's Stand Up Speak Out training, especially members of the SMT and EDI committee.
A4.5. Work with the Faculty to run 'Café Culture' sessions specifically for staff with different protected characteristics; some of these will be specifically for women.
A4.6. As part of the anti-bullying campaign, highlight positive examples of good working practice and setting a good working culture (e.g. Thanks & Recognition Board at Winter Festival, Spotlight Series)

Priority 5: Technical staff experience
This priority aims to improve the experience of technical staff in the School.

Technical staff in CMM are employed on external grant funding to individual PIs and hence members of research groups. By contrast, Faculty core-funded technical staff, who deliver technical support for school research and teaching facilities, are funded by core budgets and managed under the Faculty line management structure.

Data show that the gender balance in School technical staff has improved in recent years (52%F in 2020/21 (Table 138), compared with the national benchmark of 55%F[20]).

The 2022 Culture Survey data highlighted that technical staff reported less satisfaction than other staff in questions about: feeling valued, flexible working, a culture of respect, and work/life balance (Table 28); wellbeing, belonging and positive work environment (Table 36); visibility of role models who identify as BAME, LBGTQ+ and disabled (Table 44); transparency of the recruitment process and support for career development from the line manager and the School (Table 60); and finally, there was an indication that technical respondents had concerns about how bullying and harassment were dealt with in the School (Table 52).

Interpretation of the survey outcomes indicates that the current structure – of technical staff working as part of research groups – could create significant and a different experience from technicians who are part of the Faculty Technical Team.

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[19] What researchers think about research culture, Wellcome Trust https://wellcome.org/reports/what-researchers-think-about-research-culture pg 27-28
[20] Page 212, SOC4 category, from Advance HE Equality in higher education: statistical report 2020 (https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020).

At present, all line managers at UoB are offered line management training, but we will improve this by strongly recommending attendance at refresher training for academic line managers (e.g. Managing research teams), and mandatory attendance at the *Positive workplace* training (A4.1).

In our 2022-27 action plan we describe how we intend to provide School technicians with additional support provided by the Faculty Technical Management Team through mentoring, a bespoke induction package for technicians, a regular meeting with the HoS and technical manager, and adding a Technicians section to the weekly bulletin.

Priority 5: Technical staff experience
Further action planned
A5.1. Strengthen links between research technicians and the Faculty technical team by allocating all technical staff a mentor/buddy from the Faculty team and encouraging them to meet regularly to discuss career development plans and general issues that arise.
A5.2. Set up a standard induction package for technical staff (and their line managers) to improve awareness of development opportunities and ensure staff are allocated time for development, in line with the Technical Career Framework.
A5.3. As a School, run a compulsory *Positive workplace* training for all staff (see A4.1).
A5.4. Ask the Faculty technical team to contribute to a monthly bulletin section on specific opportunities available on committees and events for technical staff, to increase feelings of belonging to the School.
A5.5. To provide a clear and formal feedback route for research technicians, set up an informal annual Q&A with the HoS and Technical Manager for research technicians.

Priority 6: Workload and mental health support

Our key priority is to improve the implementation of the Faculty's WLM for academic staff, and introduce gendered analyses of roles, responsibilities, and workload, to enable fair allocation of workloads.

In 2019 the Faculty implemented a new WLM to promote equity of workload across the five Schools and ensure that all roles are acknowledged and valued. Our 2022 Culture Survey identified concerns about overall workload and fair workload distribution: (34%/47%F) agree the WLM helps to ensure fair and transparent allocation of tasks (Table 68). Combining these quantitative data with free text comments (listed below Table 68), we understand that academic staff perceive that this does not result in a fair redistribution of workloads, and that there are wide discrepancies in workload between different members of academic staff (which does not appear to be linked to seniority or length of service, for example). Further, it is felt that 'good citizens' are disproportionately allocated roles and tasks that are insufficiently recognised and addressed by the WLM.

Data suggest there is a national trend for female colleagues to disproportionately take on/be allocated 'good citizen' work[21], which are not recognised in the WLM. To address this, we will do a gendered analysis of the WLM data, and use this to redistribute and adjust roles as appropriate.

Our 2022 Culture Survey also showed that only 44%/53%F of respondents feel that their mental health is supported by the School (Table 36). High workloads are felt to be a contributing factor (quote 5, below Table 36), emphasising the importance of the actions outlined above. We will continue to develop and support activities about awareness of mental health/wellbeing concerns that affect all genders, including continuing with the menopause awareness campaign, Mental Health Awareness days, and our Allyship Series to boost belonging amongst minoritized colleagues. LGBTQ+ colleagues in particular report low feelings of belonging (53%), so we will continue to work with the Faculty to deliver the recently restarted (post-COVID) LGBTQ+ coffee mornings and other events, and to promote the LGBTQ+ staff network at inductions.

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[21] https://www.timeshighereducation.com/news/female-academics-held-back-greater-administrative-workloads

Priority 6: Workload and mental health support
Further action planned
A6.1.a. Do a gendered analysis of WLM data.
A6.1.b. Use gendered analysis of WLM data to redistribute roles fairly as an iterative, annual process, with a particular focus on roles that contribute towards successful progression and promotion.
A6.1.c. Publicise changes made on the basis of the gendered analysis of the WLM.
A6.2. Continue to develop and support activities about awareness of mental health, wellbeing concerns and belonging that affect all genders, including continuing with the menopause workshops, Mental Health Awareness days, Allyships Series. Ensure promotions for menopause workshops explicitly invite all genders.
A6.3. Deliver LGBTQ+ coffee mornings and complementary events.

Priority 7: Intersectionality: BAME role models

Our intersectional data review in 2020 highlighted that we did not have any BAME female staff at Lecturer level or above (Table 127, Table 128). Our priority is to recruit female BAME staff to senior roles.

Our 2022 Culture Survey revealed poor visibility of BAME role models (39%/50% of BAME, Table 44). Similar concerns were expressed by the BAME Café Culture group. However, our 2022 School survey suggested that feelings of belonging are higher amongst BAME women (73%) than the general cohort (63%) (Table 36).

In 2020 we began using a checklist of BAME networks on twitter to promote all senior roles to a diverse range of applicants. Since the initial finding in 2020/21, a new+ female BAME fellow has joined the School, but nonetheless we need to do more to attract female BAME staff.

To increase exposure to successful female BAME researchers for our existing staff and students, we will ensure that external colleagues who identify as such will be invited to speak at our School Seminar series. We will also introduce a new School policy in our recruitment panels, that they must have both gender parity (already Faculty policy) and ethnic diversity (new School policy) in the recruitment panellists. In the first instance, to reduce the burden on the small number of existing colleagues who identify as BAME, we will limit this stipulation to recruitment for Lecturer/above and will advise line managers recruiting for less senior roles to consider this where possible. Our intention is that this will repeat the success of the gender parity policy, and a more nuanced consideration of BAME applicants. We will also approach BAME colleagues across the sector to encourage them to apply.

Priority 7: Intersectionality: BAME role models
Further action planned
A7.1.a. All roles advertised at Lecturer level or higher will have BAME representation on the recruitment panel (in addition to female representation).
A7.1.b. Advise all recruiting managers to consider BAME representation for RA/SRA roles, where practical and not burdensome on the individual.
A7.2. Continue to advertise all Lecturer (or higher) roles on BAME social networks e.g. Black in Cancer. Approach BAME colleagues across the sector to encourage them to apply.
A7.3. Ensure BAME representation in School Seminar Series.

Section 4: Future action plan

1. Action plan 2022-2027

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
Priority 1: Career support and development	Progression from RA -> SRA + In response to concerns raised by our postdoc reps, data gathered by our Data Manager in 2019/20 found a low level of progression between Research Associate grade I and Senior Research Associate grade J, when compared to the Faculty average (CMM 1.6 p.a., Faculty 2.0 p.a., Table 150). Further, employment at SRA level was lower in the CMM when compared to FLS (CMM 23%, FLS average 30%, Table 152). The CMM PW2 reps survey (Appendix 1.3.1) demonstrated many postdocs (62%) have been employed at RA level in spite of having 3 or more years postdoctoral experience, indicating they should be considered for SRA roles.	**[1] Progression from RA -> SRA** A1.1. Improve the guidance to line managers on the role profiles and progression processes for RAs and SRAs. In particular we will highlight the guideline that RAs with >3 years' experience should be considered for SRA roles.	September 2022	September 2025	1.1.a. Follow-up survey by PW2 reps to assess whether a practice of underemployment is continuing within the CMM; further actions taken to rectify this, including guidance outlined to line managers. 1.1.b. Another reminder to PIs to cost postdocs at J grade when applying for grants.
	+ We have developed a policy where PIs submitting grant applications are encouraged to cost in an SRA position in their grant applications to facilitate the progression of staff from RA into SRA positions.	A1.2. Information about progression processes and policies will be embedded into the induction process as part of a new 'Expectations for Pathway 2 staff' Handbook.	Already started	September 2023	1.2. Expectations document published, induction checklist updated.
	+ The School implemented a series of actions in 2020/21 to tackle this which has been very effective, with three RAs being promoted to SRA in 2021/22, and many PIs now costing at SRA level when writing grants, but further improvement is still possible.	A1.3. CV development opportunities offered to RAs and SRAs, including timely and appropriate access to teaching opportunities, and the opportunity for SRAs to be named as research student project supervisors.	September 2023	September 2025	1.3. Teaching opportunities clearly advertised; project supervisor opportunities offered.
	PW2 Research Fellows	A1.4. Additional mentoring, coaching and CV reviews, to be provided by senior members of staff (e.g. theme leads) aimed at supporting RAs aiming to progress to SRA roles, or to	September 2023	September 2025	1.4. CMM to establish career coaching of junior members of staff with senior staff including theme leads.

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
	+ We have implemented an internal grant review process whereby staff submit their applications for feedback from senior members of the department. + We have recently implemented a female-specific mentoring scheme whereby senior female academics mentor junior female colleagues. + We have supported at least two independent fellows to obtain PhD studentships to support advance their research. + We have a high proportion of female professors in the School (36%F, Table 118) compared with the national benchmark of 23%F (Table 118), but there is a leak in our pipeline (Figure 36) at Associate Professor / Senior Research Fellow level (23%F, Table 118). Only 26% of our PW1 (which are all open-ended) roles are female, compared with 60% of our PW2 roles (which have a higher rate of fixed term contracts) (Table 116). + ADR meetings for our 3 clinical fellows are currently delivered by the SRD to ensure strong lines of communication and support with grant applications.	independent fellowships (K/L grade PW2 roles).			
		A1.5. Continue to monitor RA->SRA progression rates and SRA recruitment rates comparing with Faculty average. Include a gendered analysis.	Already started	Biannually, as part of data review	1.5.a. RA:SRA ratio of 70:30. 1.5.b. SRA gender split continues to be at least proportionate to the School overall.
		[2] Research Fellows A1.6. Work with the Faculty to ensure that the new mid-term review with the SRD and HoS successfully provides certainty and clarity for PW2 fellows on their options for progression. The process will be well-defined, with clear criteria for successful progression to permanent PW1 role laid out from the outset.	Jan 2023	Jan 2025	1.6. Increase representation of female staff in PW1 roles to 35%.
		A1.7. SRD to use bulletin, ADR meetings and bespoke advice to ensure that PW2 fellows are aware of appropriate open-ended academic opportunities arising in the School; HoS to continue to offer 1:1 meetings with staff applying for promotion, and to advertise these opportunities biannually; HoS to continue to provide a mentor in the School to help with the application process.	Jan 2023	Ongoing	1.7. Mentors allocated; 100% of ADR meetings completed for PW2 grade K and above; School Survey reports 80% of senior PW2 staff feel well-supported by the School in reaching their career goals.
		A1.8.a. Work with the Faculty to provide appropriate start up packages for PW2 Fellows, if this is not provided as part of their grant funding. For example, this could include: non-salary budget for travel and conferences to facilitate external networking.	Already started	Ongoing	1.8. At least one more fellow to successfully apply for a funded PhD studentship by 2025.

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
		A1.8.b. Continue to support fellows to successfully apply for funded PhD studentships. This will enhance the likelihood of accruing publications, as well as support development of mentorship skills, both of which are essential for appointments to PW1.			
		A1.9. Embed into process provision of bespoke advice to line managers with direct reports taking maternity / partner / adoption leave.	Already started	Ongoing	1.9. Advice given.
		A1.10. In addition to existing ADR with SRD, Clinical Fellows will be mentored by Prof Andrew Mumford, a PW1 Clinician with an impressive track record in supporting fellows into permanent roles.	February 2023	2027	1.10. Mentoring relationships arranged; at least one of our three clinical fellows promoted to an open-ended role.
Priority 2: Support for Professional Services staff progression	+ Survey results suggest PS staff have a high rate of satisfaction regarding their career development and support (80% agree 'My line manager supports my career development', Table 52). In spite of being a small team, applications for internal roles have a high success rate (several case studies support this, see Appendix 2.10), and our retention rate following parental leave is also high (100% X/X). However, some staff who have taken parental leave and/or caregivers are on PT contracts, and this seems to be a barrier to successful applications to roles at higher grades.	A2.1. Continue with termly away days with a focus on development.	Already started	Termly	2.1. Delivery of termly away days, including at least one CV workshop and at least one cross-Faculty Away Day for PS staff.
		A2.2. Monitor completion rates for Annual Development Review meetings.	Annually	Ongoing	2.2. 100% of ADR meetings take place for PS staff.
		A2.3.a. To support applications for more senior roles, implement a series of measures to boost leadership skills in PS Staff, including: funding and encouraging attendance on leadership courses offered by UoB; rotating chair of team meetings; involving all team members in training of new team members.	January 2023	January 2025	2.3.a. PS staff continue to report high feelings of support in their career development (80% or higher).

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
	+ The School funded X female staff members to attend extensive (6 month) Leading Collaborative Teams course to support their career progression.	A2.3.b. Consult with team to understand which other opportunities would support their development, e.g. shadowing, rotating responsibilities, taking on specific one-off projects, representing managers at meetings.	January 2023	January 2025	2.3.b. At least one PT PS staff member to successfully apply for a role (internal or external) at a higher grade.
	+ Termly away days are delivered, to support team building, professional development and training in specific skills.	A2.4. Commit to spending £1k p.a. budget on facilitation of away days, orientated around team building, skill sharing, leadership and professional development.	Annually	Ongoing	2.4. Budget spent.
	+ A new process for ADRs has been implemented to ensure managers agree overall team objectives (linked to School strategy) which are cascaded down to individual reviews, and Annual Development Review meetings are completed for 100% of staff.

+ Opportunities to progress within the School are well supported, and internal applications are often successful. To offer more opportunities for progression, PS managers share appropriate job adverts with staff, and offer application support. Secondments are encouraged and shadowing opportunities are highlighted. However uptake of these opportunities has been relatively low, so we will endeavour to further encourage staff to think about roles outside of the School, and outside of their immediate area of work.

+ We will learn from the good practice established with the training of our 2018-19 School Apprentice (now in a FT role in CMM) wherein all members of the team were involved in their training, which in turn supported their leadership skills and experience. | A2.5. Support team members to participate in the UoB Career Development Programme for PS (currently being developed), to take advantage of UoB funded opportunities available (will include career development toolkit, 'thinking about managing' resource, one-to-one career coaching, new coaching skills for managers training, etc). | Post-launch (date TBC) | December 2024 | 2.5. At least 1 PS staff member to attend UoB Career Development Programme. |

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
Priority 3: Recruiting and supporting male undergraduates	+ Ensured balanced representation of male and female students and staff in promotional materials, as well as representation of diverse ethnicities, so that students can "see themselves" at university.	A3.1. Work with the Home Recruitment and Conversion Office to influence teachers/careers advisers in schools when advising pupils on subject choices for A-levels and subsequent university subject choices and career paths.	September 2022	August 2027	3.1.a. Positive feedback from teachers that they feel better able to advise students.

3.1.b. Increase in the proportion of male students joining the school (from 30% to 40%). |
| | + Encouraged male members of staff to take part in outreach activities (Table 153), though it should be noted that participation in outreach activities declined during the pandemic. However, PhD student Nathan Palk was employed by the Faculty Engagement Officer to lead several outreach activities with school-aged children. | A3.2. Increase proportion of male early carer scientists or PGR students taking part in outreach. | September 2022 | August 2027 | 3.2. Equal numbers of male and female PGRs / staff participating in outreach |
| | + Increased male staff engagement with recruitment process, including appointment of a male Admissions Officer to begin the role in 2022-2023.

+ Recent data analysis identified a 14% average gender awarding gap 2016/17-2020/21 (Table 108, Figure 24).

+ National trends suggest that male prospective students are less likely than females to take A level combinations that are suitable for our courses[22]. | A3.3. To gain insight into factors influencing male and female prospective students when making university choices, we will do a gendered analysis of our UG questionnaire data as part of the annual cycle (welcome survey, exit survey, unit surveys). We will collect demographic data as part of all UG surveys; analyse results; liaise with UG reps to agree actions for improvement. Request HRC to include gendered analysis of open day feedback. | Started | September 2026 | 3.3. Gendered analysis completed, series of actions identified and delivered. |
| | + Anecdotal evidence suggests that there may be gendered barriers to accessing academic | A3.4. Increase numbers of male UG students ambassadors involved with conversion activities (offer holder open days). This will be done by emails and weekly newsletters requesting UG students to apply for Student Ambassador roles, particularly encouraging male students and students from | Started | August 2027 | 3.4. Equal numbers of male and female UG student ambassadors participating in conversion activities. |

[22] https://ffteducationdatalab.org.uk/2021/09/which-a-level-subjects-have-the-best-and-worst-gender-balance/

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
	support measures such as the submission of extenuating circumstances (EC) forms (which can affect final grades). This, paired with potential unconscious bias in marking practices, could contribute to non-completion of studies. + Employed undergraduate student curriculum developers to review unit material to identify opportunities to decolonise and diversify the curriculum, making the curriculum more inclusive and representative for all students (link to BSI article and BILT).	underrepresented groups to apply. Use Personal Tutors to encourage applications.			
		A3.5. Deliver another photo shoot to capture new images of students including males and underrepresented minorities in the new Biomedical Sciences Teaching Laboratories (4.14) and the Research Project Laboratory (E45). Update School website and promotional materials with new imagery.	January 2023	December 2024	3.5.a. Changes made to website and promotional materials. 3.5.b. New UGs agree in Welcome Survey that website contributed to decision to apply to CMM / accept offer at CMM.
		A3.6. Actions to encourage engagement by male students and BAME students including; a) making positive changes to the curriculum based on reports produced by our student curriculum developers working to decolonise and diversify the curriculum, and assessing the impact of these changes through repeat surveys. b) creation of new 'student inclusion' rep positions to sit on the SSLC. c) allocating pairs of male students within personal tutoring groups to reduce isolation in a predominantly female cohort.	September 2022	August 2027	3.6. Actions taken, success measured by 3.7 (below).
		A3.7. Gendered analysis of attainment by year group, including consideration of ethnicity to determine where the awarding gap appears.	September 2022	August 2027	3.7. A 5% decrease in the awarding gap between male and female students by 2027.
		A3.8.a. Gendered and intersectional analysis of the number of EC forms submitted by students to identify specific groups which do not adequately access this support.	September 2022	August 2027	3.8. Completion of analysis and identification of vulnerable groups. Set of actions developed to address this.

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
		A3.8.b. Gendered and intersectional analysis of student Continuation data (progression from year 1 to 2), including reasons, suspensions, withdrawals and required-to-withdraw decisions.	September 2022	August 2027	See 3.8.
		A3.8.c. Retrospective analysis of marks awarded to male and female students in different settings to evaluate if there is parity of grading in different assessment contexts (e.g. anonymous essay marking compared to oral presentations).	September 2022	August 2027	See 3.8.
Priority 4: Bullying & Harrassment at work	+ Both of our recent surveys (2020 and 2022) have delivered results that Bullying & Harassment is worryingly high (~a third of staff have witnessed bullying / harassment at work, and 40-50% do not believe that reports will be acted on appropriately, Table 52). These feelings are echoed by the members of the BAME Café Culture group. In 2022, only 68%/72%F of Survey respondents agreed 'Overall, there is a positive work environment at CMM' (Table 36). + This is partly because cases are confidential and the outcomes of reported cases may not be made public. But we are not naïve to the fact that problems of bullying and harassment exist throughout academia, and we are not immune to this. + We will work with HR to launch a *Creating a positive workplace culture* campaign in the School. We have begun this work already, with HR delivering 3 workshops aimed at	A4.1. Fund an external facilitator to deliver bespoke and mandatory *Creating a positive workplace culture* training for all staff with line management responsibilities. This will include a mandatory in-person element, breaking down example scenarios of unacceptable behaviour, and how to tackle them. Monitor attendance and follow-up with disengaged members.	Already booked, events due January 2023	By August 2023	4.1.a. Session delivered; 100% PI attendance recorded. 4.1.b. A 25% decrease (to 10%) in the proportion of staff agreeing 'I have witnessed bullying and/or harassment in the School in the last 12 months' in Culture Survey.
		A4.2. Boost confidence in the reporting process by using a simple form to monitor high-level data on grievances raised informally with HoS and SM (i.e. that don't reach HR) and publishing (anonymous) results.	Annually	Ongoing	4.2.a. Form created and used by HoS and SM. 4.2.b. Boosted confidence will be demonstrated by a 20% increase (to 60%) in the proportion of staff agreeing 'If I raised a concern about bullying, harassment, or

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
	Demystifying the complaints process, our allyship campaign, microagressions posters, a Code of Conduct, displaying posters outlining the complaints process around the School, and more.				discrimination, I am confident that it would be taken seriously and dealt with appropriately' in Culture Survey.
		A4.3.a. Produce materials advertising specifically who can be approached for advice about experienced or witnessed unacceptable behaviour (HoS, SM, HR BP, Acceptable Behaviour Supporters, Concordat Champion).	Already started	January 2023	4.3.a. Posters displayed.
		A4.3.b. Promote Acceptable Behaviour supporters in School bulletin. Recruit a member of CMM to the role in the next round of recruitment for supporters.	Termly promotions Recruitment date TBC	Ongoing	4.3.b. Standing item in bulletin; Role recruited.
		A4.4. Encourage all CMM staff and PGRs to attend the University's Stand Up Speak Out training, especially members of the SMT and EDI committee.	September 2023	September 2025	4.4.a. 70% attendance at Stand Up Speak Out training from EDI committee members and SMT. 4.4.b. A 10% increase (to 80%) in the proportion of staff agreeing that 'Overall, there is a positive work environment at CMM' in Culture Survey.
		A4.5. Work with the Faculty to run 'Café Culture' sessions specifically for staff with different protected characteristics; some of these will be specifically for women.	January 2023	September 2024	4.5.a. Workshops delivered.

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
					4.5.b. Feedback received and further actions identified.
		A4.6. As part of the anti-bullying campaign, highlight positive examples of good working practice and setting a good working culture (e.g. Thanks & Recognition Board at Winter Festival, Spotlight Series)	December 2022	Ongoing	4.6. Positive examples highlighted; see also 4.4.b.
Priority 5: Technical staff experience	+ Survey results showed lower scores for feelings of support from the School with regard to career development support (55% average, 30% for technicians, Table 60) and positive working environment (68% average, 40% for technicians, Table 36). We think this is because of the current structure with technicians being employed directly by research groups, which can lead to feelings of isolation and a lack of consistency with UoB processes and policies due to lack of awareness of the line manager.	A5.1. Strengthen links between research technicians and the Faculty technical team by allocating all technical staff a mentor/buddy from the Faculty team and encouraging them to meet regularly to discuss career development plans and general issues that arise.	March 2023	Ongoing	5.1.a. Buddies/mentors allocated. 5.1.b. Improved ratings (60%) for career development support in Culture survey.
		A5.2. Set up a standard induction package for technical staff (and their line managers) to improve awareness of development opportunities and ensure staff are allocated time for development, in line with the Technical Career Framework.	March 2023	Ongoing	5.2. Inductions completed.
	+ We already have links to the Faculty technical team who approve job descriptions for technicians in groups, participate in recruitment and have a dotted line management link.	A5.3. As a School, run a compulsory *Positive workplace* training for all staff (see A4.1).	January 2023	See A4.1 and A4.5.	See A4.1 and A4.5.
		A5.4. Ask the Faculty technical team to contribute to a monthly bulletin section on specific opportunities available on committees and events for technical staff, to increase feelings of belonging to the School.	August 2023	Ongoing	5.4.a. Bulletins issued. 5.4.b. Improved ratings (70%) amongst technicians for feelings of belonging in the School in Culture Survey.
	+ We currently hold annual informal Q&A and biscuits with the HoS for our postdoc and PGR cohorts. Feedback on these activities is very positive, so we will use this good practice and introduce an equivalent session for technicians, to improve the feedback loop.	A5.5. To provide a clear and formal feedback route for research technicians, set up an informal annual Q&A with the HoS and Technical Manager for research technicians.	February 2023	Annually	5.5. Sessions held, actions to improve technicians' experience identified and acted on.
Priority 6:		A6.1.a. Do a gendered analysis of WLM data.	December 2023	Annually	6.1.a. Delivery of gendered analysis of WLM data, by

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
Workload and mental health support	+ We have implemented the new Faculty Workload Model, collecting feedback and making positive changes year on year.				collecting genders on application forms. Use learnings for appropriate redistribution of roles.
	+ We have tested the efficacy of the new WLM in our 2022 Culture survey. This revealed feelings that the WLM is not used for fair workload redistribution (39%, Table 68). Research suggests that this particularly impacts female colleagues, who are more likely to take on 'good citizen' activities which are not accounted for in the WLM. + Some of the free text comments in the 2022 Culture survey (e.g. Appendix 1.1, Mental Health & Wellbeing, quote 5) suggest that high workloads contribute to feelings of poor mental health support at work, with only 44% agreeing that *My mental health and wellbeing are supported in my School* (Table 36). Further, feelings of belonging are particularly low amongst LGBTQ+ colleagues (53%, Table 36). *Actions supporting progression / promotion can be found in Priority 1.*	A6.1.b. Use gendered analysis of WLM data to redistribute roles fairly as an iterative, annual process, with a particular focus on roles that contribute towards successful progression and promotion.	May 2023	May 2025	6.1.b. Clear communication of changes implemented as a result of the gendered analysis of the WLM.
		A6.1.c. Publicise changes made on the basis of the gendered analysis of the WLM.	May 2023	May 2025	6.1.c. 60% of respondents to 2026 Culture survey agree 'The School workload model helps to ensure fair and transparent allocation of tasks across academic staff members' (an increase from 39% in 2022).
		A6.2. Continue to develop and support activities about awareness of mental health, wellbeing concerns and belonging that affect all genders, including continuing with the menopause workshops, Mental Health Awareness days, Allyships Series. Ensure promotions for menopause workshops explicitly invite all genders.	Already started	Ongoing	6.2. 60% (up from 44%) of respondents to the Culture Survey agree that *My mental health and wellbeing are supported in my School.*
		A6.3. Deliver LGBTQ+ coffee mornings and complementary events.	Already started	Ongoing	6.3. Culture Survey respondents who identify as LGBTQ+ agree *I feel like I belong in CMM* in line with the School average for all respondents.
Priority 7: Intersectionality: BAME role models	+ Our demographic data (Figure 45) suggests that our recruitment practices do not discriminate based on gender. Part of the reason for this is that we follow the University	A7.1.a. All roles advertised at Lecturer level or higher will have BAME representation on the recruitment panel (in addition to female representation).	September 2022	June 2025	7.1. Actions delivered. At least one additional female BAME colleague employed at Lecturer or above.

Priority	Action to date and rationale	Further action planned	Timeframe (Start/End date)		Success criteria and outcome
	policy for all recruitment panels to have female representation. + A 2020/21 review of our intersectional data revealed that we had no female BAME colleagues at Lecturer level or higher (Table 127). + Our 2022 Culture survey revealed that a low proportion of the School feel that visibility of BAME role models good (39% of All, 50% of BAME, Table 44). + In spite of this, our 2022 School survey suggested feelings of belonging is higher amongst BAME women than the general cohort (73% compared with 63%, Table 76). + Nonetheless, considering these data and feedback from the BAME Café Culture group, we will take a number of actions (similar to those implemented to boost female recruitment) to boost female BAME recruitment. In the first instance, to reduce the burden on the small number of existing colleagues who identify as BAME, we will limit this stipulation to recruitment for Lecturer / beyond, and will advise line managers recruiting for less senior roles to take consider this where possible. Our intention is that this will repeat the success of the gender parity policy, and result in additional applications from / more nuanced consideration of BAME applicants for such roles.	A7.1.b. Advise all recruiting managers to consider BAME representation for RA/SRA roles, where practical and not burdensome on the individual.			
		A7.2. Continue to advertise all Lecturer (or higher) roles on BAME social networks e.g. Black in Cancer. Approach BAME colleagues across the sector to encourage them to apply.	Already started	Ongoing	7.2. Jobs advertised as described. Use Twitter analytics to measure mentions and impressions.
		A7.3. Ensure BAME representation in School Seminar Series.	Already started	Annually, in Spring	7.3. At least 10% of invited seminar speakers to identify as BAME.

Appendix

Notes on the data

Sex/gender: The following demographic data uses female / male to refer to Sex, whereas the survey data uses female / male to refer to Gender.

Ethnicity: This application uses the term BAME to refer to 'Black, Asian, and Minority Ethnic' students and colleagues. In 2022 the University of Bristol moved to using the term 'Minoritised Ethnic' and encouraged a more comprehensive breakdown of ethnicities. For the purpose of this application we have continued to use the historic BAME so that actions can be mapped onto data gathered during the action plan period; however, going forward we will be using a more detailed breakdown where possible, or using ME when data sizes are too small to refer to this group without breaking data protection guidelines.

Appendix 1: Culture survey data

1. 2022 Culture Survey

Below we present the Athena Swan Culture Survey Results that was undertaken January – February 2022. We undertook this survey to provide us optimal benchmark data to inform our 5-year strategy.
Figures are rounded to the nearest 1%

Aims and approach

For the Athena Swan culture survey results we analysed the data in varying ways:

(i)   Percentage of all respondents choosing strongly agree or agree
(ii)   Percentage of females / males choosing strongly agree or agree
(iii)   Percentage of BAME colleagues choosing strongly agree or agree
(iv)   Percentage of BAME females choosing strongly agree or agree
(v)   Percentage of LGBTQ+ colleagues choosing strongly agree or agree
(vi)   Percentage of professional services staff choosing strongly agree or agree
(vii)   Percentage of technical staff choosing to strongly agree or agree

[Percentages exclude 'Not applicable' responses]

- We are aiming for >60% Agree/Strongly Agree (excluding 'Not Applicable'). The exception to this is questions about Bullying / Harassment, where we are aiming for <10% agree. Any of the compulsory survey questions advised by Advance HE (i.e. questions 1.1, 1.2, 1.3, 2.1, 4.3b and 6.1) not meeting this threshold are assigned an action in one of the 2022 action plan [excluding Q2.2 as many comments in the free text section suggested they did not understand the question]
- Anything with <50% Agree/Strongly Agree is an area of concern.
- <50% agree (i.e. concerns) is highlighted red in the tables below.
- >80% (i.e. successes) is highlighted green in the tables below.

There were 95 respondents (total staff and PGR headcount 197, survey response rate 48%).

[Table redacted]

Table 18: Breakdown of respondents to the 2022 Culture Survey [count]

NB: There were <5 Trans/non-binary respondents, so their data is combined with PNS here, for anonymity.

[Table redacted]

Table 19: Breakdown of respondents to the 2022 Culture Survey [%]

NB: There were <5 Trans/non-binary respondents, so their data is combined with PNS here, for anonymity.

[Table redacted]

Table 20: 2022 Culture Survey respondents by characteristic

The culture of the School

[Table redacted]

Table 21: The culture of the School: All respondents [count]

[Table redacted]

Table 22: The culture of the School: Female respondents [count]

[Table redacted]

Table 23: The culture of the School: BAME respondents [count]

[Table redacted]

Table 24: The culture of the School: BAME and female respondents [count]

[Table redacted]

Table 25: The culture of the School: LGBTQ+ respondents [count]

[Table redacted]

Table 26: The culture of the School: Professional Services respondents [count]

[Table redacted]

Table 27: The culture of the School: Technical Services respondents [count]

[Table redacted]

Table 28: The **culture** of the School [%]

NB: of the 23 staff with caring responsibilities, 22 agreed that that the School enables flexible working.

A selection of free text comments about the culture of the School

[Comments redacted]

Mental Health and wellbeing

[Table redacted]

Table 29: Mental health and wellbeing at work: all respondents [count]

[Table redacted]

Table 30: Mental health and wellbeing at work: female respondents [count]

[Table redacted]

Table 31: Mental health and wellbeing at work: female respondents [count]

[Table redacted]

Table 32: Mental health and wellbeing at work: BAME and female respondents [count]

[Table redacted]

Table 33: Mental health and wellbeing at work: LGBTQ+ respondents [count]

[Table redacted]

Table 34: Mental health and wellbeing at work: Professional Services respondents [count]

[Table redacted]

Table 35: Mental health and wellbeing at work: Technical Services respondents [count]

[Table redacted]

Table 36: Mental health and wellbeing [%]

*Note that a number of respondents commented in the free text that they did not understand the COVID-19 question.

A selection of free text comments: mental health and wellbeing

[Comments redacted]

"What should the School START doing to make your working life better?"

[Comments redacted]

Role Models

[Table redacted]

Table 37: Role models: All respondents [count]

[Table redacted]

Table 38: Role models: female respondents [count]

[Table redacted]

Table 39: Role models: BAME respondents [count]

[Table redacted]

Table 40: Role models: BAME & female respondents [count]

[Table redacted]

Table 41: Role models: LGBTQ+ respondents [count]

[Table redacted]

Table 42: Role models: Professional Services respondents [count]

[Table redacted]

Table 43: Role models: Technical Services respondents [count]

[Table redacted]

Table 44: Role models at the School [%]

A selection of free text comments about role models

[Comments redacted]

Bullying and harassment

[Table redacted]

Table 45: Bullying and harassment: All respondents [count]

[Table redacted]

Table 46: Bullying and harassment: Female respondents [count]

[Table redacted]

Table 47: Bullying and harassment: BAME respondents [count]

[Table redacted]

Table 48: Bullying and harassment: BAME and female respondents [count]

[Table redacted]

Table 49: Bullying and harassment: LGBTQ+ respondents [count]

[Table redacted]

Table 50: Bullying and harassment: Professional Services respondents [count]

[Table redacted]

Table 51: Bullying and harassment: Technical Services respondents [count]

[Table redacted]

Table 52: Bullying and harassment at work [%]

* We are aiming for <10% Agree/Strongly Agree in questions about witnessing/experiencing bullying or harassment, so a low agree rate is better here.

Free text answers to the question 'If you answered 'disagree' or 'strongly disagree' to any of the above statements, please tell us why if you feel comfortable to do so'

[Comments redacted]

When asked, 'What should the School START doing to make your working life better?'

[Comments redacted]

Recruitment and Development

[Table redacted]

Table 53: Recruitment and development: All respondents [count]

[Table redacted]

Table 54: Recruitment and development: Female respondents [count]

[Table redacted]

Table 55: Recruitment and development: BAME respondents [count]

[Table redacted]

Table 56: Recruitment and development: BAME and female respondents [count]

[Table redacted]

Table 57: Recruitment and development: LGBTQ+ respondents [count]

[Table redacted]

Table 58: Recruitment and development: Professional Services respondents [count]

[Table redacted]

Table 59: Recruitment and development: Technical Services respondents [count]

[Table redacted]

Table 60: Recruitment and development [%]

A selection of free text comments about recruitment, line managers and progression

[Comments redacted]

"What should the School START doing to make your working life better?"

[Comments redacted]

Workload Model

Important note on the data: several staff who do not participate in the WLM answered this question, and this cannot be clarified accurately using the filters available on the survey data. However, where possible, data in the summary table has been provided combining PW1, PW3 and PW2 grades L-M. This means that only responses from PW2 academics at grade K (max. 3 individuals) would have been missed.

[Table redacted]

Table 61: Workload Model: All respondents [count]

[Table redacted]

Table 62: Workload Model: Female respondents [count]

[Table redacted]

Table 63: Workload Model: BAME respondents [count]

[Table redacted]

Table 64: Workload Model: BAME and female respondents [count]

[Table redacted]

Table 65: Workload Model: LGBTQ+ respondents [count]

[Table redacted]

Table 66: Workload Model: Professional Services respondents [count]

*Professional Services staff do not participate in the Workload Model, so all answered Not Applicable here.

[Table redacted]

Table 67: Workload Model: Technical Services respondents [count]

*Technical staff do not participate in the Workload Model, so all <u>should have</u> answered Not Applicable here.

[Table redacted]

Table 68: Workload Model [%]

*Note that several staff who do not participate in the WLM answered this question, and this cannot be clarified accurately using the filters available on the survey data. However, data has been provided combining PW1, PW3 and PW2 grades L-M. This means that only responses from PW2 academics at grade K (max. 3 individuals) would have been missed.

A selection of free text comments about the Workload Model

[Comments redacted]

"What should the School START doing to make your working life better?"

[Comments redacted]

EDI committee

[Table redacted]

Table 69: EDI committee: All respondents [count]

[Table redacted]

Table 70: EDI committee: Female respondents [count]

[Table redacted]

Table 71: EDI committee: BAME respondents [count]

[Table redacted]

Table 72: EDI committee: BAME and Female respondents [count]

[Table redacted]

Table 73: EDI committee: LGBTQ+ respondents [count]

[Table redacted]

Table 74: EDI committee: Professional Services respondents [count]

[Table redacted]

Table 75: EDI committee: Technical Services respondents [count]

[Table redacted]

Table 76: EDI committee [%]

A selection of free text comments about the EDI committee

[Comments redacted]

Graphs of Athena Swan compulsory questions

[Figure redacted]

Figure 3: Feeling valued

[Figure redacted]

Figure 4: Leadership

[Figure redacted]

Figure 5: Flexible working

[Figure redacted]

Figure 6: Mental Health

[Figure redacted]

Figure 7: Bullying and harassment

[Figure redacted]

 Figure 8: COVID-19

[Figure redacted]

Figure 9: Career development

Wordcloud
What 3 words describe your favourite things about working/studying at CMM?

Figure 10: Wordcloud

2. 2020 School Survey (equivalent to AS Culture Survey 2020)

Below we present the School EDI Survey Results (equivalent to the AS Culture Survey) that was undertaken January – February 2020 (before any COVID lockdowns began). We undertook this survey to provide us optimal benchmark data to inform our 5-year strategy.

Aims and approach

The survey aims to identify areas for improvement, in order to improve the experience of being at CMM for all our staff and postgraduates.

The 2020 School Survey took a very different format to the 2022 survey. In 2020, the survey included a variety of EDI topics, but also more general questions about how respondents felt about the School. Further, the majority of questions and data collected were in free text form. While this provided valuable data which informed our ongoing EDI action plan, it does not favour longitudinal comparisons in the same way as quantitative data. Further, we received feedback that the survey was too time-consuming to complete, which we suspect reduced the number of respondents. Our 2022 survey follows the recent Advance HE guidance (in terms of which questions to ask and how to ask them) and was deliberately much shorter to encourage a higher uptake (which we achieved, 72/40% respondents in 2020, 95/48% respondents in 2022). Therefore, for the purposes of this application, we have selected three types of data from the 2020 survey to provide in this application.

1. EDI-related questions which we also asked in our 2022 survey, to allow for direct comparisons and continued monitoring.
2. Other EDI-related quantitative questions which resulted in significant action from the School Senior Management Team and EDI committee.
3. Free text quotes which inform the above.

Overview

**Figures are rounded to the nearest 1%*

There were 72 respondents (of 182 members)

[Table redacted]

Table 77: Breakdown of respondents to the 2020 Culture Survey

[Table redacted]

Table 78: Gendered breakdown of respondents to the 2020 Culture Survey

[Table redacted]

Table 79: Ethnic breakdown of respondents to the 2020 Culture Survey

*It is important to acknowledge that the needs and concerns of the individuals in the subsets of this group will of course be extremely diverse. However, in order to preserve anonymity, respondents who identified themselves as 'Asian / Asian British', 'Black / African / Caribbean / Black British', 'Mixed / multiple ethnic groups' or 'Other ethnic group', have been counted as 'BME' for the purpose of this report.

1. Questions which were also asked in 2022

[Table redacted]

Table 80: Feeling valued.

[Table redacted]

Table 81: Flexible working

[Table redacted]

Table 82: Belonging at CMM

[Table redacted]

Table 83: Visibility of female role models

[Table redacted]

Table 84: Confidence complaining about unacceptable behaviour

[Table redacted]

Table 85: Comfort reporting unacceptable behaviour

[Table redacted]

Table 86: Line manager support

[Table redacted]

Table 87: Progression / promotion support

[Table redacted]

Table 88: Unacceptable Behaviour

2. Other EDI data of note
Induction

Table 89: Induction

[Table redacted]

Bullying / Harassment
NB: in the free text comments, many of those who were not comfortable reporting unacceptable behaviour highlighted that it is an inherently unpleasant process to complain about someone, implying their concern is not with the process itself. However, below is a summary of the free text comments received.

[Table redacted]

Table 90: Comfort reporting Unacceptable Behaviour: a summary of the free text responses

[Table redacted]

Table 91: Confidence in reports of Unacceptable Behaviour: a summary of the free text responses

Events

[Table redacted]

Table 92: A summary of our events

* Excludes 'Not Applicable' for each activity

3. A selection of free text comments

[Comments redacted]

[About <u>comfort</u> reporting unacceptable behaviour]

[Comments redacted]

[About <u>confidence</u> reporting unacceptable behaviour]

[Comments redacted]

3. Other surveys

1. Pathway 2 progression & Promotion Survey

In February – March 2021 the CMM Pathway 2 representatives ran a special survey of Pathway 2 staff in CMM

Aims and approach

To address concerns that RA staff were working above their grade, and not being progressed to / employed at SRA level appropriately. Specifically, the survey asked respondents about:

- Difficulties moving from Research Associate (Grade I) to Senior Research Associate (Grade J).
- Being appointed at an incorrect grade for the work they are doing.
- Being appointed at a lower point in the pay scale than reflects their previous experience.

Overview

There were 25 respondents (total PW2 headcount in 2020/21 was 46, survey response rate 54%).

[Table redacted]

Table 93: PW2 progression survey respondents

Responses

[Table redacted]

Table 94: Has your role been costed to include movement to Grade J (Senior Research Associate) if needed?

[Figure redacted]

Figure 11: Has your role been costed to include movement to Grade J (Senior Research Associate) if needed?

[Table redacted]

Table 95: Is your current position the first after completing your PhD?

[Figure redacted]

Figure 12: Is your current position the first after completing your PhD?

[Table redacted]

[Of Research associates (grade I) with prior post doctoral experience]

Table 96: How many years postdoctoral experience did you have prior to your current role?

[Figure redacted]

Figure 13: How many years postdoctoral experience did you have prior to your current role?

[Table redacted]

Table 97: When were you made aware of the progression and promotion process?

[Figure redacted]

Figure 14: When were you made aware of the progression and promotion process?

A selection of free text comments

[Comments redacted]

2. PGR mentoring scheme

Participation in pilot

[Table redacted]

Table 98: PGR mentoring scheme pilot

Survey feedback
In July 2022 we surveyed participants in the PGR mentoring scheme pilot. We had 8 respondents to this survey out of a possible 36* (22%). 2 never met up with their mentor/mentee so were not able to comment on the value of the scheme. The responses from the remaining 6 respondents (3 mentors and 3 mentees) is presented below.

*This takes into account mentors / mentees who had left CMM by the time of the survey

[Figure redacted]

Figure 15: Mentee feedback on the PGR mentoring scheme

[Figure redacted]

Figure 16: Mentor feedback on the PGR mentoring scheme

[Figure redacted]

Figure 17: Genders of mentor survey respondents

[Figure redacted]

Figure 18: Ethnicities of mentor survey respondents

Free text comments of note:

- *"My mentor was really really nice and helpful during my PhD application, as my overall concern about career in academic etc."* - anonymous mentee

3. Research Away Day 2021

[Figure redacted]

Figure 19: What was your favourite element(s) of the 2021 Research Away Day?

Free text comments of note: *[Comments redacted]*

Appendix 2: Data tables

1. Students at Foundation, UG, PGT and PGR level

Note that there are no Foundation students at CMM.

UG students

For the purposes of data collection, the four courses under the Cellular & Molecular Medicine umbrella are taken together in the first table. A detailed breakdown is provided below.

[Table redacted]

Table 99: UG on the two programmes offered by the School [headcount]

*BMS programme launched in 2017/18. Full cohort (of all 3 yrs of study) by 2019/20

**MSci launched in 2019/20.

[Figure redacted]

Figure 20: Proportion of male students amongst increased student UG student numbers (UG) [headcount]

*The BMS UG programme was launched in 2017/18. We had a full cohort (of all 3 yrs of study) by 2019/20.

**The MSci for CMM was launched in 2019/20.

*** 'Other' group is very small, so not represented on this graph.

[Table redacted]

Table 100: Breakdown by Sex of the two programmes administered by CMM [headcount]

*A breakdown of the CMM programmes can be found in Table 101 below.

[Figure redacted]

Figure 21: Breakdown by sex of UG students on the two programmes administered by CMM [headcount]

[Table redacted]

Table 101: Breakdown of the CMM UG list of programmes across all year groups [headcount]

PGT students

[Table redacted]

Table 102: Postgraduate Taught (PGT) students

[Figure redacted

Figure 22: PGT students [headcount]

[Table redacted]

Table 103: Contract type of PGT students (Full time vs Part time) [headcount]

[Table redacted]

Table 104: Contract type of PGT students (Full time vs Part time) [%]

PGR students

[Table redacted]

Table 105: Postgraduate by Research (PGR) students [headcount]

[Figure redacted]

Figure 23: PGR students [headcount]

2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

UG students

[Table redacted]

Table 106: UG Degree Attainment [headcount]

[Table redacted]

Table 107: UG Degree Attainment [as a proportion of sex]

[Table redacted]

Table 108: UG attainment of 'good' honours (i.e. First or II.i) [%]

[Figure redacted]

Figure 24: UG attainment of 'good' honours (i.e. First or II.i) [%]

[Table redacted]

Table 109: UG degree attainment by sex and ethnicity [headcount]

[Table redacted]

Table 110: UG degree attainment by sex and ethnicity [%]

[Figure redacted]

Figure 25: Degree attainment by sex & ethnicity [%]. Attainment of a 'good' honours (First or 2.I) is consistently lower amongst male UGs when compared with others in their cohort.

PGT students

[Table redacted]

Table 111: PGT attainment/completion rates [headcount]

[Table redacted]

Table 112: PGT Attainment/completion rates, as a proportion of sex [%]

[Figure redacted] PGR students

Figure 26: PGT attainment /completion rates [as % of gender]

[Table redacted]

Table 113: PGR attainment / completion rates [headcount]. All CMM PGRs have passed their degrees in the last 5 years.

3. a. Academic staff by grade and contract function

Please note that the data in this section excludes Clinical Staff, whose data are presented elsewhere.

[Table redacted]

Table 114: All academic staff [count]

[Figure redacted]

Figure 27: Academic staff excluding clinicians [number]. The proportion of male and female staff in academic roles is very similar, and the size of the School has increased in recent years.
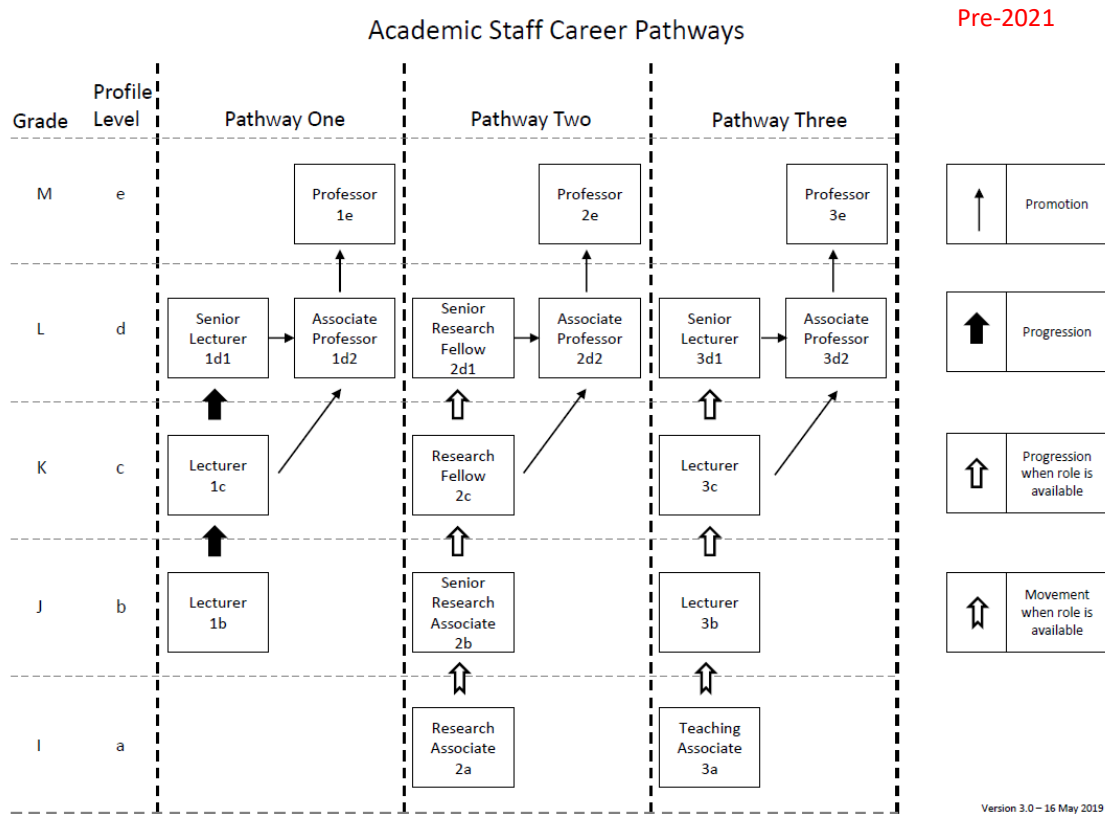

Figure 28: Job titles and grades on different pathways at University of Bristol.

[Table redacted]

Table 115: Academic staff by contract function [headcount]

[Table redacted]

Table 116: Academic staff by contract function [%]

[Figure redacted]

Figure 29: Academic staff by gender by pathway [headcount]. The majority of academic staff are on Pathway 2 (Research only). Here, and on Pathway 3 (teaching only) are the areas where female staff outnumber male staff. On Pathway 1 (Research & Teaching) male staff outnumber female staff.

[Table redacted]

Table 117: Academic staff by grade [headcount]

[Table redacted]

Table 118: Academic staff at each grade [%]

Note the below role titles attached to each grade:

- Grade I = Research Associate (PW2) / Teaching Associate (PW3)
- Grade J = Senior Research Associate (PW2) / Lecturer (PW1, PW3) [note that PW2 must acquire independent funding to progress beyond this point]
- Grade K = Research Fellow (PW2) / Lecturer (PW1, PW3)
- Grade L = Senior Research Fellow and Associate Professor (PW2) /Senior Lecturer and Associate Professor (PW1, PW3)
- Grade M = Professor (PW1, PW2, PW3)

The proportions of academic staff at each grade, year on year.

These charts demonstrate the trend that female staff are higher in number than male staff in the lower grades until Grade L when the pattern reverses. The switch point from female predominance to male predominance in staff proportions occurs between Grade K and Grade L. Most Professors are on Pathway 1; in 2020/21, 82% [X] of Professors are on PW1, 18% [X/X] on PW2 and 0% [X/X] on PW3 (Table 119).

[Figure redacted]

Figure 30: Academic staff by grade [%] – 2016/17

[Figure redacted]

Figure 31: Academic staff by grade [%] – 2017/18

[Figure redacted]

Figure 32: Academic staff by grade [%] – 2018/19

[Figure redacted]

Figure 33: Academic staff by grade [%] – 2019/20

[Figure redacted]

Figure 34: Academic staff by grade [%] – 2020/21

[Table redacted]

Table 119: Pathways of Professors at CMM

[Figure redacted]

Figure 35: Proportion of professorship which is female 2016/17 - 2020/21 [%]

[Table redacted]

Table 120: CMM academic pipeline

[Figure redacted]

Figure 36: CMM academic pipeline

3.b. Clinical staff by grade and contract function

[Table redacted]

Table 121: Clinical staff by grade and function

[Figure redacted]

Figure 37: Clinical staff by grade and function

[Table redacted]

Table 122: Clinical staff by Pathway [count]

[Table redacted]

Table 123: Clinical staff by Pathway [%]

[Figure redacted]

Figure 38: Clinical staff by pathway

[Table redacted]

Table 124: Clinical staff by grade [count]

[Table redacted]

Table 125: Clinical staff by grade [%]

[Table redacted]

Table 126: Clinical staff by grade (5 yr average) [%]

[Figure redacted]

Figure 39: Clinical staff by grade (5 yr average) [%]

3.c. Intersectionality: Sex and ethnicity by career stage

[Table redacted]

Table 127: Academic staff by Career Stage: Intersectionality (Sex and Ethnicity) [headcount]

[Table redacted]

Table 128: Academic staff by Career Stage: Intersectionality (Sex and Ethnicity) [%]

4.   a. Academic staff by contract type
Please note that the data in this section excludes Clinical Staff, whose data are presented elsewhere.

[Table redacted]

Table 129: Academic staff by contract type (Fixed Term/Open-Ended) [headcount]

[Table redacted]

Table 130: Academic staff by contract type (Fixed Term/Open-Ended) [%]

[Figure redacted]

Figure 40: Academic staff by contract type (Fixed Term/Open-Ended) [%]. There was previously a gendered disparity between fixed term and open-ended contracts, but this has now become equitable.

[Table redacted]

Table 131: Academic staff by contract type (Part Time / Full Time) [headcount]

[Table redacted]

Table 132: Academic staff by contract type (Part Time / Full Time) [%]

[Figure redacted]

Figure 41: Academic staff by contract type (Part Time / Full Time) [%]

4. b. Clinical staff by contract type

[Table redacted]

Table 133: Clinical staff by contract type (Fixed Term/Open-Ended) [headcount]

[Table redacted]

Table 134: Clinical staff by contract type (Fixed Term/Open-Ended) [%]

[Figure redacted]

Figure 42: Clinical staff by contract type (Fixed Term/Open-Ended) [%]

[Table redacted]

Table 135: Clinical staff by contract type (Part Time / Full Time) [headcount]

[Table redacted]

Table 136: Clinical staff by contract type (Part Time / Full Time) [%]

[Table redacted]

Table 137: Clinical staff by contract type (Part Time / Full Time) [%]

5. Professional, technical and operational (PTO) staff by job family

[Table redacted]

Table 138: PTO staff by Job Family (Professional vs Technical)

* Job family data not available for 2016/17.

** Benchmark data from Advance HE Equality in higher education: statistical report 2020 (https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020).

[Table redacted]

Figure 43: PTO staff by Job Family (admin vs technical) [headcount]. There has previously been a predominance of female staff in administrative and technical roles. This is presently becoming more balanced, and is now roughly aligned with (in fact, slightly closer to parity than) the national benchmark, across all categories (Table 139).

6. PTO staff by contract type

[Table redacted]

Table 140: PTO staff by contract type (Fixed Term/Open-Ended) [headcount]

[Table redacted]

Table 141: PTO staff by contract type (Fixed Term/Open-Ended) [%]

[Figure redacted]

Figure 44: PTO staff by contract type (Fixed Term/Open-Ended) [%]. There remains a gendered disparity between fixed term and open-ended contracts, but this is becoming more equitable.

7. Applications, shortlist and appointments made in recruitment to academic posts
Please note that the data in this section excludes Clinical Staff, whose data are presented elsewhere.

[Table redacted]

Table 142: Application, Shortlisting and Appointment numbers for academic staff [headcount]

[Table redacted]

Table 143: Application, Shortlisting and Appointment rates for academic staff [%]

*Note that the method used to count applicants, shortlisted, and appointed has changed for 2020/21 onwards. These changes in recording and reporting shortlisted numbers will make data more accurate going forward, but presents challenges when comparing to previous years.

[Figure redacted]

Figure 45: Applicant:Appointment rates for academic recruitment [%]

[Figure redacted]

Figure 46: Applicant:shortlist rates for academic recruitment [%]

[Figure redacted]

Figure 47: Shortlist:appointment rates for academic recruitment [%]. There is no obvious trend of gender disparity in appointment rates relative to application rates (applicant:shortlist, applicant:appointment)

8. Applications, shortlist and appointments made in recruitment to Professional, Technical & Operational posts

[Table redacted]

Table 144: Application, Shortlisting and Appointment numbers for PTO staff [headcount]

* Note that the method used to count applicants, shortlisted, and appointed changed for 2020/21 onwards. Changes in recording and reporting shortlisted numbers should be more accurate going forward, although may be difficult to compare to previous years.

[Table redacted]

Table 145: Application, Shortlisting and Appointment rates for PTO staff [%]

[Figure redacted]

Figure 48: Applicant:appointment rates for PTO recruitment [%]

[Figure redacted]

Figure 49: Applicant:shortlist rates for PTO recruitment [%]

[Figure redacted]

Figure 50: Shortlist:appointment rates for PTO recruitment [%]

9. Applications and success rates for academic promotion

Note that clinical staff do not follow the grade A-M structure, and data on clinical staff promotions is not available at School-level, so data on clinical staff is not included here.

There are 3 levels for academic promotion, which are considered by the University promotion panel. In addition, there are 3 levels for academic progression, which are decided by the Dean under advice from the Head of HR, following recommendation by the Head of School. The data for progression and promotion are represented separately here.
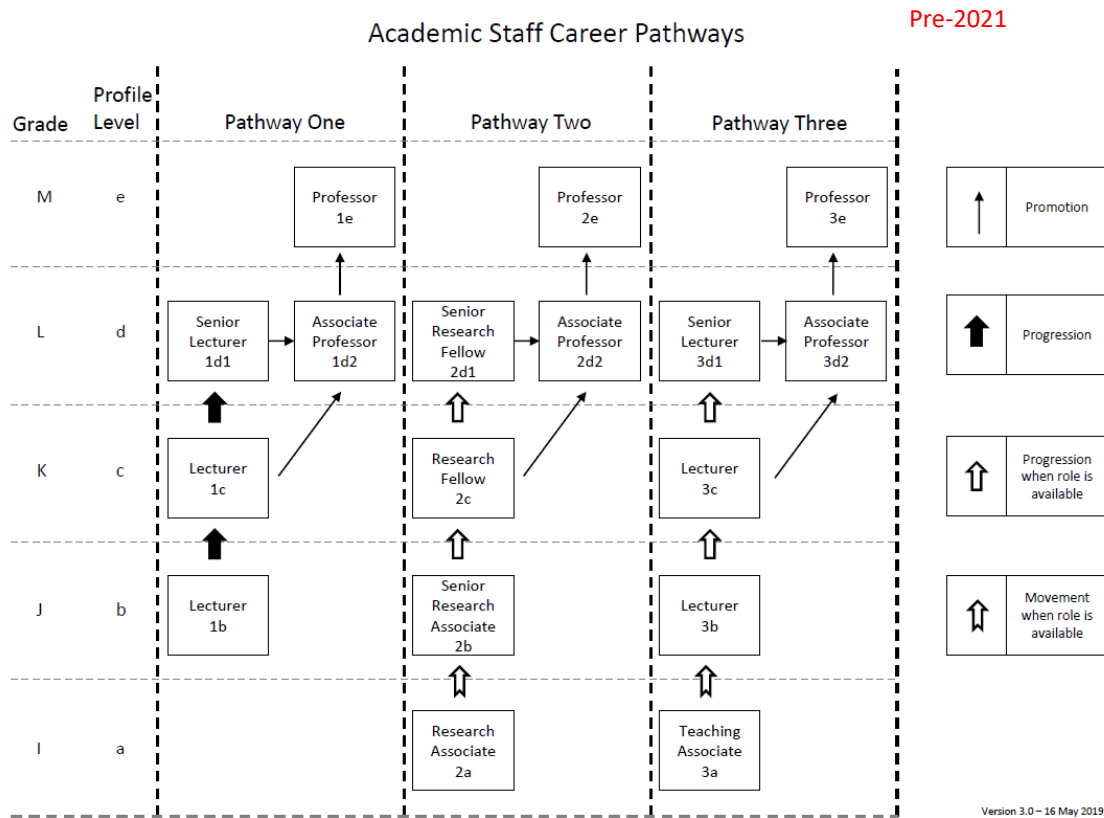

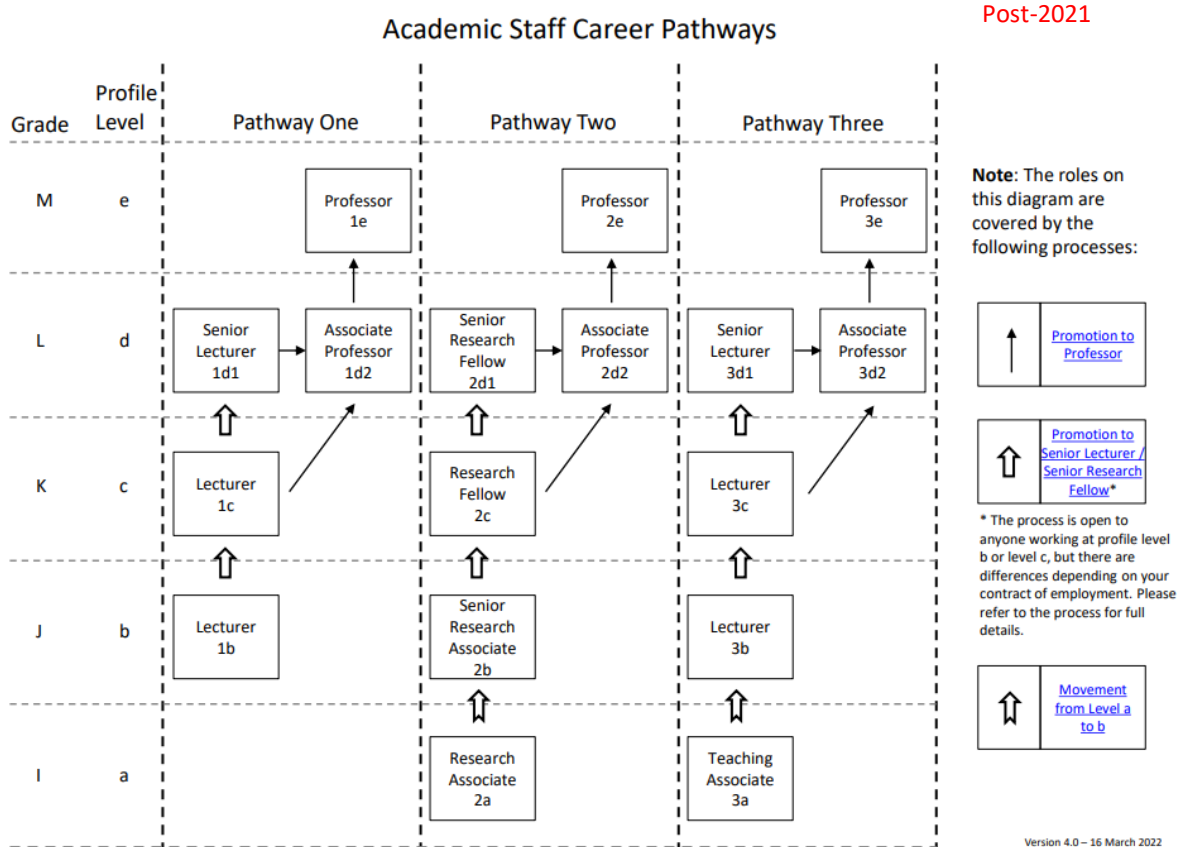Figure 51: Academic career pathways at University of Bristol [pre-2021]

Figure 52: Academic career pathways at University of Bristol [post-2021]

[Table redacted]

Table 146: Academic applications for promotion

[Table redacted]

Table 147: Success rates of applications for promotion

Due to the sparseness of promotion data, promotion sought and agreed have been summed by both the role and years dimensions to produce a total, by M and F. There is no significant difference in the rate of males and females achieving promotion.

[Figure redacted]

Figure 53: Applications for promotion as a proportion of those eligible (eligibility as defined by grade and pathway) [%]

[Table redacted]

Table 148: Applications for promotion as a proportion of those eligible for promotion (eligibility as defined by grade and pathway) [%]

* Until 2021, only Pathway 1 staff were eligible for promotion (rather than progression), so total eligible staff is the sum of staff on pathway 1, at grades J, K and L.

[Figure redacted]

Figure 54: Applications for promotion as a proportion of those eligible for promotion [headcount]. While the trends do not show a clear difference in the success rates of male and female staff applying for promotion, it is clear that there are many more male staff who are eligible for promotion (as defined by the Pathway and Grade), so the there is an issue with the career pipeline for women.

[Table redacted]

Table 149: Years to promotion [headcount]

[Table redacted]

Table 150: Progressions from RA to SRA, comparing School with Faculty average

*Note that pre-2018 there were 3 Schools (including CMM) in FLS, but post-2018 the Faculty grew to 5 Schools. So in 2015/16 and 2016/17 CMM should represent ~33% of progressions, and after 2018/19, CMM should represent ~20% of progressions Faculty-wide [this does not take into account the different School sizes, but is a good rule of thumb].

[Table redacted]

Table 151: RAs and SRAs, comparing School with Faculty average [headcount]

[Table redacted]

Table 152: RAs and SRAs, comparing School with Faculty average [%]

*A negative number here means CMM has a lower proportion of SRAs than the Faculty average.

[Figure redacted]

Figure 55: CMM SRA compared with FLS SRA [%]

Although the statistics between 2019/20 – 2020/21 do not show any movement in the proportions of RA and SRA, it should be noted that there was in fact movement behind the statistics, as follows:

Research Associates at CMM 2019/20 – 2020/21:

- *At CMM, there are 31 RAs in 2019/20 and in 2020/21.*
- *24 people who are RAs at end of 2019/20 are still RAs at end of 2020/21.*
- *7 people who are RAs at end of 2019/20 are no longer RAs at the end of 2020/21. They either leave sometime in 2020/21 or were promoted to another position in 2020/21.*
- *There are 7 new RAs in 2020/21 meaning the total number of RAs (31) doesn't change.*

Senior Research Associates at CMM 2019/20 – 2020/21:

- *There are 9 SRAs in 2019/20 and in 2020/21.*
- *6 people who are SRAs at end of 2019/20 are still SRAs at end of 2020/21.*
- *3 people who are SRAs at end of 2019/20 are no longer SRAs at the end of 2020/21. They either leave sometime in 2020/21 or were promoted to another position in 2020/21.*
- *There are 3 new SRAs in 2020/21 meaning the total number of SRAs (9) doesn't change.*

Therefore, our efforts to recruit to SRA and progress to SRA are beginning to take effect, and we expect to see the results of this when 2021/22 data becomes available. For example, two of our RA/SRAs have progressed to a PW3 Lecturer role, and four of our RAs progressed to SRA (or equivalent) during this time.

10. Applications and success rates for PTO progression

The University does not have a progression route within Professional and Technical Services (we do not employ any Operational staff). PTO staff move to higher grade roles by either applying for their current role to be re-graded, or (more commonly) through applying for other roles within the University of Bristol (not necessarily solely within CMM). In the last 5 years, the following individuals have been regraded or internally applied for and recruited:

Merit pay awards
3 merit pay awards in PS since 2018

Regrades
1. H grade -> Full time I grade
2. Full time E grade -> Full time F grade

Successful applications within CMM
1. Full time Apprentice -> Full time D grade -> Full time F grade
2. Full time D grade -> Full time F grade
3. Full time F grade -> Full time H grade
4. 3 technicians in one of our larger research groups became senior technicians when new supervisor roles were created to help with the increased management load of the larger team

Successful applications to other roles within University of Bristol
1. Full time F grade -> Full time F grade (moved to a different specialism)
2. Full time G grade -> Full time H grade

Successful applications to other roles outside UoB
1. Full time F grade -> retrained as a Software Engineer

11. Careers in Research Panel 2021
On the evening of 2 November 2021 we ran an Alumni Careers Panel for UG students. More than 90 students joined the online event to hear from one speaker suggested by each School in Biomedical Sciences (PPN, Biochemistry, CMM). The panel consisted of individuals of the below demographics.

[Bullet list redacted]

12. Widening Participation Data

Staff participation

[Table redacted]

Table 153: Breakdown of R&T staff supporting outreach work in CMM

BAME

[Table redacted]

Table 154: Applications by BAME, state school students
*Note that, in line with the Access and Participation Plan, this data includes only applications to full-time undergraduate degrees from applicants with a Home fee status. Applicants domiciled within the EU were considered Home up to the 2020 cycle. In addition, only applications received via UCAS are included within the

scope of this data. All proportions refer to proportion of known, and in this case the 'total' refers to total applicants from state schools.

[Figure redacted]

Figure 56: Applications by BAME, state school students [%]

[Table redacted]

Table 155: Intake of BAME UGs

*Note that, in line with the Access and Participation Plan, this data includes only applications to full-time undergraduate degrees from applicants with a Home fee status. Applicants domiciled within the EU were considered Home up to the 2020 cycle. In addition, only applications received via UCAS are included within the scope of this data. All proportions refer to proportion of known.

[Figure redacted]

Figure 57: Proportion of UGs who identify as BAME (intake) [%]

POLAR4
[Table redacted]

Table 156: Intake of POLAR 4 quintile 1 & 2 UGs

*Note that, in line with the Access and Participation Plan, this data includes only applications to full-time undergraduate degrees from applicants with a Home fee status. Applicants domiciled within the EU were considered Home up to the 2020 cycle. In addition, only applications received via UCAS are included within the scope of this data.

[Figure redacted]

Figure 58: Proportion of POLAR4 quintile 1 & 2 in the UG intake [%]

13. Open Days

[Table redacted]

Table 157: UG student ambassadors for Open Days and Offer-holders Days (CMM and BMS) [count]
*Open Days and Offer-holder Days in 2020/21 were online due to the COVID-19 pandemic, so ambassadors were managed by the Home Recruitment and Conversion Team rather than individual Schools.

[Table redacted]

Table 158: Student ambassadors for Open Days and Offer-holders Days (CMM and BMS) [%]
*Open Days and Offer-holder Days in 2020/21 were online due to the COVID-19 pandemic, so ambassadors were managed by the Home Recruitment and Conversion Team rather than individual Schools.

[Figure redacted]

Figure 59: UG student ambassadors for CMM and BMS Open Days and Offer-holder Days [headcount]

*Open Days and Offer-holder Days in 2020/21 were online due to the COVID-19 pandemic, so ambassadors were managed by the Home Recruitment and Conversion Team rather than individual Schools.

14. Seminars and public lectures

School Seminar Series

[Table redacted]

Table 159: Seminar speakers by gender

[Figure redacted]

Figure 60: Seminar speakers by gender [headcount]

[Table redacted]

Table 160: Seminar speakers by ethnicity

[Figure redacted]

Figure 61: Seminar speakers by ethnicity [headcount]

Annual Anthony Epstein Lecture speakers

[Table redacted]

Table 161: AEL speakers by gender 2018-2022

Research Away Days
[Table redacted]

Table 162: Research Away Day speakers 2020

[Table redacted]

Table 163: Research Away Day speakers 2021

[Table redacted]

Table 164: Research Away Day speakers 2022

[Table redacted]

Table 165: Research Away Day speakers 2020-22 summary by gender

[Figure redacted]

Figure 62: Research Away Day speakers 2020-22 by gender [%]

15. Annual Development Reviews

[Table redacted]

Table 166: Completion rates of Annual Development Reviews (ADRs)

16. External roles held by female academics

[Table redacted]

Table 167: Female academics in external roles (journal editors, grant panels, etc) [number]

Appendix 3: Glossary

Acronyms and abbreviations used in this application

Acronym	Definition
ADR	Annual Development Review (previously Staff Development Review)
APP	Access to Participation Plan
AS	Athena Swan
ASM	Academic staff meeting
BAME	Black, Asian and Minoritised Ethnicities
BMS	Biomedical Sciences (BSc programme, and the name of our building, which is shared with PPN and Biochemistry)
BMSR	Biomedical Sciences Research (PGT MSc programme)
BREES	Biomedical Research, Employability and Enterprise Skills
BSB	Biomedical Sciences Building
CL3	(Biological) Containment Level 3
CMM	(the School of) Cellular and Molecular Medicine
D&D	Decolonising and Diversifying (the Curriculum)
EAP	Education Action Plan
EC	Extenuating Circumstance form
ECR	Early Career Researcher
EDI	Equality Diversion and Inclusion
FLS	Faculty of Life Sciences
GEG	Gender Equality Group
HE	Higher Education
HoS	Head of School
HRC	Home, Recruitment & Conversion team
ISR	Initial Service Review
MRes	Master of Research
MSc	Master of Science
NC	Non-Completion Rates
PCN	Parents & Carers' Network
PDP	Personal Development Plan
PG	Postgraduate
PGR	Postgraduate by Research
PGT	Postgraduate - Taught
PhD	Doctor of Philosophy
PI	Principal Investigator
PNS	Prefer not to say
PPN	(School of) Physiology, Pharmacology & Neuroscience
PS	Professional Services
PTO	Professional, Technical & Operational
PW	Pathway (1, 2 or 3)
R&T	Research and Teaching
RA	Research Associate
RED	Research, Enterprise & Development
REF	Research Excellence Framework

RS	Research Staff
SAT	Self-Assessment Team
SED	School Education Director
SET	Science, Engineering & Technology
SL	Senior Lecturer
SM	School Manager
SMT	School Management Team
SOMEO	School Operations Manager & EDI Officer
SRA	Senior Research Associate
SRD	School Research Director
SRF	Senior Research Fellow
SSLC	Student-Staff Liaison Committee
STEMM	(Women in) Science, Technology, Engineering, Medicine and Mathematics
SU	Student Union
TTS	Transfusion and Transplantation Sciences (PGT MSc Programme)
UG	Undergraduate
UNCOVER	UoB COVID-19 Emergency Research
UoB	University of Bristol
WLM	Workload Model
WP	Widening Participation
WT	Wellcome Trust
Y	Year (1, 2, 3, 4 of a UG programme)