

# Athena Swan Silver application form for departments

## Applicant information

Name of institution	University of Bristol
Name of department	School of Chemistry
Date of current application	31 <sup>st</sup> January 2024
Level of previous award	Bronze
Date of previous award	30 <sup>th</sup> April 2018
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# Section 1: An overview of the department and its approach to gender equality

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

### Professor Emma Raven

Head of the School of Chemistry

University of Bristol

Email: [hos-chem@bristol.ac.uk](mailto:hos-chem@bristol.ac.uk)

Tel: 0117 455 7999

31 January 2024

Dear Athena Swan Awards Panel,

I am delighted to give my full support to this Athena Swan (AS) Silver award application from the School of Chemistry (SoC) at the University of Bristol (UoB). In 2018, I became the first female Chemistry Head of School (HoS) at UoB, and thus understand the challenges faced by women in their careers and education.

With my strong commitment to AS, I led the SoC Equity, Diversity and Inclusion committee (EDIC) between 2020–2022. As Head of Chemistry at Leicester, I led a successful AS Silver application, chairing most of the activities leading to the award. Working at a national level, with the Royal Society of Chemistry, I was involved in establishing the Diversity hub with colleagues from UK academia and industry.

I am proud to lead a world-leading School that strives to promote and improve equality and inclusivity for both staff and students. Women remain in a minority within the discipline of Chemistry, especially at senior levels. From my own experiences, I know that mentoring and strong support is important to overcome confidence issues that prevent women pushing themselves forwards at critical points in their careers. I have therefore proactively mentored numerous female early career researchers within the School, of which several now hold permanent positions or their own fellowships. As HoS, I am proud that during my tenure [REDACTED] (67%) of new permanent academic appointments have been women. I also play active role in mentoring female colleagues at other institutions, for example supporting them with promotions applications, prize nominations, or moves to new institutions.

Due to our sustained and strong commitment to the principles of the AS charter, we have met and exceeded almost all targets in our 2018–2023 action plan. I have ensured that EDI matters are discussed at all staff meetings to create an inclusive and supportive environment for all members of the SoC.

Under my tenure as HoS, we have:

- Increased the number of female academic staff by over 200%.
- Increased the recruitment of female undergraduate and postgraduate students.
- Appointed the first female School Research Director, Prof Carmen Galan
- Ensure the prominent visibility of diversity within the School through AS Beacon activities.
- Promoted a culture of sensible working hours.
- Proactively responded to reports of bullying and harassment.
- Supported flexible working.

This work has ensured that the AS principles are entirely embedded and fully resourced within the SoC and are a high priority for everyone. These principles are now ingrained, which means when I finish my term as HoS later in 2024, they will remain central to the SoC's strategy. I am confident that under the leadership of Professor Craig Butts, who will take over from me on 31/7/24, these principles will continue to be a top priority for the School, and I will do everything that I can to support Craig in this endeavour. We are a world-leading School of Chemistry – one which others look to for guidance – and it is our responsibility to ensure that we continue to be a shining examples of good practice for others in the sector.

Yours Faithfully,

Emma Raven (she/her)

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### **Endorsement from Professor Craig Butts**

Incoming Head of the School of Chemistry

Email: [Craig.Butts@bristol.ac.uk](mailto:Craig.Butts@bristol.ac.uk)

It is with great pleasure that I give my strongest support to the SoC's AS Silver award application. From August 2024, I will take on the role of HoS and one of my key priorities will be the delivery of our AS action plan, and to further cement our commitment to EDI into core School activities.

I am passionate about supporting our colleagues as individuals and throughout my career I have aimed to build environments in which they can flourish. Most recently, I have focussed efforts on enabling equity of outcomes for those returning from career breaks (mostly women), by helping ensure they have every possible opportunity to re-establish their research careers. In my role as Faculty Research Director, I have pushed to enhance an existing UoB funding scheme for newly returned academic carers so that it fully funds caring costs as well as direct research-related costs, for example for those who are breastfeeding to attend a conference with their baby and another adult. In a second initiative, I conceived a scheme and was awarded monies to pay for access to expensive instrument facilities for those returning from career breaks and early career researchers, allowing them to generate pump-priming or critical enabling results to ramp their careers back up faster and more effectively. Within 12 months of this new scheme being in place we already saw new grant awards, research papers and Fellowship applications from recipients.

The School has set a series of ambitious targets for the 2024–2028 AS action plan that build on our current upward trajectory of hiring outstanding female staff. I am confident that our pinpointed actions will further increase the number of women in academic positions to 40%; boost the seniority of female academic staff within the SoC by supporting the careers and promotion aspirations of junior female academic staff; bring greater prominence to female technical role models; diversify and decolonise our undergraduate curriculum to ensure we highlight the previously overlooked contributions of women and under-represented groups.

My goal is to help ensure that these comprehensive and targeted actions will further enrich our vibrant, world-leading School and ultimately pave the way to a future AS Gold application.

Yours Faithfully,

Craig Butts (he/him)



## 1.2. Description of the department

The School of Chemistry (SoC) at the University of Bristol (UoB) is a vibrant world-leading Chemistry department, comprised of a culturally and geographically diverse cohort of students and staff. Currently we have 152 staff on academic pathways [REDACTED] and 54 professional services staff [REDACTED].

Many of our successes as a School are through team-driven discoveries underpinned by a collegiate supportive environment. This special workplace provided the basis for our tremendous success in the last Research Excellence Framework (REF2021) assessment where the SoC was ranked 1<sup>st</sup> out of 41 Chemistry departments in the UK, based on the assessed categories of outputs, impact and environment.

We lead three main undergraduate (UG) programmes which we award BSc or MSci degrees in: Chemistry, Chemical Physics, Chemistry with Computing and have a total of 607 undergraduate students (47.3%F:52.7%M). Our Chemistry degrees are ranked in the top 10 within the UK by the Guardian and Times Higher Education Guides for Chemistry teaching. In 2023, we launched our first taught Masters programme in Scientific Computing with Data Science, and will launch a second MSc programme focused on Environmental and Analytical Chemistry in 2024.



*Figure 1 – Undergraduate students celebrating their graduation with staff in summer 2023 on the rainbow steps.*

At the postgraduate (PG) level, the department has a total of 264 PG (PhD, MScR and MSc) students (46.2%F:53.8%M). One of the main social spaces in our department is the highly valued coffee lounge (Figure 2) where students and staff meet for coffee breaks, hold informal meetings, socialise over lunch and celebrate major departmental achievements.

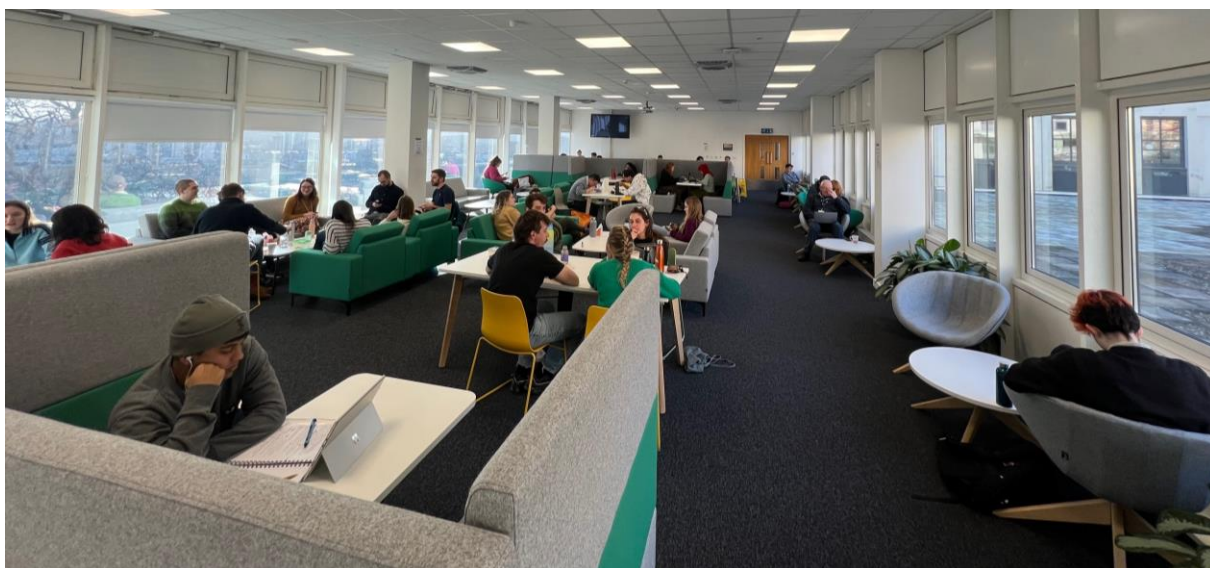


Figure 2 – Refurbished coffee lounge centrally located in the department at lunch time January 2024.

There are three academic pathways at UoB, with each pathway dedicated to different proportions of teaching and research. Pathway 1 (P1) balances both teaching and research. Pathway 2 (P2) is focused on conducting research: a mixture of PDRA staff and independent researchers. Pathway 3 (P3) is primarily focused on education pedagogy and teaching. P1 and P3 staff deliver all UG lectures within the SoC.

Our professional services team comprises both technical and administrative staff. Technical staff are managed by the School Technical Manager who reports to the School Manager. The School Manager line-manages all administrative staff.

The SoC was one of 5 schools in the Faculty of Science (FoS) until 2023 and is now part of the new Faculty of Science and Engineering (FoSE). The high-level organisational structure of the School is shown in Figure 3, which is led by our Head of School (HoS, F) and supported by our School Manager (F). Our academic staff are organised into three sections, each with an associated section head (3×M), aligned to thematic areas of research and teaching: Inorganic and Materials (I&M), Organic and Biological (O&B) and Physical and Theoretical (P&T) Chemistry. All P1 academic staff are line-managed through this structure.

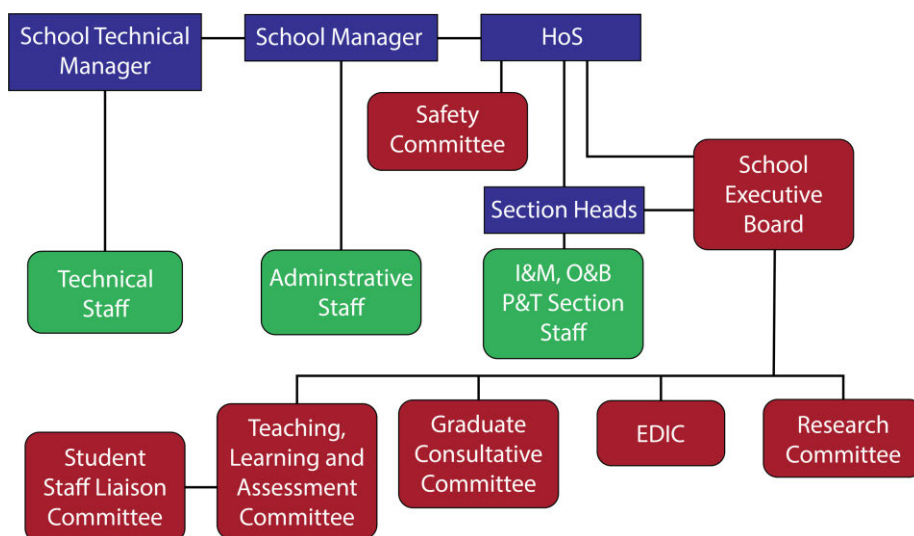


Figure 3 – SoC Structure.

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

The SoC Equity, Diversity and Inclusion committee (EDIC) meets 6× per year. Currently, the committee represents PG students and every staff group within the school. Through our work to embed EDI within the SoC, the EDIC has joint members with every other SoC committee (Figure 4). This means issues relating to EDI arising from other committees are rapidly communicated and addressed by the EDIC. It has also facilitated an integrated approach to EDI, leading to many fruitful cross-committee collaborations. Actions are rolled out more speedily, we gain greater attendance at events, and the Athena Swan (AS) action plan can be more effectively implemented.

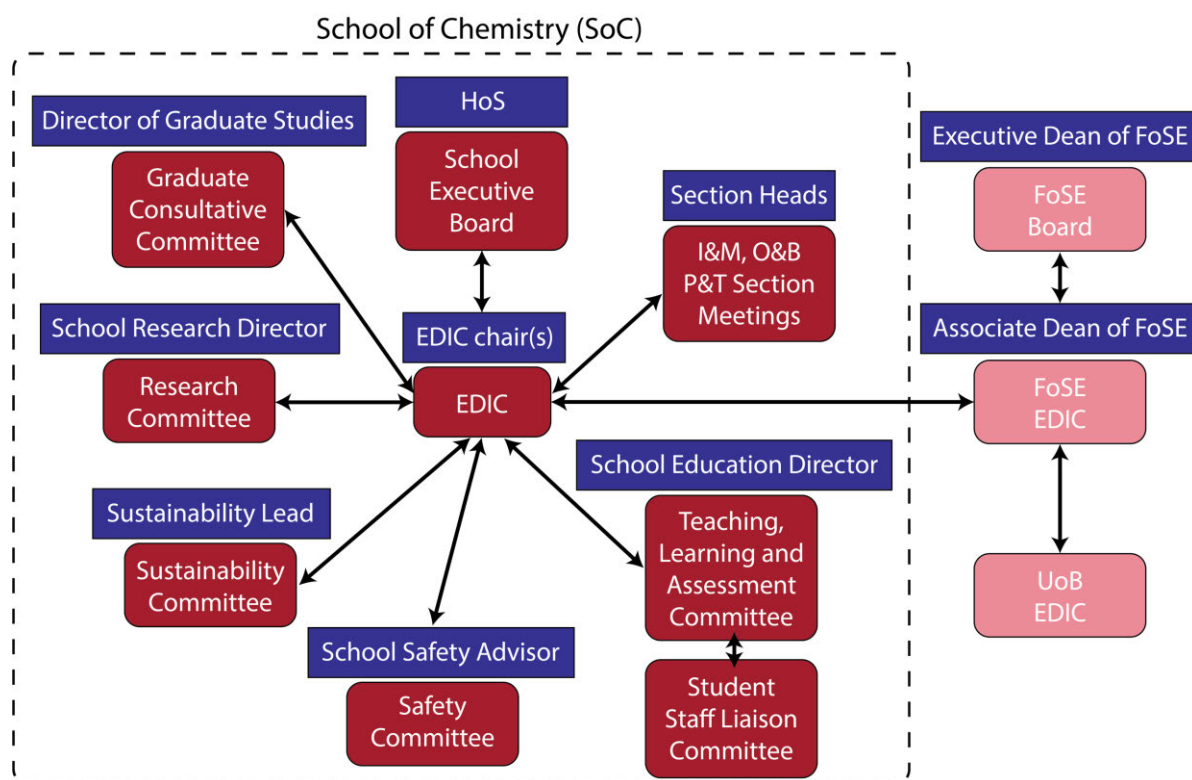


Figure 4 – Connections between the SoC EDIC and other school, faculty and UoB committees, and associated committee chairs. Double-headed arrows indicate information transfer by shared committee members.

Feedback is relayed to the EDIC in multiple forms, such as suggestions received *via* prominent suggestion boxes, a dedicated EDI mailbox and anonymised feedback from surveys.

Reflecting one of UoB’s central strategies to create “*an inclusive infrastructure, diversity of representation and a culture of belonging*”, EDI is a key priority within the School. Consequently, the chair of EDIC meets with the HoS every 6 weeks to report progress, review and enhance implementation of actions and highlight where HoS intervention is required. The EDIC chair also sits on the School Executive Board (SEB [redacted]) which is the SoC’s governance and decision-making body, and where the EDIC chair raises EDI issues within the School. The EDIC chair also represents the School on the FoSE EDI committee which is chaired by the Associate Dean of Science and Engineering.

EDI news stories and events are given prominence within the School and highlighted in our regular internal newsletter, the SoC website and *via* social media. Further, EDI is a standing item on every SoC committee agenda, and presentations are made regularly on specific EDI topics at School assemblies (all staff meetings) by either the EDIC chair, an invited speaker or the HoS.



Reflecting the SoC's valuation and appreciation of EDI work, membership of the EDIC is rewarded within our work allocation model (20 hours), with a block of time afforded to the EDI chair (200 hours).

#### 1.4. Development, evaluation and effectiveness of policies

The SoC follows and implements all University EDI policies either centrally through the HoS or *via* the relevant SoC committee(s). We have devised additional local policies based on the needs of our community:

- **Core Hours for SoC Events and Meetings:** We ensure that all school meetings and events take place within core (10am – 4 pm) hours, so that those with caring responsibilities (which typically disproportionately fall to women) are better able to plan and attend.
- **Meeting-Free Fridays:** The increase in workload and incremental rise in the number of meetings across the institution has had adverse effects on the wellbeing of our staff. To counter this, the SoC introduced the meeting-free Friday policy. The policy has been positively received among all staff, allowing for un-interrupted time to focus on their respective duties.
- **Code of Conduct for SoC Events:** Inappropriate behaviour within Universities adversely affects women more than men by a factor of at least two. To counter this issue, we devised a policy that states our expectations for all participants at SoC events, and the procedures to follow if participants experience or witness unacceptable behaviour. The document is circulated to all staff and students annually and sent to all external visitors attending events that we organise.

Our local AS actions and EDI policies are reviewed before approval by SEB. Once implemented, they are evaluated through formal feedback mechanisms (e.g. culture and targeted surveys) and focus groups. From these feedback mechanisms we have evolved our policies and enhanced the working lives of staff and students in the SoC.

*"I wanted to say thank you for preparing an amazing event, it was very helpful to realise we all experience similar things.*

*(F) Anonymised Feedback sent to EDI mailbox*

The full list of our national EDI activities and work to the develop and evolve University policies are given in Appendix 2.13. The main policy changes within UoB we have driven, or made significant contributions to, are:

- **Returning Carers Scheme:** In his leadership role as FoS research director, the incoming SoC HoS Prof Craig Butts has been instrumental in enhancing our University fund for newly returned academic carers, and extending this to cover more pathways. Applicants who are breastfeeding can now claim for their travel costs, and those associated with another adult and the applicant's baby to attend conferences or training. This ensures the legal right to breastfeed is not seen as a barrier to re-establishing their research after a break. **This is the first of its kind at a UK HE institution.**









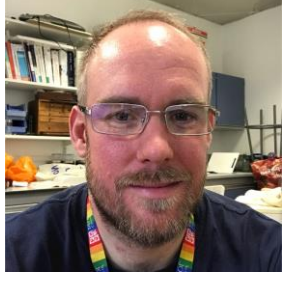


- **Workplace Adjustments policy:** The SoC EDIC were asked by the University EDIC to consult on and inform a new University-wide workplace adjustments guidelines for line managers. This is especially important for neurodiverse staff, and women tend to be diagnosed with neurodiversity later in their lives.
- **Improving the lives of GEM staff and students:** The *Being BME in STEM* report by Dr Lara Lalemi and Dr Natalie Pridmore laid out a set of recommendations to the University. Many have now been embedded as UoB policies or priorities and include funding opportunities to support global ethnic majority (GEM) students to study at UoB; decolonisation of the curriculum; greater representation of GEM role models; funding for dedicated GEM networks.

## 1.5. Athena Swan self-assessment process




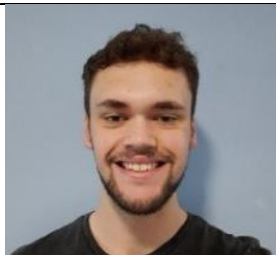
The EDIC (Table 1) acts as the SoC Swan Self-Assessment Team (SAT) and meet 6 times per calendar year to discuss the delivery of our AS action plan (8F:8M). Membership of the committee is open to any School member and rotates on a regular basis. We maintain representation from all academic staff pathways, technical and administrative staff and PG students. UG students relay EDI issues to the Student Staff Liaison Committee which reports directly to the Teaching and Learning Committee. The membership of the EDIC is diverse with members having lived experiences of different protected characteristics (e.g. LGBTQIA+, GEM). In 2022, the SoC recruited an Operations Manager (F) (0.6 FTE) who dedicates 30% of their role (1 day per week) to co-lead this AS submission and implement the action plan.

Table 1. EDIC /SAT Membership (8F:8M).

	Name and Group	Job Title and Current Roles	Committee Membership	Role in SAT
	<p><b>Dr Basile Curchod</b></p> <p>(M, P1 Academic, FT)</p> <p>He/Him</p>	<p>Associate Professor, Research Theme Lead, School Academic Integrity Officer</p>	<p>EDIC, Research Committee, Teaching and Learning Committee, P&amp;T section meetings</p>	<p>Academic Staff Representative and Catalyst Fund Lead</p>
	<p><b>Mr Stephen Donovan</b></p> <p>(M, Administrative, FT)</p> <p>He/Him</p>	<p>Executive Assistant, Administrator to the EDIC</p>	<p>EDIC</p>	<p>Administrative Staff Representative</p>

	<p><b>Dr Mohamed Elsherbani</b></p> <p>(M, P2 Academic, FT)</p> <p>He/Him</p>	Postdoctoral Research Associate	EDIC	PDRA representative
	<p><b>Dr Natalie Fey</b></p> <p>(F, P1 Academic, FT)</p> <p>She/Her</p>	Associate Professor, Programme Director for Chemistry with Computing	EDIC, Teaching and Learning Committee, P&T section meetings	Academic Staff Representative
	<p><b>Mr Chris Glinski</b></p> <p>(M, Technical, FT)</p> <p>He/Him</p>	Synthetic Chemistry Technician	EDIC, Safety Committee	Technical Staff Representative
	<p><b>Dr Michael Howlett</b></p> <p>(M, P2 Academic, FT)</p> <p>He/Him</p>	EPSRC Doctoral Prize Fellow	EDIC	PDRA representative
	<p><b>Dr Sofia Oliveira</b></p> <p>(F, P2 Academic, FT)</p> <p>She/Her</p>	BBSRC Discovery Research Fellow	EDIC, P&T section meetings	Research Fellow Representative

	<p><b>Dr Tom Oliver</b></p> <p>(M, P1 Academic, FT)</p> <p>He/Him</p>	Associate Professor, EDIC co-chair	EDIC, SEB, P&T section meetings	SAT co-lead
	<p><b>Dr Avinash Patil</b></p> <p>(M, P2 Academic, FT)</p> <p>He/Him</p>	Research Fellow, Director of Graduate Studies	EDIC, Graduate Consultative Committee (Chair), SEB I&M section meeting	GEM Ambassador
	<p><b>Dr Natalie Pridmore</b></p> <p>(F, Technical, FT)</p> <p>She/Her</p>	Technical Specialist	EDIC	Technical Staff Representative
	<p><b>Prof Emma Raven</b></p> <p>(F, P1 Academic, FT)</p> <p>She/Her</p>	Professor, Head of School	EDIC, SEB	Head of School
	<p><b>Dr Michaela K Reay</b></p> <p>(F, P2 Academic, FT)</p> <p>She/Her</p>	Postdoctoral Research Associate	EDIC, Sustainability Committee	PDRA representative

	<p><b>Dr Mélanie Roffet-Salque</b></p> <p>(F, P1 Academic, FT)</p> <p>She/Her</p>	<p>Proleptic Lecturer in Environmental Chemistry and Royal Society Dorothy Hodgkin Fellow.</p>	<p>EDIC, Graduate Consultative Committee, O&amp;B section meeting</p>	<p>Research Fellow Representative</p>
	<p><b>Mrs Lucy Shaw</b></p> <p>(F, Administrative, PT)</p> <p>She/Her</p>	<p>Operations Manager (School Projects), EDIC co-chair</p>	<p>EDIC, Graduate Consultative Committee</p>	<p>SAT co-lead</p>
	<p><b>Mrs Clare Westlake</b></p> <p>(F, Administrative, FT)</p> <p>She/Her</p>	<p>Executive Administration Manager</p>	<p>EDIC</p>	<p>Administrative Staff Representative</p>
	<p><b>Mr Will Whitaker</b></p> <p>(M, Student, FT)</p> <p>He/Him</p>	<p>Postgraduate Student</p>	<p>EDIC, Graduate Consultative Committee</p>	<p>PG Student Representative</p>

Data that were instrumental in setting actions were collected from the following sources:

- Student and staff data provided by the University
- Recruitment and promotions provided by University HR
- Subject-specific benchmark data from the Higher Education Standards Agency (HESA)

In designing the new Action plan for maximal impact, we undertook the following consultative exercises:

- Focus groups in 2020 and 2023 with the following groups: PDRAs (P2), PG students, administrative staff, technical staff, GEM staff, senior P1 and P3 academic staff, junior P1 and P3 academic staff. The latter two groups were broken down further into male and female staff to delve into gender specific issues. Dr Patricia Neville (School of Dentistry, UoB) led the 2023 SoC focus groups, and we will reciprocate in 2024.



- PDRA surveys in 2019 and 2022 to gauge responses to new initiatives to help career progression, and their sense of belonging within SoC community.
- PG student surveys to understand issues of working hours, satisfaction with their supervisory team and to probe understanding of the complaints process, in 2022.
- Targeted survey to technical staff within SoC in 2023 to understand the impact of blended working, career development opportunities and experience of mentoring.
- Culture survey to all staff and students in 2023.
- A half-day AS Action Plan Workshop in 2023, attended by 25 staff and students [REDACTED], including 3 members of the School senior management team. The workshop enabled a constructive discussion of AS and EDI issues facing all parts of our school. This workshop was catalytic in generating a community-driven AS action plan for 2024–2028.

To ensure succession planning and recognising the diversity of expertise and experience that will best deliver our ambitious action plan, as part of the AS award writing process in 2024, we created two co-chairs of the EDIC: an academic and a member of professional services staff. To maintain continuity, both co-chairs of the committee will serve 5-year terms but out-of-synchronisation, so only one co-chair is replaced at once.

The EDIC appreciated the feedback from our previous AS application. Most comments have been addressed above or by additional actions added to the Swan action plan. Further actions we have taken in response:

**Membership of EDIC/SAT:** Membership has been changed to ensure gender balance. Each member represents a different staff or student group, and work is recognised in the School’s work allocation model.

**Representation of women at senior levels:** The HoS is female, and 1/3 of the School’s governance and decision-making body are also women. This reflects the F:M staff ratio within the SoC, preventing overloading female staff workloads.

Key to icons used in this document:



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

### 2.1 Evaluating progress against the previous action plan

Throughout 2018–2023, the EDIC has reviewed and updated our Swan action plan to ensure all actions remain relevant and responsive to suggestions made by the community. The implementation of the action plan is managed through the EDIC, with members taking on responsibility for actions, including working with other committees to achieve goals.

The SAT's assessment of progress against the 2018–2023 Swan action plan is detailed in Table 2, with each action (prefixed 'C' to indicate part of the current action plan) evaluated against the following criteria: red (R) = no action taken, amber (A) = in progress or green (G) = successfully completed.

85% of actions were fully completed, with 15% in progress. The net result of the EDIC and SoC's work over the last 5 years are great advances in enhancing the working lives of many within the SoC and significant increases of female academic (P1, P3) staff (>200%) and female UG (47.3%F population and close to benchmark) and PG students (46.2%F and far above benchmark). This success has been achieved against a backdrop of significant challenges including:

- The SARS-CoV-2 pandemic had a profound effect on staff workloads/availability, especially those with caring responsibilities (which typically falls more on women). Decisions on targeting resources had to be concentrated and targeted to actions that had the biggest impact on increasing diversity and supporting the lives of those who work and study within the SoC.
- The quality of data provided by the University has significantly improved. We now review data annually, allowing the EDIC to respond more rapidly.



Figure 5 – Evaluation of the 2018–2023 action plan.

Where actions have been rated amber, one or more of the following is true:

- Action has been taken but the target set has yet to have been reached (**C1.2**, **C5.4** and **C5.7**). Targeted steps in the future action plan have been identified to build on the work undertaken (**3.1**, **3.6** and **1.7**, respectively), and to meet these targets.
- Success was initially achieved against a key action to increase the number of female seminar speakers to 50% (**C2.7**), but subsequently declined, demonstrating that annual monitoring alone was ineffective to sustain this target. Actions have been proposed in the new action plan (**1.3**) to monitor progress more closely, identifying the responsible action holder and how and when interventions will occur.
- The SARS-CoV-2 pandemic resulted in higher-than-usual staff turnover in the EDIC making it difficult to fully implement an action to follow the destinations of our female PG students (**C1.4**) on the original target timescale. We have incorporated continuation of this into a new action (**2.3**) addressing part of the academic 'pipeline' in our future work.

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
<b>1. EDI Planning and Data</b>							
C1.1	Focus groups with different communities within school	Consult with different groups of staff and students within school to discuss issues unique to their roles.	Establish periodic discussions with PGs, PDRAs, technical and professional services and different seniorities of academic staff	EDIC	2018 – 2023 self-assessment period	At least three different focus groups held within 2018-2023  Feedback reviewed at EDIC / SAT. Action plan amended as appropriate.	G: Focus groups were held in 2020 [REDACTED] and 2023 [REDACTED] for various staff groups. Feedback received from these were reported to SAT/EDIC and SEB/HoS. The points raised by the community were used to drive planning and decision-making around EDI activity.  An example of this proactive and responsive progress is from the 2020 focus group with female PDRA staff. These discussions highlighted that mentoring for PDRAs is variable and not necessarily career oriented from their supervisors. In response, the EDIC launched a PDRA mentoring scheme (see C4.3) to pair PDRAs with academic staff mentors who are not their line managers. The scheme has received positive qualitative feedback.
C1.2	Establish regular surveys	It is important to monitor progress by consulting staff and students.	Review and improve staff survey and establish as an annual process incorporated into SAT and School planning.	EDIC chair	Annually, from 2019 to 2023.	Survey held. Staff response rate to be at least 50%. Survey incorporated into School's Swan planning cycle.	A: The surveying of staff at a School level on an annual basis has been reassessed due to the high volume of surveys which are sent to staff at the University, and the risk of survey fatigue.  Instead, we have taken the approach of targeting surveys to specific groups to dig deeper into issues which have been raised with the EDIC. This approach has resulted in good (>50% for staff) response rates. Since our last application we have sent new surveys to the following groups: <ul style="list-style-type: none"> <li>• Technical Staff (57% responded-gender not recorded)</li> <li>• Postdoctoral researchers (57% responded-[REDACTED])</li> </ul>

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
							<ul style="list-style-type: none"> <li>Postgraduate students (38% responded- gender not recorded)</li> </ul> <p>As part of the self-assessment process, a School-wide culture survey (for staff and students) was also conducted in 2023. 41% of staff (46%F:35%M) responded, falling short of the 50% target we set ourselves. Action 3.1 in the new action plan addresses survey response rates.</p>
<b>C1.3</b>	Use survey data to inform Action Plan.	Survey data should inform the action taken by the School in real time, to be as effective as possible.	Survey analysis to be presented to EDIC / SAT and SEB. Key issues arising from the survey to be discussed in SAT and SEB meetings and, if required, the Action plan amended.	EDIC chair	Annually, from 2019 to 2023.	Discussions held at SAT and SEB. Action plan amended as appropriate.	G: Surveys discussed with HoS, presented and discussed at SEB/SAT. New Actions in response to results devised with SAT and used to revise action plan.
<b>C1.4</b>	Monitor destinations of PGR graduates	Better understanding of F and M retention vs. loss from STEM career pipeline, and how our working culture affects these career choices.	Seek out and regularly monitor postgraduate outcome data to see whether more women are consistently more likely to gain employment outside of the STEM area than men.	EDIC with the Director of the Graduate School and the School Manager	End of 2019.	Graduate outcomes data obtained and regularly reviewed.	G: The Graduate Outcomes survey is now used by the School to monitor the destinations of our postgraduate students. Trends are inconsistent and vary from year to year. This will be kept under review to ensure that the impact of actions can be traced through to graduate outcomes- see future action 2.3.
<b>2. Visibility and Events</b>							
<b>C2.1</b>	Rename EWG as Equality, Diversity and Inclusion	The profile and perceived importance of our EDI activities in the	The Head of School will rename the EWG as the Equality, Diversity and Inclusion Committee, and	HoS	Aug 2018	The profile of EDI activities in the School will be raised.	G: The EWG was renamed the Equality, Diversity and Inclusion Committee (EDIC) in August 2018. The Chair of this committee sits on and reports to SEB and

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
	Committee (EDIC)	School will be raised if they are recognized as led by a Committee rather than a Working Group.	its chair will continue to report to every SEB and School Assembly. The head of the SAT/EDIC will meet with the HoS every 6 weeks to discuss SAT/EDIC matters.				<p>School Assembly. This has raised the profile of EDI and the importance of the EDI committee's work is widely recognised within the School.</p> <p>The HoS joined the EDIC upon commencing their appointment in 2018, highlighting the importance which the senior management view EDI and Athena Swan issues within the School.</p> <p>Through these important structural changes, the work of the EDIC and SAT within the School is far better understood and highly valued.</p> <p>Recognising the committee's aims and work, and to reflect local institutional changes and in the sector (UoB, Wellcome Trust etc.), the committee was renamed to the Equity, Diversity and Inclusion committee in 2022, by agreement with HoS and SEB.</p>
<b>C2.2</b>	Review SAT/EDI Committee Membership	Rotate SAT / EDI Committee membership to ensure members are representative of the School.	Establish an annual review of SAT / EDIC membership which maintains representation by individuals from a range of grades with clearly defined roles, including professional services and technical staff. Aim for gender balance by involving more men in EDI.	EDIC chair	By Aug 2018 (to follow shortly after start of new HoS)	First review held, and annual review incorporated into School's Swan planning cycle.	<p>G: Membership of EDIC is reviewed regularly by the Chair. Committee membership is now equally balanced between men and women ██████████, and includes the school's GEM ambassador. The committee includes representation from all staff and postgraduate groups within the School.</p> <p>UG students relay EDI issues to the EDIC via the SSLC representative.</p>



Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C2.3	Fully integrate EDI into our School committee structures	To embed EDI into all our activities, the School will ensure that EDI issues are carefully considered and addressed in all School-level meetings.	Each School committee will send a representative to join the EDI committee. The joint committee members will facilitate two-way discussions about EDI topics and foster cross-committee collaboration. Further, it will ensure that new initiatives are directly communicated and more efficient implemented.	EDIC chair HoS	By end of 2019	EDIC will contain cross-members with all other SoC committees.	G: Membership of EDIC contains staff and students who also sit on all other SoC committees. This has accelerated our ability to roll out our Athena Swan action plan and ensured that EDI is considered part of the School's ongoing work.
C2.3	Create an e-mail address for all staff and students in the School to use to raise issues of EDI	The e-mail account will provide a direct line of communication to the chair of the EDIC about positive and negative aspects of the working environment, allowing prompt response if required by the EDIC or other staff.	The e-mail account will be advertised through the EDI website and posters. It will be monitored by the chair of the EDIC and a nominated representative. If required, this person will consult with HR, wellbeing advisors, or senior staff as appropriate.	School Manager EDIC Chair	June 2018	The e-mail account will be set up and publicized to staff through School Assembly and the EDI web pages.	G: A dedicated email account is used to both receive information from the Chemistry community, to advertise EDI initiatives and events, and also administer schemes.  Feedback we have received through this route includes: "I wanted to say thank you for preparing an amazing event, it was very helpful to realise we all experience similar things." - (F) Anonymised Feedback  Suggestions boxes have also placed in prominent places within school (coffee lounge and cafeteria) so anonymized comments can also be received by the EDIC.



Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
			Hold regular events to provide support for GEM students and staff.		Annually from 2018 to 2023 (Events)	provide support for GEM staff.	<p>board's founding was led by the School of Chemistry through former PhD student Dr. Lara Lalemi and then EDIC chair Prof. Fred Manby. The board was updated and celebrated again in 2023, led by the Dean of Science, Prof. Jens Marklof FRS. The board is prominently located within the School, next to one of the busiest lecture theatres in the University and thus 1000s of students and staff see and will be inspired by the board celebrants weekly.</p> <p>This leading initiative has inspired several similar initiatives within other areas of the University in the School of Biological Sciences and across the former Faculty of Engineering.</p> <p>Several events have also been held, specifically aimed at discussing the experiences of GEM staff, including Building a Minority Ethnic Community (2023) and Being BME in STEM (2019). The latter led to the production of University report, and conclusions changed our institutional policies.</p>



Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C2.6	Greater prominence of female role models on web and publicity content, and in UG Teaching.	Female undergraduate students are more likely to remain in STEM careers if they see role models who have succeeded on these career pathways.	<p>We will make sure achievements and successes of female staff are prominently celebrated in our publicity and web content.</p> <p>Female staff will be more prominent in Year 1 teaching <u>without increasing their overall teaching load.</u></p>	<p>Section Heads</p> <p>School Manager</p> <p>School Education Director</p>	September 2019	A female academic staff member will lecture to all the first year UGs within the first 8 weeks of them starting at university.	G: First year undergraduate chemists receive lectures from a far greater percentage of women than prior to 2019. This has been achieved as part of curriculum reforms and has not increased the workload of female academic staff within the SoC. Within the first 8 weeks of term: the core chemistry lecture course includes two series of lectures from female lecturers; two female Professors deliver lectures as part of the 'Life Chemistry' optional module; 40% of the inspirational lecture series 'big ideas of science' lecture course in this period are delivered by prominent women Professors. The Quantitative Chemistry course in the Autumn term is taught exclusively by female lecturers. All Teaching Lab Fellows who deliver the first-year lab programme are female.
C2.7	Greater prominence of female role models within our programme of seminars, symposia and general interest lectures.	Female postgraduate students and early career researchers are more likely to remain in STEM careers if they see role models who have succeeded on these career pathways.	We will maintain and grow the proportion of women among our invited speakers for seminars, research symposia and general-interest lectures.	Seminar and Symposium Organizers	2018–2023 self-assessment period	Research seminar programmes have >40% F invited speakers and symposia.	A: From the starting point of 26%F invited speakers in 2018/19, significant progress was made over the course of the self-assessment period, with 47% of invited speakers being female in 2021-22. Numbers dropped in 2022-23, to 27%. The SAT's monitoring of the seminars highlighted this drop and solutions were discussed with HoS and SEB. An ongoing action (action 1.2 in new Swan action plan) is to ensure that this representation is increased to 50% for all school events and for representatives from industry.

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C2.8	Greater prominence of the stories of career success from female academics within the School.	Female undergraduate and postgraduate students, and early career researchers, are more likely to remain in STEM careers if they see role models who have succeeded on these career pathways, and how they have achieved this success/	We will organise events for International Women's Day to provide examples of women who have been successful in academic careers, and how they have achieved that success.	EDIC	Annually from 2019 to 2023.	Events organised annually	G: Outside of the SARS-CoV-2 pandemic, events were organised to celebrate International Women's Day. The 2023 event included careers talks and a panel discussion with female academic and postdoctoral staff [REDACTED] focusing on their career goals. The event was attended by 150 members of the school, with ~40% of the audience comprising male staff and students.  "It was a very positive event, and I was inspired by hearing about the real-life career experiences of women on different scientific career paths." – Feedback from a female PG student.
<b>3. Student Population</b>							
C3.1	Analyse the effects of recent entry requirement changes on F:M application ratios.	To understand the consequences (if any) of changes to our admissions procedures on F:M intake ratios.	Analyse recent data on UG recruitment for evidence of consequences of changes to our required A-level entry grades;	Admissions Tutor	Annually from 2018 to 2023.	Discussions about changes to admissions tariffs will include consideration of the consequences for our UG gender balance, broader diversity, and widening participation, as well as other factors.	G: Data has been analysed over the course of the self-assessment period. There was an initial drop in the percentage of female applications to study Chemistry in 2019/20 (42%) when we changed our entry requirements. However, this recovered in 2020/21 and further improved to reach 48% by 2022/23. The same trends were also reflected in the percentage of offers made to women.
C3.2	Increase the proportion of female UGs	A better gender balance among our UG students, which will feed into the STEM pipeline.	Provide further positive information on the success of F and M UGs taking, and graduating from, our UG courses to encourage more applications. Monitor F:M ratios in UG intake each year, and follow up at the SAT/EDIC. Greater visibility of female role	Admissions Tutor	December 2018 (promotion material)  Annually from 2019 to 2023 (monitoring)	Continued growth in the proportion of registrations ( <u>on merit</u> ) from female students, with a target of 45% by 2022.	G: The proportion of female students in the Undergraduate population has shown a steady increase over the current self-assessment period. In the 2021/22, the proportion of female students was 47%, exceeding our 45% target and approaching the HESA benchmark for 2022 of 49%.

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
			models and ethnic diversity at Open Days and UCAS visit days – whether in person or through presentation material.				We attribute these improvements and success to the greater visibility of female role models at recruitment events and on our website, while also ensuring that we do not overburden female academic staff workloads.
C3.3	Improve the content of our publicity material (printed, web, social media, etc), Open Days and UCAS visit days.	Greater diversity of content and positive stories will help to attract more applications from a wider pool of prospective students.	Review the written content and images on our current web pages and social media sites; capture positive stories about EDI on our news site and social media (e.g. equal academic success of F and M students). Further develop the content of our new EDI web pages and communicate the content better to staff and students.	EDIC	December 2018	A greater proportion of positive images and content about women and other under-represented groups in STEM on our web site, social media and printed publicity material.	G: The EDI committee webpage is prominently featured on front of the SoC website. Activities from the committee communicated in monthly newsletters to entire school, <i>via</i> the SoC X (formerly Twitter) account and on our own webpages.  Open day materials and advertising of our department (UG, PG, <i>etc.</i> ), including large banners at the front entrance or videos advertising our degrees/research highlights both male and female students and staff, and those from under-represented groups in STEM.
C3.4	Increase the proportion of GEM and female PGs	A better gender balance among our PG students, which will feed into the STEM pipeline. Greater proportion of GEM among our PG students.	Encourage more applications from women and other under-represented groups for PG study by improving the content of our recruitment and publicity material. As above, review SoC web pages, social media content, encourage research groups to review the content of their group web pages and provide links to our EDI and news pages.	Director of the Graduate School EDIC GCA and PGR community	December 2018	A greater proportion of F PGRs in the SoC, with a target of 45% by 2022. Greater representation from all under-represented groups.	G: The proportion of PGR students in the School who are female has risen over the course of the self-assessment period from 43.8% to 46.2%. This result is excellent, as it is above the HESA 43.2% in 2021/22. The proportion of GEM PG students within the SoC has also risen: 40% of female students and 31% of male students were from GEM backgrounds in 2022/23.

#### 4. Staff Population

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C4.1	Reduce proportions of M and F staff on fixed-term contracts	Improved career structure for all staff.	Monitor the proportions of staff (by gender) on fixed-term vs open-ended contracts, as changes to University employment policy implemented in 2015 work through. Embed this monitoring in the Swan cycle.	School Manager	January 2019	Year-on-year decline in the proportion of staff on fixed term contracts.	G: The proportion of staff on fixed term contracts has decreased over the self-assessment period, from 17% (9%F:19%M) in 2018/19, to 12% (11%F:12%M) in 2022/23. There was an increase in the number of staff on fixed-term contracts in 2021/22, due to time-limited cover related to the SARS-CoV-2 pandemic and teaching cover for an unusually high-level of cover for Chemistry academic staff who had been recruited to faculty and university level roles. Recognising the significant contributions of these outstanding colleagues, ██████████ ██████████ were made permanent in 2023/24.
C4.2	Lower barrier to entry for female applicants to apply to jobs.	Women are less likely to apply for a job than men if they are unsure of their qualifications or the environment.	Apply for grant funding from the Royal Society of Chemistry to offer an easy-to-access fund for female prospective staff to visit the School, meet potential colleagues and see how they would fit in.	EDIC Chair	August 2023	Funding will have been awarded for use from 2024.	G: Funding successfully awarded and planning underway for implementation of scheme in 2024, see action 1.1 in new action plan. The scheme has been highlighted to SoC staff on how the funding can be accessed, with details of the impart envisioned on the School's EDI web pages.
C4.3	Improve the working life of PDRAs within school	Create a welcoming community for the post-doc cohort.	Create post-doc mentoring scheme to facilitate discussions about career with someone who is not the line-manager.  Monthly seminar series just for post-docs to improve community.	EDIC PDRAs reps on EDIC	September 2022	PDRAs mentoring scheme in action, with good feedback from participants.  PDRAs seminar series established.	G: PDRAs mentoring scheme was established in 2020, and 22 PDRAs ██████████ in the department have had an academic mentor who is not their line manager. The feedback from the scheme has been very positive.  PDRAs seminar series launched in 2022 and self-driven by PDRAs community. 2-3 PDRAs give a talk on their own research every month (8 months of the year) (43%F:57%M.)



Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C4.4	Increase the proportion of women in P1 and P2 roles	<p>Greater retention of women in STEM careers.</p> <p>Better retention of women in STEM research post-PhD.</p>	<p>Review and improve recruitment documents and job descriptions.</p> <p>Direct approach to qualified women to encourage them to apply. Shortlists without gender balance will need to be justified to HoS and Dean of Science.</p> <p>Greater prominence of EDI activities, family friendly and flexible working policies on our web pages.</p>	<p>HR rep on EDIC</p> <p>All staff involved in recruitment</p> <p>EDIC members developing our EDI web pages</p> <p>School Manager</p>	December 2018	<p>More women in P1 and P2 roles. Target of 20% for Pathway 1 and 30% for Pathway 2 by 2022.</p> <p>Greater number of applications from women for all advertised staff posts.</p>	<p>G: The proportion of P1 (research and teaching roles) female academic staff women has significantly increased due to the work of the EDIC and school, and has now reached 20% in 2022/23 from 10% in 2019/20. Recruitment of female staff has typically been at grade K (typical entry level for a Lecturer/Assistant Professor).</p> <p>There have been more modest increases in P2 (research only, and typically PDRA) female staff at grades I and J. The percentage of women in these roles rose to 35% in 2021/22, but fell to 27% in 2022/23 and will be kept under review (see action 2.3).</p> <p>We attribute increases in P1 staff to the following actions:</p> <p>(i) Job-descriptions of new academic roles were critically reviewed. Statements to all job advertisements encouraging applications from women and those from historically under-represented in STEM were included.</p> <p>(ii) A more inclusive culture, including family-friendly working policies, and widespread advertising about these policies prominently throughout the SoC and associated website.</p> <p>(iii) When new academic P1 positions become available, direct approaches have been made by the search committee to qualified female candidates, encouraging them to apply.</p> <p>(iv) Widespread uptake of unconscious bias training by staff, and compulsory</p>

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
							<p>effective hiring training for interview panels.</p> <p>Combined, these measures have successfully resulted in a higher number of well-qualified women applying for and winning advertised roles.</p> <p>Action 1.1 will continue to push for higher a higher proportion of women in academic and research roles.</p>
<b>C4.5</b>	Reduce gender bias in appointment procedures	Fair treatment of all applicants.	<p>Refreshing of unconscious bias training for all involved in recruitment.</p> <p>One or more female staff on all shortlisting and interview panels for Grade K and above.</p>	<p>HR representative on EDIC</p> <p>School Manager</p> <p>HoS</p> <p>Section Heads</p> <p>All staff involved in recruitment</p>	<p>2020–2023 (training)</p> <p>From 2020 (interview panels)</p>	<p>Monitor and promote uptake of training through MyReview system and annual SR&amp;D appraisals. Refresh on a 3-year cycle.</p> <p>Equal conversion rates from applications to offers for F and M applicants.</p>	<p>G: Core equality and diversity training has been promoted extensively within the School by HoS and EDIC chair through targeted emails and School Assemblies. Uptake of training (which remains valid for 3 years) is currently 60% for academic and research staff (gender breakdown unavailable).</p> <p>Panels for senior research and academic positions have had at least one female member of staff on them.</p> <p>The conversion rate from applications to (P1, P3) appointments for women has consistently been equal to, or higher, than that for men (See Appendix 2.7). This is likely because of the approaches we have taken to attract qualified candidates as part of action C4.4.</p>
<b>C4.6</b>	Reduce gender bias within all areas in the School	Awareness that we are all prone to unconscious bias is an important step in reducing its impact.	We will invite an expert in Unconscious Bias from the UoB School of Arts to present to a School Assembly.	<p>EDIC Chair</p> <p>School Manager</p> <p>HoS</p>	February 2019	Presentation made to staff on unconscious bias.	<p>G: Professor Havi Carel (Department of Philosophy, UoB), an expert on unconscious bias, spoke to staff at a School Assembly in 2019, to explain the impact of unconscious bias, and positive actions to alleviate.</p> <p>Unconscious bias is now also featured in mandatory UoB training courses for all</p>

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							staff, and prominently signposted on the SoC EDI web pages.
<b>5. School Life, Culture and Community</b>							
<b>C5.1</b>	Induction checklist for all new staff	All staff settle quickly into new jobs, establish training plans, and understand their roles, responsibilities, duties, the support offered by the School, line-management structure, mentoring provision, and criteria for career advancement	Preparation of on-line summaries and checklists for induction of academic, research, professional services and technical staff, including EDI training. Update of staff handbooks. Induction review meetings with line managers. Appointment of mentors. Meetings with Section Heads or School Manager to discuss research support, teaching, and career progression criteria.	School Manager Technical Staff Manager Section Heads	June 2018	On-line summaries and induction check lists provided to all new staff; reviewed at a meeting with line managers.	G: In consultation with the relevant communities, we have produced tailored induction documents and webpages for different PG student and staff groups (e.g. technical, postdoctoral, etc.). All information for new PG students is communicated via an extensive set of blackboard webpages. PDRA and new staff induction pages are contained within the comprehensive Chemistry SharePoint site. New staff and PG students receive emails from the associated professional services teams when starting, providing them links to key information and detailed check lists with essential tasks to complete.  Feedback received has included: "The induction documents are very clear and have helped me settle into my role- the Sharepoint "The how do I?" webpages have also been invaluable." – new P1 (M) staff member.
<b>C5.2</b>	Mentoring for all academic staff up to Grade L	Long-term support and advice in career development, progression and promotion.	Section Heads identify a mentor for all new academic appointments and independent research fellows, and current staff up to Grade L.	Section Heads School Manager	October 2018, and within 1 month of appointment of new staff.	Every academic staff member up to Associate Professor level has a named mentor, who is familiar with the expectations of the role.	G: All academic staff up to and including Associate Professor level have been assigned an academic mentor, in addition to their line manager.  One mentee commented on the scheme: "having a senior academic as a mentor when I started my independent research fellowship has been transformative to my career. They have been incredibly

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
							supportive to me, even in the face of setbacks. I am indebted to them."
<b>C5.4</b>	Training (including EDI) for all PGRs and PDRAs who supervise and teach.	All members of the School contributing to UG teaching should be aware of EDI issues.	Introduce an EDI module to the induction process for all new teachers in the School, and for all staff and PGs involved in UG / PG recruitment.  Training for PDRAs and PGRs who teach UGs or supervise junior PGRs and UG project students.	Director of the Graduate School HR Teaching Lab Managers	Sep 2018, with annual monitoring 2019–2023.	EDI training is a mandatory part of the induction for new PGR and Postdoc teachers in the School.	A: EDI training is now centrally embedded in the remote and self-paced training for PG students and PDRAs who teach UG students. This training is required to be refreshed every 3 years to ensure we continue to follow the best practices. Uptake for PDRAs is ~60%, while uptake for PG students who teach is lower at ~25%.  An action has been carried forward to build on this work (see new actions 1.7 and 4.3).
<b>C5.6</b>	Improve provision for part-time working among PGR and research staff	We expect greater retention of women and men in STEM career pathways if they have the option of part-time or flexible working.	The School Manager will work with HR to ensure that guidelines for provision of part-time and flexible working arrangements are clearly set out for PGR and research staff, and will link the information to our EDI web pages.  The School Manager and EDI committee will ensure the fair and wide application of the University's post-COVID blended working policy.  The SAT / EDIC will review the uptake of part-time and	HR rep on EDIC School Manager	March 2019 (guidelines) 2021–2022 (blended-working policy)  Annually 2019-2023 (review)	Agreed arrangements for flexible and part-time working for PGRs and postdocs publicised through our website.  Greater uptake of flexible / part-time working among PGRs and Research staff.	G: In light of the SARS-CoV-2 pandemic, the University has trialed and implemented a blended working policy. The way the policy is implemented is decided and actioned at the local School level. Even predating the pandemic, the SoC has been an enthusiastic supporter of more flexible working arrangements, and in this new epoch allows academic, research and professional services staff, to work from home 40% of the time, as operational need allows. No formal agreement is required and uptake has been generally high.  A respondent to our Culture Survey (F) remarked: "I have been very well supported in my flexible working requirements around family and travel commitments."



Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
			flexible working among PGRs and Research Staff.				The number of academic, and professional services staff working part time has remained stable year-on-year. Consistently, women work part time more often than men (9% of female academic staff work part time, vs. 7% of men and 29% of female professional services staff work part time, vs. 12% of men). Postgraduate student part-time working has remained stable, with 4-6 students at any given time working part time (66%F in 22/23).
C5.7	Challenge the long-hours culture in some research groups	Success in a STEM career should not be measured by the number of hours that circumstances allow you to work.	Extol the benefits of working efficiently and effectively rather than being seen to work hard.  Support and encourage research students to push back on unreasonable requests.	HoS Section Heads Senior Academic Staff EDIC	2018–2023	A diminishing in the long-hours culture in parts of the School. This is hard to quantify, so will be monitored through focus groups and surveys identified earlier in the action plan.	A: Active Bystander training was offered to all PG students and PDRAs in 2022, to help them to feel able to challenge any unreasonable requests made by more senior staff, and support other members of their research groups. The training was well-received with respondents feeling “better able to deal with these situations if and when they arise”. “The actors have really brought the scenarios to life, it was intense, challenging and uncomfortable (in a good way!). I also liked that it was a safe space to talk and that it was interactive and made us think.” 100% of those who responded to the post-training survey would recommend their peers take the training. Overall the quantitative feedback received was very positive, with the session being scored 4.71/5.00.  Despite progress in this area, the 2022 PG survey indicated that a small but significant minority of students (31%) felt pressured to work excessive hours, and of these 26% said this was due to pressure from their supervisor. Actions 3.6 and 4.4

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
							have been designed for the new action plan to build on the work already started.
<b>C5.8</b>	Implement a workload allocation model	A well-designed workload model provides transparency in allocation of duties to all academic staff.	The School Manager and School Projects manager will formulate a workable model and tariffs. They will review the outcomes with the HoS and SHs in consultation with the head of teaching and research.	HoS School Manager	July 2023 – Jan 2024	A fair and transparent workload model is implemented for all academic staff.	G: Since 2019, a framework with associated tariffs was used by section heads within the school to balance workloads. Plans to formalise a workload allocation model were delayed in the wake of the SARS-CoV-2 pandemic.  We have now launched the first iteration of the formalized work allocation model to all academic staff. Each member of staff has been given their own allocation, and access to the average in their own section. Future work (action 4.6 of new plan) will be required to refine the model, and evaluate, any gender disparity in workload allocations.
<b>C5.9</b>	Greater opportunity for social interaction within the School	The working environment is improved for everyone if there is greater interaction, sense of community, and open discussion in an informal environment.	A regular weekly coffee /tea break which all staff are encouraged to attend. More social events during core hours which are open to staff and students. The School is fortunate to have venues such as the Chemistry Lounge and a courtyard which can be used for these types of events.	HoS School Manager EDIC	August 2018  Revamp in 2021/22 (Post SARS-CoV-2 pandemic)	Implementation of weekly staff coffee / tea breaks. Core-hours social events are added to the calendar.	G: The Chemistry coffee lounge is a centrally located space within the school, that serves as a social hub for PG students and staff. Before the SARS-CoV-2 pandemic, attendance at regular morning and afternoon tea and coffee breaks was high. Post-pandemic and the widespread adoption of blended-working from 2021/22, initially meant this was not as strong. To encourage students and staff back to use the space, tea and coffee was made free in 2022.  Recognizing the value of the space and how it strengthens our school in all aspects, it was refurbished in 2023. These positive actions have resulted in the return to the full use of the central space and mixing between our community once more.

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
							We also organize two full school social events within core hours (10-4) such as Summer and Christmas parties. These are well attended celebrations by the entire school, as a result of being strongly promoted over the course of the self-assessment period. Again, recognizing their value and importance to the social fabric of the school, they have become more financially generous over the course of the period.
<b>C5.10</b>	Create an acceptable behavior policy for all SoC events	Bullying and harassment can be more challenging to tackle at events with external speakers and attendees. Expectations and consequences should be clearly set out before an event takes place, allowing for quick and effective enforcement of University policies around acceptable behaviors.	We will develop, publish and enforce a new policy, to be used for all events (seminars, symposia, etc.) held in the School of Chemistry.  All attendees and speakers will agree to be bound by the policy when registering for events organised and promoted within the School.	School Manager EDIC	September 2022	Policy will be published and used by all staff who organize symposia or seminars.	G: National data (from the National Union of Students) shows women are twice as likely than men to be subjected to unacceptable behaviour within Universities, including at events and conferences. To ensure that this is not the case within the SoC, the policy was created by EDIC, agreed by HoS and SEB and published in September 2022. The policy gives immediate and clear guidance on who to report issues to, and the text makes it very clear that any person attending an event or seminar is bound by the stated rules.  The policy is sent out to all staff and PG students within the school on an annual basis (as a reminder), and is shared with all invited speakers and participants at events. It is available on the SoC EDI web pages.  Our policy has inspired colleagues in Engineering to adopt similar policies for their events.

Action	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale	Success Criteria /Outcome Measures	Assessment (RAG)
C5.11	Develop a project to provide period products to staff and student in need, and create a stronger sense of community among women in the School	<p>Period poverty affects the ability of our staff and students to concentrate on their work.</p> <p>Providing sanitary products in bathrooms around the building provides a more welcoming environment to staff and students who menstruate.</p>	<p>Design and name the Scheme, and promote it to staff and students.</p> <p>Set up collection (money) and dispensing (products) points around the building and keep these stocked.</p>	EDIC	March 2019	Scheme will be in operation, providing products to those in need.	G: The Red Heroes Project was established in 2019, and a bake sale organised to raise the initial funds required to support the scheme. Activities were significantly scaled back during the pandemic due to national lockdowns and social distancing measures which prevented free movement around the SoC. The project has been revitalized during 2023/24 with sanitary products available from a collection point on our central administrative corridor.

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

### a. Priority 1: Increase the proportion of women and those from the global ethnic majority, working and studying in the School

The SoC is proud of its success in increasing the proportion of women and those from GEM backgrounds on academic contracts and in our undergraduate and postgraduate student populations over the last 5 years.

Between 2018 and 2023, ██████████ (67%) new permanent (open-ended contract) P1 and P3 SoC academic appointments were women. These outstanding staff were appointed via new academic positions or the offer of proleptic appointments to existing independent research fellows within the SoC.

Overall, the percentage of women on all academic (P1 P2, P3) pathways grew from 26% in 2019/20 to 31% in 2021/22, matching the HESA benchmark in 2021/22 of 31%. The total percentage of female P1–P3 staff fell slightly to 29% in 2022/23 due to a fall in female PDRA staff (Figure 6) – PDRA's are the dominant sub-group of our P2 staff. Understanding the reason for this drop will be addressed in future action 2.3.

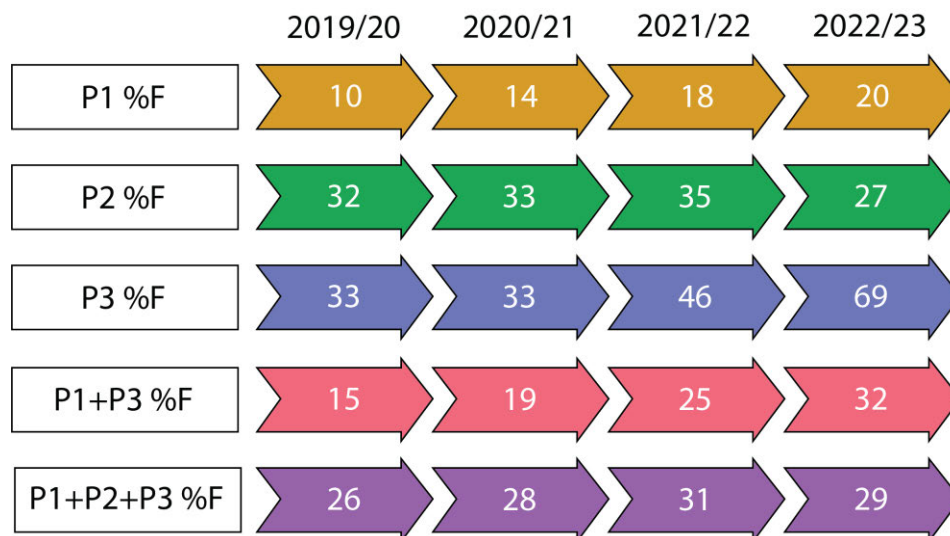


Figure 6 – Percentage of female staff on the three academic pathways between 2019–2023.

The percentage of female P1 and P3 academic staff, has increased by more than a factor of 2 since 2018, from 15% in 2019/20 to 32% in 2022/23.

Figure 7 shows the increase in GEM staff in P1–P3 staff roles has also increased from 17% to 29% over the same period. The increases in female GEM staff (140%) are substantial, but not as significant as those for male GEM staff (160%).

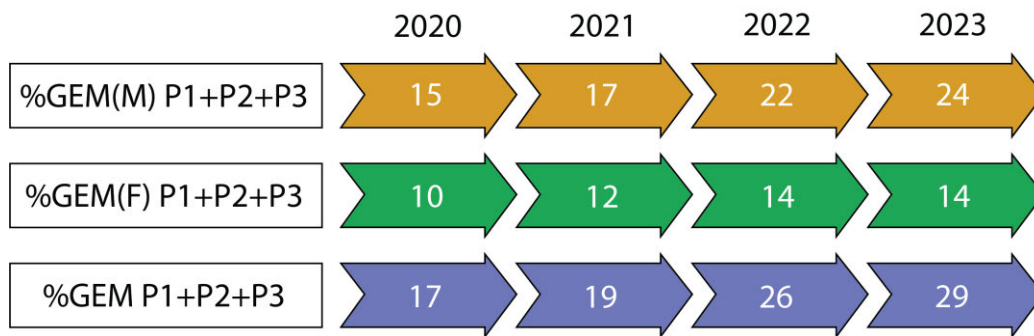


Figure 7 – Percentage of GEM staff on P1–P3.

These substantive increases of diversity in our P1–P3 staff were achieved by:

- Improving recruitment documents and job descriptions, ensuring that they did not use coded gendered language and removed recruitment criteria which are not *genuinely* essential. Studies have shown the latter greatly deter female and GEM candidates from applying.
- Making targeted approaches to women for academic openings and inviting them to apply. Research shows that women are less likely to apply for a position than men if they feel they do not meet all the essential and desirable criteria. Targeted approaches have been an effective method to combat this effect.
- Improving the flexible and family-friendly working policies in the SoC, and the quality of information available to applicants about these.
- Increased awareness and reduced the effects of unconscious bias in recruitment. Prof Havi Carel gave a talk to staff, explaining the evidence for unconscious bias, its effects, and what we can do to combat it. University EDI training, which covers unconscious bias, has been promoted extensively to all staff.
- Improved diversity on interview panels, and increased completion of unconscious bias training. All pathway 1 academic jobs advertised at grade K (Lecturer) and above have had at least one female academic staff member on the interview panel.
- Increased the visibility of women and GEM staff, fostering a culture of inclusion and belonging (see Priority 2).



**We have also successfully substantially increased the proportion of female and GEM UG (47.3%) and PG students (46.2%) within the School.**

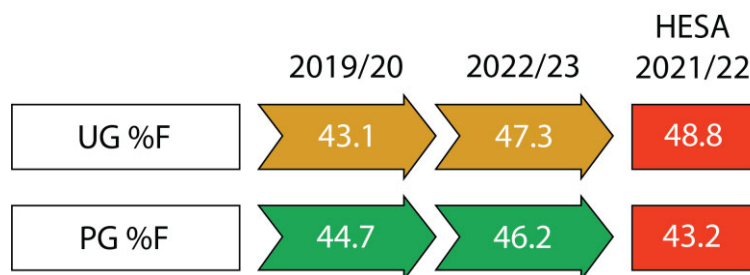


Figure 8 – Percentage of female UGs and PGs compared to HESA benchmark.

**The proportion of female students has increased on both UG and PG programmes within the action plan period (Figure 8), and women now comprise 47.3% of the undergraduate**



population, which is markedly higher than 43.1% in 2019/20, and close to the 2021/22 HESA benchmark of 48.8%. At the PG level, we have exceeded the 2021/22 HESA benchmark of 43.2%, and 46.2% of our PG cohort are now women. We have achieved these through greater visibility of female and GEM role models at recruitment events, online accessible material, and by the greater proportion of women and GEM role models within our staff.

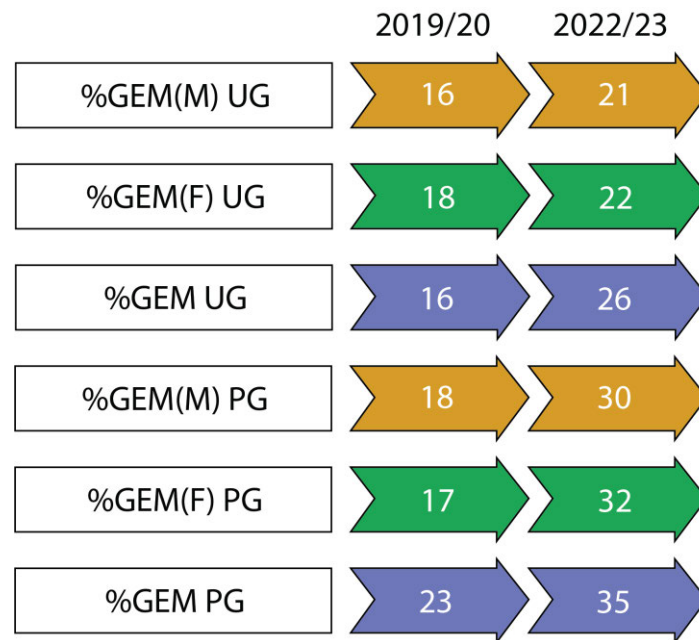


Figure 9 – Percentage of UG and PG students who are GEM.

The proportions of both female and male students who are from the global ethnic majority has **substantially increased between 2019/20 and 2022/23 from 16% to 22% at the UG level and from 23% to 35% for PGs** (Figure 9). The percentage of female student populations who are GEM are marginally higher than in male GEM cohorts.

To achieve these important increases in GEM students, we have:

- Increased the prominence of female and GEM role models on web and publicity content aimed at prospective UG and PG students, and at recruitment events.
- Ensured that changes to our UG offer have not negatively impacted female students and reduced the numbers of applications from this group.
- Created a culture of inclusion and belonging within the SoC by ensuring the prominent visibility of diversity (see Priority 2). Prospective students experience this culture at recruitment events and interviews.

Changes to the overall proportion of female staff and students are reflected in the positive responses received in our 2023 Culture Survey, **where 72% of respondents felt that School leadership actively supports gender equality** (55%F:84%M: [REDACTED]).

## b. Priority 2: Ensure the prominent visibility of diversity within the School

The SoC has driven forward its work in ensuring that diversity is highlighted in all areas. 95% of respondents responded positively (75%: 79%F:72%M: [REDACTED]) or neutrally (20%:

19%F:23%M:██████) to the statement *I feel like I belong in my department* in the 2023 culture survey.

We have increased the visibility of women within the SoC by:

- Restructuring first year undergraduate teaching so female academic staff are more prominent. Within the first 8 weeks of the Chemistry course students encounter a wide selection of women through their lectures and labs. This has been achieved without increasing workload for female academic staff.
- Organising events, when SARS-CoV-2 allowed, for International Women's Day to promote career success stories of women within the SoC (Figure 10).
- Redesigning web and publicity material to feature a greater number of women.
- Developing and promoting the Red Heroes Project, to provide period products to staff and students who need them. Funds have been raised from staff and students of all genders to support this project.



Figure 10—International Women's Day Event, 2023.

Positive indicators resulting from these actions include:

- 98% of women responding positively (79%) or neutrally (19%) to the statement *I feel like I belong in my department* on the 2023 Culture Survey.
- High attendance at International Women's Day Events, and in 2023 ~40% of 150 attendees were men.

We have increased the visibility of colleagues from GEM backgrounds within the School by:

- Creating the Bristol Inspirational Scientists Board (Figure 11) to celebrate the significant achievements of UG and PG students (██████ in 2023) from underrepresented backgrounds in STEM subjects.
- Creating a GEM ambassador who acts as a figurehead for GEM student and staff, and member of the EDIC.
- Holding events examining the experiences of GEM staff and students, including Building a Minority Ethnic Community (2023) and Being BME in STEM (2019).





Figure 11 – Celebration of the Inspirational Bristol Scientists, 2023



The response to these actions has meant:

- Highly positive feedback that the Bristol Inspirational Scientists Board has built a sense of belonging for those from GEM backgrounds within the Faculty and School.
- **At least two other Schools within UoB have adopted similar** schemes and demonstrates the impact of our work beyond our own staff and students.
- **Changes to University-level policies** (Section 1.4), through the report produced as part of the Being BME in STEM conference in 2019.

*“The SoC’s fantastic Inspirational Bristol Scientists Board provided the blueprint for the School of Biological Sciences Student Celebration Board, which stands proudly in our atrium celebrating our graduates from different ethnically minoritised groups, providing inspiration to our current staff and students.”*

Dr Dave Lawson, EDI Champion, Faculty of Life Sciences



# Dr Sbu Mbatha

P3 Lecturer and Manager for Technology Enhanced Synthesis CDT and former PG student

*"I am incredibly humbled to have been selected as an Inspirational Scientist. The award has helped me connect with and celebrate a cohort of scientists who look like me; something that has been lacking throughout my higher education and research journey, and I would often wonder why that was.*

*Representation matters. Representation in the chemical sciences matters.*

*The Inspirational Bristol Scientists board is one example of the initiatives that the SoC EDIC have implemented to foster a culture of inclusion and belonging to underrepresented groups in our faculty. This action will help to build an increasingly more diverse community where scientists from underrepresented groups can see people who look like them in similar or more senior positions and feel that they belong."*

We have also increased the visibility of LGBTQIA+ colleagues within the School by:

- Installation of a flagpole in the foyer outside three main lecture theatres to display LGBTQIA+ flags on rotation (Figure 12). The flagpole installation was the first of its kind at the University and was celebrated by SoC staff and students, who were joined by senior members of the University, including the University's Chief Financial Officer.
- Organising social events such as a Pride bake sale and post-Pride mingle for all staff and students to attend.
- Given away ~800 pronoun badges to staff, PG and UG students on international Pronouns Day in 2022 and 2023.



Figure 12 – Top: Launch of LGBTQIA+ flagpole, 2018. Bottom right: Post-Pride mingle, 2023.

Our actions have led to the following positive outcomes:

- All staff who defined their gender in a way other than male or female in the 2023 Culture survey responding positively when asked whether they felt like they belonged in the department.
- [REDACTED]
- >60% of staff use pronouns in their email signatures and in online meetings.
- The School’s flagpole installation inspired other Schools within the University to follow our leading work to support and raise the profile of LGBTQIA+ staff and students.

*“Inspired by the SoC LGBTQIA+ flagpole, we installed a similar flagpole in the Biomedical Sciences. We have received very positive feedback from staff and students regarding the visible support of the LGBTQIA+ community.”*

Dr Marc Van der Kamp, EDI Chair, UoB Biochemistry



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

### 3.1 Culture, inclusion and belonging

#### a. Values, tradition, leadership, practices and behaviours

We are delighted that **75% (79%F:72%M:████████)** of respondents feel like they belong within the SoC (2023 Culture Survey) as confirmation that we have created and promote an inclusive and supportive environment for all. Overall, 74% (73%F:75%M:████████) of respondents to the survey felt that their contributions were valued within the SoC demonstrating a general culture of mutual support and respect.

**The SoC has embedded EDI into its decision-making process** by changes to the SoC management structure during the last action plan period. We strive to be as inclusive as possible and abide by the following principles:

- i. **Representative:** EDIC membership includes staff and students with many different lived experiences of protected characteristics.
- ii. **Consultative:** we ask the community *via* focus groups, suggestions box, EDI mailbox, surveys, all SoC committee meetings, for feedback on our actions or proposed initiatives, and to raise issues with us.
- iii. **Beacon:** we share our good practices with other Schools in the University (e.g. Bristol Inspirational Board, Bystander training scenarios) and through the Great Western Universities (GW4) partners and other UK Universities.
- iv. **Evolution:** our actions, policies and procedures are continually reviewed and changed to make further improvements to our working environment and culture.

Our Culture Survey showed that 72% of respondents feel that the School actively supports gender equality. The result reflects the dedicated efforts our HoS, Prof Emma Raven (F) has made to improve diversity, significantly increasing the number of academic P1 and P3 staff who are women. The SAT observed that positive responses to this question were markedly lower (55%) for female than male or non-binary (F:84%M:████████) respondents signalling more work is required to more clearly communicate actions (future Action 3.1).

We invested >£60k to refurbish a central part of our school, the Chemistry coffee lounge, to help foster a sense of belonging in the recovery post SARS-CoV-2 pandemic. Feedback on this project, through focus groups, has been overwhelmingly positive, with no gendered difference.

The sense of belonging felt by staff and students within the School supports our strong belief that this is a safe and positive place to work and study, regardless of background. Nonetheless, bad behaviour is a reality of all workplaces. Knowledge of reporting procedures was generally good (2023 Culture Survey) for academic (81% positive) and professional staff (88% positive), however women were less likely to know how to report bullying and harassment than men (76%F:89%M:████████). The SAT discovered that PGs had poorer knowledge of how to report bad behaviour in the 2022 PG survey which has prompted our future actions 4.1 and 4.2.

The culture survey revealed many important aspects of the School's mental health, with 63% of female respondents responding positively they felt that their mental health and/or wellbeing were supported by the School, falling to 37% for men. Responses were more positive on where to find advice/support at work (88%F:67%M:████████). The SAT viewed this as an important priority, and will be addressed in action 3.5.



## b. Intersectionality

Our intersectional data (Section 2.2a) show that we have a rising number of female GEM staff and students within the SoC. On P1 and P3 we have no female GEM staff above lecturer level. Improving both the proportion of female GEM students and staff are priorities in our new action plan (actions 1.1 and 1.2).

## c. Inclusion of trans and non-binary people

The SoC has a strong record in visibly supporting all gender identities which has positively impacted other areas at UoB (Section 2.2b). Additionally, we have organised a series of celebratory Pride events to increase visibility of the LGBTQIA+ community and to provide social opportunities for those who identify as LGBTQIA+. We ensure that staff and students can self-define their gender identity on surveys. Gender neutral toilets are provided in a central and convenient location adjacent to the coffee lounge within the Chemistry building. All respondents to the 2023 Culture Survey whose gender was defined in another way felt that they belonged in the School.

## d. Inclusion of those with caring responsibilities

The SAT recognises that caring responsibilities disproportionately impact women, and within the SoC we strive to support all our staff and students to balance their caring responsibilities with their work or study.



## Prof Matt Rigby

P1 Academic member of staff

*“When our children were born, the SoC was very supportive in helping us navigate the complexities of shared parental leave. We both managed to spend a substantial part of our children’s first years at home, whilst keeping things moving at work.”*

Following UoB policy, 100% of requests for maternity, paternity, shared parental and adoption leave are approved, and related University policies are signposted from the SoC website. The School supports returners to apply for the University’s Returning Carers scheme, which buys out academic staff time to re-establish a research programme. [REDACTED] the expansion of the scheme (supported by incoming HoS) to cover other pathways, and support to breastfeeding colleagues will see a substantial expansion of this activity from 2024–2028. We will revisit the support for returning carers in actions 3.7 and 3.8.

To support staff who balance work with caring responsibilities, the SoC schedules committee meetings and seminars within core hours (10:00–16:00). Teaching is scheduled any time from 09:00–18:00 but the staff constraints process allows staff to ensure that teaching will not be timetabled during, for example, school drop off or pick up. Currently 10 staff [REDACTED] within the SoC have an active constraint for timetabling, and we encourage all eligible staff to apply. 80% of respondents (82%F:79%M [REDACTED]) to the 2023 Culture Survey agreed that the timing of School meetings and events takes into consideration those with caring responsibilities.

## e. Mentoring

Academic staff (P1 and P3) are mentored by senior colleagues, until they are promoted to Professor. This dovetails with informal mentoring and support between colleagues throughout the School. To help ECRs such as PDRAs (P2 staff) with their careers, a PDRA mentoring scheme was established where PDRAs could request a P1 academic mentor who was not their line manager. Though the uptake has been low (future action 2.3), the scheme received highly positive feedback from many PDRA mentees.



## Dr Alison Bain

Assistant Professor at Oregon State University and former P2 PDRA mentee

*"The Postdoc Mentoring has been incredibly beneficial to my career progression. The experience my mentor had in navigating the situations I was facing was incredibly valuable to me as I decided how to handle different problems that arose."*

## f. Supporting a healthy 'whole life balance'

Since the SARS-CoV-2 pandemic, UoB has adopted a blended working policy allowing staff the flexibility to work from home. We have worked hard to support a culture of blended working within the School, typically encouraging FT staff members to work up to two days from home when beneficial to their caring responsibilities, wellbeing and overall work-life balance. We have invested in the technology to make this work smoothly, above and beyond the already significant investment made by the University into digital infrastructure.

*"I have felt very welcome in the School since joining a year ago and have been very well supported in my flexible working requirements around family and travel commitments."*

*Anonymous Respondent (F), 2023 Culture Survey*

Overall, 81% (90%F:79%██████) of respondents to the 2023 Culture Survey agree that the School enables flexible working, demonstrating our culture of flexibility and balance.

The SAT observed, from the 2022 PG student survey, that a culture of long working hours persists in some research groups, despite recent efforts to eradicate pressure to work excessive hours. While it is positive that 69% of respondents (gender breakdown not available) did not feel pressure to work excessive hours, or at weekends, 31% of students did feel such pressure, and 26% of these students felt that this pressure came directly from their supervisor (revisited in action 3.6). To counter some of these issues, active bystander training with Theatre Learning was organised to help challenge supervisors and create allies for good behaviour within the PG community. The feedback received was strongly positive for these sessions (4.71/5.00 score in



quantitative feedback), and we have shared our approach with other Schools who have run similar sessions.

*“Having the opportunity to analyse these workplace interactions was thought-provoking, and I feel better able to deal with these situations if and when they arise.”*

*Anonymous Feedback, 2022 Active Bystander Training*

High academic staff workloads present a persistent challenge across the sector. It is, nonetheless, concerning that 29% (29%F:30%M) of academic staff do not feel that workload is allocated fairly within the School. The 2023 Culture Survey was carried out before the re-launch of the School’s workload model, which the SAT expects to have a significant impact on these responses, but we acknowledge that there is further work to ensure that all workload allocation is equitable, and will be addressed in future action **1.6**.

### **3.2 Key priorities for future action**

Our future AS action plan (2024–2028) is detailed in section 4, with the key priorities outlined below. To achieve these ambitious goals, the EDIC co-chairs will organise the EDIC into sub-groups, each delivering specific actions. The impact of actions will be evaluated by targeted surveys after initiatives/events or by additional questions in annual Culture Surveys.

#### **Priority 1: Further Increasing Diversity (Actions 1.1–1.7)**

We will build on our significant progress and upward trajectory in the number of P1 and P3 female (increase of 200% between 2018–2023) and GEM (increase of 170%) academic staff so that by 2028 40% of P1 and P3 academic staff will be women (**1.1**), and 35% of P1-P3 staff will be GEM. We will make these increases through further improvements to our recruitment processes.

Recognising that independent research fellowships are one of the immediate pipelines for new academic staff ██████████ concentrating efforts to attract promising female candidates will be a priority. To achieve these goals we will:

- Advertise clearly our desire to support independent fellowship applications.
- Levy the large networks our academic staff have and identify highly qualified female candidates and candidates from GEM communities and encourage them to apply. In doing so, we will explain the strong mentoring and support they will receive at the SoC.
- Utilise the RSC ‘Catalyst fund’ to provide monies for female candidates to visit the SoC prior to a job opening. This will allow them to experience first-hand the supportive and inclusive environment we have fostered, meet with current female research fellows to discuss their experiences and speak with academic staff who may act as their mentor.

For all new academic positions, the following additional actions will be taken:

- Require that CVs are submitted in narrative form, moving away from metric-driven CVs, allowing candidates to demonstrate expertise and skills in the context of the advertised position.

We have made significant progress in increasing the proportion of female UG and PG students within the SoC (47.3% and 46.2%, respectively). The UG female population is slightly below

the HESA benchmark (49%) and the percentage of women at the PG level is above the HESA benchmark (43%). To further our drive towards gender parity in our student populations and increase GEM representation (1.2), we will undertake the following actions:

- Redesign recruitment pages to highlight success stories of female students or those from under-represented backgrounds and remove any linguistic gender coding.
- Ensure our outreach programme reaches local Bristol schools with significant GEM populations.
- Highlight, mentor and support potential UG and PG students from black backgrounds to apply for UoB scholarships such as (i) the [Black Future Scholarship](#) that offers stipends to black UG students; or (ii) [Opportunity Bristol](#) that provides full scholarships to PG students from black backgrounds to pursue MRes degrees.

Visibility of a diverse range of role models is essential to inspire junior members of our School. We will improve this across all areas, including industrial representatives in UG and PG teaching, speakers in our seminars or organised symposia (1.3). 50% of these external role models will be women, and 15% from GEM communities. We will achieve this by:

- HoS communication to periodically re-iterate to staff responsible for organising events with external visitors/speakers this is a key priority for the SoC. Invitations monitored on a quarterly basis by EDI and Research committees. This will allow for swift intervention if needed.
- Recognising women are often the primary caregiver, offer to reimburse caring costs, e.g. childcare or nursing expenses for speakers.
- Collection of demographics (ethnicity and gender data) from both our speakers and audiences to inform future speakers and probe whether women and GEM members of the SoC have the requisite time to attend events.

It is imperative that we address the impacts of lack of diversity and colonisation in our taught curriculum. As leading educators, we have a moral obligation and duty towards scientific rigour that we properly and fully attribute scientific discoveries and breakthroughs to a diverse set of contributors, e.g. women and non-white innovators. We will decolonise and diversify our curriculum (1.4) following best practices established by UoB Biochemistry (AS Gold) and co-create an enhanced undergraduate taught curriculum. We will hire and train UG student interns to review existing curriculum course content and identify where overlooked contributors (women, GEM) can be highlighted. This feedback will be used to reform our lecture courses.

GEM and female staff highlighted workload as a primary concern in our focus groups. We have recently formalised our work allocation model (WAM) for academic staff, and in our refinement of this model, we will evaluate allocations for staff by gender and ethnicity (1.6) by multiple tasks (spanning teaching, research, committees, administration), and then take actions to reduce any disparity. The initial roll-out of the WAM to all staff was fully anonymised. By 2026 this will be fully transparent to all staff within SoC.

### **Priority 2: Career Progression (Actions 2.1–2.7)**

The feedback on staff review and development (SRD) was not as positive as we would hope in our culture survey. Focus groups revealed that experience of these reviews is inconsistent and institutionally provided forms lack sufficient structure. Action 2.1 will develop new tailored guidelines for different staff groups to improve consistency. More concerning is the percentage of SRD reviews performed for P2 (mainly PDRA) staff (10% in the last year), which will require a targeted campaign.

Between 2018–2023 we successfully recruited 8 permanent female members of academic (P1 and P3) staff, however, most of these appointments were made at junior levels. To ensure

that we increase female academic representation at more senior levels, we will provide the best possible support to female colleagues in preparing their promotion cases, to reach a goal that 50% of eligible female (P1 and P3) academic staff will have successfully applied for promotion by 2028, and their success rates at least match those of male colleagues (2.2). The actions required include:

- Female staff will be provided with guidance and support from section heads and academic mentors on how to prepare cases for promotion.
- Ensure female staff have sufficient space within the confines of their workload, and are allocated duties that allow them to demonstrate the full breadth of their contributions, to prime them for successful promotion.

The gender balance of our UG and PG populations have improved markedly, but the number of female PDRAs (P2) within the SoC is markedly lower (27%) and are a critical 'pipeline' of ECRs who will go on to be leading Chemistry academics within the UK. We will build on our actions to support this community to deepen our understanding of the key issues faced by PDRAs and the origin of our steep drop at the PG/PDRA border (2.3). We will increase the percentage of women to 35% within the P2 group by:

- Investigating the career aspirations and views on academia of final year female PG students within SoC *via* focus groups.
- Create a working group focussing on the key issues affecting PDRAs. Membership to include a member of SoC senior management.
- Run a series of career events.
- Promote the PDRA mentoring scheme through positive feedback received, aiming for 30% engagement.
- Enhance support given to PDRAs for promotion to senior PDRA (grade I to J) by delivering writing workshops and briefings. We aim for equal success rates for female and male PDRAs.

We increased the percentage of teaching focused (P3) staff during the last action plan, and hired many excellent colleagues, the majority of P3 (69%F:31%M) are now women. The SAT discovered through focus groups that these staff do not feel as significantly valued within the SoC as P1 counterparts. There will be enhanced support for these staff members (2.4), which will improve their experience and opportunities:

- All staff in P3 positions will occupy progressible roles (where they are able to apply freely for promotion), like their P1 counterpart staff.
- Modify the line management structure for P3 staff so they receive the same level of mentoring and senior management as offered to P1 colleagues.
- Give P3 staff the opportunity to present their research at conferences by providing specific funding.
- Celebrate teaching focussed staff by re-introducing annual School teaching awards and increase the number of P3 staff nominated for RSC prizes, National Teaching Fellowships and University-wide staff awards.

The career pathway of administrative staff is not widely understood within the School, and career progression is often achieved by taking roles elsewhere in UoB. This environment can result in microaggressions being directed at administrative staff (69%F:31%M) due to lack of understanding and a frustration with the system. To address this important problem (2.5) we will:

- Ensure that mandatory training of staff (4.3) highlights the impact of microaggressions on colleagues.

- Celebrate when administrative staff have taken a new role, and include the context of how this is a success story for the individual.

The strength of our mentoring schemes has enhanced the career progression of many academic staff. Using these blueprints, we will support and enhance the careers of Professional Services staff. Further, the University has a careers framework for technical staff but has been challenging to access, which we will address **(2.6)**:

- Lead on the establishment of, in partnership with other schools in FoSE, Professional Services staff mentoring schemes.
- Work with leadership in FoSE to understand how to make the promotions framework more accessible to our technical staff.

Women are underrepresented among technical staff (33%F:66%M). Focus groups revealed a dissatisfaction that technical staff are not always recognised, or faced problems with accessing training. We will improve the visibility of female technical staff who act as role models **(2.7)** by:

- Make sure all technical staff have profiles on our website. We will offer assistance to staff in writing profiles, particularly targeting female technicians.
- Ensuring that technical staff are properly acknowledged in peer-reviewed publications, e.g. by either co-authorship or acknowledgements. We will monitor the number of technical co-authors and acknowledgements by gender.
- Expanding best practices elsewhere, by making available funding and time for technical staff to undertake the most up-to-date training related to their roles.

### **Priority 3: School Culture and Working Environment (Actions 3.1–3.9)**

As highlighted in section 2.2, we have made significant strides towards the ultimate goal of gender parity. Despite these efforts, our culture survey and focus groups revealed there was a lack of awareness of this progress, especially among women (55% positive responses, compared to 84%M: [REDACTED]). This finding has spurred the SAT to be bolder in recognising and reporting our achievements **(3.1)**, through the following actions:

- Use SoC social media, website, display boards and email to explain our aims and how they will help the community.
- Highlight key progresses annual to SoC using high-level data and statistics.
- Prominently display a live digital version of our AS action plan on the SoC website and update with recent actions, information on current projects and inspire feedback and new ideas from community.

The SAT were concerned that the 2023 culture survey results showed that only 62% (52%F:68%M: [REDACTED]) of respondents felt that departmental communications were clear and relevant to their role. To ensure a dialogue and clear routes for communication, we have proposed the redesign of two key methods that information is relayed to staff and students within the SoC: school assembly **(3.2)** and the school newsletter **(3.3)**

Despite 75% of the SoC responding in the culture survey that they belong within the SoC, the SAT noted the impact of the pandemic in free text comments, e.g. *“We have lost a sense of community within the School. This negatively impacts on several issues raised in the survey”* and focus group feedback, that staff and students feel less ‘a part’ of the School since the 2020 lockdown and subsequent move towards blended working (Appendix 3.1.e). A larger project to further promote the building of relationships within and between different areas of the School is necessary **(3.4)**.

Our Culture Survey showed that 23% (15%F:26%M; [REDACTED]) of staff did not feel confident asking for mental health or wellbeing support, with 18% (13%F:17%M; [REDACTED]) of staff feeling that the school did not support their wellbeing and mental health. The number of negative responses was higher for men and those who defined their gender in another way, than women. UoB offers a plethora of support mechanisms, and as a School we need to better signpost these (3.5). We will increase support and signposting for staff with mental health issues by the following initiatives:

- Create four School Wellbeing Champions to act as friendly and supportive contacts who can signpost staff to appropriate UoB resources. At least half of the champions will be men, and all will receive full mental health awareness training.
- Line managers will receive in-person mental health awareness training.
- Signpost across School (posters, website, email) mental health support available and SoC Wellbeing Champions.

There were some PG (46.2%F:53.8%M) students who felt pressured to work long hours (Section 2.1f). This is unsustainable, and we need to drive the remaining elements of our culture away from these excessive work demands. We also need to ensure that our PG students and PDRAs take the requisite amount of annual leave. These changes (3.6) will be driven by:

- Using academic annual review meetings with PIs to establish reasonable working hours based on feedback received from PhD students and PDRAs within group (2.1).
- Monitor annual leave taken by PG and PDRAs each year and examine for gender disparity. Advertise expectations and standard entitlements at induction events and in handbooks.
- Highlight the importance of work-life balance with PGRs in annual progress meetings, and PDRAs in their staff reviews.

Women often take longer periods of absence in their careers to take on caring responsibilities. Given the experiences relayed *via* focus groups and culture surveys that the experience of maternity, paternity, adoption or caring leave was variable, the SAT viewed we should prioritise supporting these staff and students, so a consistently good experience is attained (3.7). We will:

- Recruit a Maternity, Paternity, Adoption and Caring Leave Advisor to signpost to existing UoB resources, provide advice and be a welcoming presence.
- The advisor will highlight UoB schemes available, including the returning carers' scheme.

Recognising the success of existing FoSE and UoB networks for GEM and LGBTQIA+ staff and students, there are other communities within the SoC and faculty that would greatly benefit from sharing experiences, mutual support and combined resources by being part of networks (3.8, 3.9). To catalyse bring these groups together, we will:

- Establish a SoC Parents and Careers Network for staff and students. The network will advise School leadership on issues pertinent to parents and carers.
- Refurbish a central room for milk expression by new parents.
- Recognising we may not have sufficient critical mass to form our own neurodivergent, international or disability communities, we will partner with other FoSE schools to establish these networks.



#### **Priority 4: Bullying and Harassment (Actions 4.1–4.3)**

In all groups, women were less likely to know how to report bullying and harassment than men. This will be addressed by simplification of UoB guidance surrounding complaints (Action **4.2**). Further, our Culture Survey revealed that █████ of those who identify as non-binary and 12% of female staff did not know how to report bullying and complaints. In the 2022 PG survey 49% were unsure on how to do so and from bystander training feedback they also feared repercussions. UoB's institutional complaints procedure is long and seems intimidating to staff and students. Using best practices, we will ensure that these existing policies are presented to staff and students in a simple and coherent manner (**4.2**) through these actions:

- Work with HR to create simplified guidance of the UoB complaints process.
- Generate a simplified flow-chart highlighting multiple initial points of contact for complaints and the possible pathways it may follow (e.g. conversation with line manager, formal complaints process or mediation). Advertise through induction processes and posters around school.  
Encourage informal discussions in the first instance.

Our culture survey also revealed that only 44% of staff perceived that management was active in tackling bullying and harassment (50%F:40%M:█████). Upon further investigation through focus groups, the SAT found that these lower response rates were predominantly due to the confidential nature of the complaints process. Most staff, having never been involved in the process, did not have any perception of how well it worked. Through the actions outlined above, we will raise the awareness of the leadership's commitment to handling complaints.

In terms of cultivating greater support within the SoC community, we will proactively take measures to explicitly state our expectations for all members of staff and students (**4.1**), and provide training (**4.3**):

- Introduce a SoC culture, values and code of conduct written by the community. The document will highlight our strengths, and our expectations of staff and students.
- Compulsory programme of active bystander training for all staff to address: Microaggressions and bad behaviour experienced by administrative staff from academic staff.
- In-person training will allow academic staff to explore the significant power differential between them as research group leaders and their PG students and PDRAs.

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
<b>1. Further Increasing Diversity</b>						
1.1	Further increase the number of female academic P1 and P3 staff and those from under-represented groups in STEM subjects through fair and equitable recruitment processes.	<p>Building on our significant success of increasing the proportion of female P1 and P3 academic staff, (&gt;200%), and P1-P3 GEM staff (170%) during the last action plan period, we are now close to the %F HESA 2021/22 benchmarks for the total of P1-P3 staff 31%.</p> <p>Given the excellent trajectory we are on, academic appointments made since 2018 were women, we will further enhance our approaches to attracting the best female researchers to Bristol Chemistry strive towards male/female parity among academic staff.</p> <p>The percentage of academic staff that are from GEM communities has continued to climb.</p> <p>To achieve these goals, we will make our approach to attracting independent fellowship applications and seeking applications for new academic appointments even more inclusive.</p>	<p>a) Encourage academic staff to approach women and GEM contacts within their networks, or ECRs they meet at conferences, to apply for and host independent fellowships within our School. Advertise the mentoring and significant support we will offer in the application process.</p> <p>When a new academic post becomes available, we will publicise it widely and make direct approaches to highly qualified candidates who are female and/or from GEM communities.</p> <p>b) Leverage our RSC “Catalyst Fund” to financially support a visit from female candidates prior to the job opening. This would facilitate meetings with current female independent research fellows, potential mentors who would help them to develop their fellowship application, and other senior staff including the HoS, and give visitors a first-hand experience of the supportive environment we have nourished, where they can grow their careers.</p> <p>c) Require CVs are presented in narrative form- a best practice developed by the Royal Society and now mandatory by UKRI. This reflects moving away from the more metric-driven style of CV and thus enables a broader range of candidates to evidence their skills and experience in the context of the job and describe non-standard careers.</p>	January 2024 – January 2029	<p>HoS</p> <p>School Research Director</p> <p>School Manager</p> <p>EDIC</p>	<p>By 2028, 40% of P1 and P3 academic staff will be women. 35% (P1-P3) to be GEM.</p> <p>Average over period of action plan, 50% of independent research fellowship applications to be female and to have equal success rates to male applicants we support.</p> <p>50% of short-listed staff for P1 and P3 openings to be female. Success for female staff at short-listing stage to be <math>\geq 50\%</math>.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
1.2	Increase gender diversity in our undergraduate and postgraduate populations to parity. Increase percentage of GEM populations amongst cohorts.	The gender diversity amongst UG and PGR students improved in the last action period (47% and 46%, respectively in 2023). Our UG diversity is slightly below the HESA benchmark of 49%, whereas our PG cohort exceeds the national average (43%). Neither of our cohorts have yet to reach gender parity. 26% of our UG population are GEM and 35% of our PG cohort.	<p>a) Redesign recruitment webpages and materials to: i) remove any linguistic gender coding. ii) Highlight success stories of female students or those from historically under-represented backgrounds in STEM.</p> <p>b) Ensure the School's outreach interfaces with local Bristol schools which have sizeable GEM student populations.</p> <p>c) Advertise at open days and in our recruitment materials the UoB <a href="#">Black Futures Scholarship</a> that offers stipends to black UG students.</p> <p>d) Highlight <a href="#">Opportunity Bristol</a>, a UoB scheme that offers full scholarships to students from black backgrounds for masters by research (MScR) degrees. Mentor students through the application process.</p>	<p>a) August 2025</p> <p>b) August 2026</p> <p>c) August 2025</p> <p>d) August 2025</p>	<p>HoS</p> <p>EDIC</p> <p>Undergraduate Admissions Tutor</p> <p>Postgraduate Admissions Tutor</p>	<p>50% of undergraduate and postgraduate research student cohorts will be female by 2026.</p> <p>30% of undergraduate and postgraduate student cohorts will be GEM by 2026.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
1.3	<p>Improve the diversity of role models at SoC events: speakers in our seminar programmes and symposia; industrial representatives at student and research events.</p>	<p>Despite the upward trend in female seminar speakers from 2018/19 (26%F) to 2021/22 (47%F) the proportion dropped in 2022/23 (27%F).</p> <p>Recent reforms to the UG and PG teaching and training programmes has led to students having increased interactions with colleagues from industry. We must ensure that industry role models are also diverse.</p> <p>It is a priority of the SAT that our School showcases excellence from a diversity of speakers who act as role models to more junior members of our school.</p> <p>The SAT observed that ethnicity data for speakers at School events is not routinely gathered.</p>	<p>a) HoS to re-iterate frequently to those organising events that diversity of invited speakers or representatives is a priority. Seminar and school event invitations to be monitored on quarterly basis by teaching and learning, research and EDIC. Swift and early intervention when balance has not been demonstrated.</p> <p>b) Reduce barrier to speakers accepting invitation by offering to reimburse caring costs, <i>e.g.</i> childcare or nursing expenses, as carers are predominantly female.</p> <p>c) After event, survey speakers for demographic data (gender and ethnicity <i>etc.</i>). The data to be used to inform future seminar speaker selection.</p> <p>d) Audience demographic information obtained while waiting for the event to start, and the end after questions, <i>via</i> QR code link to a survey. Use information to understand who within SoC is attending seminars or events and whether all students and staff have requisite time to do so.</p>	<p>a) September 2024 – January 2029</p> <p>b) August 2024</p> <p>c) September 2024 – January 2029</p> <p>d) September 2024 – January 2029</p>	<p>HoS,</p> <p>School Research Director,</p> <p>School Education Director</p> <p>EDIC</p>	<p>In the next action plan period, 50% of speakers at events hosted by the School (industrial representatives at events, named symposia and research theme seminars) will be women, and 15% will be from GEM communities.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
1.4	Diversify and Decolonise our Curriculum.	Colonisation and a lack of diversity in science has impacted perceived knowledge and learning in Chemistry. We have a responsibility to attribute discoveries and breakthroughs to a diverse set of contributors, e.g. woman and non-white innovators who have previously overlooked.	<p>a) Survey staff and students on our taught content asking for feedback on the representation of women, colonisation and diversity within courses.</p> <p>b) Hire student interns to review existing curriculum content. Provide training to interns from external training partner on how diversification/ decolonisation can be achieved.</p> <p>c) Interns to review existing taught content and provide critical suggestions on improvements to be made, e.g. women or GEM contributors who have been overlooked, opportunities to highlight diversity, links to colonisation and the required contextualisation.</p> <p>d) Unit directors to relay information to staff and ensure recommendations are implemented.</p>	<p>a) June 2024</p> <p>b) January – August 2025</p> <p>c) September 2025 to August 2027</p> <p>d) September 2027</p>	<p>HoS</p> <p>School Education Director</p> <p>Teaching and Learning Committee</p> <p>EDI committee</p>	<p>Each course within our 4-year UG curriculum will have been reviewed and highlight women and GEM contributors to discipline.</p> <p>Survey of UG students before and after review will show positive responses to the work and analysed by gender and ethnicity and probe whether they have role models that reflect their gender and ethnicity in reformed taught content.</p>
1.5	Showcase hidden diversity to our UG students.	The SAT recognises that not all diversity is visually apparent, and lecturers within the SoC come from a large variety of socio-economic and cultural backgrounds. Despite this, our UG cohort is unaware of this aspect of diversity within academic staff.	Encourage all staff giving undergraduate lectures to include a slide at the beginning of their course explaining their history and background. A template and several examples will be generated for staff.	August 2025	School Education Director	<p>50% of lecture courses will include a slide with the lecturer's background by September 2026.</p> <p>End of unit surveys show that students can relate to their lecturers more easily.</p>



## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
1.6	Evaluate and evolve the new workload allocation model for academic staff.	<p>All staff focus groups raised the issue of high workload, but female and GEM staff highlighted this as a primary concern.</p> <p>Recognising that the new workload allocation model will require refinement after its initial roll out in 2023/24, it is essential that we evaluate whether tasks are distributed fairly and workload does not disproportionately fall on women or GEM staff.</p>	<p>a) Annual review of work allocation model will examine overall workload broken down by gender.</p> <p>b) The level of transparency associated with the workload allocation model will be increased over the next action plan, resulting in an entirely transparent model which all academic staff can view.</p> <p>c) The breakdown of grants submitted (number and monetary value), teaching, committee time and administrative duties will also be analysed by gender.</p>	<p>a) August 2025 – August 2027</p> <p>b) August 2026</p> <p>c) August 2026</p>	<p>HoS</p> <p>SEB</p> <p>EDIC chairs</p>	<p>Culture survey will include a question to probe the new workload allocation model. By 2026, positive responses to satisfaction with WAM to be &gt; 75%.</p> <p>No gender disparity in workload model by 2026.</p> <p>The work allocation will be fully transparent by summer 2026.</p> <p>Gender analysis of research grants submitted, teaching, committee time and administrative duties published on annual basis to school by summer 2025.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
<b>2. Career Progression</b>						
2.1	Develop a new set of tailored staff review guidelines.	<p>The SAT observed that, while many staff feel that their line manager supports their career development (80% positive (83%F:78%M ██████), 2023 Culture Survey), far fewer feel that they receive useful feedback on their career development through performance reviews (51% positive (46%F:53%M ██████)), with women responding far less positively than men or non-binary staff. Through further exploration during the 2023 focus groups, it became clear that experience of staff reviews is inconsistent and centrally provided forms lack sufficient structure.</p> <p>Further, the percentage of annual reviews completed by PDRAs (P2) staff was very low (10%).</p>	<p>a) Develop, publish and promote guidelines tailored for different staff groups (e.g. administrative, technical, and academic staff) to improve the consistency of staff review and development.</p> <p>b) For academic staff, informal feedback will be sought from PhD and PDRAs in their research group on a biennial basis to support conversations regarding PDRA and PhD workload and supports Action 3.6</p> <p>c) Launch a campaign aimed at PDRAs (a key pipeline to independent academics and where women are a minority), highlighting the career benefits of an annual review. Regularly remind academic staff to undertake the annual review of postdoc staff. Monitor reviews for PDRA staff on quarterly cycle and send reminders when reviews have not been undertaken.</p>	<p>a) January 2024 – December 2025</p> <p>b) January 2025</p> <p>c) July 2024</p>	<p>School Manager</p> <p>EDIC</p> <p>SEB</p> <p>Pathway 2 Reps</p> <p>Research Staff Concordat Champion</p>	<p>A full set of guidelines developed, published and promoted by the end of 2025.</p> <p>75% of staff feeling they receive useful feedback through their staff reviews, with no gender disparity.</p> <p>50% of PDRA population complete annual review by 2026, rising to &gt;75% in 2027.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.2	Support female academic staff through the process of promotion and ensure that they have the time, experience and support to be successful.	Actions C4.3 from our previous action plan have been successful in increasing the proportion of female academic staff, however, these appointments have been made at junior levels. To increase representation at a senior level, the SAT recognises that the School now needs to make the promotion of these women towards, or to, Professor a priority for the duration of the new action.	<p>a) Brief Heads of Section to ensure that staff review meetings for junior staff focus sufficiently on progress towards promotion, alongside other improvements to the consistency of staff reviews (Action 2.1).</p> <p>b) Review the workload allocation of all staff to ensure that staff have equal opportunities through the allocation of specific duties to succeed in being promoted.</p> <p>c) Academic mentors of female staff eligible for promotion regularly discuss criteria and activities necessary for promotion</p>	<p>a) February 2024</p> <p>b) September 2024</p> <p>c) September 2024 to January 2029</p>	<p>HoS,</p> <p>Heads of Section</p> <p>EDIC chair</p>	50% of eligible female academic P1 and P3 staff will have successfully applied for promotion and their success rates will at least match those of male colleagues by December 2028.

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.3	<p>Increase focus on addressing career progression that limits diversity within PDRA community.</p> <p>Ensure PDRAs are supported for the next stages in their careers.</p>	<p>The SAT are concerned by the steep drop in our 'pipeline' of female staff crossing the PhD to PDRA P2 boundary (46%F and 27%F, respectively) within the SoC. Building on our positive actions in our previous Athena Swan action plan, such as the PDRA mentoring scheme, we will deepen our understanding of the issues facing PDRAs, especially women within this community. It is essential to support this part of our community and prevent women leaving the field who would otherwise go onto becoming academic leaders in the UK.</p>	<p>a) Establish working group to deepen our understanding of the issues affecting PDRA staff, and why women leave after their PhDs. The group will be comprised from a member of School senior management, PDRA reps, members of the SAT.</p> <p>b) Run focus groups with penultimate and final year female PG students in the School to discuss their career ambitions, including their views on academia.</p> <p>c) Organise a biennial series of careers events aimed at Postdoctoral staff e.g. "How to Write a Fellowship Application", "How to Succeed at Interviews" and "Pathways to Industry". Monitor the gender balance of attendees. These events will either be recorded or converted into written guidance documents that will be available for all PDRAs to access.</p> <p>d) Recognising the positive feedback and impact of the PDRA mentoring scheme (see prior Action C4.3), but current low uptake, the scheme will be relaunched with a targeted campaign.</p> <p>e) Prepare and enhance support our PDRA staff for grade (PDRA) I to J (senior PDRA) promotions by locally held briefings outlining the process and writing workshops.</p>	<p>a) August 2024 – July 2025</p> <p>b) March to June 2025</p> <p>c) September 2024 – August 2025</p> <p>d) March 2024</p> <p>e) August 2025</p>	<p>HoS</p> <p>EDIC chairs</p> <p>PDRA working group</p> <p>PDRA mentors</p> <p>Pathway 2 Reps</p> <p>Concordat Champion</p>	<p>Working group established and initial survey of P2 staff conducted to understand pressure points.</p> <p>Working group will survey and perform focus groups with senior female PGs and male and female PDRAs in the School. By July 2025 the key issues will have been identified, and the proposed actions subsequently implemented.</p> <p>Careers events will be attended by at least 40% of PDRAs in year 1. Guidance document in place after events run, starting in September</p> <p>Equal success for M/F P2 in 2025 promotion round.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.4	Enhance the opportunities for our teaching focused (P3) academic staff.	<p>During the last action plan, there has been an increased focus on appointing excellent teaching-focused (P3) staff. Most of P3 staff are now women (69%F:31%M). Unfortunately, focus groups revealed teaching focussed (P3) staff felt that teaching was not as significantly valued as research within the School.</p> <p>The SAT were also concerned that the support for P3 staff was markedly different to those on P1.</p> <p>These focus groups also highlighted the lack of progressibility within some P3 roles, unlike colleagues on P1.</p>	<p>a) [REDACTED]</p> <p>b) Change line management structures for teaching focussed academic staff so that they have the same seniority and standard of career mentoring as P1 staff.</p> <p>c) Deploy staff development budget to provide monies to P3 staff to attend and present their research at conferences.</p> <p>d) Re-introduce annual School teaching awards for academic staff to celebrate their significant contributions and highlight their importance within the School. Awards to be presented at summer graduation ceremonies.</p> <p>e) Increase nominations of P3 staff members for annual University-wide teaching awards, RSC prizes and National Teaching Fellowships.</p>	<p>a) August 2025</p> <p>b) January 2025</p> <p>c) July 2024</p> <p>d) April 2024</p> <p>e) April 2024</p>	<p>HoS</p> <p>HR</p> <p>School Manager</p> <p>School Education Director</p>	<p>[REDACTED]</p> <p>Focus group reports and Culture Surveys to show increased sense of belonging and value to P3 staff by 2025.</p> <p>Annual teaching awards will be celebrated in summer 2024 graduation ceremonies and onwards.</p>
2.5	Celebrate the achievements of Technical and Administrative Staff.	<p>The SAT noted the dissatisfaction expressed by technical staff (33%F:66%M) in focus groups that their contributions were not always recognised and that administrative staff (69%F:31%M) felt their contributions within the School were not as valued, and belonged less, than other staff groups.</p>	<p>a) Increase our nominations of technical and administrative staff to the UoB STAR Awards. These awards recognise and celebrate the outstanding contributions of staff across the institution.</p> <p>b) Promote the use of the UoB staff thanks and recognition wall to celebrate our colleagues.</p>	<p>a) July 2024</p> <p>b) July 2024</p>	<p>HoS</p> <p>School Manager</p> <p>School Technical Manager</p>	<p>In Culture Survey and Focus Groups Technical and Administrative Staff will feel more valued as part of the SoC, with no gender differences in responses.</p>



## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.6	Celebrate the promotions of Administrative Staff.	<p>The SAT were proud of the School's achievements in supporting positive career progression to administrative staff within the school. This can lead to rapid turnover in these roles due to career progression achieved by taking roles elsewhere within UoB.</p> <p>However, there are sometimes negative comments made about how this leads to a loss of knowledge in the system, which can manifest as microaggressions towards administrative staff (69%F:31%M).</p> <p>The SAT feels that professional service progression needs to be better communicated and understood by colleagues. Further, these success stories will show the out-going member of staff is still valued by the School and highlight the positive working culture and sense of belonging. They can also be used as exemplars to inspire other Professional Services colleagues.</p>	<p>a) Mandatory staff training (see action 4.3) will highlight the impact of microaggressions on administrative staff.</p> <p>b) When a member of professional service staff is promoted, including cases when this means moving outside the SoC, include a congratulatory message and provide information about their new role in the Friday newsletter.</p>	<p>a) September 2024 – August 2027</p> <p>b) August 2024</p>	<p>HoS</p> <p>School Manager</p> <p>EDIC chairs</p>	<p>The awareness of professional services staff and their routes to career progression will have increased awareness amongst academic staff, as determined through a specific question asked to all staff in focus groups.</p> <p>Microaggressions towards Administrative staff will have greatly reduced as determined by qualitative feedback in focus groups.</p> <p>Messages will have been sent out about all staff who have gained promotion from September 2024 onwards.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.7	Establish a mentoring scheme for Administrative and Technical Staff to support promotion and career progression.	<p>Mentoring has been highly successful elsewhere in the School to help staff successfully progress in their careers.</p> <p>Further, the University's Technical Careers Framework has provided some potential opportunity for technical staff promotions but has seldom been used.</p>	<p>a) Work with other Schools in FoSE to establish a Technical staff mentoring scheme. Promote Staff Development schemes for administrative staff. Encourage staff within the SoC to act as mentors.</p> <p>b) Work with FoSE technical manager and HR to establish a functioning promotions framework for technical staff.</p> <p>c) Provide all Professional Services and Technical staff opportunity for a mentor within FoSE.</p>	<p>a) September to December 2024</p> <p>b) September to December 2024</p> <p>c) December 2025</p>	<p>School Manager</p> <p>FoSE Technical Manager</p> <p>HR</p>	<p>A promotions procedure for technical staff in SoC and UoB will be in place by academic year 2025/26.</p> <p>All members of Professional Services staff within the School will have been offered a mentor from within the FoSE. Staff within the School will also be acting as mentors for those in other Schools within FoSE.</p> <p>Professional Services staff with mentors will be surveyed within 6, 12 and 24 months to establish the perceived impact of mentoring on their careers.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
2.8	Improve our recognition of the outstanding contributions made by technical staff.	The SAT noted the dissatisfaction expressed by technical staff (33%F:66%M) in focus groups that their contributions were not always recognised in scientific outputs, they had little or no presence on University webpages, and they faced problems with taking training. The latter is so they maintain best technical practices which directly benefits the SoC.	<p>a) Properly acknowledge and recognise the contributions technical staff make to academic peer-reviewed publications. Depending on the level of their contribution, either recognise their work by including the technical staff member as a co-author or in acknowledgements. Monitor numbers by gender.</p> <p>b) Ensure all technical staff have a staff profile on our website to increase their visibility within the school. Provide support to technical staff to write effective profile text, particularly targeting female technicians.</p> <p>c) Based on the excellent practices already in operation by some of our facilities, make available funding and time for technical staff to take the latest training related to their roles.</p>	<p>a) July 2024</p> <p>b) September 2024</p> <p>c) September 2025</p>	<p>HoS</p> <p>School Manager</p> <p>School Research Director</p>	<p>Responses in technical staff survey will have &gt;75% positive responses to department supports career progression with no gender disparity.</p> <p>All technical staff will have a dedicated webpage (like academic colleagues) by September 2024.</p> <p>Repeat focus groups in 2026 with technical staff to evaluate implementation of news policies.</p> <p>All technical staff will be able to attend two training courses in their respective specialism within the next action plan period.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
<b>3. School Culture and Working Environment</b>						
3.1	Initiate a “you said, we did” campaign for Athena Swan action plan and broader EDI initiatives.	<p>The School has made significant progress in gender diversity during the course of the last action plan, however, the 2023 culture survey question “departmental leadership actively supports gender equality” received mixed positive responses (55F%:84M% ████████). Focus groups also highlighted a lack of awareness to these successes.</p> <p>Further, the 2023 Culture Survey did not meet our target of 50% response rate.</p>	<p>a) Design a bold campaign, across a variety of channels (website, intranet, display boards, emails), to publicise the Athena Swan principles, explain what we are aiming to do and why this will help our community.</p> <p>b) Prepare webpages from the SoC homepage with a live-version of our AS action plan. The site should also recognise the excellence of all activities within the School and highlight contributions from staff and students from under-represented backgrounds.</p> <p>c) Annual reporting of high-level data (e.g. School demographics) to demonstrate progress made. This should also include live updates on our action plan, information on current projects and how to give feedback and ideas.</p>	<p>a) June 2024</p> <p>b) November 2024</p> <p>c) July 2024</p>	<p>Web &amp; Social Media Officer</p> <p>EDIC Chairs</p> <p>School Manager</p>	<p>Engagement with current projects through in person discussions and increased attendance at EDI events.</p> <p>Evaluate SAT’s EDI achievements by additional question in annual culture survey. Target of &gt;65% of female staff responding positively to the question “departmental leadership actively supports gender equality” by 2025.</p> <p>Greater recognition of EDI work and the evident responsiveness of the EDIC will lead to a &gt;50% response rate in annual culture surveys.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.2	Re-design School Assemblies to communicate with the staff body more effectively.	The 2023 Culture Survey showed that only 62% (52F%:68M% ████████) respondents feel that departmental communications is clear and relevant to their role. School Assembly is one of the primary communication channels to all staff, and will be redesigned to be more interactive, allowing for a dialogue between colleagues.	<p>a) Meet with EDI team in the School of Biological Sciences (AS Silver) to discuss their school assembly model: they recently redesigned their School assembly into themed workshop-style meetings that invites contributions from all staff. Updates from committees are instead periodically communicated <i>via</i> email.</p> <p>b) Based on consultation with colleagues in Biological Sciences and our own staff, redesign School assembly to invite participation, and ensure dissemination of information is clear, inclusive and relevant.</p> <p>c) After a year of new-style meetings, gather feedback <i>via</i> annual Culture Survey.</p>	<p>a) July 2024</p> <p>b) August 2024 – October 2024</p> <p>c) August 2025.</p>	<p>HoS</p> <p>School Manager</p> <p>EDIC Chairs</p>	<p>New format in place by October 2024 and used for all 2024-25 Academic Year meetings.</p> <p>60% Positive feedback received <i>via</i> a new question in annual Culture Survey 2024 and 75% in 2025.</p>
3.3	Tailor School newsletter to better target distinct audiences and ensure that relevant news stories (especially those related to AS) are also included on the SoC Website.	The school's newsletter is another important source of information for UG and PG students, and all staff. The SoC currently has a 'one size fits all' approach, but qualitative feedback suggests that each audience seeks different information and that communications could be tailored to be better.	<p>a) <i>Via</i> surveys, identify the specific news and information different staff and students need and are interested in receiving.</p> <p>b) New look newsletter introduced with structure tailoring different sections to specific audiences, e.g. personal stories and achievements of our staff, UG, and PG students; EDI related news; significant new scientific breakthroughs; grant awards etc.. Simultaneously, we will develop a mechanism to cross-post news items (with the appropriate sectioning also) on the SoC website.</p>	<p>a) September to December 2024</p> <p>b) August 2025</p>	<p>School Manager</p> <p>Web &amp; Social Media Officer</p>	<p>New look newsletter implemented from February 2025.</p> <p>&gt; 70% positive response to question of whether departmental communications are clear and relevant in 2025 with significant (+10% from 2023) increase of positive response from female staff.</p>



## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.4	Re-establish the sense of community in the post pandemic era among staff and PG students within the School of Chemistry.	<p>Several anonymous text responses to the 2023 Culture Survey highlighted that the School feels less like a cohesive community due to the SARS-CoV-2 pandemic and the start of blended working.</p> <p>The survey also revealed that a minority of staff felt that their contributions are not valued in the department (12%).</p> <p>Increasing cohesion and the sense of community among staff and PGR students will further enhance our School's culture.</p>	<p>a) Based on discussions with expert Dr Tom Richie (Warwick) responsible for the <a href="#">We are Chemistry</a> project, we will establish a community-led Culture Working Group. This will include membership from SoC leadership, SAT members and all student and staff groups.</p> <p>b) Discussions held, input from other members of the SoC sought and a schedule of events planned for the coming academic year. Events will be evaluated by feedback forms and the annual culture survey.</p> <p>c) Establish continued funding mechanism for events <i>via</i> applications to the RSC and Research England funds.</p> <p>d) Feedback sought and planning for future years incorporated into School's yearly cycle.</p>	<p>a) March 2024</p> <p>b) April – August 2024</p> <p>c) September 2024 to July 2025</p> <p>d) August 2025</p>	<p>EDIC chairs</p> <p>HoS</p> <p>Culture Working Group</p>	<p>A programme of events held over the 24-25 academic year.</p> <p>Positive feedback for events gained and a greater sense of belonging felt within the School (85% positive responses on future culture surveys) with no gender disparity.</p> <p>Continued programme of events and funding secured for future years.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.5	Increase understanding, support and signposting for staff mental health and wellbeing issues within the School.	In the 2023 Culture Survey, 18% (13%F:17%M █████) of staff felt that their mental health and wellbeing was not supported in the School, 14% (8%F:13%M █████) did not know where to seek support for their mental health and 23% (15%F:26%M █████) did not feel confident asking for mental health or wellbeing support at work. These numbers were higher for men and for those who defined their gender in another way, than for women.	<p>a) Recruit four members of the School community to be School Wellbeing Champions, and act as the first-contact for staff, and an important signposting link to appropriate resources. All champions will receive mental health awareness training before undertaking the role. At least half of these posts should be filled by men, to assist in lowering the barrier for men to seek help.</p> <p>b) Identify and organise mental health awareness training for all line managers.</p> <p>c) Ensure that mental health support is effectively signposted digitally and physically in the School by putting up posters, including on safety web pages and including in newsletters.</p>	<p>a) August 2025</p> <p>a) August 2026</p> <p>a) August 2024</p>	<p>HoS</p> <p>EDIC chairs</p> <p>School Manager</p>	<p>At least four Wellbeing Champions will be in place.</p> <p>All line managers will have received in-person person mental health awareness training by December 2028 the uptake will be &gt;65%.</p> <p>Signposting will be improved, with clearly visible information on posters, safety web pages and newsletters.</p> <p>Future culture surveys will show a decrease in those who respond negatively to mental health and wellbeing questions (10% or less on each) and there will be minimal disparity between men, women and non-binary people.</p>

<p>3.6</p>	<p>Reduce the culture of long-working hours within research groups. Ensure that PG students and PDRAs take appropriate annual leave.</p>	<p>The SAT observed that the culture of long working hours in some research groups remained prevalent in the 2022 PG survey: 1/3 of students felt pressure to work long hours or at weekends (gender split not recorded). 25% of PGs responded they worked <math>\geq</math> 46 hours per week on average, with 8% working &gt; 50 hours. Our culture needs to drive away from this.</p> <p>Linked to this action, we need to ensure that students take appropriate annual leave from their studies. Anecdotal evidence suggested that annual leave was often not fully utilised by PG students or PDRAs.</p>	<p>a) Add details of the annual leave entitlement for PG students and PDRA staff to all handbooks and induction documents. Institute a system administered by Administrative staff where we centrally record and monitor the amount of leave taken by PG and PDRAs each year.</p> <p>The results from this monitoring will inform if new policies are required and inform potential discussions with academic line managers.</p> <p>b) Use supervision meetings, annual progress meetings and staff reviews to promote reasonable working hours and taking of annual leave, for PG students and PDRA staff. Linked to action <b>2.6</b> which will ask staff and students in academic research groups to give anonymous feedback about their supervisor.</p> <p>c) Incorporate discussions around the pressure on PG students and PDRAs to work long hours into the annual review process with P1 and P2 academic staff through new guidelines (see also action <b>2.1</b>), and interview questions with new academic staff. Highlight issue in bystander training given to staff (action <b>4.3</b>)</p>	<p>a) September 2025</p> <p>b) September 2025 – August 2026</p> <p>c) September 2024 – August 2025</p>	<p>HoS  Director of Graduate Studies</p>	<p>PG and PDRA annual leave will be culturally accepted within the School, with 3/4s taking &gt;75% of their annual leave allocation.</p> <p>By 2026, PG survey responses will indicate &lt;15% of PG students feel pressured to work long hours.</p>
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## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.7	Increase support for staff and students who take leave for maternity, paternity, adoption or caring.	The SAT concluded from focus groups and culture survey comments there was a variable experience of those taking maternity, paternity, shared parental, adoption and caring leave. A consistently good experience should be attained. Women often take longer periods of absence, which have a greater impact on their careers. Improving support will therefore aid the effort to better support women's careers within the SoC.	Recruit a Maternity, Paternity, Adoption and Caring Leave Advisor from the School community to provide advice and a welcoming presence to signpost staff and students to existing University support, services and schemes, e.g. returning carers scheme that has been widened to cover both P1 and P2.	August 2024	Maternity, Paternity, Adoption and Caring Leave Advisor EDIC chairs HR	<p>The postholders will be in place and have taken appropriate training and be fully versed in University policies and schemes.</p> <p>Increased engagement of School members with UoB support schemes for those with parental and caring responsibilities. Due to increased remit of returning carers scheme, 300% increase in applications to scheme over next action period.</p> <p>&gt;65% positive response from carers to annual survey questions on support received by 2025.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.8	Create a School Parents and Carers Network for Chemistry staff and students to provide mutual support and share experiences.	The SAT noted the various frustrations felt by parents and carers through the 2023 focus groups across numerous topics: i) lack of quiet private spaces to express breast milk; ii) juggling challenging workloads with caring responsibilities. A network to provide mutual support, and to advise school leadership on issues of particular importance to parents and carers, would ensure the voices of this group are heard within the School, and that staff feel supported and valued.	<p>a) Refurbish a central room within SoC to make it appropriate for milk expression by new parents who have returned to work.</p> <p>b) Network to be established, with annual £600 budget from School to support activities. Network to advertised in all induction documentation, and promoted through emails, School newsletter, School assembly <i>etc.</i>.</p>	<p>a) September 2024 – September 2025</p> <p>b) September 2025 – August 2026</p>	<p>EDIC chairs School Manager</p> <p>EDIC chairs</p>	<p>Refurbishment during 2024/25 academic year with positive feedback received in our 2026 Culture Survey.</p> <p>Network meetings to be taking place regularly and be attended by relevant staff from across the School.</p> <p>Feedback provided quarterly to EDIC and SEB about issues raised.</p>



## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
3.9	Provide student and staff within our neurodiversity, international, disability communities with formalised networks.	LGBTQIA+ and GEM networks already exist within the FoSE and have successfully established communities that organise events. Recognising the success of these faculty-wide networks and that we do not necessarily have the 'critical-mass' to create our own networks for other groups within the SoC, we will partner with other schools in the FoSE to establish neurodiversity (often diagnosed later in women's lives than men), international, disability networks.	<p>FoSE EDI committee to form working group to establish networks with several staff and students leads from SoC.</p> <p>FoSE provide administrative support to establish networks and launch to respective communities.</p>	August 2024 – August 2026	EDIC  FoSE EDI committee	<p>All identified networks to exist by 2026, with active memberships.</p> <p>Success measured by greater sense of belonging (&gt;80%) in annual Culture Surveys for groups new networks exist for.</p>

## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
<b>4. Bullying and Harassment</b>						
4.1	Create culture, values and code of conduct for SoC.	The SAT felt strongly that we should formally introduce the UoB code of conduct at a local level by generating a local Culture, Values and Code of Conduct document. This would help to promote collegiality and good behaviour at all levels in the department. The document will be created by the community and also provide a clear framework of how to address bad behaviour (which women disproportionately experience) when it does occur, linked with UoB "Stand Up Speak Out" campaign.	<p>Establish working group to formulate code of conduct, utilizing existing UoB documentation, with input from students and staff from across all the school.</p> <p>Publicise code and include in induction documentation and at induction events for new students and staff.</p>	March 2024 – September 2024	<p>School Manager</p> <p>EDIC chairs</p> <p>HoS</p> <p>Working group</p>	<p>SoC Culture, Values and Code of conduct document based on existing UoB documents to be circulated to all UG and PG students and staff.</p> <p>Code of conduct to be included in induction documentations for all new students and staff by start of 2024/25 academic year.</p> <p>Effectiveness of document measured by annual culture survey and focus groups. SAT hope to see &gt;65% positive responses because of this action.</p>

4.2	<p>Ensure that all staff and students understand the process for making a complaint within the School.</p>	<p>The SAT were concerned that members of the School find the complaints process for instances of bullying and harassment difficult to understand. A higher proportion of non-binary ██████ and female (12%) respondents felt that they did not know how to report bullying and harassment in our 2023 culture survey than male colleagues (6%).</p> <p>A survey of PG students from 2022 showed that 49% of students did not know who to speak to if they wished to make a complaint. Only 19% of students said they would be comfortable raising a complaint against their supervisor. Comments from PG students provided insight into why complaints were not forthcoming: There is a significant fear that even informally discussing a problem or complaint would initiate a formal and lengthy process, and the perceived power-imbalance between some supervisors and their students. Additionally, they fear that repercussions for raising a complaint could have severe consequences for their careers.</p>	<p>Work with HR to create simplified guidance staff and students that can be provided with on the complaints process. Ensure that these documents highlight how there are multiple possible routes to resolve conflict, and the way anonymised complaints will be handled.</p> <p>Design a comprehensive flow-chart, based an example of best practice used from the School of Cellular and Molecular Medicine at UoB, outlining the complaints process and highlight the initial internal contacts. To lower the barrier to initial conversations, we will emphasise complaints can initially be addressed in an informal manner. We will also ensure there are multiple possible staff contacts from different pathways and career stages.</p> <p>Launch the flowchart and guidelines with a poster campaign, Q&amp;A event, and reminders dissemination <i>via</i> email. Highlight at school assembly, section meetings and Graduate Consultative Committee meetings.</p> <p>Materials will be prominently highlighted in new staff and student induction documents.</p> <p>Revise documentation and campaign based on feedback received.</p>	<p>May 2024– July 2025</p>	<p>HoS HR School Manager Director of Graduate Studies EDIC chairs</p>	<p>The new guidance documents will be in place for the start of the 2024/25 academic year and the flowchart will be disseminated <i>via</i> posters, at school meetings attended by all staff and students.</p> <p>&gt;60% of annual survey respondents (from all groups) will know how to report bullying and harassments by July 2025.</p> <p>Feedback will be analysed by the SAT and used to inform revisions for academic year 2025/2026.</p> <p>Creation, circulation, and meetings about the procedures will raise the awareness of the SoC leadership’s commitment to handling complaints, resulting in an &gt;60% positive response rate to the statement “departmental management is active in tackling bullying and harassment” on culture surveys from 2026.</p>
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## Section 4: Future action plan

Ref	Planned Action	Rationale	Key outputs and/or milestones	Dates	Responsible	Success Indicators: outcome and impacts sought
4.3	Roll out Active Bystander Training for all staff within the School to address unacceptable behaviours and microaggressions.	<p>Action 4.3 will address the perception of how our School management tackles incidents of unacceptable behaviour, the present action will enlist all staff to call out problematic behaviour when they see it. This is pertinent, as focus groups revealed administrative staff (69%F:31%M) are subject to a greater level of microaggression and bad behaviour than any other staff group.</p> <p>We will address this with bystander training, which has previously been provided to PG students and PDRAs in 2022, that received highly positive qualitative and quantitative feedback received.</p>	Organise a compulsory programme of active bystander training sessions, ensuring that all staff attend within a 2-year period. Ensure that different staff groups mix ( <i>via</i> assigned groups) at these events to ensure a range of perspectives on each scenario.	September 2024 – August 2027	HoS EDIC Chairs School Manager	<p>All staff will have attended an active bystander training session by Summer 2025. All participants will be surveyed directly after the training to gain qualitative and quantitative feedback that attendees feel better prepared to tackle unacceptable behaviours when they observe them.</p> <p>Neutral and negative responses around bullying and harassment issues will decrease for Culture Surveys after August 2026, with a target of 75% responding positively with no gender disparity.</p>

**Appendices 1 & 2 have been completely redacted,  
as they are made up almost entirely of confidential information.**



### Appendix 3: Glossary

Glossary of abbreviations and acronyms used in the application.

AS	Athena Swan
BME	Black and Minority Ethnic
BAME	Black, Asian and Minority Ethnic
ECR	Early Career Researcher: Postgraduate students, Postdoctoral Research Associates or early career fellows
EDIC	Equity, Diversity and Inclusion Committee
FoS	Faculty of Science
FoSE	Faculty of Science and Engineering
GCC	Graduate Consultative Committee
GEM	Global Ethnic Majority (acronym replacing BME or BAME)
HESA	Higher Education Statistics Agency
HoS	Head of School
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual. The plus encompasses all other identities not encompassed in acronym
P1	Pathway 1: Academic staff whose responsibilities encompass both research and teaching
P2	Pathway 2: Academic staff whose main focus is research
P3	Pathway 3: Academic staff whose responsibilities are primarily to cover essential teaching, educational needs and, for more senior grades, pedagogic research

PDRA	Postdoctoral Research Associate
PG	Postgraduate
RSC	Royal Society of Chemistry
SAT	Swan Action Team
SR&D	Staff Review and Development
SoC	School of Chemistry
STEM	Science, Technology, Engineering and Mathematics
TLAC	Teaching, Learning and Assessment Committee
UG	Undergraduate
UKRI	UK Research and Innovation funding council
UoB	University of Bristol