



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Bristol	
Department	Earth Sciences	
Focus of department	STEMM	
Date of application	29/11/19	
Award Level	Silver	
Institution Athena SWAN award	Date: 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Jeremy Phillips	
Email	j.c.phillips@bristol.ac.uk	
Telephone	0117 954 5241	
Departmental website	http://www.bristol.ac.uk/earthsciences	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF SCHOOL

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Professor Richard D Pancost
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29th November 2019

**Head of School Letter in support of the University of Bristol School of Earth Sciences
Athena SWAN Silver Award application**

I have been an Earth Scientist for 30 years and am proud to be part of a discipline that is inherently international. However, the discipline has struggled with a legacy of toxic masculinity and exploitation. Few departments had female academic staff until the 1980s, and they navigated harassment and hostility. In the early 1990s, my PhD supervisor was only the second female academic in our department, and I had peers who fled the discipline due to harassment. One colleague waited until she had achieved tenure before she felt safe enough to report abuse while conducting fieldwork.

Consequently, I am proud of how far my discipline has come. I am especially proud to be part of the School of Earth Sciences, where we have supported female scholars at all career stages. We have achieved near gender-parity in the professional, technical and academic staff and from students to Professors. 44% of our Professors are female, surpassing almost all UK STEM departments, and we have a large and visible LGBTQ+ community.

However, much remains to be done. We refuse to be complacent, recognising that successes can be eroded and that we have work to do in other areas, especially with respect to BAME recruitment and support. We have developed a career-spanning action plan, from school outreach to students to Professors, and ensured its centrality to the future of the School by embedding EDI in our operations, culture and policies.

We will attract more women and especially BAME women as undergraduate and postgraduate students, visitors and staff. The women in our School are high-profile global leaders, ensuring that our School and the discipline are seen as inclusive for all. Through that visibility, as well as robust recruitment practice and a more strategic approach to outreach, we will continue to diversify our community.

Diversity, however, is insufficient. To ensure that we are inclusive and equitable, we have committed to an EDI culture that informs all aspects of School life, from seminars to social programmes. To ensure an equitable educational experience and career progression, we have formalised, expanded and funded personal tutoring/mentoring schemes at all levels, adopted a new workload model and more structured staff review, and introduced more frequent communication. We are devoted to supporting our Early Career Researchers (ECR), creating mechanisms to give them greater agency, collectively and individually. Similarly, we have led University efforts to reform the Promotions framework, supporting those, especially women, who prioritise new areas of intellectual endeavour.

The EDI Committee is proud of what we have achieved, supporting the careers of women and creating a positive working environment. However, we also sometimes fall short. Moreover, we have relied on a positive culture without always creating robust processes. This document, then, is a commitment to remain sector leaders where we have excelled and improve where we must do better.

The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School of Earth Sciences.

Sincerely,



Richard D. Pancost
Professor of Biogeochemistry
Head of School of Earth Sciences

(Section 1 word count: 512)

Abbreviation	Definition
BAME	Black, Asian, and minority ethnic
BAP	Athena SWAN Bronze Award (2015) Action Plan
Bristol UCU	The University of Bristol Local Association of the University and College Union
DHoS	Deputy Head of School
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EDIC	Equality, Diversity, and Inclusion Committee
F	Female
FT	Full-time
FT contract	Fixed-term contract
GW4	Great Western Universities Consortium
HESA	Higher Education Statistics Association
HR	Human Resources
LSB	Life Sciences Building
M	Male
MScR	Master of Science by Research
OE contract	Open-ended contract
PGR	Postgraduate research
PGT	Postgraduate taught
PI	Principal Investigator
PS	Professional Services Staff
PT	Part-time
RO	Research-only Staff
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAP	Silver Action Plan
SAT	Self-Assessment Team
SMT	Senior Management Team
SPARC	Strategic Planning and Resource Committee
SRD	Staff Review and Development
SSLC	Student-Staff Liaison Committee
SSR	Student-staff ratio
TLAC	Teaching, Learning, and Assessment Committee

R&T	Research & Teaching Staff
TO	Teaching-only Staff
UoB	University of Bristol
UG	Undergraduate
URI	University Research Institute
URM	Underrepresented minority
WLM	Workload Model
WMB	Wills Memorial Building

Table 1.1. *Glossary of terms used in this submission.*

2. DESCRIPTION OF THE SCHOOL

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Earth Sciences has been taught at Bristol since 1909, and the current School of Earth Sciences is recognised as internationally leading in research and teaching. Our research is organised into six groups: Geochemistry, Geophysics, Marine and Terrestrial Environments, Palaeobiology, Petrology, and Volcanology. Staff collaborate across the groups to investigate topics including the evolution and architecture of the Earth, global biogeochemical cycles, evolution of biodiversity and morphology, and geological hazards and risks. The School is currently ranked 15th in the world and 3rd in the UK by subject in the QS World University Rankings and was ranked 3rd in RAE 2008 and 2nd in REF 2014.

The School has 40 core-funded academic staff, 47 postdoctoral researchers, 26 professional services (technical and administrative) staff, 265 undergraduate students, 92 taught postgraduate students, and 123 postgraduate research students. Its moderately small size and relatively slow growth have contributed to a highly collegial working environment (98% of staff and 91% of PhD students say the School has a positive and inclusive working environment; Data G&H, Table 3.2).

The School teaches four undergraduate programmes (Geology, Environmental Geoscience, Geophysics, and Palaeontology and Evolution) to BSc and MSci levels, including year-abroad options. Staff contact with undergraduate students averages 18 hours per week and an emphasis on field teaching provides a positive and engaging learning environment.

**Photograph removed for GDPR (General Data Protection Regulation) compliance.*

School of Earth Sciences staff, 2018 (not all staff are present).

The School is primarily based in the Wills Memorial Building (WMB), but in 2014 the Palaeobiology group moved into the University's new Life Sciences Building (LSB). While this split has not introduced any significant issues, we are conscious of the need to maintain the positive and inclusive culture of the School (Action 6.3).



The Wills Memorial Building (top left) and Life Sciences Building (bottom and top right).

Silver Action 6.3

Action: School social events and meetings will be split more evenly between WMB and LSB, in response to staff survey responses (Data G) – division of the School across two sites *“does not allow full attendance at social events or meetings”*.

The proportion of female academic staff has increased steadily since our 2015 Athena SWAN submission, with notable increases in the proportion of female professors (44%) and female non-professorial Research and Teaching (R&T) staff (41%). This reflects actions implemented in the 2015 Bronze Action Plan (BAP), including the role of the School Promotions Support Committee and Head of School (HoS) in supporting promotion, and processes for ensuring communication of vacancy information to high quality applicants. The proportion of female staff is 40–45% at all levels in the academic pipeline and 58% within Professional Services staff, reflecting our actions to promote female staff through ensuring gender balance in our seminar speakers, at open days, and in our web presence, as well as through outreach activities and School mentoring schemes (Section 5).

Role/Position/Activity	School female proportion 2018	School female proportion 2011–2014	National benchmark female proportion 2018	School proportion BAME 2018	National benchmark proportion BAME 2018
UG	46%	42%	37%	10%	10%
PGT	53%	53%	42%		
PGR	32%*	42%	44%		
PGR and PGT				10%	7%
Researcher	40%	46%			
Lecturer	36%	53%			
Senior Lecturer	43%	11%			
Reader	45%	49%			
Academic non-Professorial	41%	45%	38%	11%	11%
Professor	44%	20%	16%	0%	3%
Professional and Technical	58%		55%	12%	6%

Table 2.1. Current proportions of female and male students and staff in the School (empty cells indicate data unavailable through national benchmarking). *This figure is strongly skewed by an anomalously low intake of female PGRs in 2018.

We remain acutely aware that more needs to be done to support the careers of female academic and Professional Services staff. We aim to further increase the proportion of female staff at all levels of the School over the next 4 years through actions around mentoring, outreach, and the visibility of our EDI culture. We have identified through a survey for this submission (Data G) that increasing support for ECRs is a priority to maintain gender balance in the academic pipeline, and that there is ambition amongst all staff to extend our actions for gender balance to include ethnicity.

(Section 2 word count, excluding figure and table captions, silver action boxes and action plan text shown in blue: 472 out of 500)

3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The School first established a Self-Assessment Team (SAT) in July 2014 for our April 2015 Bronze Award submission. As part of the action plan for that submission, the SAT was formally re-established as the School of Earth Sciences EDI Committee (EDIC) in May 2015, with some associated rotation of personnel. The EDIC and the SAT are essentially the same, with the addition of UG representation on the EDIC which rotates every year. The Chair of the SAT became the School EDI Director and Chair of EDIC, and this role sits on both the School's Strategic Planning and Resource Committee (SPARC) and the Faculty of Science EDIC. Representation on SPARC ensures that EDI issues are discussed at the highest level of School strategic planning, including School policy and appointments. As an established School committee, workload for EDIC is accounted for in the School's new workload model (see section 5.6v).

The SAT process also connects to routine discussions that we have within the day-to-day business of the School. For example, focus group discussions in 2017 around the new HoS appointment, and discussions that have developed with the new HoS since he started in August 2018.





In the 2018 Academic Staff Survey (Data E), concerns were raised about transparency within the School. To remedy this, the new HoS implemented monthly School Assemblies and weekly emails to the School with news and updates. These have been very positively received, with one member of academic staff commenting: *"We have a welcoming and friendly culture, which has improved a lot over the past year with the variety of social events, and the regular (and very positive!) emails from the HoS"* (Data G).







EDIC meets three or four times a year and its primary remit is to promote the principles of EDI across all areas of the School, including overseeing the implementation of Athena SWAN action plans. EDIC activity has consisted of *reactive* and *proactive* actions. Reactive actions include reviewing the environment and culture as the School evolves, liaison with School activities to ensure that EDI issues are at the forefront of decision-making, and provision of advice to individual staff around caring leave and acceptable behaviour in the workplace. Proactive actions include development of School policy around EDI, raising awareness of topical EDI issues, implementing new EDI policies and best practice, solicitation of views from all communities within the School on these issues, and enaction of the Athena SWAN action plan. Our EDI budget is ~£7,500 per annum, much of it allocated to support ECR mentoring (£4,500), and the rest allocated to training, outreach, and School social activities. An additional £3,000 is allocated from the Faculty for Access to Bristol and other student engagement and recruitment programmes. Individual academic initiatives such as the Bristol Dinosaur Project, the Green and Black Ambassadors scheme, and the Palaeobiology Diversity Internship, contribute an additional £10–25k per annum.

Over the last three years, **as part of our 2015 Bronze Award Action Plan (BAP), EDIC has conducted strategic reviews of workload models, mentoring needs and support for research-only (RO) staff, School policies around EDI including scheduling of committee meetings and hosting inclusive social events, and the promotion of female role models within the School, at public events, and online.** Ongoing and broader actions include

reviewing needs and mechanisms for mentoring and support of female staff, programmes of engagement with UG initiatives and focus groups, and ongoing development of School policy on acceptable behaviour. EDIC reports are a standing agenda item at School Assemblies and EDIC led focus groups and discussions at the annual School Away Day in 2016 around implementation of the BAP.

The SAT for this submission comprises the EDIC, which has representation from all levels in the School, with additional input from Alex Hall, University EDI Officer for Gender. The HoS has attended all SAT meetings since he started in August 2018, has been involved in discussions, and has contributed to the application. The collective involvement of academic and professional services staff ensures that actions are achievable and supported throughout the School. In 2018 we expanded the SAT team and the EDIC, taking positive actions around both ethnicity and gender. EDIC is the only School committee apart from Health and Safety that the HoS is on by statute.

EDIC Member	Gender, FT/PT & Ethnicity	Job Title & EDIC Role	SAT Role
 Jeremy Phillips	Male FT White	Reader in Physical Volcanology School EDI Director	Chair of SAT, lead on the writing team, Data Analyst
<i>Personal Circumstances: Jeremy is part of a dual career household and has 2 children.</i>			
 Sue Amesbury	Female FT White	Executive Administration Manager Professional Services Staff Representative	Professional Services Staff Representative
<i>Personal Circumstances: Sue is a single parent with two children in higher education.</i>			
 Stuart Bellamy	Male FT White	Technical Manager Technical Services Staff Representative	Technical Services Staff Representative
<i>Personal Circumstances: Stu was part of the University-wide Athena SWAN submission and volunteers for MindLine, a crisis helpline run by Bristol Mind.</i>			
 Hannah Buckland	Female FT White	PhD Student PhD Student Representative	PhD Student Representative, Data Analyst
<i>Personal Circumstances: Hannah is part of a dual ECR long-distance relationship, with no children.</i>			

 Frances Cooper	Female FT White	Senior Lecturer EDI Deputy Director, Pathway 1 (R&T) Staff Representative	Pathway 1 Staff Representative, set and analysed questionnaires, part of the writing team
<i>Personal Circumstances: Frances is part of a dual academic household. She has 1 child and returned from a period of maternity leave in 2018. She is pregnant with her second child.</i>			
 Alex Hall	FT White	EDI Officer (Gender) University EDI Team Representative	University EDI Team liaison
<i>Personal Circumstances: Alex is part of the University-wide Athena SWAN submission. *</i>			
 Kate Hendry	Female FT White	Royal Society Research Fellow and Reader in Geochemistry Pathway 1 (R&T) Staff Representative	Pathway 1 Staff Representative, analysed training, appraisal and progression data
<i>Personal Circumstances: Kate is part of a dual academic household, with no children. She has a proleptic position and was promoted to Reader in 2017.</i>			
 Claudia Hildebrandt	Female PT White	Technical Specialist Technical Services Staff Representative	Technical and Professional Services Staff Representative
<i>Personal Circumstances: Claudia is part of a dual career household. She has 2 children and took maternity leave in 2013/14 and 2015/16.</i>			
 Oliver Lord	Male FT White	Royal Society Research Fellow and Proleptic Lecturer Pathway 1 (R&T) Staff Representative	Pathway 1 Staff Representative, lead for data analysis
<i>Personal Circumstances: Oliver is part of a dual career household. He has one child and took paternity leave in 2017.</i>			
 Rich Pancost	Male FT White	Professor of Biogeochemistry Head of School	Head of School, part of the writing team
<i>Personal Circumstances: Rich was a first generation, working class student, and he is part of a dual career household. He has worked with Bristol leaders on several racial equality projects.</i>			





 Jenny Riker	Female FT White	Senior Lecturer Pathway 3 (TO) and Teaching Committee Representative	Pathway 3 Staff Representative
<i>Personal Circumstances: Jenny brings an international perspective to the EDIC. She joined the School as a PGR (2009), continued as a PDRA (2013), and became a lecturer in 2015.</i>			
 Joe Stewart	Male FT White	Senior Research Associate Pathway 2 (RO) Staff Representative	Pathway 2 Staff Representative
<i>Personal Circumstances: Joe is part of a dual academic household. He has 2 children and took paternity leave in 2018.</i>			
 Tesfaye Tessema	Male FT Black	PhD Student PhD Student Representative	Postgraduate Overseas Students Representative
<i>Personal Circumstances: Tesfaye is part of a dual career household with 2 children, and brings an overseas student perspective to EDIC.</i>			
 Max Werner	Male FT White	Senior Lecturer Pathway 1 (R&T) Staff Representative	Pathway 1 Staff Representative
<i>Personal Circumstances: *</i>			

Table 3.1. SAT composition, roles and profiles.

**Information removed for GDPR (General Data Protection Regulation) compliance.*

The SAT drew on staff consultation through a series of anonymous surveys as well as discussion groups (Table 3.2).

Source	Number of participants	Number and proportion female	Number and proportion non-binary	Referred to in this submission as
Academic Staff Survey 2014	49	23 (47%)	0 (0%)	Data A
Undergraduate focus group (SSLC) 2016	12	6 (50%)	0 (0%)	Data B
Research-only focus group 2016	13	5 (38%)	0 (0%)	Data C
Professional Services Staff Survey 2017	15	9 (60%)	0 (0%)	Data D
Academic Staff Survey 2018	59	27 (46%)	0 (0%)	Data E
PhD Student Survey 2018	30	13 (43%)	0 (0%)	Data F
Academic Staff Survey 2019	56	21 (38%)	0 (0%)	Data G
PhD Student Survey 2019	34	14 (41%)	*	Data H
Postdoc mentoring focus group 2019	6	3 (50%)	0 (0%)	Data I

Table 3.2. Summary of consultation data used for this submission. Specific sources cited in the text are referred to as Data A, B, C, etc. Additional sources included discussions between the new HoS and core academic staff, professional services staff, postdoctoral (ECR) representatives, and PhD student representatives in 2018. *Information removed for GDPR (General Data Protection Regulation) compliance.

(ii) an account of the self-assessment process

The SAT gathered data through anonymous surveys, round table discussions, and one-on-one meetings of students, staff and leavers with the HoS. University of Bristol records and the HESA Database provided quantitative and benchmarking data, which were compiled with internal School records. The SAT benefitted from shared ideas and good practice examples from the GW4 Universities Athena SWAN working group, whose annual meetings since 2016 have been attended by the Chair of the SAT.

The SAT met eight times in preparation for the submission and there were additional meetings of sub-groups to discuss specific parts of the application, including the results of the 2019 Academic Staff and PhD Student surveys and identifying follow-up actions (including focus groups and development of the Silver Action Plan; SAP). Following internal review of the draft submission, the SAT met to discuss the feedback and the final submission was circulated across the School for feedback and input.

(iii) plans for the future of the self-assessment team

Following this submission, the SAT will revert to the School EDIC and focus on implementing the SAP. We will hold quarterly meetings to monitor implementation of the SAP and evaluate the impact of the actions based on specific, measurable, attainable, realistic, and timely (SMART) measures of success. As part of SAP, we will introduce and fund an undergraduate summer internship to analyse School EDI data and raise the profile of EDI within the undergraduate student community (Action 2.7; section 5.3(iii)), and EDIC will review these data annually and report to the School Away Day every January (Action 1.5). We will create an EDI Deputy Director role (Action 1.2), and continuously review the composition of the EDIC as postdoctoral staff and PhD students leave and add new roles to strengthen the committee (Action 1.1). To oversee the implementation of the SAP, we will ensure a member of the School EDIC sits on every School committee (Action 1.3). SAP implementation and achievements will be communicated to and discussed with the School through various channels, including HoS emails and School Assemblies.

Silver Action 1.2

Action: Expand the EDIC to create an EDI Deputy Director role to support EDI leadership and further raise visibility of EDI in the School.

Silver Action 1.1

Action: Periodically review the composition of EDIC as RO staff and PhD students leave, and evaluate whether additional roles or experience are needed.

Silver Action 1.5

Action: EDIC will conduct an annual review of Athena SWAN and other quantitative data relevant to EDI compiled and analysed by the School EDI Summer Internship (Action 2.7) and report to the School annual Away Day to provide periodic updating of EDI issues.

Silver Action 2.7

Action: We will create and fund an EDIC internship, specifically charged with annually reviewing EDI data within the School and Earth Sciences sector.

Silver Action 1.3

Action: An EDIC representative will sit on all School committees, to facilitate delivery of the Silver Action Plan.

(Section 3 word count, excluding figure and table captions, silver action boxes and action plan text shown in blue: 947 out of 1,000)

4. A PICTURE OF THE DEPARTMENT

The gendered analyses in this application break down data into binary categories (female and male), because of limitations on how these data are supplied by the Higher Education Statistics Agency (HESA). We acknowledge that this does not reflect the diversity of gender identities within our staff and student bodies. Resolving this issue is not straightforward because alternative gendered data sources such as University HR records have only optional gender declaration, so [we will engage with the University EDI data team to revise their procedures for data supply and identify coherent data sources for future analysis and submissions \(Action 1.4\)](#). The School EDIC actively works to support the careers and wellbeing of all our staff and students, including non-binary and gender non-conforming staff.

Silver Action 1.4

Action: Set up a working group with the University EDI Team to drive long-term change in gendered analysis data products supplied by HESA, and identify University data sources that could be used effectively to supply these data in the short term, to make gendered analyses better reflect those who identify as non-binary.

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

n/a

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The proportion of female students studying Earth Sciences has increased over the last five years from 40% to 46% and remains above the national benchmark for the subject (Figure 4.1 and Table 4.1). **The proportion of female applicants applying to, and receiving offers for, undergraduate programmes has increased over the past five years;** there is overall a slight increase in the corresponding numbers of female students over the same time period. **As part of our 2015 Bronze Award Action Plan (BAP), we ensured gender balance in staff assigned to University open days, and in the images used for presentation materials for open days, and on our website.** The increase in female applicants occurred after this change, suggesting impact resulted from this action.

In three of the last five years, the proportion of female applicants at intake is higher than at offer, and the proportion of female students at intake as a proportion of female applicants made offers is higher than for male students (Table 4.2). [However, the number of female students at intake is less than male students. We will ensure gender balance in staff rotas for School Offer Days, where all students who have received offers are invited to visit the School and meet the staff \(Action Plan 2.1\).](#)

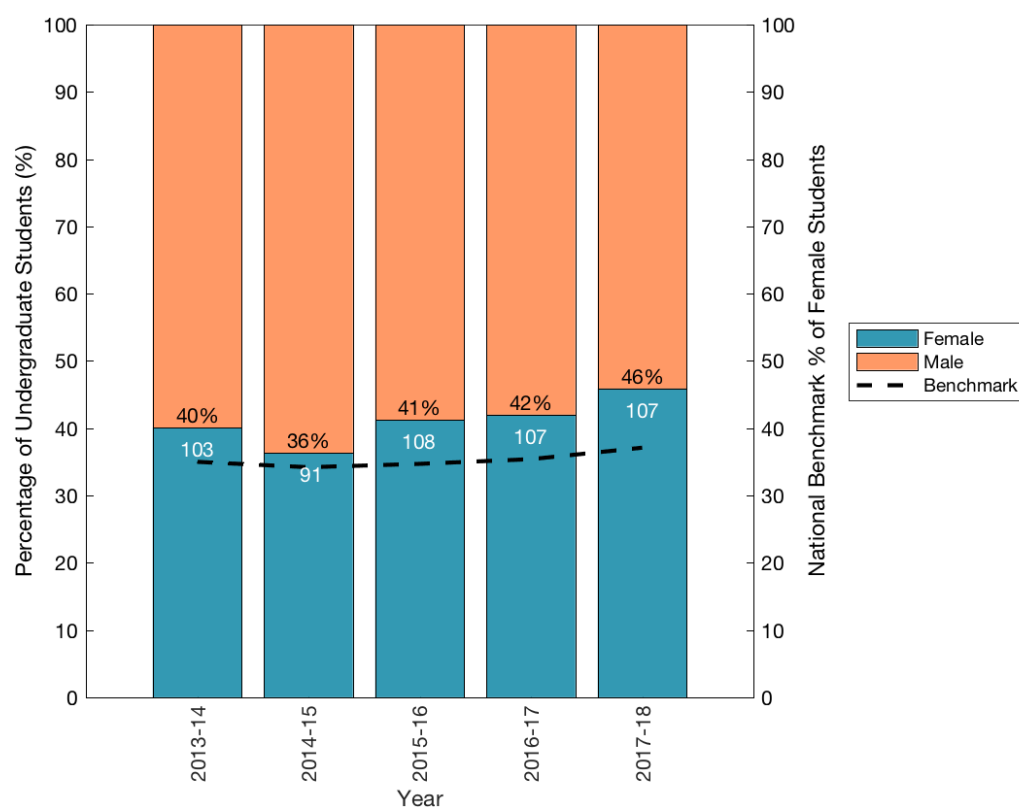


Figure 4.1. Percentage of female and male Earth Sciences undergraduate students between 2013–2014 and 2017–2018 against the national female benchmark (number of female students in white and percentage in black).

		2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M	F	M
Bristol	N	103	154	91	160	108	154	107	148	107	126
	%	40	60	36	64	41	59	42	58	46	54
UK Benchmark	%	35	65	34	66	35	65	35	65	37	63

Table 4.1. Number (N) and percentage (%) of female and male undergraduates at Bristol compared to the national average for Earth Sciences between 2013–2014 and 2017–2018.

	F	M
2013–2014	19%	18%
2014–2015	13%	8%
2015–2016	18%	24%
2016–2017	17%	24%
2017–2018	19%	16%

Table 4.2. Female and male intake as a proportion of offers.

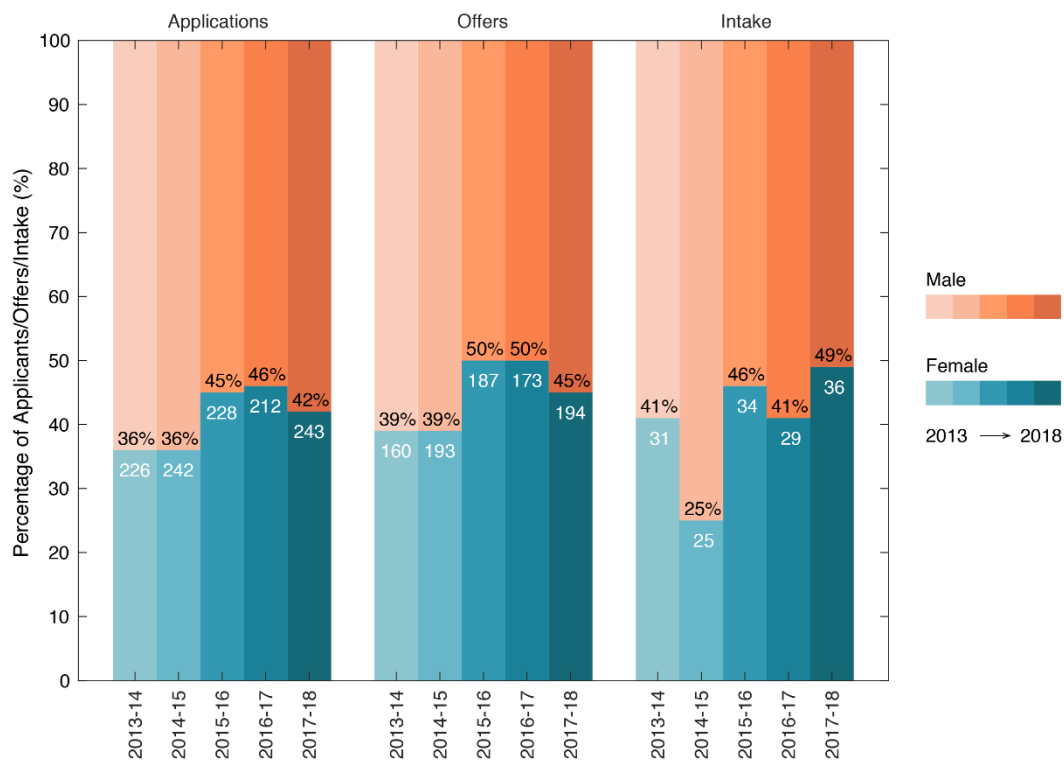


Figure 4.2. Female and male undergraduate applications, offers, and intake between 2013–2014 and 2017–2018. The number of female applications, offers, and intake are shown in white; percentage in black.

		Applications		Offers		Intake	
		F	M	F	M	F	M
2013–2014	N	226	402	160	247	31	44
	%	36	64	39	61	41	59
2014–2015	N	242	425	193	304	25	25
	%	36	64	39	61	50	50
2015–2016	N	228	277	187	189	34	46
	%	45	55	50	50	43	58
2016–2017	N	212	251	173	174	29	41
	%	46	54	50	50	41	59
2017–2018	N	243	333	194	234	36	38
	%	42	58	45	55	49	51

Table 4.3. Female and male undergraduate applications, offers, and intake between 2013–2014 and 2017–2018.

Silver Action 2.1

Action: We will introduce and ensure gender balance in our staff and presentation materials used on School Offer Days, as is already done for University Open Days. On School Offer Days all students who have received offers are invited to visit the School and meet the staff. Ensuring gender balance may help increase the numbers of female applicants accepting our offers of undergraduate places.

Our undergraduate degree programmes are not offered on a part-time basis, but there is a formal process at School level to support students who need to change to part-time study due to extenuating circumstances.

Most of our undergraduates attain an Upper Second Class or higher Honours Degree (Figure 4.3 and Table 4.4). The proportion of male students attaining these levels (80–91%) is higher than female students (60–85%). Our analysis shows no systematic trend across our different degree programmes. The proportion of female students attaining First Class degrees (8–21%) has been below the national female benchmark for the past five years (mean 28%), whereas male First Class attainment remains in line or above the male benchmark. Identifying the causes of this difference and resolving them is a School priority.

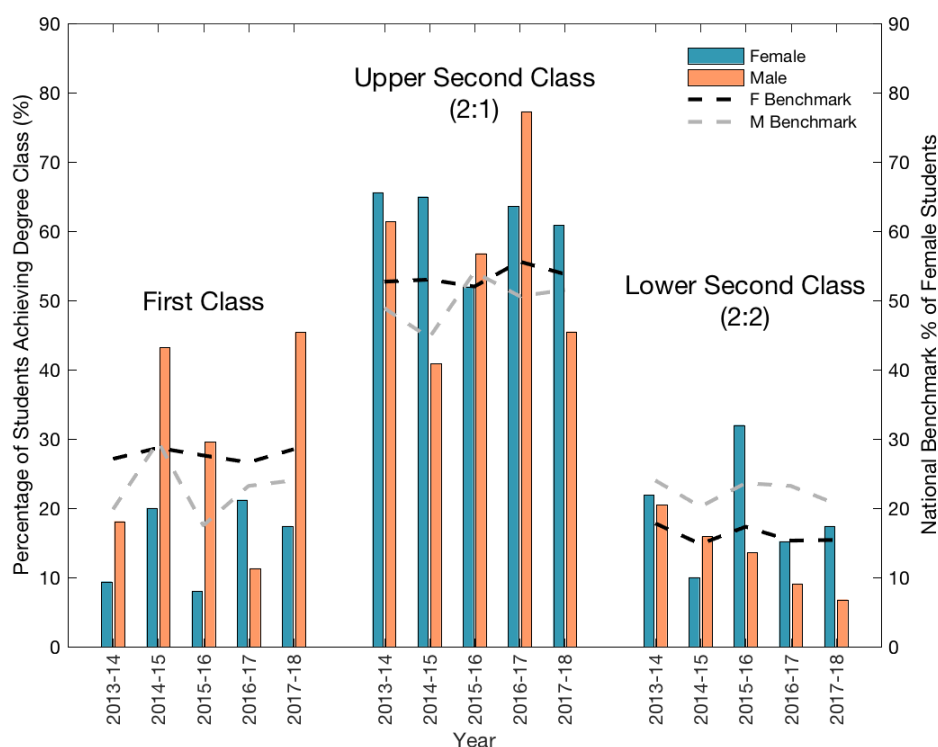


Figure 4.3. Undergraduate student attainment by gender. Percentage of students attaining First Class, Second Class (upper) and Second Class (lower) degrees between 2013–2014 and 2017–2018 against the national benchmark for female and male students.

	First Class Honours			Second Class Honours (Upper Division)			Second Class Honours (Lower Division)		
	F	M	FB	F	M	FB	F	M	FB
2013–2014	9	18	27	66	61	53	22	21	18
2014–2015	20	43	29	65	41	53	10	16	14
2015–2016	8	30	28	52	57	52	32	14	17
2016–2017	21	11	27	64	77	56	15	9	15
2017–2018	17	45	29	61	46	54	17	7	15

Table 4.4. Undergraduate student attainment by gender. Percentage of students attaining First Class, Second Class (upper) and Second Class (lower) degrees between 2013–2014 and 2017–2018 against the national benchmark for female and male students.

The School has procedures to minimise gender bias in assessment, including anonymity across exam marking and exam boards. Some forms of assessment (BSc mapping dissertations, MSci research projects) cannot be fully anonymised, because students work directly with a staff supervisor. **Our analysis found no difference in attainment in a sample of unanonymised taught units – female and male students both have a mean mark of 67% in coursework-only units and a mean mark of 64% in final year projects.** The EDIC and TLAC will make a comprehensive analysis of attainment across all units to investigate the underlying cause of the gender attainment gap (Action 2.3). We will look for correlations between A-level qualifications and final degree classification, and the contribution of non-anonymous coursework to final degree classification.

Silver Action 2.3

Action: Undertake a review of attainment by gender across all our programmes and assessment types to identify the origin of lower attainment of First Class degrees by female students. To be led by TLAC, and data analysis will form part of the EDIC annual review (Action 1.5). We will modify assessment procedures where there is a gender bias in attainment, with the aim of increasing First Class attainment by female students and thus their opportunities to pursue an academic career.

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Over the past five years, the proportion of female students on taught postgraduate degrees has averaged 51%, which is above the national benchmark (Figure 4.4 and Table 4.5). The School offers two taught MSc programmes: Volcanology (average 66% female students) and Palaeontology (average 44% female students) both full-time and part-time; most students study full-time. There has been no significant variation in the number and proportion of female PGT students across application, offer and intake (Figure 4.5 and Table 4.6).

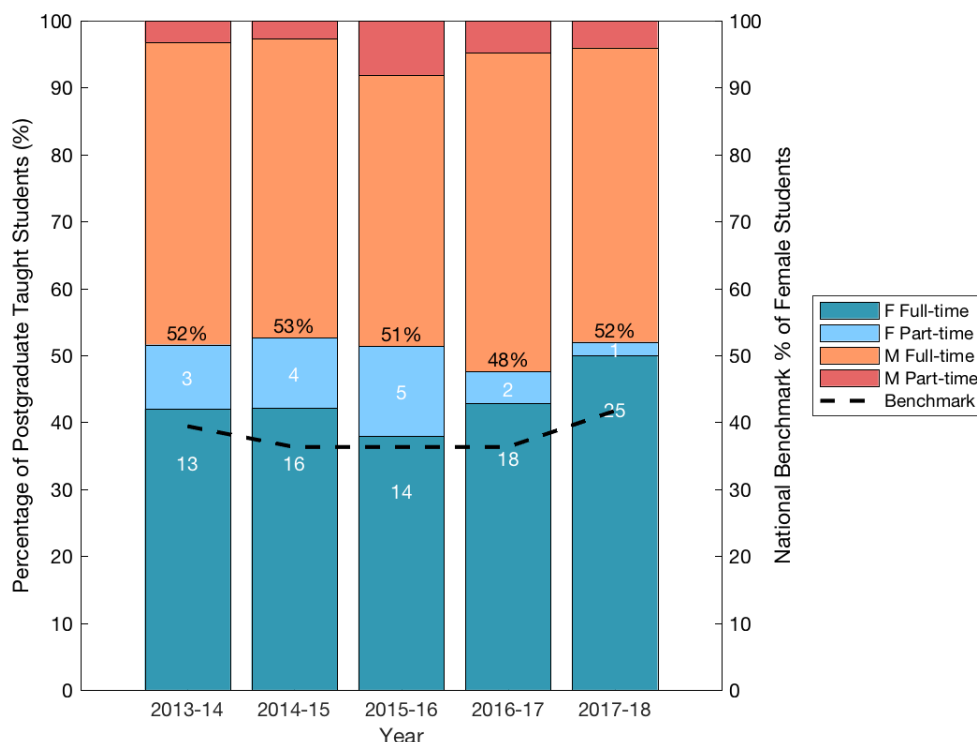


Figure 4.4. Percentage of female and male Earth Sciences PGT students between 2013–2014 and 2017–2018 compared to the national benchmark. The number of female FT and PT students is shown on the bars in white and the total female percentages are in black.

		Full-time		Part-time		Total Female	Female Benchmark
		F	M	F	M		
2013–2014	N	13	14	3	1	16	-
	%	42	45	10	3	52	39
2014–2015	N	16	17	4	1	20	-
	%	42	45	11	3	53	36
2015–2016	N	14	15	5	3	19	-
	%	38	41	14	8	51	36
2016–2017	N	18	20	2	2	20	-
	%	43	48	5	5	48	36
2017–2018	N	25	22	1	2	26	-
	%	50	44	2	4	52	42

Table 4.5. Numbers and percentages of female and male Earth Sciences PGT students between 2013–2014 and 2017–2018 studying full-time and part-time compared to the national benchmark.

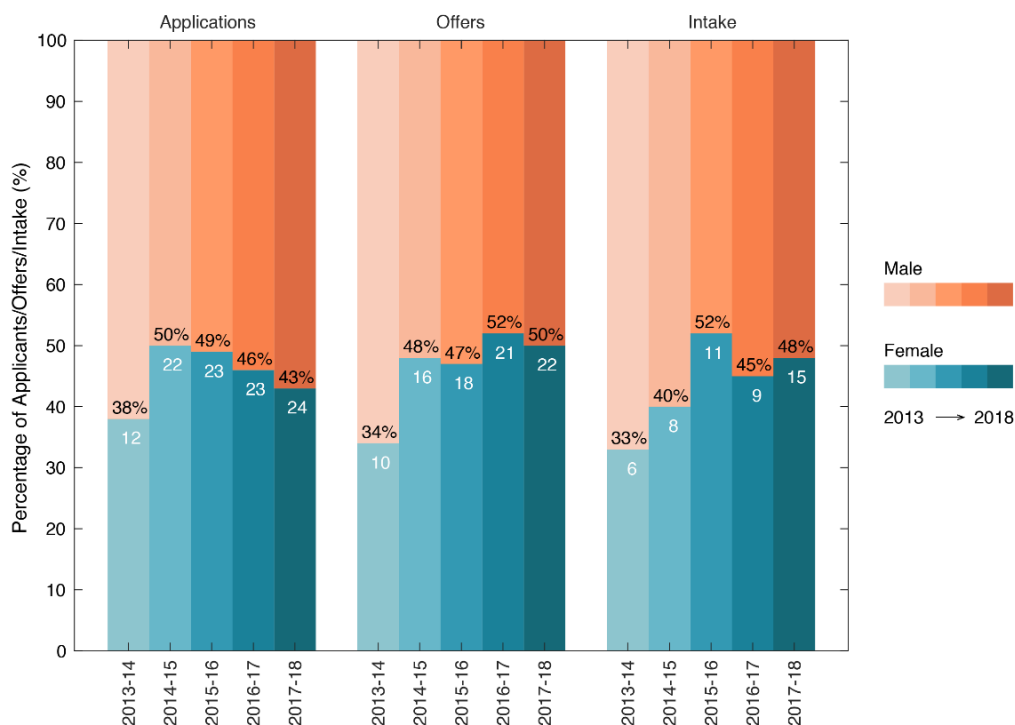


Figure 4.5a. Percentage of female and male MSc Palaeontology applications, offers, and intake between 2013–2014 and 2017–2018. Bars are labelled with the female numbers in white and female percentages in black.

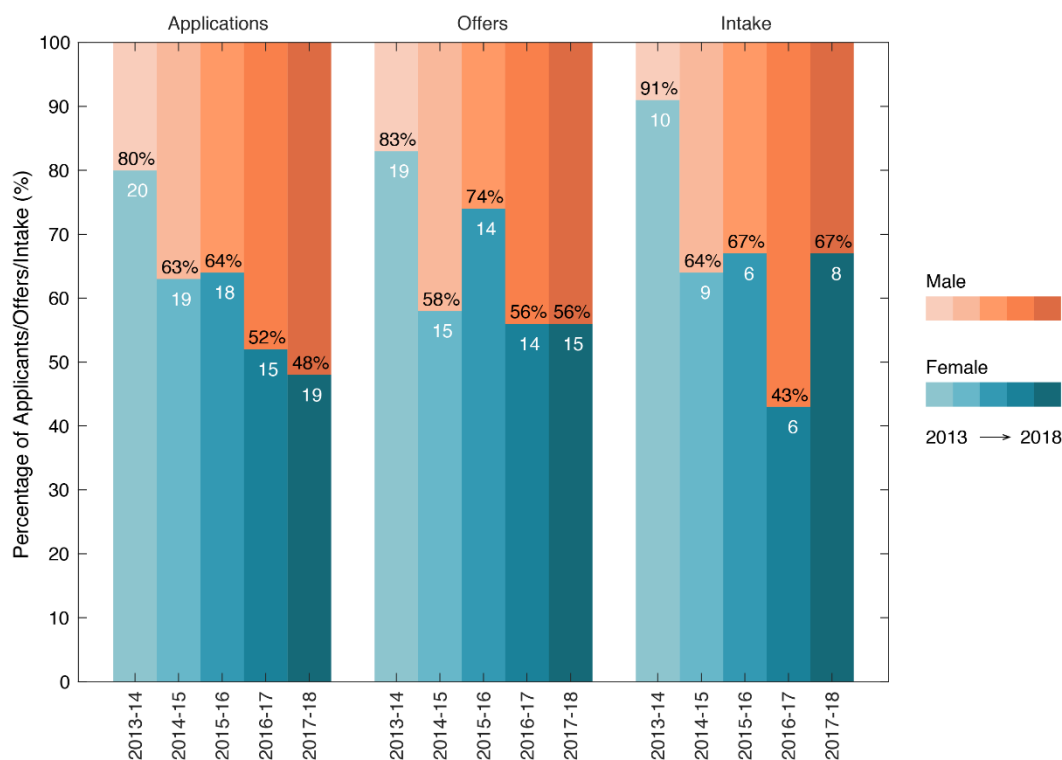


Figure 4.5b. Percentage of female and male MSc Volcanology applications, offers, and intake between 2013–2014 and 2017–2018. Bars are labelled with the female numbers in white and female percentages in black.

		Applications		Offers		Intake	
		F	M	F	M	F	M
2013–2014	N	12	20	10	19	6	12
	%	38	63	34	66	33	67
2014–2015	N	22	22	16	17	8	12
	%	50	50	48	52	40	60
2015–2016	N	23	24	18	20	11	10
	%	49	51	47	53	52	48
2016–2017	N	23	27	21	19	9	11
	%	46	54	53	48	45	55
2017–2018	N	24	32	22	22	15	16
	%	43	57	50	50	48	52

Table 4.6a. Female and male MSc Palaeontology applications, offers, and intake between 2013–2014 and 2017–2018.

		Applications		Offers		Intake	
		F	M	F	M	F	M
2013–2014	N	20	5	19	4	10	1
	%	80	20	83	17	91	9
2014–2015	N	19	11	15	11	9	5
	%	63	37	58	42	64	36
2015–2016	N	18	10	14	5	6	3
	%	64	36	74	26	67	33
2016–2017	N	15	14	14	11	6	8
	%	52	48	56	44	43	57
2017–2018	N	19	21	15	12	8	4
	%	48	53	56	44	67	33

Table 4.6b. Female and male MSc Volcanology applications, offers, and intake between 2013–2014 and 2017–2018.

The proportion of Distinctions awarded to female students on MSc programmes (23–60%; mean 46%) is similar to that awarded to male students and similar to the national benchmark. The proportion of Merits awarded to female students on MSc programmes (50–64%; mean 54%) is higher than that awarded to male students and above the national benchmark. These gender proportions are comparable to those in the MSc programmes (48%–53%) and large fluctuations (e.g. in 2014–15) are related to small MSc cohorts (Figure 4.6 and Table 4.7).

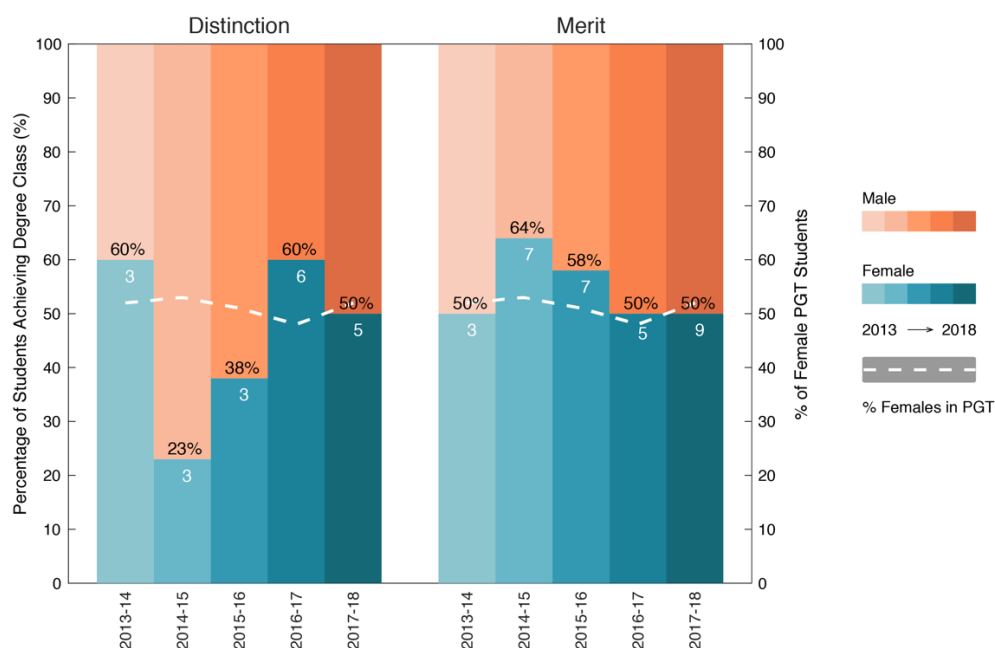


Figure 4.6. Distinction and Merit Masters degree classifications awarded to PGT students between 2013–2014 and 2017–2018 compared to the total percentage of female PGT students in each year (white dashed line). Bars are labelled with the female numbers in white and female percentages in black.

		Distinction		Merit	
		F	M	F	M
2013–2014	N	3	2	3	3
	%	60	40	50	50
2014–2015	N	3	10	7	4
	%	23	77	64	36
2015–2016	N	3	5	7	5
	%	38	62	58	42
2016–2017	N	6	4	5	5
	%	60	40	50	50
2017–2018	N	5	5	9	9
	%	50	50	50	50

Table 4.7. Number of female and male Masters students obtaining Distinction and Merit between 2013–2014 and 2017–2018.

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The number and proportion of female students on postgraduate research degrees has been at or above the national benchmark for four of the last five years (average 45%). There was a significantly lower proportion in 2017–18 (14%), and our analysis has not found a clear reason for this. Our PGR intake in 2018/19 and 2019/20 was 44% and 50% female, so the lower proportion in 2017/18 was not linked to any trend in intake. The proportion of female applicants applying and being made offers has decreased from 2013/14 to 2017/18. PGR recruitment is a complex issue, with the demographic and recruitment mechanisms changing as the University pushes to increase overseas student numbers, and different funding schemes make offers in different ways (Action 2.4). **We will continue to ensure gender balance in how we portray the School in images on our website, prospectuses and application materials (BAP).**

The School offers both PhD and MSc by Research (MScR) programmes (four female and one male MScR students over the past five years). The majority of research postgraduates (89% female and 94% male) study full-time (Figure 4.7). One PhD student has taken maternity leave in the past year and since returned to her studies part-time.

Silver Action 2.4

Action: We will review recruitment processes for all PhD student funding types, to identify sources of bias and volatility. We will communicate the outcomes to the School for consideration in future PhD student recruitment strategy.

Silver Action 2.2

Action: We will review how the School is presented in postgraduate applications procedures, including gender balance in images used for all research postgraduate entry schemes including DTPs and overseas scholarship schemes. We will ensure the School gender balance and processes to support female postgraduates are prominent, to encourage female applicants to accept offers.

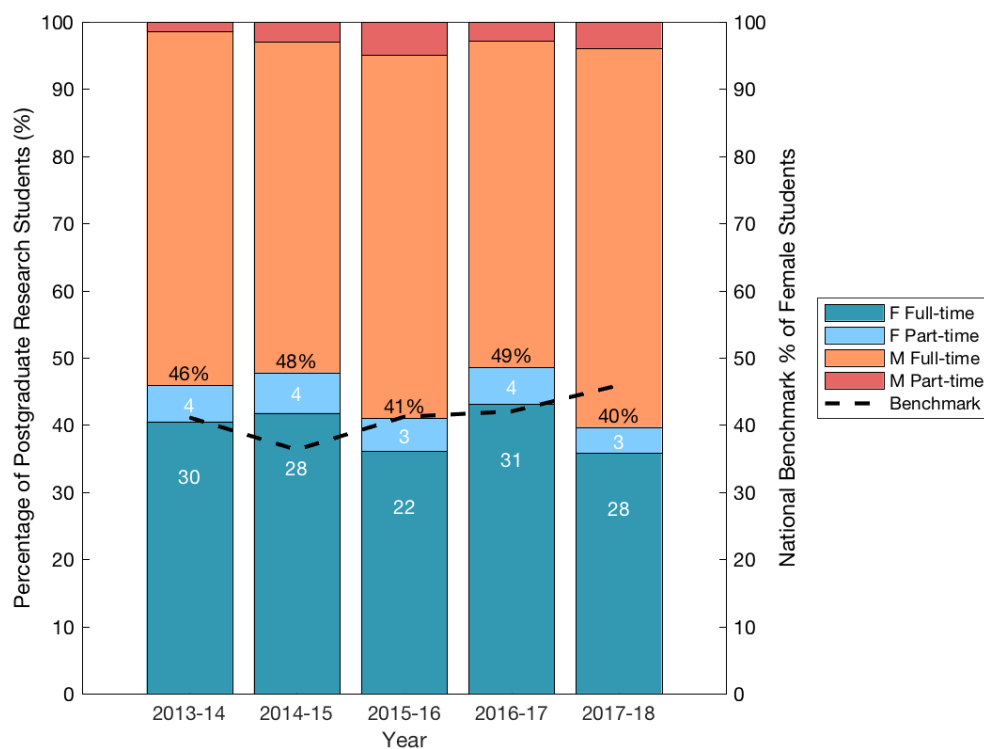


Figure 4.7. Percentage of female and male Earth Sciences PGR students between 2013–2014 and 2017–2018 with the proportion of full-time and part-time compared to the national benchmark (the number of female FT and PT students is shown on the bars in white and the total female percentages are in black).

		Full-time		Part-time		Total Female	Female Benchmark
		F	M	F	M		
2013–2014	N	30	39	4	1	34	-
	%	41	53	5	1	46	41
2014–2015	N	28	33	4	2	32	-
	%	42	50	6	3	48	36
2015–2016	N	22	33	3	3	25	-
	%	36	54	5	5	41	41
2016–2017	N	31	35	4	2	35	-
	%	43	49	6	3	49	42
2017–2018	N	28	44	3	3	31	-
	%	36	57	4	4	40	46

Table 4.8. Percentages of female and male Earth Sciences PGR students between 2013–2014 and 2017–2018 studying full-time and part-time.

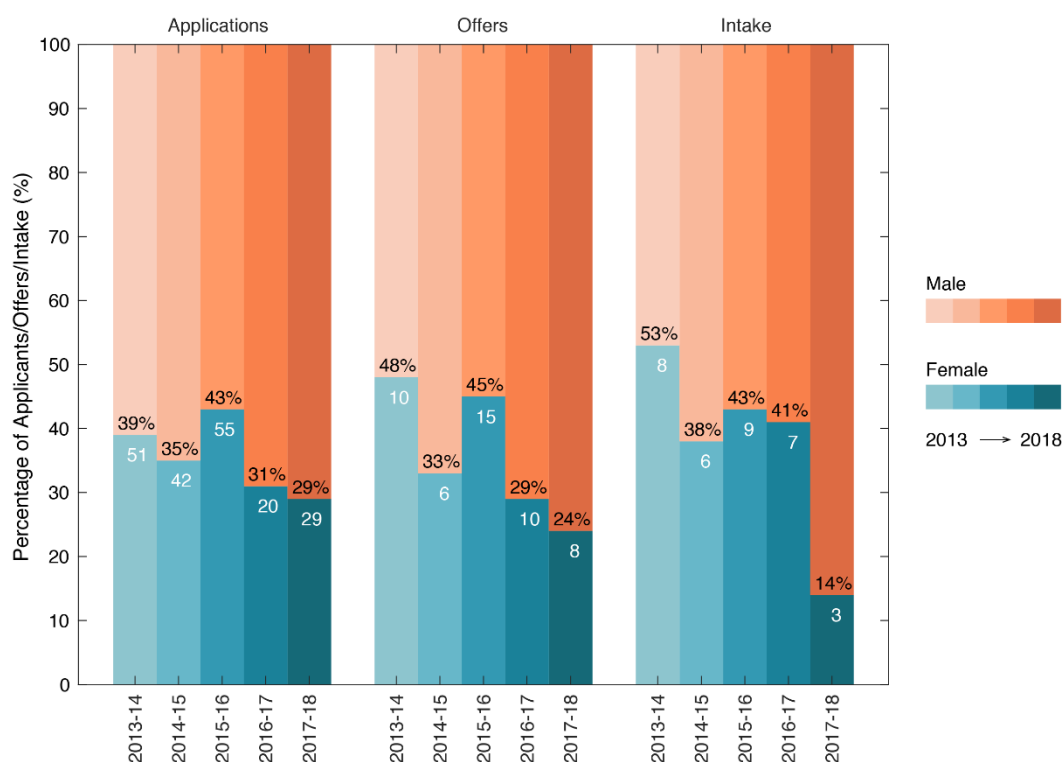


Figure 4.8. Percentage of female and male PGR applications, offers, and intake 2013–2014 to 2017–2018. Bars are labelled with the female numbers in white and female percentages in black. Note that in the two most recent years (not included in audit period), the intake of female PGRs has been 44% and 50%.

		Applications		Offers		Intake	
		F	M	F	M	F	M
2013–2014	N	51	79	10	11	8	7
	%	39	61	48	52	53	47
2014–2015	N	42	77	6	12	6	10
	%	35	65	33	67	38	63
2015–2016	N	55	72	15	18	9	12
	%	43	57	45	55	43	57
2016–2017	N	20	44	10	25	7	10
	%	31	69	29	71	41	59
2017–2018	N	29	70	8	26	3	18
	%	29	71	24	76	14	86

Table 4.9. Number of female and male PGR applications, offers, and intake 2013–2014 to 2017–2018.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The proportion of female students at undergraduate intake (41–50%) and PhD intake (38–53% with the exception of the anomalous year 2017/18) is similar, suggesting there is no leak in the pipeline for the subject. 77% of female students graduate with an Upper Second or higher degree, similar to the national benchmark of 82%, so there is no significant difference in opportunity for Bristol graduates to study for a higher degree, and 15–20% do this (exit data). Nationally, 27% of graduates and 27% of female graduates go on to ‘further study or research’ (mean over the last five years) compared with 21% of Bristol graduates and 21% of female graduates. We will raise the profile of academic careers within the School undergraduate career development programme by adding a new event focussing on academic careers, inviting former students now in academia at lecturer or higher level (Action 2.10).

Silver Action 2.10

Action: We will raise the profile of academic careers within the School undergraduate career development programme by adding a new event focussing on the academic career path, with the aim of increasing the proportion of our undergraduate students who continue to a higher degree.

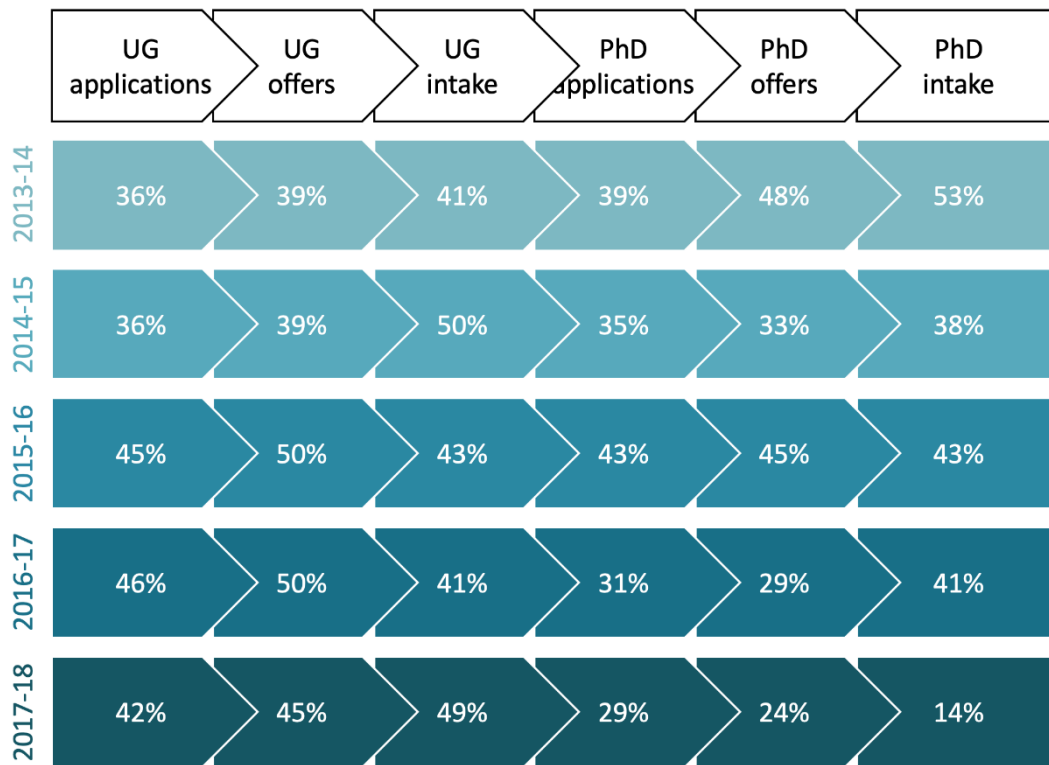


Figure 4.9. Student pipeline from undergraduate applications to PhD intake. Percentages represent proportion of female students between 2013–2014 and 2017–2018.

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Academic staff sit within one of three career pathways: Research & Teaching (R&T), Research-only (RO), and Teaching-only (TO) (Figure 4.10).

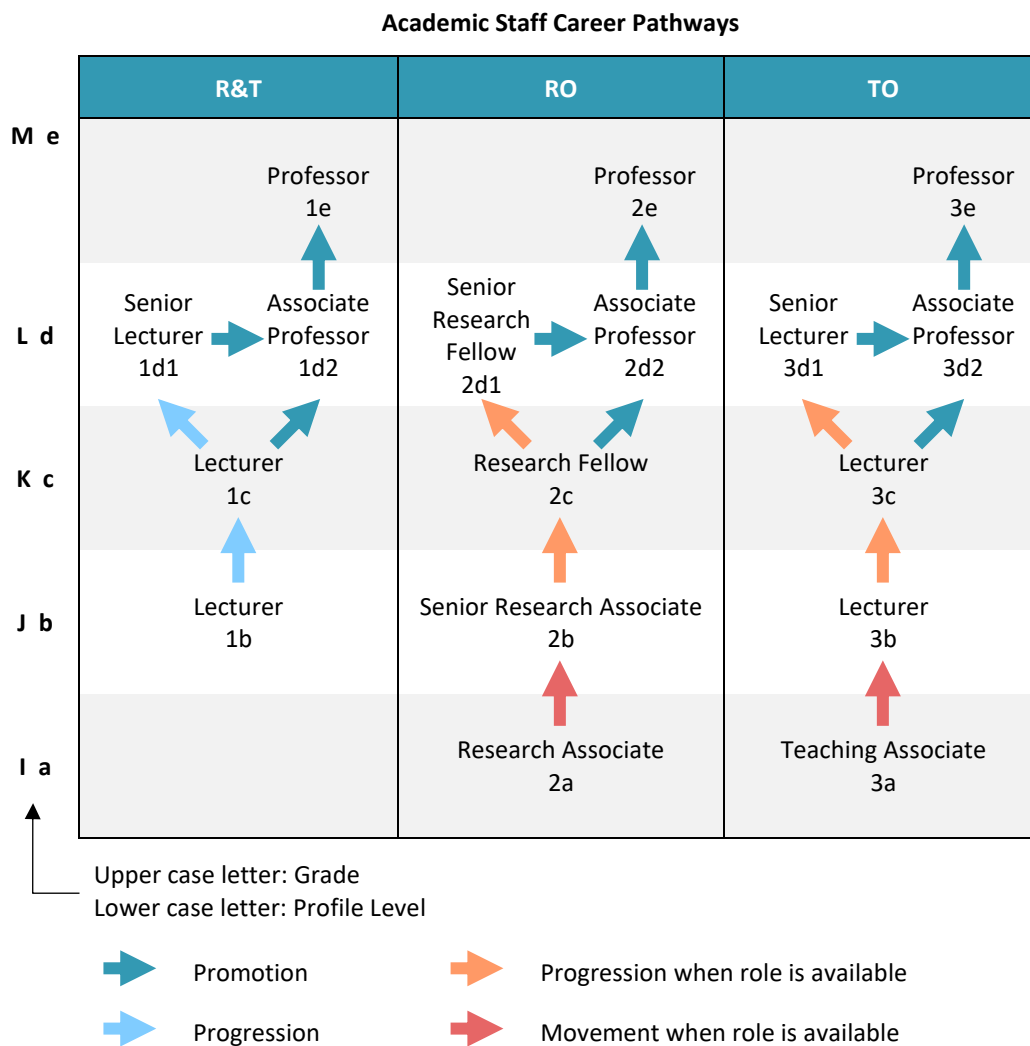


Figure 4.10. Academic staff pathways, grades, and profile levels. Arrows indicate progression or promotion between grades.

The proportion of female staff in the School is above, or comparable to, the national benchmark at all academic grades, and significantly above the benchmark for female professors (Figure 4.11 and Table 4.10). The proportion of female senior staff has increased significantly, from 34% Readers and 10% Professors in 2013–2014 to 45% Readers and 44% Professors in 2017–2018. **This significant shift in School composition and culture is associated with BAP actions to support equality around promotion and workload, including a formal system for identifying staff for progression, and establishing a gender-balanced School Promotions Support Committee.** HESA benchmark data is available as non-Professorial and Professorial levels; the proportion of female staff at Bristol exceeds the benchmark at both levels (Figure 4.12 and Table 4.11).

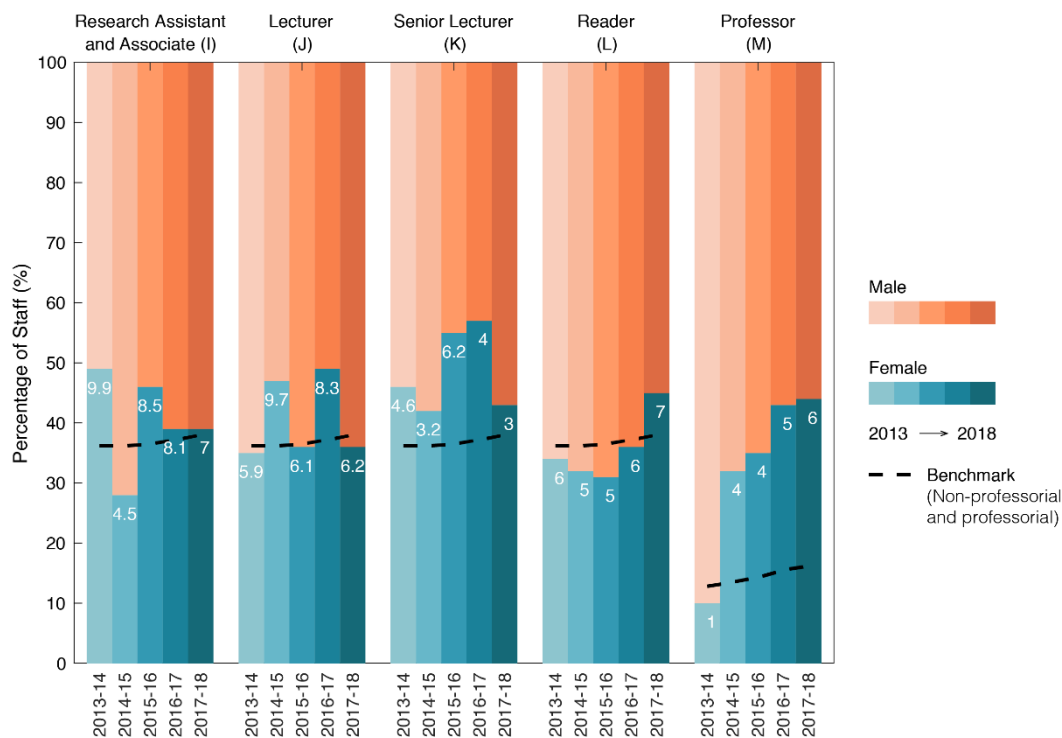


Figure 4.11. Female and male staff by grade between 2013–2014 and 2017–2018. Number of female staff is shown on each bar (non-integer numbers reflect part-time roles).

		2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M	F	M
Research Assistant and Associate (I)	N	9.9	10.3	4.5	11.8	8.5	9.8	8.1	12.8	7	10.5
	%	49	51	28	72	46	54	39	61	40	60
Lecturer (J)	N	5.9	11	9.7	11	6.1	11	8.3	8.5	6.2	11
	%	35	65	47	53	36	64	49	51	36	64
Senior Lecturer (K)	N	4.6	5.5	3.2	4.5	6.2	5	4	3	3	4
	%	46	54	42	58	55	45	57	43	43	57
Reader (L)	N	6	11.5	5	10.5	5	11	6	10.5	7	8.5
	%	34	66	32	68	31	69	36	64	45	55
Professor (M)	N	1	8.8	4	8.6	4	7.4	5	6.7	6	7.7
	%	10	90	32	68	35	65	43	57	44	56
	Female Bench-mark	13%	87%	14%	86%	14%	86%	16%	84%	16%	84%

Table 4.10. Female and male academic staff by grade between 2013–2014 and 2017–2018.

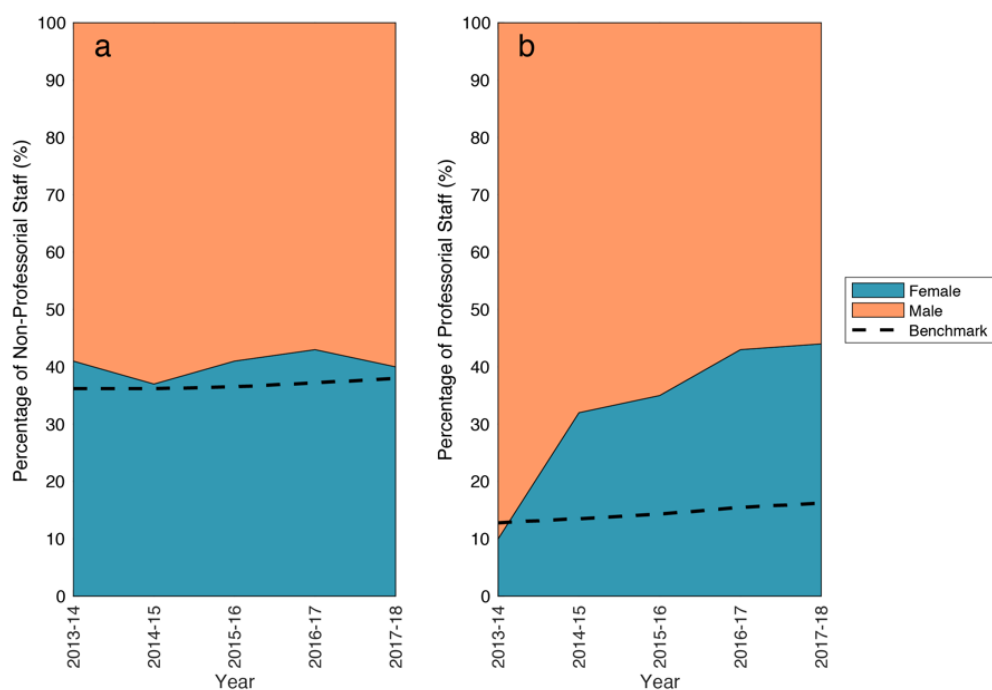


Figure 4.12. Percentage of female (a) non-Professorial and (b) Professorial staff relative to the national benchmark for the subject (black dashed line) between 2013–2014 and 2017–2018.

	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	F	M	F	M	F	M	F	M	F	M
UoB Non-Professorial	46%	54%	42%	58%	42%	58%	40%	60%	42%	58%
UoB Professorial	20%	80%	32%	68%	34%	66%	34%	66%	38%	62%
National Non-Professorial	36%	64%	36%	64%	37%	63%	37%	63%	38%	62%
National Professorial	13%	87%	14%	86%	14%	86%	16%	84%	16%	84%

Table 4.11. Percentage of female (a) non-Professorial and (b) Professorial staff relative to the national benchmark for the subject (black dashed line) between 2013–2014 and 2017–2018.

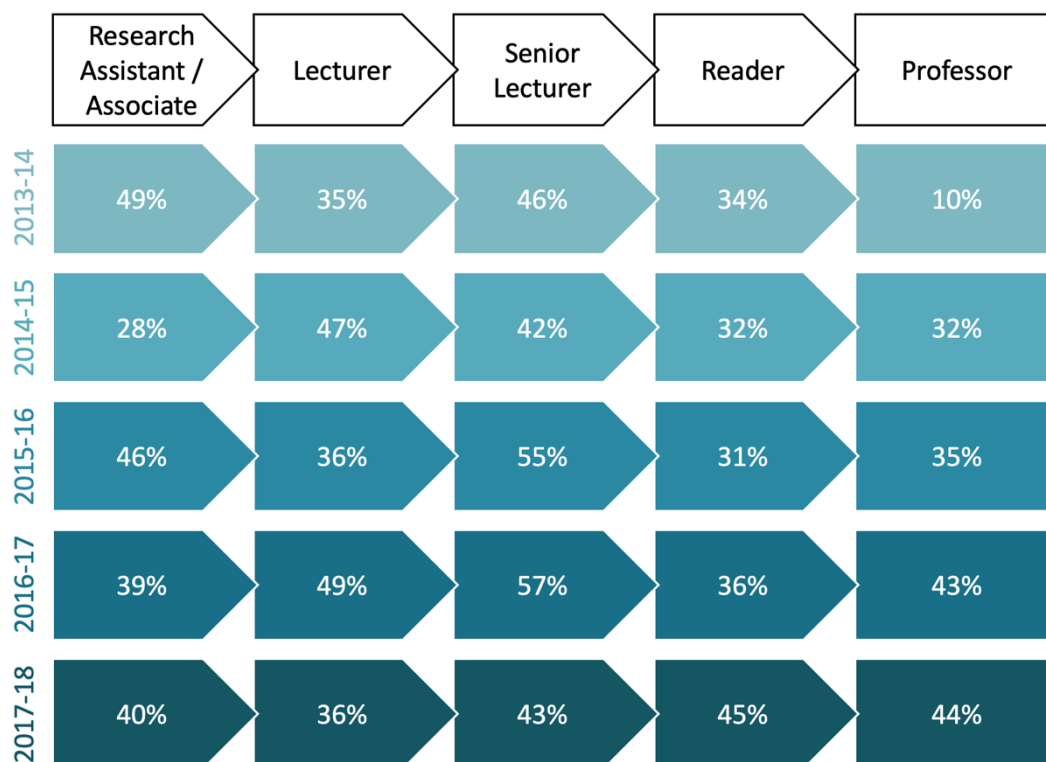


Figure 4.13. Academic staff pipeline showing percentages of female staff in academic roles of increasing seniority.

Within the School Professorial Staff, there is a small and decreasing gender pay gap (6.2% vs 6.7% for the institution vs. 8.4% for Higher Education teaching professionals; Office of National Statistics 2019). This has been decreasing steadily due to the University-wide introduction of targets, which we support by HOS actions through the annual Staff Review and Development (SRD) process to encourage female professors to apply for salary increments.

The proportion of female staff in R&T and TO roles has increased over the past five years from 32% to 44%, and 33% to 50%, respectively, while the proportion of female staff in RO roles has decreased over the same period from 47% to 33% (Figure 4.14 and Table 4.12). The decrease has been gradual over the last three years, corresponding to one or two fewer female Research-only staff members each year, compared with a constant number (34) male staff in RO positions (Table 4.12). *Our analysis has not identified a systematic reason for this trend, and we will continue to monitor this in relation to actions over redeployment (Action 4.3).*

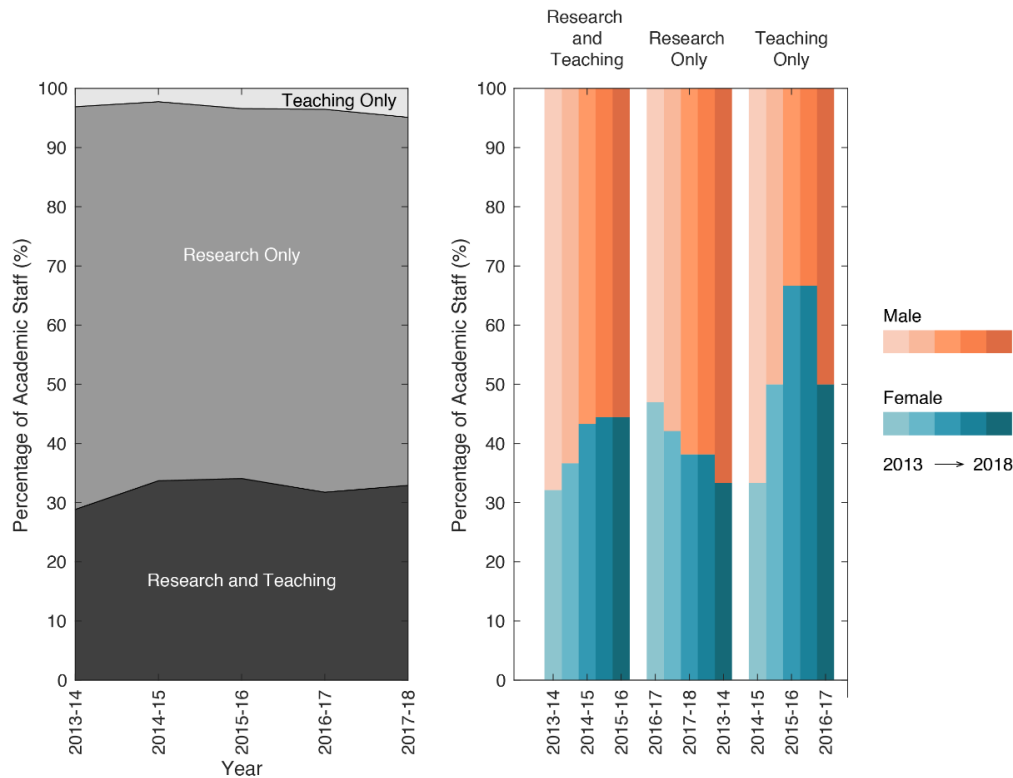


Figure 4.14. Percentage of female and male academic staff in Research and Teaching, Research-Only, and Teaching-Only roles between 2013–14 and 2017–18.

		Research and Teaching (Grades J, K, L, M)			Research Only (Grades H, I, J, K, L, M)			Teaching Only (Grades J, K, L)		
		F	M	Total	F	M	Total	F	M	Total
2013–2014	N	9	19	28	31	35	66	1	2	3
	%	9	20	29	32	36	68	1	2	3
2014–2015	N	11	19	30	24	33	57	1	1	2
	%	12	21	34	27	37	64	1	1	2
2015–2016	N	13	17	30	21	34	55	2	1	3
	%	15	19	34	24	39	46	3	2	5
2016–2017	N	12	15	27	21	34	55	2	1	3
	%	14	18	32	25	40	65	2	1	3
2017–2018	N	12	15	27	17	34	51	2	2	4
	%	15	18	33	20	40	60	3	3	6

Table 4.12. Number and percentage of female and male academic staff in Research and Teaching, Research-Only, and Teaching-Only roles between 2013–14 and 2017–18.

A relatively low proportion of academic staff work part-time (PT), (10% to 12%; mean 11%) (Figure 4.15 and Table 4.13). 55% of PT staff are female, and PT working takes place at all levels in the School. 60% of female staff and 39% of male staff said that they had considered switching from full-time to part-time but decided not to (Data G). The reason given was overwhelmingly that *“Going part time means I’d get less pay but would still be expected to accomplish as much as someone on 100%”* (female Reader). We will ensure that part-time working is properly accounted for in the School workload model (Action 4.7).

Silver Action 4.7

Action: Implement a new policy that properly accounts for part-time working and adjusts workload accordingly. We will review workload experiences of our part-time staff and consult about their visibility within the School as part-time workers, to support staff considering part-time working, but concerned about impacts on their workloads and status within the School.

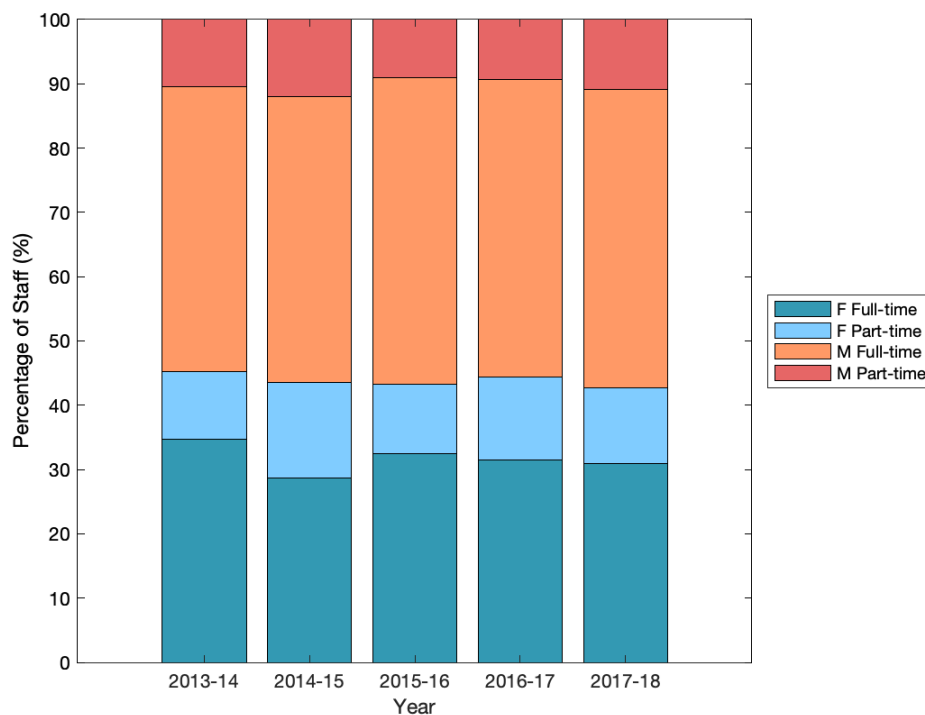


Figure 4.15. Number of female and male staff in full-time and part-time roles between 2013–2014 and 2017–2018.

		Full-time		Part-time		Total Female	Female Benchmark
		F	M	F	M		
2013–2014	N	40	51	12	12	52	-
	%	35	44	10	10	45	39
2014–2015	N	31	48	16	13	47	-
	%	29	44	15	12	44	39
2015–2016	N	36	53	12	10	48	-
	%	32	48	11	9	43	39
2016–2017	N	34	50	14	10	48	-
	%	31	46	13	9	44	40
2017–2018	N	34	51	13	12	47	-
	%	31	46	12	11	43	40

Table 4.13. Number of female and male staff in full-time and part-time roles between 2013–2014 and 2017–2018.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

Although two of our research technicians pursued a PhD following completion of their fixed-term grant-funded contracts last year, it is extremely rare for an established, core-funded technician to want to transition into an academic career. Many technicians started as academic researchers and have actively made a career in technical services. The School Technical Manager is very active in promoting technicians as a group of staff in their own right, on an equal standing to academic pathways, and actively supports technical staff in pursuing their career ambitions through SRD. A female member technician told the SAT in 2019: *“I have never aspired to move into an academic role, as a technical career provides the ideal balance of involvement in a wide range of research and teaching activities, whilst focusing on the more practical elements of Earth Sciences. I have a clear, defined career pathway at Bristol, through which I have recently moved up...”*

- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Over the past five years, the proportion of staff on OE contracts has increased from 51% to 89% (mean of 65%) and for female staff the corresponding proportion has increased from 55% to 85% (mean 70%) (Table 4.14). The majority of Research Associate and Senior Research Associate (Grade I and J) contracts are fixed term (FT), but this proportion decreases rapidly up the academic career levels. The majority of Grade K (R&T and RO roles) are on open-ended (OE) contracts. Two staff (1 female, 1 male) have transferred from FT to OE contracts, but the majority of the change is by appointment of new staff to OE contracts.

85% of female staff and 94% of male staff agreed that they understood the terms and conditions of a fixed-term contract, 62% of female staff and 77% of male staff understood the terms and conditions of an open-ended contract, and amongst RO postdoctoral staff this dropped to 55% of female staff and 58% of male staff (Data G). *We will ensure all staff have been informed about the University's contract terms (Action 4.3).*

Grade	Fixed Term/ Open Ended	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M	F	M
Research Assistant and Associate (I)	OE	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	50	50	55	45	25	75	47	53	40	60
Lecturer (J)	OE	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	38	62	39	61	48	52	39	61	41	59
Senior Lecturer (K)	OE	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	50	50	45	55	50	50	58	42	50	50
Reader (L)	OE	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	30	70	29	71	31	69	33	67	53	47
Professor (M)	OE	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	9	91	21	79	27	73	36	64	38	62

Table 4.14. Number of female and male staff on fixed-term and open-ended contracts by grade 2013–2014 to 2017–2018. **Data removed for GDPR (General Data Protection Regulation) compliance.*

Silver Action 4.3

Action: Inform all staff (particularly RO) about distinctions between OE and FT contracts and the benefits of OE contracts. Introduce contract terms discussion into induction for all new staff. These actions will increase transparency on different contract types for all staff, and better inform RO staff on their employment position, aiding career planning.

The University has a redeployment policy, whereby staff nearing the end of their contract can join the University Redeployment Pool. This comprises a register of CVs that HR reviews to identify matches with new vacancies within the University. Eligible staff are invited to apply before the vacancy is advertised externally, and **we will set up a formal process to ensure that staff writing research proposals are aware of RO staff within the School nearing the end of their contracts, to provide greater opportunity for their retention (Action 4.1). We will ensure that staff close to the end of their contract are fully aware of the Redeployment Pool through action at School level in addition to the University HR process (Action 4.2).** However, most RO staff leave the University, so **the School funds a PT role for a senior academic (male) to provide career support for ECRs, focussed on the progression from RO to R&T roles including writing fellowship applications (BAP).**

Silver Action 4.1

Action: Create a communication system so that staff writing research proposals or recruiting RO staff are made aware of existing RO staff nearing the end of their contract. This will improve continuity of employment for RO and help ensure that we do not lose highly qualified staff from the academic career path.

Silver Action 4.2

Action: Introduce a formal process to increase visibility of University redeployment pool to RO staff nearing the end of their contract, via formal communication from the School Manager.

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

There is very low turnover of R&T staff, suggesting that the positive and inclusive atmosphere in the School (Data G) is an incentive to stay. Exit interviews (BAP) show that 39 of 59 (mainly RO) staff who left in the last five years (66%) took an academic job, including 23 of the 34 female leavers (68%). Five R&T staff left; two male Readers on OE contracts (one overseas professorial position, one retired) and three Lecturers on

FT contracts (one female staff member retained by us on a RO FT contract, one female ex-staff member left the sector, one male ex-staff member's destination is unknown). Most of our turnover is in RO staff. 19 Research Fellows (Grade K) have left: six female ex-staff members and two male ex-staff members are in core-funded academic R&T positions, four female ex-staff members and two male ex-staff members are RO Research Fellows, two female ex-staff members' and two male ex-staff members' destinations are unknown. 35 Research Associates (Grades I and J) have left: two of the female ex-staff members and five of the male ex-staff members are lecturers, ten female ex-staff members and seven male ex-staff members are in other researcher positions, three female ex-staff members are in other professions, one female staff member is re-employed by us in a part-time role, and four female ex-staff members and three male ex-staff members had unknown destinations on leaving.

(Section 4 word count, excluding figure and table captions, silver action boxes and action plan text shown in blue: 2,000 out of 2,000)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The School routinely attracts a high proportion of female staff to academic posts. The proportion of female applicants, shortlisted, and appointed from 2013–2018 is shown in Table 5.1. 82 posts have been available, 79 at Research Associate or Senior Research Associate level (Grades I/J) and 3 at Lecturer level (Grade K; one R&T and two TO). The proportion of female applicants to the School ranges between 40–48% for Researcher posts and 50% for the TO Lecturer; the proportion was 19% for the R&T Lecturer, but this is anomalous, with applications for previous and recent (2019) posts being ~40%.

Our Athena Bronze Action Plan ensured a continued high proportion of female applicants. We introduced a system to encourage female applicants that extends University policies. All R&T and TO advertisements include an EDI statement, are reviewed by the School Manager, and highlight flexible working. Job descriptions link to the School webpages where EDI is prominent. **Website reviews starting in 2015 (BAP) ensure that our images equally represent genders and BAME diversity.** In 2015, we introduced a managed system to monitor the gender of informal contacts by staff for R&T posts (BAP). These actions have resulted in stable application rates of ~35–45% female applicants, high but still somewhat below the proportion of female students receiving PhDs in the discipline (2017/2018 was skewed by a single post). **Much of the post-to-post volatility in applications is associated with RO roles and we will introduce the above procedures to those roles (Actions 3.1 and 3.2).**

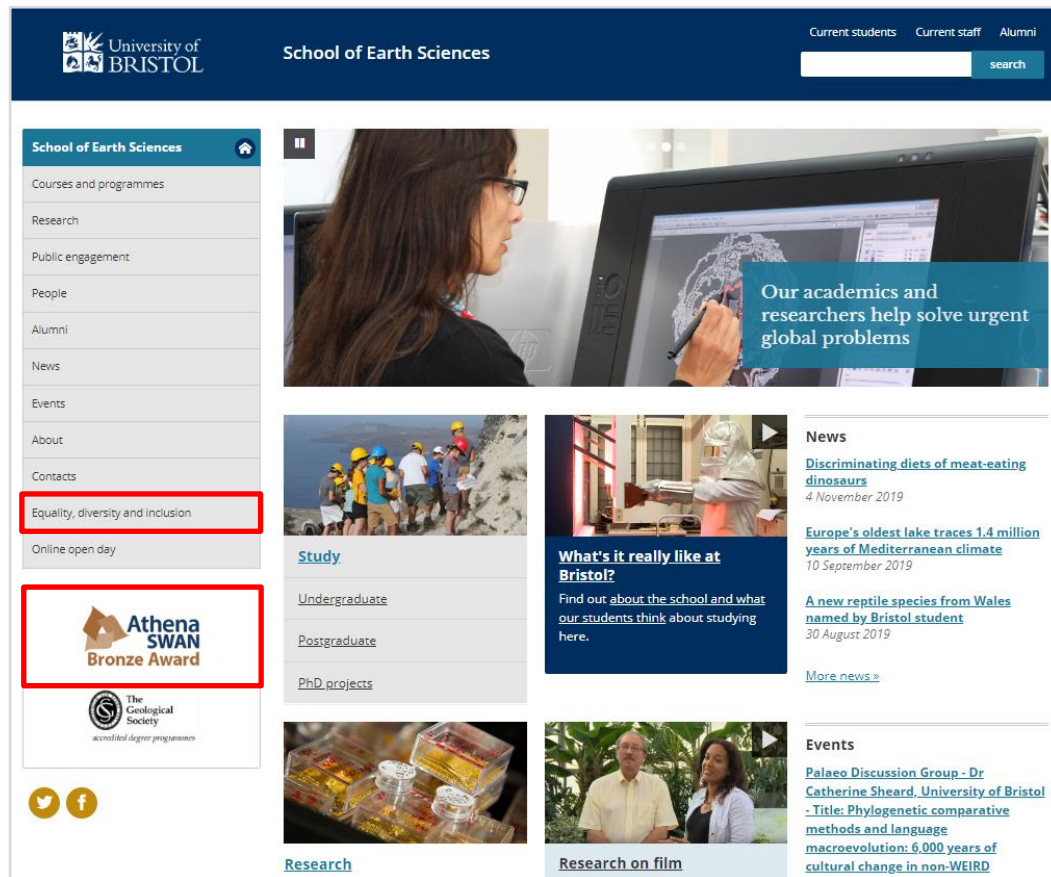
We welcome applications from all members of our community and are particularly encouraging those from diverse groups, such as members of the LGBT+ and BAME communities, to join us.



EDI statement from an advertisement for a job in the School.

The School is now converting a high proportion of female applicants into appointments (Table 5.1). 33% of appointments from 2013–2018 have been to appoint female staff. However, this is skewed by a lower proportion from 2013–2015. **As part of our Bronze Action Plan, the School introduced tools to ensure fairness and gender-neutrality in shortlisting and interviews:** all staff undertake unconscious bias training as part of Staff Review and Development (SRD; section 5.3ii); the School provided and requires 'Fair and Effective Interviewing' training for all staff; and both genders are represented on shortlisting and interview panels. *Since 2016, the School has appointed a greater proportion of female staff members than the original application pool.*

“We have a good representation of women on staff. We need to recognise how this has happened – not by chance but by encouraging the best candidates.”
 – Female R&T staff member



The front page of the School public website, with links to EDI information prominently displayed.

		Applicants		Shortlisted		Appointed		Total Posts
		F	M	F	M	F	M	
2013–2014	N	18	13	9	11	4	8	12
	%	58	42	45	55	33	67	
2014–2015	N	14	18	6	11	4	8	13
	%	44	56	35	65	33	67	
2015–2016	N	60	69	10	17	2	6	14
	%	47	53	37	63	25	75	
2016–2017	N	128	170	32	29	10	7	19
	%	43	57	52	48	59	41	
2017–2018	N	50	133	17	33	7	12	24
	%	27	73	34	66	37	63	

Table 5.1. Number of female and male applications, shortlistings, and appointments for academic staff posts from 2013–2014 to 2017–2018.

In 2019 we introduced additional policies for R&T appointments. **All applicants are required to include a diversity statement, and this is included in the shortlisting criteria.** Gender balance is assessed by the Panel Chair at all stages. If there is no gender balance, then distinct male and female lists are constructed. These criteria were applied to our most recent Lecturer appointment in 2019, with 33% of the applicants but 50% of the interviewees being female applicants and a female member of staff appointed.

EDIC has concluded that the recruitment process requires further development. Although 88% of male respondents agreed that equality is promoted by gender balanced interview panels, only 62% of female respondents felt the same (Data G). Concerns were raised that this puts additional burden on female staff. **We have recently introduced a WLM, but this could be ineffective in ensuring fair distribution of smaller tasks; therefore, we are introducing a parallel process in which such tasks are monitored and annually reported by the respective administrative owner (Action 5.4), in this case the School Manager.**

The School is committed to ensuring our outstanding female staff are visible. Our gender balance is sector leading but it does not reflect society. Moreover, we employ very few BAME female staff. This reflects the sector: female students represent <40% of those studying Earth Sciences, and BAME participation is very low. **In order to achieve a balanced sector, we will centre diversity and equity – and the visibility of outstanding female scholars – in our Outreach strategy (See Actions in Section 7).**

Silver Action 3.1

Action: We will develop a monitoring system for informal contacts for all positions, to ensure that we are making best use of our networks to attract the widest range of applicants.

Silver Action 3.2

Action: To encourage female applicants, we will implement successful procedures introduced for a recent R&T appointment into RO job applications.

Silver Action 5.4

Action: Supplement the recently launched workload model with a parallel process in which the gender balance of smaller, citizenship tasks are monitored and reported to the School.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.


All new staff have an exhaustive induction to University policies, health and safety information, and EDI and are introduced to the School via our monthly Newsletter. We have a School SharePoint site dedicated to New Staff and use a University managed app-based checklist to ensure inductions are standardised and timely. Wider induction to the University is facilitated by Research Institutes (URIs) and organised weekly attendance of University IT, HR and Finance representatives at the School's afternoon 'Tea at Three'. 100% of staff received induction and 89% found it helpful (Data E), but this is continuously monitored by feedback. **Induction is followed by a range of career development support**, including mentoring and training, all of which is managed via SRD (Section 5.3).

New Additions

Please extend a warm welcome to our newest colleagues in the School:

Saranna Chipper-Keating is our new Safety Officer. For the last 4 and a half years **Saranna** has been a Technician in the Bristol Medical School laboratories at Southmead Hospital. She started out as a Research Technician for the Diabetes & Metabolism group and most recently, she was the Leading Technician for the Core Technical team.

Saranna's new Safety Officer role involves the administration and management of safety across Earth Sciences and Geographical Sciences, working closely with **Stuart Bellamy**.



New staff are welcomed in the monthly School Newsletter.

The EDIC considers current University-provided EDI Induction/Training to be **insufficient**, as it is self-assessed, focused solely on unconscious bias and ignores intersectional issues. **Therefore, we will introduce a new School-level EDI Induction for all staff and students, informed by our new University Equality Team (Action 6.1).**

Silver Action 6.1

Action: Develop and implement EDI training for all staff and students.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Staff in the School have been successful in being promoted, resulting in equivalent gender proportions from Lecturer to Professor. The University has three promotion stages, each with distinct processes: progression from Lecturer to Senior Lecturer; promotion from Senior Lecturer to higher grades; and movement within the Professorial range (Figure 4.10). Staff are expected to progress to Senior Lecturer within eight years, and we have a 100% success rate. Results for promotion at higher grades are lower (50–60%), and with no gender difference. Nonetheless, the lower rates were a concern during our Bronze Application given the large number of female staff soon to be considered for promotion.

Developing a clear and transparent path to Promotion is now part of our Career Development procedures (Section 5.3) and supported by a unique School Promotions Support Committee. The annual process is initiated by Faculty HR, and eligible staff have an initial discussion with the HoS. To provide wider perspective, we have created a School Promotions Support Committee (PC), unique to the School. PC informally advises the candidate on the likely success of their application and provides advice for improving the application and CV; PC members provide one-to-one mentoring through the process; and the applicant makes their own decision whether to submit their case to the Faculty. Staff career breaks are formally recognised at every stage of the process.

Our interventions have ensured that female staff put themselves forward for Promotion and that male and female staff have the same success. Females represent about 40% of R&T staff but 50% of those who have applied for Promotion; and the success rate is identical (Table 5.2). **The Promotion of 4 female colleagues to Professor from 2013–2018 has been critical to the School achieving comparable gender distribution at all levels.**

		Senior Lecturer to Reader		Reader to Professor		Total Promotions	
		F	M	F	M	F	M
Applications	N	3	5	7	6	11	11
	%	38	62	54	46	50	50
Successful	N	1	3	4	3	6	6
	%	25	75	57	43	50	50

Table 5.2. Number of female and male staff applications and successes for promotion from Senior Lecturer to Reader, Reader to Professor, and Total Promotions (including one female on the accelerated progression to Senior Lecturer) between 2013 and 2018.

The School has a small and shrinking Professorial Gender Pay Gap. Within the Professorial promotions process, the University has adopted an aggressive strategy to address the GPG (Section 4). Over the past two years, 50% of female Professors have had accelerated advancement, and the Professorial GPG decreased to 6.2% (See Section 4).

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The School submitted 82% of eligible staff to REF2014 with no discrimination. All R&T staff were submitted, with exclusion limited to some RO staff, solely to manage the number of Impact Case Studies. *In both 2008 and 2014, the proportion of female staff submitted was slightly greater than the proportion eligible* (Table 5.3). The School has a transparent process for returning all R&T staff for REF2021 and nearly all eligible RO staff. The Director of Research has undertaken REF-specific Unconscious Bias training.

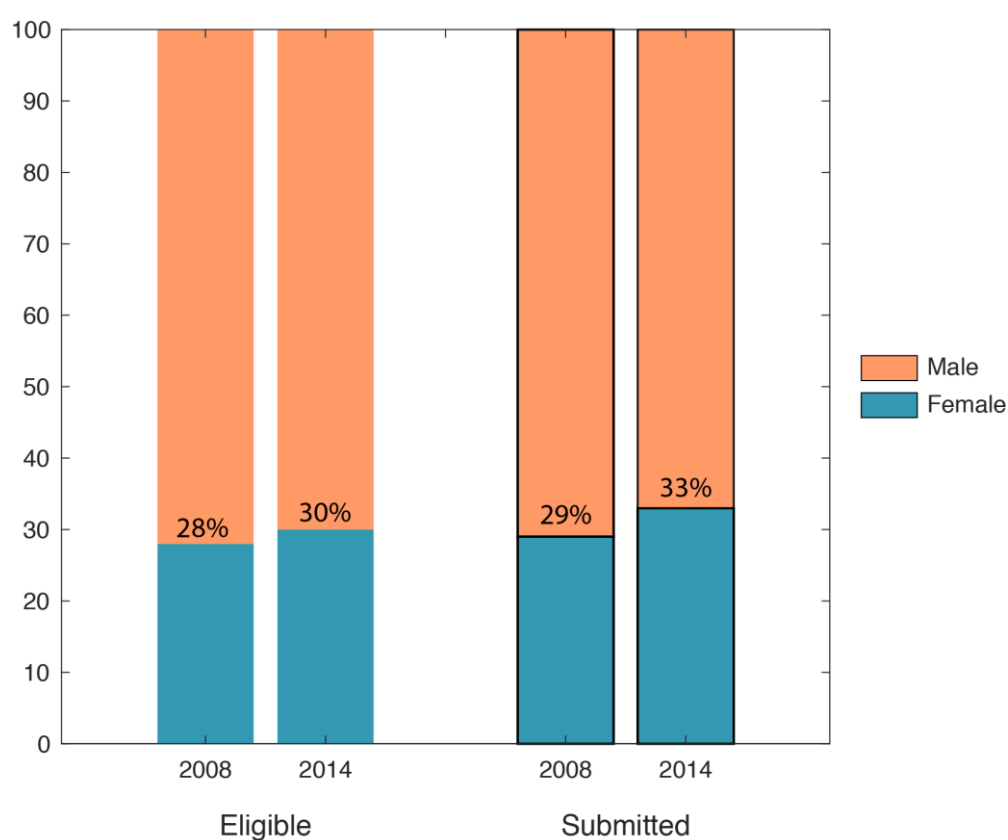


Figure 5.1. Percentage and number of female and male staff eligible and submitted to the Research Excellence Framework in 2008 and 2014. The proportion of female staff submitted to REF increased from RAE2008 to REF2014, reflecting the increasing proportion of eligible staff in RO and R&T posts.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The number and gender of Professional Services (PS) staff is shown in Table 5.3a (administrative) and Table 5.3b (technical). Recruitment processes take place as for academic staff. Females represent 11 of the 21 PS appointments in the last 5 years, such that PS technical staff have also become gender balanced.

Induction procedures are identical for PS and academic staff, and 75% of PS staff found the process helpful (Data D). Technical staff also have inductions into the laboratory spaces they will be using, including risk assessment and relevant training on techniques and equipment.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

In common with all UK universities, there is no promotions process for PS staff. PS staff apply for jobs to progress their careers, but this movement is not tracked as 'promotion'. However, for technical staff, the University of Bristol has implemented a career framework to which line managers and staff can align their job profiles, giving a clear indication of where their post lies in the wider context of technical roles and explore professional development towards higher level positions. Staff can submit their post for job re-evaluation if responsibilities increase and seek a higher grade. The School actively supports this, with four (all successful) submissions over the past five years (3 female and 1 male staff).

Grade	Part/Full Time	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M	F	M
D	PT	*	0	*	0	*	0	*	0	*	0
	FT	*	0	*	0	*	0	*	0	*	0
	Total	*	0	*	0	*	0	*	0	*	0
	%	100	0	100	0	100	0	100	0	100	0
E	PT	0	0	0	0	0	0	0	0	0	0
	FT	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0
F	PT	*	0	*	0	*	0	*	0	*	*
	FT	*	0	*	0	*	0	*	0	*	*
	Total	*	0	*	0	*	0	*	0	*	*
	%	100	0	100	0	100	0	100	0	80	20
G	PT	0	0	0	0	*	0	*	0	*	0
	FT	0	0	0	0	*	0	*	0	*	0
	Total	0	0	0	0	*	0	*	0	*	0
	%	0	0	0	0	100	0	100	0	100	0
H	PT	*	0	*	0	*	0	*	0	*	0
	FT	*	0	*	0	*	0	*	0	*	0
	Total	*	0	*	0	*	0	*	0	*	0
	%	100	0	100	0	100	0	100	0	100	0
I	PT	*	0	*	0	*	0	*	0	*	0
	FT	*	0	*	0	*	0	*	0	*	0
	Total	*	0	*	0	*	0	*	0	*	0
	%	100	0	100	0	100	0	100	0	100	0
J	PT	0	*	0	*	0	*	0	*	0	*
	FT	0	*	0	*	0	*	0	*	0	*
	Total	0	*	0	*	0	*	0	*	0	*
	%	0	100	0	100	0	100	0	100	0	100
K	PT	0	0	0	0	0	0	0	0	0	0
	FT	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0
L	PT	*	0	*	0	*	0	*	0	*	0
	FT	*	0	*	0	*	0	*	0	*	0
	Total	*	0	*	0	*	0	*	0	*	0
	%	100	0	100	0	100	0	100	0	100	0
Totals		*	*	*	*	*	*	*	*	*	*

Table 5.3a. Female and male Professional Services administrative staff by grade and per year.

**Data removed for GDPR (General Data Protection Regulation) compliance.*

Grade	Part/Full Time	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M	F	M
E	PT	0	*	0	*	0	*	0	*	0	*
	FT	0	*	0	*	0	*	0	*	0	*
	Total	0	*	0	*	0	*	0	*	0	*
	%	0	100	0	100	0	100	0	100	0	100
F	PT	*	*	*	0	*	*	*	*	*	*
	FT	*	*	*	0	*	*	*	*	*	*
	Total	*	*	*	0	*	*	*	*	*	*
	%	50	50	100	0	50	50	80	20	60	40
G	PT	0	*	0	*	0	*	*	*	*	*
	FT	0	*	0	*	0	*	*	*	*	*
	Total	0	*	0	*	0	*	*	*	*	*
	%	0	100	0	100	0	100	50	50	67	33
H	PT	*	*	*	*	*	*	*	*	*	*
	FT	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
	%	40	60	50	50	50	50	50	50	50	50
I	PT	0	*	0	*	0	*	0	*	*	*
	FT	0	*	0	*	0	*	0	*	*	*
	Total	0	*	0	*	0	*	0	*	*	*
	%	0	100	0	100	0	100	0	100	33	67
J	PT	0	*	0	*	0	*	0	*	0	*
	FT	0	*	0	*	0	*	0	*	0	*
	Total	0	*	0	*	0	*	0	*	0	*
	%	0	100	0	100	0	100	0	100	0	100
K	PT	0	0	0	0	0	*	0	*	0	*
	FT	0	0	0	0	0	*	0	*	0	*
	Total	0	0	0	0	0	*	0	*	0	*
	%	0	0	0	0	0	100	0	100	0	100
L	PT	0	*	0	*	0	0	0	0	0	0
	FT	0	*	0	*	0	0	0	0	0	0
	Total	0	*	0	*	0	0	0	0	0	0
	%	0	100	0	100	0	0	0	0	0	0
Totals		*	*	*	*	*	*	*	*	*	*

Table 5.3b. Female and male Professional Services technical staff by grade and per year. **Data removed for GDPR (General Data Protection Regulation) compliance.*

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training opportunities are available to all staff, supported at University, School and Group level. Training begins with induction (see 5.2), including an introduction to the diverse training available in the institution. R&T and RO staff also join one of our six Research Groups, each of which has regular social and networking opportunities, as well as relevant University-wide networks (e.g. the Cabot Institute for the Environment). *However, TO staff lack this wider support network, and we will consult with TO staff to create a support network for them (Action 4.6).*

Line Managers, typically the host or PI for RO staff and the HoS for R&T and TO staff, manage annual Staff Review and Development, which focuses on career development and the training needed to ensure it (See 5.3.ii). This includes mandatory training, including EDI and Wellbeing. All new R&T and TO staff complete a postgraduate certificate in Teaching and Learning in Higher Education run by the University's Staff Development team (RO staff are eligible to attend); the 'Cultivating Research and Teaching Excellence' course includes research and leadership training.

Recognising the specific challenges of RO staff, we have initiated a Postdoctoral Research Associate (PDRA) Forum. This is led by PDRA representatives and has an agenda dictated by that community. The focus, therefore, can vary but is primarily centred on career development. This group helped shape the RO-centred mentoring programme (5.3.ii), organises peer-to-peer training sessions, and invites visiting speakers that provide training for diverse careers. Although nascent it has been well received.



"It has provided a platform for RO staff to share knowledge and voice concerns. The hope is that over time these meetings will increase cohesion between research groups." – Joe Stewart, PDRA

The Forum successfully advocated that the School formally mandate that 20% of RO time be allocated to independent training and career development. *This is now formalised in the workload model, but we will raise awareness of this across the School to support RO uptake (Action 4.4).*

Wider training is supported by the University's Staff Development team, with increasing staff uptake (Table 5.4). 59% of staff have undertaken some form of University training (Data G). A greater proportion of female staff take advantage of these opportunities, and four female staff have taken women-focussed advanced leadership training. *However, 57% say that they would undertake more training courses if they had more time; therefore, we will include training in our Workload Model (Action 4.10).*

		2014–2015		2015–2016		2016–2017		2017–2018	
		F	M	F	M	F	M	F	M
Professional Services (A)	N	10	0	15	0	19	0	12	0
	%	100	0	100	0	100	0	100	0
Professional Services (T)	N	7	9	0	10	6	4	16	1
	%	44	56	0	100	60	40	94	6
Academic (R&T, RO, TO)	N	9	9	17	12	35	4	20	15
	%	50	50	59	41	90	10	57	43
Totals	N	26	18	32	22	60	8	48	16
	%	59	41	59	41	88	12	75	25

Table 5.4. Percentage and number of female and male Professional Services staff (Administrative and Technical) and Academic staff (Research) attending Staff Development courses from 2014–2015 to 2017–2018.

Despite mandatory completion of EDI training as part of SRD, EDIC views more regular training to be vital to building community and understanding of inclusivity. EDIC will introduce a programme of regular EDI events (Action 6.2) – either at School level or linked to University events, to complement the EDI Induction Training described above (Action 6.1).

Silver Action 4.6

Action: Introduce a support network for teaching-only staff.

Silver Action 4.4

Action: Ensure that RO staff and their line managers understand that 20% of their time is for continuing professional development and that they should support this.

Silver Action 4.10

Action: Add Training and Development to the workload model.

Silver Action 6.1

Action: Develop bespoke EDI training extending University mandatory EDI training. Training will be placed in context of research activities, research ethics, processes of recruitment and line management, and academic career development.

Silver Action 6.2

Action: Introduce a programme of regular activities centred on community building and training in concepts of equity and inclusivity.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Staff review is driven by staff needs and career development. All staff complete annual SRD, which is run by the HoS (academic staff), the School or Technical Manager (professional and technical services) or a Line Manager (RO staff). **All reviewers were re-trained on the process (BAP), and full compliance was commended in the 2016 School Review.** SRD is staff driven, exploring long-term career development, personal ambition, and promotion. Staff also identify concerns, unmet needs, and barriers to progression. The involvement of the appropriate line manager allows agreement of workloads consistent with personal ambitions.

The School has modified the SRD process to serve the specific needs of our staff. The 2018 staff survey (Data E) found that 58% of academic staff found SRD helpful, compared with 32% in 2014 (Data A). This improvement was deemed insufficient. Therefore, since 2018 the HoS has completed all academic SRD. This resulted in a staff satisfaction rate of 72% amongst female R&T and TO staff and 69% amongst male staff (Data G). **We will continue to improve the SRD process for all staff, by reconfiguring the process for RO staff (Action 4.5) and reducing dependence on HOS to conduct all R&T reviews (Action 4.8).**

SRD must be reformed to better serve RO staff. We implemented SRD for RO staff (BAP); however, in discussions with focus groups (Data C&I), some said they found SRD unhelpful because they are reviewed by their line manager. Therefore, we co-created a complementary mentoring scheme (5.3.iii). In 2018 (Data E), 70% of RO staff said they found SRD useful and commented that a combination of SRD with mentoring maximises the value of both (see section 5.2iii). However, in 2019 (Data G), only 67% of female vs 94% of male RO staff felt supported by these processes. RO staff are more positive about support from their line manager/PI (89% and 100% of female/male staff). **The gender difference in both scores, however, is concerning and will be examined via the PDRA forum and focus groups (Action 4.5).**

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Academic staff career progression is supported through training and the School's SRD process (Sections 5.3i and 5.3ii). Academic staff agree that they are supported, with 70% of female respondents and 67% of male respondents agreeing that the School sufficiently supports them with promotion (Data G). This is insufficient and is apparently due to staff finding aspects of the process to be opaque: only 75% and 64% of female and male staff said they understood the University's promotion process (Data G). **Although it is reassuring that female staff have an equivalent or greater understanding, we will introduce an annual promotion workshop to increase transparency (Action 4.11).**

Silver Action 4.11

Action: Hold an annual School promotion workshop during which the process is explained to staff from a School perspective. The Dean, as chair of the Faculty Promotions Committee, will offer a comparable workshop at Faculty level.

Silver Action 4.8

Action: We will review and reconfigure the process of SRD for R&T staff within the School. Currently all reviews are conducted by the HOS. We will consult with R&T staff about which parts of the online SRD system are priorities for them, and engage with University with our suggestions for how to enhance the SRD process at School level.

Career progression support for early-career RO staff was initiated in 2015 (BAP) but has grown and evolved, and the School now has funded and co-produced with RO staff a multi-dimensional mentoring scheme: 1) The School funds a PT role for a senior academic (male) to provide career support for ERCs, specifically focussed on the progression from RO to R&T roles; 2) The PDRA Forum manages a network of wider academic mentors to provide informal advice (see quotes below); and 3) the PDRA Forum acts as a peer mentoring network. 20 RO staff (10/10 female/male) have been supported by the Senior Academic; and 9 RO staff (5/4 female/male) joined the wider mentoring scheme. A female ECR said: *"We have a lot of mentoring opportunities in the School and my PI is very supportive and helpful"* (Data G). Several RO mentees have now won prestigious Fellowships, with the support of the School cited as particularly useful. Recognising its success, the School has employed a second PT role. **To further integrate RO staff support, we will connect these activities with the SRD process by reviewing and reconfiguring SRD for RO staff (Action 4.5).**



"I met with my mentor and it was a useful meeting. It was useful to chat things through with someone who has a different perspective/has taken a different route. It definitely gave me some ideas and reassured me."

– Jade Hatton, Research Associate (Data I)



"Meeting with someone outside your research group is really helpful – they will have no pre-conceptions and can offer broader advice on career paths."

– Anna Horleston, Research Associate (Data I)

Silver Action 4.5

Action: We will reconfigure the process of SRD for RO staff, including creating a pool of all staff at line manager level who are trained in SRD, so that RO can be reviewed by a member of senior staff who is not their manager. We will consult with RO over what parts of online SRD system are relevant to them, and monitor uptake of SRD by gender.

The School has recently expanded mentoring support for R&T staff, and this has been well received. In the 2018 staff survey (Data E), 70% of respondents (48% female respondents, 52% male respondents) said they wanted School-level rather than University-level mentoring. We therefore initiated a new mentoring scheme, currently being used by 7 junior R&T staff (88% of the cohort) but available to all. We also updated the School WLM (Section 5.6v) to ensure recognition of the time commitment to mentoring. Although only recently initiated, this scheme received positive feedback, with 100% of both females and male participants agreeing that it is a positive step for supporting junior staff (Data G). *As the mentoring schemes are new, we will review them annually and make changes in response to feedback (Action 4.12) and share best practice with other Earth Science schools (Action 4.14). In response to our initial feedback, we will also set up a peer-to-peer mentoring group for staff and students with caring responsibilities (Action 4.13).*

Silver Action 4.13

Action: Encouraged by suggestions from staff, we will set up a peer-to-peer mentoring group for staff and students with caring responsibilities.

Silver Action 4.12

Action: As our mentoring schemes are new, EDIC will conduct an annual review of both RO and R&T staff mentoring schemes.

Silver Action 4.14

Action: We will share the best practice from our successful mentoring schemes for ECR staff and junior R&T staff with other Schools.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

We recognise that students pursue a range of careers; but at every stage, we ensure that all learn about and experience academic careers. **This starts with an exceptional UG support structure, the best in the University based on scores in our internal Wellbeing Survey** (72% very positive on student support vs an institutional average of 50%). This support is embedded in the curriculum but starts with small group tutorials, in which TO and R&T staff act as Personal Tutors. Pastoral care is overseen by the Senior Tutor (female), who sits on the SMT, and programmes are overseen by Directors of Teaching Programmes (1/3 female/male) and the School's Teaching, Learning and Assessment committee (TLAC; 6/4 female/male). All roles are recognised in the School WLM.

Academic Career awareness amongst UGs is fostered in tutorials, career training, an internship scheme and research projects. About 25% of tutorials focus on career

development. Additional career training begins in Year 2, with one-to-one coaching and a gender-balanced series of 12 external speakers. Additional career talks by staff are organised by our student societies. The School's internship scheme allows UGs to undertake research projects with academic staff over the summer. Although most of these are now paid, funds limit our capacity to support all students. *A critical action, therefore, will be procuring funding to expand these (Action 2.6), an example of which is our fully-funded Bristol Summer Diversity Internship (available only to members of minority groups, in the School or elsewhere in UK HE).*

In addition, EDIC will support an annual Summer Intern to analyse and interpret EDI data in an Earth Sciences disciplinary context (Action 2.7).

Despite these efforts, the proportion of Bristol undergraduates going on to higher degrees is lower than the national benchmark (Section 4.1v). This could be due to recent efforts to ensure diverse career options. *Nonetheless, we will introduce new careers events to ensure that those UGs aspiring to academic careers are fully supported to do so (Action 2.10).*

Photograph removed for GDPR (General Data Protection Regulation) compliance.

Bristol Summer Diversity Internship student

Silver Action 2.6

Action: The lack of funding for internships is an intersectional issue, particularly impacting female students from working class or BAME backgrounds. Therefore, and in collaboration with our Alumni Office, we will procure funding to fully fund our summer internship scheme.

Silver Action 2.7

Action: We will create and fund an EDIC internship, specifically charged with annually reviewing EDI data within the School and Earth Sciences sector.

Silver Action 2.10

Action: Because the proportion of Bristol undergraduates going on to higher degrees is lower than the national benchmark, we will create an annual event to showcase academic career opportunities.

PhD students view their supervisors as very supportive. The PGR programme is managed by the Director of Postgraduate Education (male). Students are supported on a day-by-day basis by their supervisor and co-supervisor(s). In the 2019 PhD Student Survey (Data H), 86% of female and 89% of male PhD students agreed that their supervisor helps them take advantage of School opportunities, and 86% and 94% of them agreed that their supervisor supports them in career development. One female PhD student said: *“My supervisors are very supportive of me attending conferences and training schools. There are a number of very senior female academics who we all look up to and are very open to discussing their career trajectories etc.”*, while one male PhD student said *“My supervisor is amazing. She and other members of staff provide good visible role models”*.

PGR students are supported by an advisory committee, with whom they can discuss academic progress, with formal annual progress meetings (APMs). They are encouraged to attend the UG careers talks, and the transition to a sustainable academic career is explicitly part of the third year APM. We support the community to develop their own mechanisms, including the EGU blog ‘Between a Rock and a Hard Place’, sharing experiences as female Geology PhD students (2013–2016).

The screenshot shows the EGU Blogs website. The main header includes 'EGU BLOGS', 'Geology', 'Network', 'Divisions', and a search icon. The title of the blog is 'Between a Rock and a Hard Place'. The post is titled 'PhD reflections: Sorcha' by 'Charly Stamper' on 'December 3, 2014'. The text of the post describes the blog's origin and its focus on PhD life and general science topics. It mentions that the blog was started in February 2013 by a group of PhD students. A 'PHD highlight' section features a photo of Sorcha working in a lab, with a caption stating: 'Sorcha using the piston cylinder apparatus in the Petrology labs at the University of Bristol. She is manually topping up the pressure (its 30 kbar, equivalent to ~100 km depth) whilst checking the run temperature recorded by the thermocouple - lots of multitasking! Photo credit: University of Bristol.' The right sidebar contains an 'ABOUT' section, 'EGU DIVISION BLOGS' with a grid of icons for various divisions (AS, BG, CL, CR, ESS, G, GD, GM, GMPV, HS, NH, NP, SM, SSP, SS, ST, TS), 'EGU NETWORK BLOGS' with a grid of icons for various networks, and 'RECENT POSTS' listing several articles.

The blog 'Between a Rock and a Hard Place' was started by PhD students at the School.

64% of female and 78% of male PhD students agreed that they feel supported by the School (Data H). Recognising that this should be higher, and that the wellbeing needs of PGRs differ from those of UGs, **we introduced a Senior Tutor role dedicated to PGRs in early 2019** (currently a female Associate Professor). [We will monitor whether PGRs agree that this provides the additional support they need \(Action 2.5\).](#)

Bristol has pioneered training in the wider skills now needed for a successful academic career. These include courses run by the [Bristol Doctoral College](#), CREATE, the Careers Service, [Public Engagement](#) and Policy Bristol. 93% of female and 78% of male PhD students attend these (Data H), and many take up the unique opportunities provided by URIs ([Cabot Communicators](#)).

Many of our PGR students go on to PDRA positions and then to permanent academic careers. [However, incomplete University data precludes rigorous analysis of trends and gender balance; we have agreed with the University that they will support our efforts to address this \(Action 2.11\).](#)

Silver Action 2.5

Action: Monitor whether the PGR Senior Tutor provides PGRs the support they need.

Silver Action 2.11

Action: Obtain databases on alumni from the University Development and Alumni Relations Office and ensure GDPR compliancy, allowing us to determine immediate and long-term career destinations of PhD students.

- (v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Horizon-scanning is managed by the School Research Director and the University's Research Enterprise and Development (RED) Team, supplemented uniquely by the URIs. They disseminate regular bulletins, and monthly discussions foster knowledge-sharing of an increasingly complex funding ecosystem. Discussions often lead to interdisciplinary workshops, sometimes with policy/industry partners, and connect younger staff to networks and stakeholders. *Attendance monitoring for gender diversity at such events has not been done and we will advocate for such action to be undertaken by RED (Action 4.9).*

We provide training and support for writing proposals and interviews. The University provides training in proposal writing, vets Fellowship proposals and conducts mock interviews. Complementing that, the School has developed a mentoring and peer-review process. Mentors provide advice on ideas, and proposals are reviewed by 2–3 colleagues overseen by School Research Committee. In 2018, 94% of female staff and 100% of male staff who had their proposals peer-reviewed found the process useful (Data E). **Over the last five years female PIs have applied for slightly fewer grants than males but have been awarded a greater proportion of them, and of significantly higher value** (Figure 5.2 and Table 5.5). It is unclear whether we should encourage more female staff to submit proposals or adopt their behaviour of more efficiently writing successful ones. *We intend to interrogate these data via focus group discussions led by the Research Committee (Action 5.8).*

We provide additional support for colleagues who struggle with research funding. It is inevitable that some will face funding challenges. Initiated by SRD, the School supports them by providing additional mentoring, including reviewing draft proposals; accessing URI pilot funds to move a project forward; where equitable, offering temporary administration relief; and where beneficial, facilitating and encouraging their inclusion on colleagues' projects.

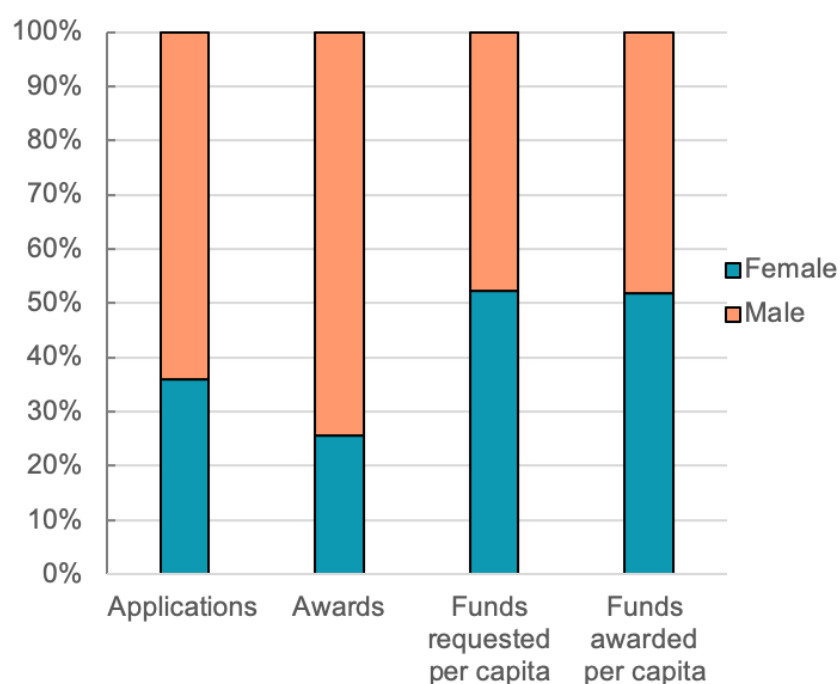


Figure 5.2. Percentage of female and male staff grant applications, awards, funds requested per applicant, and funds awarded per applicant over the last 5 years.

Table removed for public release

Table 5.5. Percentage and number of female and male staff grant applications, awards, funds requested per applicant, and funds awarded per applicant over the last 5 years. Note that the number of applications is very similar to the staff gender distribution; and it is particularly positive that female staff have been supported in submitting ambitious proposals with more funds requested than male staff.

Silver Action 5.8

Action: Determine whether barriers are responsible for the different behaviour between male and female staff in submitting research proposals.

Silver Action 4.9

Action: We will monitor attendance of School staff at RED events and advocate for such action to be undertaken by RED for all University staff. This will help RED ensure that their events are attracting female and male staff equally.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The School encourages its Professional Services (PS) staff to invest in personal and career development. The SM and TM facilitate conversations via catch-up meetings and annual SRD. The University Staff Development team offers courses for PS staff, including some with technical content and to develop leadership skills. Training needs are identified proactively by staff, as well as the SM and TM. Where technical staff need specialised training for equipment or processes, this is arranged by the TM through both internal and external providers (the cost is met by the School).

Supplementing the University's Staff Development initiatives, the SM organises PS staff training away from the School in the form of away-mornings, with topics including 'Awareness of Team Learning Styles' and 'Personality Preferences'. These support team building and wellbeing.

Over the last five years, 55% of PS staff have undertaken some formal training. Four technical PS staff (2/2 female/male) have taken 'Starting to Teach for Technicians'. One female staff member recently took the 'Aurora Leadership Programme for Women' (Leadership Foundation for Higher Education) and the 'Aspiring to Manage' course (University Staff Development). This supported the regrading of her role and she is now a staff mentor supporting EDIC.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All PS staff complete an annual SRD, similar to that for Academic staff (5.3ii). The SM has oversight, and reviews are conducted by the SM and TM, both of whom are trained for this. In addition, two other PS staff have undertaken training around participating in SRD in the last five years. 100% of PS staff said they had obtained useful feedback from the process, and 83% of PS staff (67% of males, 100% of females) found the process helpful or very helpful.

- (iii) Support given to professional and support staff for career progression
Comment and reflect on support given to professional and support staff to assist in their career progression.

Training is the primary mechanism for PS staff career support, particularly that arranged by the SM and bespoke for staff needs (5.5i). The SM and TM proactively encourage staff when career progression opportunities arise, and these are typically specific for individual staff (see Silver Case Study 1).

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

- (i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

We unambiguously support all staff taking maternity and adoption leave. Staff meet with the SM and HoS in anticipation of leave to ensure that tasks are reallocated and agree a strategy for teaching cover. Staff have a voice in this, and the handover is co-created by them with the HoS and Director of Teaching. For PS staff, the Technical Manager works with them and associated research groups to provide adequate cover. Staff are also signposted to University resources that support maternity and adoption leave. The School is flexible and has accommodated additional 'keeping in touch' days.

However, the School and University have been less skilled in dealing with more unusual cases, including PhD students. From a PhD student (Data H): *"Everybody has been very supportive and helpful as far as they were able to, but there didn't seem to be any one person who knew exactly what I needed to do and what support was/could be made available."* **We will create a new Carers Champion in the School, who will provide support and guidance around taking Caring Leave, with workload recognised in the WLM (Action 5.5).**

Silver Action 5.5

Action: Create a new role for a staff member to support and guide staff and students through the process of preparing for, taking, and returning from a period of maternity or adoption leave.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

The School has a strong support policy but will adopt a more tailored approach to address individual needs. Our default leave policy is for no unsolicited contact. However, all of our staff have chosen to be sent information during leave and are informed about School news via the Newsletter. There is no obligation to respond to emails or any other School activity. Individual communication plans are made for specific situations, e.g. for support of PhD students. However, this simple policy is not always appropriate. *For example, a female senior lecturer said (Data E): *Quote removed for GDPR (General Data Protection Regulation) compliance. (Action 5.6).*

Silver Action 5.6

Action: Develop unambiguous and visible School-level mechanisms for co-creating bespoke and individualised Caring Leave communication plans. The School currently follows the University's best practice policy, but we will improve on this by introducing a checklist mechanism, led by the leave-taking staff member, to ensure they dictate the form and nature of communication.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Academic staff returning to work after maternity leave have six months protection from administrative/management roles. Academic staff are encouraged to apply to the University's Returning Carers' Scheme, which funds teaching cover and research costs. Funding is not guaranteed for this competitive scheme, but if the application is unsuccessful, the School funds the teaching cover. Since its introduction, two applications have been made (both successful).

Our support extends to PhD students (Data H): *"Upon my return to work, the School has been really helpful in making sure I have what I need, e.g. somewhere to express and store milk. Several members of staff have offered support, which is really nice, especially as they are staff members that I don't normally have much contact with. I also went for a coffee with the School's PGR Tutor, which was a good opportunity to talk about how things are going."* While there are dedicated breastfeeding facilities in LSB, there are no permanent facilities in WMB. *We will work with the other Schools in WMB and the University to create a permanent room and facilities for breastfeeding in WMB (Action 6.4).*

Silver Action 6.4

Action: We will create a permanent location for expressing milk and breastfeeding in WMB. We will work with other building occupants to identify a space, start processes with University EDI and finance teams to ensure space is centrally funded, and a refrigerator is provided for storage of milk. We will develop a booking system through University EDI and School EDI teams.

For Professional Services staff, we ensure a period of crossover with the cover member of staff, to promote smooth reintegration. In addition, the University has a wide range of parental-support resources, including a Working Parent's and Carer's Network.

We have a policy of arranging flexible working patterns for people returning after maternity leave, including: PT working, working from home, and flexible hours. We have separate schemes tailored for professional and technical services versus academic staff, and in most cases, we offer more than the University standard practice.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

We have a 100% maternity return rate amongst academic staff and subsequent career success. In the last five years, two R&T staff have taken maternity leave. Both returned to and remain in post. Over the past 20 years, a total of seven R&T staff have taken maternity leave and all remain in the School; four have since been promoted to Full Professor. The reasons for this success are partially described in Silver Case Study 1, with the most important components being the positive working environment and support they receive upon return.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

In the last five years, 11 staff have taken maternity leave, of which all remained in post after 6 months, 8 (72%) remained in post after 12 months, and 7 (64%) remained in post after 18 months. Turnover is due solely to RO staff completing their contracts.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Paternity leave extending beyond the statutory minimum is encouraged. One male Research Fellow (Grade K) took paternity leave in the last five years and another will take extended leave in the Spring. The School promotes University policies on leave, ensures staff know their rights and assures them they will be fully supported in exercising them. **The combined outcomes of staff surveys in 2014 and 2018 indicated that 70% of the 10 staff who had taken maternity or paternity leave felt that the School went beyond the University's standard package (Data A and E).**

The screenshot shows the School of Earth Sciences website with a focus on Equality, diversity and inclusion. The header includes the University of Bristol logo, 'School of Earth Sciences', and navigation links for 'Current students', 'Current staff', and 'Alumni'. A search bar is on the right. The main content area is titled 'Equality, diversity and inclusion' and features a sidebar menu with links like 'Courses and programmes', 'Research', 'Public engagement', 'People', 'Alumni', 'News', 'Events', 'About', 'Contacts', 'Equality, diversity and inclusion', 'Athena SWAN', and 'Online open day'. The main content includes sections for 'News' (EDI news from the School), 'Wellbeing' (Where to go for help), 'Resources' (Policies and information), 'Understanding unconscious bias', 'Our staff discuss their experiences', 'Opportunities for women in science', and 'Contact' (For further information please contact Dr Jeremy Phillips, Equality and Diversity Officer). At the bottom, there are logos for the Athena SWAN Bronze Award and The Geological Society.

The School EDI website. Information on University leave policies is signposted under Resources.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University's flexible working policy is supported by the School and implemented annually. However, in the 2014 academic staff survey (Data A), only 20% of female staff and 21% of male staff said they were aware of it. The University and School now actively promote this, contacting all staff and encouraging submissions. Over the last five years, two female staff (one academic, one PS) have successfully made formal flexible working requests. The University also allows timetable constraints (no lectures either before 10 am or after 5 pm) and, in the last five years, three female and two male staff have successfully applied.

The School strongly but informally supports additional flexibility. All arrangements are agreed with respective line managers and, to ensure accountability, all decisions are discussed between the SM, HoS, and HR. **In the 2014 academic staff survey (Data A), 84% of female and 100% of male staff consider that they work flexibly on this basis, with strong support for this system.**

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The School policy is to always enable transition back to full time roles, within financial constraints. To facilitate this, a reduction to part-time work is initially covered by temporary staff, allowing a flexible return. Work plans, both during both transitions to part-time and back to full-time, are discussed with the SM and the relevant line manager.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The School has a reputation for being collegial and inclusive. A 2016 undergraduate focus group (Data B) indicated that over 90% thought the School was friendly and over 80% thought it was inclusive, with no difference by gender. In the 2019 surveys (Data G&H), 95% of female and 100% of male staff (and 100%/83% of female/male PhD students) agreed that the School has a positive, inclusive working environment. **90% of female and 79% of male staff agreed that the working environment had improved over the past year (and 93%/72% of female/male PhD students).** This was attributed to more diverse social events and improved communication. The majority highlighted "helpful" and "supportive" staff interactions, "lack of professional rivalry", "good team spirit" and a willingness to "give up time to help others".

Our commitment to EDI is improving. In 2018, 88% of male staff and 59% of male PhD students, but only 54% of female staff and 46% of female PhD students, felt there was a commitment to the EDI (Data E&F). In 2019, 100% of female and 88% of male staff, and 93% of female and 89% of male PhD students agreed that this had improved (Data G&H).

EDI achievements have become frequent and celebrated. There is a strong culture of celebrating achievements both within the School and externally via social media ([@UoBEarthScience](#)). **A monthly School Newsletter (BAP) highlights achievements in all areas of School activity.** Crucially, we celebrate a diverse range of achievements, and use these platforms to stimulate EDI discussions. We have visibly committed to both the race equality and LGBTQ+ equality charters, and many male and female staff contribute to local, national, and international diversity initiatives.



Left: queerlobite badges made by the Palaeoiris initiative, founded by a PhD student from the School. [@palaeoiris](#)

Inclusiveness is fostered by availability. School leadership host a pre-sessional Year 1 field trip, regular UG Year Group meetings, PGR and ECR fora, and lunches with finalist UGs. 'Tea at Three' is a twice-weekly informal daytime social event for all staff. The School seminar is followed by lunch for students and staff. Seminars and School meetings are scheduled between 10 am and 3 pm.

This environment allows all within the School to promote EDI principles. This includes our UGs, who chose 'Diversity' as the theme of their 2016 Staff-Student Liaison Committee (SSLC), resulting in a year-long series of social events aimed at raising awareness of different cultures.

Right: The Bristol Earth Sciences International Group organised a Chinese Lion Dance in the School to celebrate Lunar New Year.

Our Bronze Award was a springboard for our commitment to EDI through creation of School policies and a deeper cultural conversation, as illustrated by the School's policy for EDI best practice social events (BAP). Our initial policy was implemented in 2017, but in 2018 only 65% of female and 47% of male staff said it increased inclusion (Data E). EDI issues are complex, and some staff cited workload as preventing them from attending events during the day. In 2018, we co-produced a policy that extends far beyond any other policy in the Faculty and most of the University and favours variety and diversity (i.e. events with alcohol are allowed but must be balanced by non-alcoholic events). *In the 2019 surveys (Data G&H), 81% of female and 88% of male staff, and 93% of female and 78% of male PhD students agreed that the range of social events has given rise to greater inclusion.*

*Photograph removed for GDPR
(General Data Protection Regulation)
compliance.*

We continue to ensure that EDI Culture is embedded in all School Functions; for example, PGRs and Staff co-create the gender-balanced School seminar programme. [We will continue to learn EDI best practice from UK Earth Science Schools by expanding](#)

our networks and will organise a national meeting to share and exchange EDI experiences and best practice (Action 6.5).

Work remains to be done, especially on intersectional issues. BAME diversity remains low, a chronic challenge for the sector; BAME students can be subjected to micro-aggressions; many students face mental health challenges. This cannot be addressed without challenging debates and discussions. **Consequently, we have placed EDI at the heart of our School life and governance, with EDIC setting policy and taking responsibility for events. Moreover, the HoS serves on EDIC and the EDI Director serves on the School's senior management committee.** As part of our ongoing commitment to EDI, and in response to feedback from UG and PG students (Data B and H), we will introduce EDI training for these cohorts (Actions 2.8 and 2.9). EDI policy and the Silver Action Plan will be facilitated and monitored by adding EDIC representation to all School committees (Action 1.3).

Silver Action 2.8

Action: We will develop and deliver bespoke EDI training for undergraduates, based on and extending University mandatory EDI training, with new content relating to fieldclasses, overseas students and ethnicity.

Silver Action 2.9

Action: We will develop and deliver bespoke EDI training for undergraduates, based on and extending University mandatory EDI training, with new content relating to research activities, research ethics and academic career development.

Silver Action 1.3

Action: An EDIC representative will sit on all School committees, to facilitate delivery of the Silver Action Plan.

Silver Action 6.5

Action: We will extend our existing networks with Cambridge, Cardiff and Exeter Earth Sciences EDI committees to other schools of similar size in UK. We will host a web or physical meeting to share best practice on EDI challenges for UK Earth Science schools.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The School goes beyond University HR policies by facilitating regular dialogue between staff and the HR team. The School ensures that staff are aware of policies via email, a SharePoint site, induction and training. The HoS and SM meet with the head of HR monthly. Crucially, HR staff also attend our 'Tea at Three' for regular discussions with staff.

Processes for seeking advice and reporting bullying, harassment or grievance are made clear to all members of the School and facilitated by the regular HR visits. Staff have access to line managers, mentors, the SM, EDI Director, School Union representatives and HoS for support. Student options include student year reps, personal tutors, the Senior Tutor and non-School affiliated wellbeing advisors. **We were also prominent in advocating for the University to adopt an anonymous reporting system.**

Inappropriate behaviour still happens; we have a zero-tolerance policy for this, and the School has funded additional staff support. The School is acutely sensitive of acceptable behaviour issues, particularly because of vulnerability during fieldwork. Our policy encourages reporting, either formally or anonymously, and School Management conveys an unambiguous message that reporting will never have negative consequences. In the uncommon situations where unacceptable behaviour has been raised, the individuals have been supported by the EDI Director, School Manager, and HoS, and referred to the University Appropriate Workplace Behaviour advisors, who are independent (one PS staff member is trained in this role). This typically leads to mediation, and in rare cases dismissal. While School processes are robust, cases from several years ago highlighted the need for the School to provide broader support and expedite action on complaints. This led to added resource, such as the Senior Tutor for PGRs. **The School will formalise its processes following a staff member reporting unacceptable behaviour (additional to the University HR process) into policy and create School-level guidance on acceptable behaviour (Action 5.1). EDIC is developing a policy on fieldwork behaviour and we will share best practice with other Earth Sciences Schools (Action 5.2).**

Silver Action 5.1

Action 5.1 We will create a School policy for actions following a staff member reporting unacceptable behaviour to their line manager or another staff member. We will create School guidance on acceptable behaviour and interpretation of the University Acceptable Behaviour guidance and policies that are relevant to the school context. Training for all staff in Acceptable Behaviour will be part of EDI training (item 6.1).

Silver Action 5.2

Action: The EDIC will develop a new School policy on fieldwork behaviour that expands on issues of appropriate behaviour and includes specific policy on sexual harassment and cultural respect.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Membership of School committees is managed by the HoS based on the School WLM and recognised in Promotion. This has resulted in female representation on all School committees, at proportions consistent with staff (Figure 5.3 and Table 5.6). We have addressed a past slight bias towards a higher proportion of female staff on teaching and pastoral committees, and a higher proportion of male staff on research and promotions committees. **The most influential committees, SPARC, TLAC, Research Committee and School Promotions Committee, had achieved near gender parity in 2017–2018 (and achieved it in 2019).**

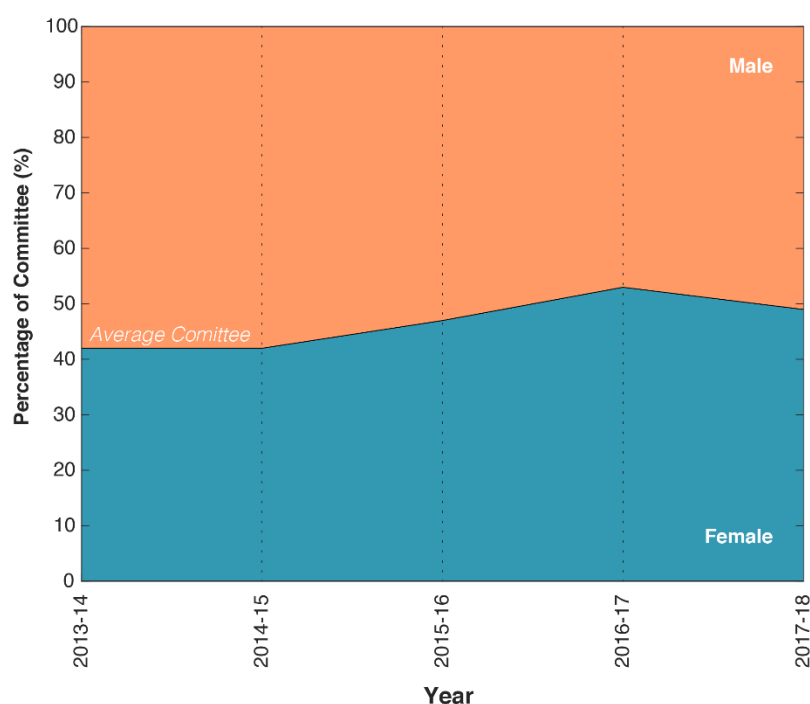


Figure 5.3. Percentage of female and male committee members from 2013–2014 to 2017–2018.

		2013–14		2014–15		2015–16		2016–17		2017–18	
		F	M	F	M	F	M	F	M	F	M
SPARC	N	4	3	6	6	5	6	3	6	5	7
	%	57	43	50	50	45	55	33	67	42	58
Safety	N	2	5	4	8	3	6	6	4	5	6
	%	29	71	33	67	33	67	60	40	45	55
School Teaching, Learning and Assessment (TLAC)	N	5	5	4	5	7	5	8	2	6	3
	%	50	50	44	56	58	42	80	20	67	33
Research	N	2	5	3	6	3	5	3	4	2	4
	%	29	71	33	67	38	63	43	57	33	67
Web and Marketing	N	-	-	6	5	7	4	8	3	6	2
	%	-	-	55	45	64	36	73	27	75	35
Equality, Diversity and Inclusion	N	3	4	3	4	4	4	4	5	5	4
	%	43	57	43	57	50	50	44	56	56	44
Technical Planning and Resource	N	1	3	1	3	1	3	1	3	1	3
	%	25	75	25	75	25	75	25	75	25	75
Promotions Steering	N	-	-	1	3	1	3	1	3	2	2
	%	-	-	25	75	25	75	25	75	50	50
Representatives on Faculty and University Committees	N	4	4	4	4	4	4	4	4	2	5
	%	50	50	50	50	50	50	50	50	29	71
Exam Board	N	2	2	1	3	1	3	1	3	1	3
	%	50	50	25	75	25	75	25	75	25	75
Staff Student Liaison	N	2	2	3	1	3	1	3	1	2	2
	%	50	50	75	25	75	25	75	25	50	50
Totals	N	21	29	32	44	35	50	38	34	35	36
	%	42	58	42	58	47	53	53	47	49	51

Table 5.6. Percentage and number of female and male committee members broken down by committee from 2013–2014 to 2017–2018.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

School leadership encourages female staff to join influential external committees through SRD and is supported by the WLM. One of our female staff is the Faculty Research Director and three serve on the Faculty Promotions Committee. Data on non-UoB external committees are not routinely collected, but the 2014 staff survey (Data A) indicated that 35% of female and 33% of male respondents served on them. One of our female professors is President of the international Society of Vertebrate Palaeontology, made possible by adjustments to workload. Another is a Coordinating Author for the next IPCC Report (Silver Case Study 2), made possible by financial support procured by the School from central University resources. [We will assess the workload associated with external committees through monitoring and formally recognise this as a component to the School WLM \(Action 5.7\).](#)

Silver Action 5.7

Action: We will introduce a process to ensure that external committee workload is recorded in the WLM annual data gathering process, and recognised with a time component in the WLM.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The School has modernised its workload model (WLM) and aligned it with Bristol UCU principles. The School has long had a very simple WLM for R&T staff. **The HoS undertook a review of it in 2015 (BAP), and staff supported its retention.** However, in 2018 (Data E) only 14% of female and 17% of male respondents felt it was transparent, and only 14% of female and 28% of male respondents felt it was fair, due to a lack of visibility and crude inclusion of administrative roles. We therefore undertook a comprehensive consultation in 2018 **to co-produce a WLM, in which staff self-report their responsibilities and staff agreed the workload allocation to each task.**

The new WLM considers teaching, management, substantive administration and pastoral roles, and it is managed by the SM and HoS. It supports promotion, ensures equitable allocation of teaching and management/administration and justifies reduced workloads for personal reasons. **In the current WLM allocation, 40% of all substantive administrative tasks and teaching are conducted by female staff (43% of staff).**

In the 2019 academic staff survey (Data G), 75% of female staff and 73% of male staff said they thought the new WLM would promote equality across the School. However, only

64% of female staff and 79% of male staff thought it was currently fair. Preliminary discussions suggest this reflects a lack of consensus on some aspects; we anticipate that future discussions, full publication and further application will address this, all to be monitored (Action 5.3). Similarly, it is too soon to assess the impact of the WLM, and this also must be monitored (Action 5.3).

The School and Faculty deem small (<1 week) tasks, including APMs, PhD vivas, and appointment panels to be inefficiently managed by WLMs; instead, they are recognised by a blanket 5-week allocation. This does not address inequity, however, and we have initiated and will monitor a parallel scheme in which all task owners collate and report annually on gender balance (Action 5.4).

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

School and University committee meetings (as listed in Table 5.6) are scheduled in advance for each academic year, between 10 am and 3 pm (except for the SSLC which must accommodate UG timetables). School Assemblies used to comprise termly 3-hour meetings, but they are now 1-hour monthly meetings to foster improved communication and greater staff involvement in decision-making.

School seminars are held on Tuesday lunchtimes, and individual research group seminars are held on Friday lunchtimes. Where these have a social aspect, this immediately follows the seminar. The School policy is that major events occur during the day (Section 5.6i), including the Graduation Party and Staff End-of-Year Celebration, both attended by about 80% of R&T staff. A flexible model is used for casual social events: in short, after-hours events are allowed but must be balanced by an equivalent or greater number of day events (5.6i).

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Proportionally, we have one of the largest groups of successful female Earth Sciences staff in the world, and we ensure their visibility. EDIC monitors publicity materials, including prospectuses and the School website, to ensure gender and ethnic diversity. The School ensures gender balance on Open Days, managed by PS staff. However, they have not resulted in an increase in female applicants (Section 4), and we will explore this with Year 1 focus groups (Action 2.1).

Seminar organisers have increased the proportion of female speakers to 50% (from BAP and achieved in 2018 and 2019). Staff have been supportive of these interventions, such that EDIC now requires the School Seminar series to consider intersectionality. We also encourage RO staff and PhD students to nominate speakers, and each research group puts forward one internal RO colleague.

We are approaching gender parity amongst esteemed visitors. We encouraged staff to consider gender in Visiting Fellow applications (BAP), and the proportion of female Fellows has increased from 11% to over 40% over the past five years.

Visibility of Female Role Models has increased. In 2018 (Data E), 62% of female and 88% of male staff said there was good visibility of female role models. In the 2019 survey (Data G), 90% of female and 88% of male staff said visibility was good.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.

The School undertakes wide-ranging outreach activities, involving students and staff, and with a focus on diversity. Individual staff do a multitude of ad hoc outreach and engagement events, up to 100 per year, but these are poorly documented. Therefore, the School is creating an Outreach and Engagement Strategy that will centre WP, gender and especially intersectionality (Action 7.1), supported by the School Outreach Coordinator and a new PT engagement post underwritten by the School. This is managed by a new Engagement, Outreach and Partnership Committee ensuring it connects with related activities, and the Outreach Coordinator serves on EDIC.

Central to our strategy will be consolidation and monitoring of our five major engagement activities (Action 7.1): 1) The University 'Access to Bristol' scheme, running 6 educational sessions for Year 12 School students with WP characteristics. 2) Bristol's flagship science Festivals, typically Festival of Nature. 3) The award-winning Bristol Dinosaur Project, started in 2000 with funding from the School and the Heritage Lottery Fund. From 2012, BDP engaged >130 Schools and >13,000 pupils and provided training for >40 volunteers (60% female). 4) Hosting ~10 6th Form students every summer, managed centrally to ensure gender balance and WP criteria. 5) The School's Gallery which features exhibits from EarthArt Fellows (4 of 7 being female).

We will also centrally coordinate and monitor the Schools active involvement in national outreach and STEM promotion (Action 7.1). This includes the Royal Society Summer Science Exhibition (4 times since 2010). It also includes 'Soapbox Science', a national STEM event promoting women in science, with two speakers from the School in the last three years.

Outreach is respected and rewarded. As part of our consultation, it was agreed (but not unanimously) that outreach activities need not be included in the WLM; we will monitor this (Action 7.2). However, it is recognised in promotion and even more strongly in the revised Promotion criteria. We note that the Bristol Dinosaur Project and EarthArt were created by two senior male academics (both FRS), signalling the value of such activity.

Photograph removed for GDPR (General Data Protection Regulation) compliance.

School social events: The Earth Sciences summer BBQ (top); students' graduation party (bottom left); Halloween bake sale (bottom-right).

Photographs removed for GDPR (General Data Protection Regulation) compliance.

Outreach activities. Clockwise from top left: Soapbox Science; Bristol Festival of Discovery; School visit; Work experience; The Bristol Dinosaur Project at Bristol Festival of Nature; Soapbox Science.

Silver Action 2.1

Action: We will Ensure gender balance in staff working on visit days for offered students, and conduct focus group meetings with first year undergraduates to establish the importance of this action for their decision to choose Bristol.

Silver Action 5.3

Action: We will consult with staff about WLM components and weighting, and frequency of updating, and track views about its use in future staff surveys. This will ensure that staff feel the WLM is fit-for-purpose and fair.

Silver Action 5.4

Action: Supplement the recently launched workload model with a parallel process in which the gender balance of smaller, citizenship tasks are monitored and reported to the School.

Silver Action 7.1

Action: We will build a strategy to support and coordinate our world-leading outreach activity, ensuring that it engages with young women and especially BAME women who remain poorly represented in the discipline. This will be supported by one dedicated PS role and one PT role, now underwritten by the School.

Silver Action 7.2

Action: We will monitor whether female staff disproportionately lead or conduct outreach activities, necessitating more formal treatment in the WLM.

(Section 5 word count, excluding figure and table captions, silver action boxes and action plan text shown in blue: 6,458 out of 6,500)

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Two individuals working in the department should describe how the department's activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team. The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case Study 1

**Information removed for GDPR (General Data Protection Regulation) compliance.*

Case Study 2

**Information removed for GDPR (General Data Protection Regulation) compliance.*

(Section 6 word count: out of 1,000)

7. FURTHER INFORMATION

Please comment here on any other elements that are relevant to the application.

A commitment to intersectionality

Earth Sciences as a discipline has very low ethnic diversity, a problem that is compounded in an intersectional context, such that there are few BAME female staff and students in UK Earth Sciences. This is particularly acute in our School (Table 7.1), which is below the national benchmark for non-white staff in most categories and has no non-white academic R&T or TO staff. Where intersectionality data is available (female BAME students), the School is slightly above the national benchmark, but the proportions are still low.

Role	Ethnicity Proportion BAME 2017–2018	National Benchmark 2017–2018
UG	7%	10%
Female UG	9%	4%
PG	7%	10%
Female PG	9%	5%
R&T	0%	6%
RO	12%	14%
TO	0%	5%
Professorial	0%	3%
Non-professorial	7%	11%
Professional Services	17%	6%

Table 7.1. Ethnicity (proportion BAME) within the School of Earth Sciences, 2017–2018, compared to the HESA national benchmark. Benchmarking data on intersectionality is limited to female BAME students.

68% of staff believe that increasing our BAME diversity should be an EDI priority in the coming years (Data E). This positive attitude has allowed us to embed intersectional considerations into our Action Plan.

Critical to that must be a School and sector-wide effort to bring more BAME female students into the discipline. Recent efforts have shown progress – the proportion of non-white undergraduates in the School has increased over the last 3 years as a consequence of University WP actions, and our own participation in Access to Bristol (see section 5.6.viii), such that we are now above the sector benchmark. This year, we recruited our largest BAME cohort, including 5 BAME female students out of 75 new home students.

School Staff are taking on national leadership in racial equality initiatives. Using royalties from their recently published textbook, the Palaeobiology Research Group funds the widely celebrated Bristol Summer Diversity Internship. The HoS funded and co-founded with Ujima Radio the award-winning Green and Black Ambassadors, which has engaged 100s of BAME young people and supported the careers of the Ambassadors, both BAME women. Ambassador Jasmine Ketibuah-Foley: “Above all else, my leadership skills have noticeably improved, through growing confidence and having access to other

leaders in the city for advice and support.” Our Outreach Coordinator has strong connections with BAME partner organisations, and two BAME PhD students were recently recognised for leadership in the BAME in STEM Committee’s Inspirational Leadership Awards.

Photograph removed for GDPR (General Data Protection Regulation) compliance.

Photograph from the BAME in STEM ‘Inspirational Bristol Scientists’ Award Ceremony, recognising two Earth Sciences BAME female PGRs (Information removed for GDPR (General Data Protection Regulation) compliance).

Collectively, these efforts are raising visibility of the Earth Sciences in BAME communities. They will become central to our Outreach Strategy, coordinated with other HEIs and esteemed societies.

As we grow diversity, BAME people who do join the School must be supported. 93% of Academic Staff and 97% of PhD students agreed that the School has a BAME-friendly culture (Data G&H). This is supported by BAME colleagues: *“As a black woman, I have always felt very comfortable in the School...I think I have never worked or studied somewhere as LGBT+/BAME/female friendly as here.”* (Data G) However, such experiences are not universal, and our EDI Training actions will centre intersectional considerations.

The School is proud of what it has achieved in gender diversity, promoting female staff as global leaders, supporting student wellbeing, being innovators in equitable processes, and providing institutional leadership to support diverse career pathways. It is now our ambition to provide similar leadership on intersectional issues, recruiting, supporting and celebrating BAME female staff and students in the Earth Sciences discipline.

Silver Actions

Intersectionality is a central part of our Action Plan, but it is a particularly strong or even driving component of these Actions:

Action 7.1 to develop more strategic outreach, including aimed at BAME young people.

Actions 2.1, 2.4, 2.6, 2.8 and 2.9 to recruit more BAME female UGs and PGRs and provide all students with EDI training.

Actions 3.1 and 3.2 to ensure we have robust recruitment and appointment processes, targeting BAME female applicants.

Actions 6.1 and 6.2 to train staff in EDI and build a culture of EDI, ensuring that BAME staff and students, especially those who are BAME and female, are fully supported.

(Section 7 word count, excluding table and figure captions and silver action boxes: 498 out of 500)

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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School of Earth Sciences

Athena SWAN Action Plan 01/2020 to 12/2023

The Action Plan for our Athena SWAN Silver Award submission is fully aligned with our broader EDI strategy to:

1. Improve policies and good practice to ensure consistency of support for all our students and staff.
2. Ensure changes achieve lasting impacts to allow all of us to benefit from a more inclusive working environment.
3. Embed EDI training across all levels in the School to centre EDI in all of our processes and culture.
4. Learn from our positive actions that have supported women in our School to address increasing ethnic diversity.

This is a living and responsive document that will evolve with the outcomes of these actions and in response to external drivers.

Items marked * will form part of the annual EDIC review starting in November 2020 (Action 1.5).

1. Equality Diversity and Inclusion Organisation and Management

We will expand our EDI Committee to deliver this action plan and to support EDI initiatives and cultural changes at School level.

Objective	Baseline/Problem/ Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Increase capacity within EDI Committee to deliver action plan and support EDI initiatives more generally.	Planned actions require policy development, engagement with Faculty and University systems, and EDI training resulting in greater workload.	1.1 Identify staff at different levels in the School with reference to current workload and committee commitments. Consultation with staff and agreement with HoS.	School: EDI Director and HOS	M1 S1				M1: Identify and engage with staff and students at different levels in the School to join EDIC (in consultation with WLM) – Jan 2020. S1: Increased membership and representation within EDIC.
	Wider engagement with Faculty and University and planned activities of EDIC require additional leadership and responsibility.	1.2 Creation of EDI Deputy Director role.	School: EDI Director and HOS	M1 M2				M1: Consultation within EDIC about EDI Deputy Director role and its remit (responsibility EDI Director) – Jan 2020. M2: Formal creation of EDI Deputy Director position and inclusion in School WLM (responsibility HOS) – Jan 2020. S1: EDI Deputy Director role sharing leadership with EDI Director.
	EDI activities and actions can be more effectively foregrounded with, and integrated into, the work of all School committees. EDIC needs improved oversight of	1.3 EDIC representative to sit on all School committees.	School: EDI Director and HOS	M1 M2	M3 S1			M1: Consultation within EDIC to identify which members will sit on different School committees (responsibility EDI Director) – April 2020. M2: HOS to amend terms of reference for each of the School

	implementation of School EDI policies.							Committees to include EDI representative as required participant (responsibility HOS) – April 2020. M3: Review of changes to EDIC workload in relation to increased representation on committees. S1: Fully joined-up implementation of EDI policy across School activity.
Increase accuracy in centrally supplied gender information supplied to all Schools in the University.	Centrally supplied data does not explicitly include non-binary classifications in respect of gender. We have engaged with University EDIC about this, and understand that the source of this limitation is HESA data systems. Our periodic and Athena SWAN submission analyses require the School to merge local and centrally supplied data to account for staff who identify as non-binary, which is inefficient and could lead to errors. The numbers of staff are small which exacerbates the consequence of errors being made in our analyses.	1.4 Engage with University EDIC data manager about non-binary classification. Support their engagement with University central data systems and HESA through Faculty EDIC and University EDI Officers.	School: EDI Deputy Director Faculty: Dean of Science University: EDI Director	M1	M2	S1		M1: Consultation with University EDI data manager – July 2020. M2: Changes to workflow of University central data systems to include staff identifying as non-binary. S1: Changes in centrally supplied data to include numbers and FTE of staff identifying as non-binary and improved understanding of data processing.

Provide a coherent annual review of progress against Athena SWAN action plan and other EDI objectives.	EDIC periodically reports to School Assembly but this tends to be about individual issues or progress items. New activities in this action plan will increase frequency of review of School EDI data and actions and we need a coherent annual mechanism to make this efficient and effective.	1.5 Create an annual review of EDI activities including analysis of annual data and progress against Athena SWAN action plan and other EDI objectives. Report annually to School.	Director EDI	M1 M2	S1			M1: Develop a reporting system for School Summer EDI Internship analysis (Action 2.7) and items identified* in this action plan as part of EDIC annual monitoring – March 2020. M2: Data analysis by EDIC in autumn – annually, starting November 2020. S1: Annual EDI report is standing item at School Away Day (early January each year) and report is published on School intranet.
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2. Student Intake and Experience

We will explore and understand gender differences in student experience and attainment, and develop new EDI training and opportunities for all undergraduates.

Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Support our students to achieve equality in undergraduate and taught postgraduate degree outcomes.	Female undergraduate applicants are as successful as male applicants in receiving an offer but are less likely to accept.	2.1 Ensure gender balance in staff working on visit days for offered students (this is existing policy for University Open Days). Ensure EDI activities are highlighted at visit days. Conduct focus group meetings with first year undergraduates to establish importance of	School: EDI Deputy Director and Admissions Tutor	M1	S1	M2 S2		M1: Consultation with Admissions Tutor over policy for staff gender balance at visit days – November 2020. S1: Gender balance for staff working on visit days – April 2021. M2: Conduct focus groups with incoming first year students – October 2022. S2: First year students associate staff gender balance at visit days with equitable environment within the School – October 2022.

		staff gender balance at visit days.						
	Female research postgraduate applicants are as successful as male applicants in receiving an offer but are less likely to accept.	2.2 Review postgraduate applications procedures and how the School is presented in these. Review to include how School is made visible for all research postgraduate entry schemes including DTP and overseas scholarship schemes.	School: EDI Director University: GW4+ Doctoral Training Programme Manager, International Office, Pro-Vice Chancellor International	M1	M2 M3	S1		M1: Review of how the School is represented by the GW4+ Doctoral Training Programme (primary UK funding stream for our PhD students) and by the University in the overseas scholarship programmes it participates in – December 2020. M2: Changes in presentational material to ensure gender balance is clearly represented – April 2021. M3: Changes in School web pages to signpost information for PhD applicants more clearly and to ensure gender balance is clearly represented to external potential PhD applicants – April 2021. S1: Greater proportion of female applicants accept offers – September 2022.
	A lower proportion of female students than male students achieve first class undergraduate and distinction level masters degrees. Preliminary analysis suggests that this is not correlated with unanonymised marking used for final year projects.	2.3 We will undertake a detailed review of student attainment across all years of the degree programme, and correlate this with entry-level qualifications by gender. We will investigate final year optional unit choices for any gender differences. We will implement changes to assessment if this is	School: Director of Teaching, EDI Director	M1 M2 M3	S1		S2	M1: Teaching Learning and Assessment Committee (TLAC) will undertake a detailed analysis of attainment by gender across all units in our programmes, and analyse for differences in exam, coursework and anonymised and unanonymised marking. Any links found will be used to identify changes needed to assessment for academic year 2021/2022 – April 2020. M2: New data will be available to the School on student entry qualifications as part of University

		correlated with gender bias in attainment.						Student Systems planned improvements. Revision of M1 analysis – September 2020. M3: Annual review of attainment by gender undertaken as part of Summer EDI Internship and EDI annual analysis* – annually starting November 2020. S1: Changes to assessment where needed implemented for start of academic year 2021/2022 – March 2021. S2: Improved female student attainment – academic year 2022/2023 – June 2023.
	The gender balance of PhD student applications and intake varies between years with no consistent trends. We need to understand the sources of this volatility in relation to our recruitment of postgraduate students.	2.4 Investigate recruitment processes for PhD students – break down by funding type, and identify recruitment processes for each funding type. Establish whether there are any systematic biases in these. Communicate outcomes to the School for consideration in future PhD student recruitment strategy.	School: Director of Graduate Studies, EDI Director	M1	S1			M1: Director of Graduate Studies will undertake analysis of PhD student recruitment and funding sources, including selection processes for UK and overseas students, and number recruited by different schemes – November 2020. S1: Information about volatility in PhD student intake numbers and gender balance discussed at School Away Day January 2021. This may be used to evolve recruitment strategy for PhD students, dependent on outcomes.
	64% of female and 78% of male PhD students agree that they feel supported by the School. Recognising that this should be higher, we introduced a new Senior	2.5 Monitor and evaluate the Senior Tutor role through focus groups and student surveys.	School: EDI Deputy Director, Director of Teaching	M1	M2	S1		M1: PGR and PGT student focus groups will be held to obtain feedback on Senior Tutor role and opportunities for its development – June 2020. M1: PGR and PGT student focus groups will be held to follow up

	Tutor role, dedicated to PGR and PGT students in early 2019. We need to assess whether this role supports these students effectively.							2020 review and evaluate any changes made to Senior Tutor role – June 2021. S1: Improved PG support measured in student surveys – starting 2021.
	The School's summer research internship programme offers paid and unpaid internships. Unpaid internships can only be taken by students with independent support, disproportionately favouring those from wealthy backgrounds.	2.6 Set up forum through Student Staff Liaison Committee to better understand and quantify equality issues related to unfunded internships offered by the School. Consider only offering funded internships. Explore funding streams through the University Alumni Foundation.	School: Chair of SSLC, EDI Deputy Director EDI University: Chair, Alumni Association Student Experience Committee	M1 M2	S1			M1: Establish working group led by students from SSLC to review existing internship scheme – March 2020. M2: Working group to engage with Alumni Foundation Student Experience Committee to explore development of a number of funded bursaries per year – September 2020. S1: School policy on research internships including EDI considerations – January 2021. S2: Annual funded bursaries from March 2021 onwards.
Engage our students with EDI issues and processes of identifying them.	The process of data analysis underpinning EDI initiatives and activities is not very visible to undergraduate students. Although there is undergraduate representation on the EDIC, this does not provide first-hand understanding of how data is used to plan EDI activities.	2.7 We will create an annual UG Summer EDI Internship to analyse baseline data and communicate key outcomes directly to the UG population, funded by the School. This will first run in July 2020.	School: Director of Teaching, EDI Director.	M1 S1 M2 S2				M1: Develop application process for Summer EDI Internship – March 2020. S1: First intern starts in July 2020. M2: Internship data compilation shared with EDIC for annual review of progress in EDI initiatives* – September 2020. S2: Internship data analysis communicated to School UG and staff populations via SSLC – November 2020.

	There is no formalised EDI training for undergraduates. Lack of EDI training means there may be low awareness of equality issues within the School and also in field classes.	2.8 Develop bespoke EDI training for undergraduates, based on and extending University mandatory EDI training. Placed in context of field classes, overseas students and ethnicity.	School: Director EDI, Director of Teaching University: Student Lifecycle Team		M1	M2 S2		M1: EDIC review of University mandatory EDI training modules and runs focus groups with School UG community to establish training needs – June 2021. M2: EDIC develops an EDI training programme for delivery in Induction Week for UG students. We will engage with University Student Lifecycle Support team to explore whether this could be an online module – June 2022. S2: Delivery of training at UG induction – September 2022.
	There is no formalised EDI training for postgraduates. Lack of EDI training means there may be low awareness of equality issues within the School and in research activities more widely.	2.9 Develop bespoke EDI training for postgraduate students, based on and extending University mandatory EDI training. Placed in context of research activities, research ethics and academic career development.	School: Director EDI, Director of Graduate Studies		M1	M2 S2		M1: EDIC review of University mandatory EDI training modules and runs focus groups with School PG community to establish training needs – June 2021. M2: EDIC develops an EDI training programme for delivery in Induction Week for PG students. We will engage with University Student Lifecycle Support team to explore whether this could be an online module – June 2022. S2: Delivery of training at PG induction – September 2022.
Support our PhD students to progress along the academic pipeline.	The proportion of female and male undergraduates continuing to research degrees is lower than the national benchmark.	2.10 Raise the profile of academic careers within the School undergraduate career development programme by adding a new event focussing on academic careers, inviting former students	School: Careers and Public Relations Coordinator, EDI Director	M1 S1 M2	M3			M1: Development of the format for a 'Careers Lunch' focussing on the academic career pathway, and agreement from School alumni in academic roles in other universities to participate – June 2020. S1: Academic Careers Lunch included in 2020/2021 Careers

		now in academia at lecturer or higher level. Annual monitoring of proportion of UG continuing on to research degrees as part of Summer EDI Internship.						Lunch programme – September 2020. M2: Annual information about proportion of UG continuing on to research degrees provided to EDIC as part of Summer EDI Internship – starting November 2020. M3: Annual review of outcomes by EDIC – starting November 2021.
	We have poor data on PhD destinations after completion of their degree and on longer timeframes.	2.11 Obtain databases on alumni from the University Development and Alumni Relations Office and ensure GDPR compliancy.	School: School Manager University: DARO Executive	M1 S1				M1: Continue discussion with DARO about GDPR compliancy for alumni data-sharing – March 2020. S1: Statistics on PhD immediate and long-term career destinations – November 2020.

3. Staff Recruitment

We will implement new policy and processes to ensure we attract the best applicants from the most diverse pools, and share best practice across the Science Faculty.

Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Ensure we attract, and can recruit from, the best candidates for positions at all levels in the School.	When positions are available, School staff contact those in their networks who may be available. We want to understand and enhance the reach and influence of these contacts.	3.1 Develop a monitoring system for informal contacts for all positions, with responsibility with School Manager for R&T and TO positions, and with line managers for RO positions.	School: School Manager, Line Managers	M1 M2	S1			M1: Online reporting tool in School Sharepoint site for staff to record informal contacts with potential applicants for specific positions – June 2020. M2: Update in School recruitment policy to ensure reporting is included in checklist of recruitment procedures at School level – September 2020.

								S1: Annual log of contacts passed to EDIC and included in EDI annual progress review* – annually starting in September 2021.
	There is no Faculty-wide or University policy about shortlisting procedures to reduce unconscious bias. We have trialled an approach in the most recent R&T appointment and will develop this as School policy and disseminate at Faculty level.	3.2 Develop shortlisting policy in line with HOS instigated actions for recent R&T position (Section 5.1i). Implement this policy for all posts, and monitor at all levels, particularly RO where there is the greatest turnover of staff.	School: School Manager, Director EDI Faculty: Dean of Science	M1 M2	S1			M1: EDI Director to report on shortlisting procedures at next Faculty EDIC – March 2020. M2: School Manager to incorporate our recently-trialled approach into School recruitment policy – September 2020. S1: Shortlisting procedure followed for all appointments and information included in annual EDIC review* – first reviewed November 2021.
<p style="text-align: center;">4. Career Progression: Providing and Supporting Career Development Opportunities</p> <p style="text-align: center;">We will continue to improve career progression opportunities for all our staff, including at the transition between RO and R&T roles, and by enhancing periodic review processes.</p>								
Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Ensure opportunities for RO staff retention and continued progression along the academic pathway.	The highest turnover of staff is RO at grades I and J. We do not have mechanisms in place to link staff leaving with research grant funding being applied for by School staff.	4.1 Create a communication system so that staff writing research proposals or recruiting RO staff are made aware of existing RO staff nearing the end of their contract.	School: School Manager, Director of Research	M1 S1 S2				M1: School Manager to review RO staff contract information and set up monthly review process to identify RO staff nearing the end of their contracts – May 2020. S1: School Manager communicates information monthly about RO staff nearing the ends of their contracts to academic core-funded staff – starting September 2020. S2: Director of Research to include information about considering RO

								staff near the end of their contract in feedback to PIs submitting proposals as part of the School peer-reviewing process – starting November 2020.
		4.2 Increase visibility of University redeployment pool to RO staff nearing the end of their contract, via formal communication from the School Manager.	School: School Manager	M1	S1			M1: School Manager sends information about the redeployment pool to RO nearing the end of their contract as part of monthly review process – starting September 2020. S1: Greater visibility and use of redeployment pool by RO staff noted in School Surveys – starting 2021.
	Staff on OE contracts do not have a clear and unambiguous understanding of their contract terms.	4.3 Add contract terms discussion with School Manager to induction process for OE staff.	School: School Manager	M1	S1			M1: Revision of induction checklist to include contract terms discussion – March 2020. S1: Greater understanding of contract terms by RO staff reported in School Surveys – starting 2021.
	RO staff (particularly ECR) are not all aware of CPD opportunities or 20% time in their contracts which is allocated to this activity.	4.4 Include 20% CPD time into contract terms discussion with School Manager to induction process for RO staff.	School: School Manager	M1 M2	S1			M1: Revision of induction checklist to include 20% CPD discussion – March 2020. M2: PDRA forum to collate information about use of 20% CPD time and provide to EDIC for review of any issues around uptake – September 2020. S1: Greater recognition of 20% CPD time by RO staff reported in School Surveys – starting 2021.
	There is a low uptake of SRD by RO staff. They do not see it as beneficial when conducted with their line manager	4.5 Reconfigure process of SRD for RO staff, including creating a pool of all staff at line manager level who are	School: HOS, School Manager	M1	M2 M3	S1 S2		M1: Consultation with RO staff about formalising the review process with reviewers who are not their line managers – September 2020.

	because they feel the discussion will not add value to regular research meetings that they already have.	trained in SRD, so that RO can be reviewed by a member of senior staff who is not their manager. Link this extra workload for some staff into WLM. Consult with RO over what parts of online SRD system are relevant to them. Develop policy for who are SRD reviewers and which staff groups are reviewed across the School. Monitor uptake of SRD by gender.						M2: School Manager review of staff trained for SRD, identification of staff needed to be trained to ensure all RO staff can have a SRD reviewer who is not their line manager – January 2021. M3: Training for SRD reviewers completed, additional workload allocation determined and included in WLM – September 2021. S1: Completion of RO SRD cycle – September 2022. S2: Uptake of RO SRD process by gender included in EDIC annual review* – starting November 2021.
Create support networks for staff groups who expressed enthusiasm for this in staff surveys.	TO staff lack the extensive networks of R&T staff such as Research Groups and University Research Institutes.	4.6 Our TO staff will consult over the support networks they need and would like. We will lead an initiative to develop the TO network across the Science Faculty.	School: Director EDI Faculty: Dean of Science	M1 M2	S1 M3	S2		M1: Consultation with TO staff about their support needs and the networks they would like to develop – September 2020. M2: Plan of a programme of recurrent TO support events – December 2020. S1: Well-attended and popular networking activities for TO staff – June 2021. M3: Reporting on TO staff network and leading discussion at Faculty EDI around Faculty TO network – November 2021. S2: Well-attended and popular Faculty TO staff networking events – June 2022.

	There is reluctance amongst staff, particularly female staff, to go part-time for fear of simply taking a pay cut with no decrease in workload.	4.7 We will implement a new policy that properly accounts for part-time working and adjusts workload accordingly. We will review workload and experiences of our PT staff at different levels in the School, identify mechanisms to manage workload, and engage with Faculty and University EDI teams to bring in experience and best practice from other Schools. We will consult with PT staff about issues of visibility of PT status within the School, to understand whether having clear visibility of PT status would help them manage their workload.	School: HOS, Director EDI Faculty: Dean of Science		M1 M2 M3	S1		M1: Consultation with PT staff to understand issues around PT workload management and visibility of those who are PT workers within the School – May 2021. M2: Engagement with Faculty and University EDI groups on PT workload through hosting a meeting in the School – September 2021. M2: Development of School Policy around workload management for PT workers and link to WLM – December 2021. S1: Increased positive views towards PT working in Staff Surveys – starting 2022.
Ensure our staff get the most benefit from the University-led SRD scheme.	Staff undertake the University SRD process but feel that it has limited value for their career development.	4.8 Review the process of SRD for R&T staff within the School. Currently all reviews are conducted by the HOS. Consult with R&T staff about which parts of the online SRD system are priorities for them. Engage with University with our suggestions for how to	School: HOS, Director EDI University: HR teams and EDI teams	M1	M2 M3 M4	S1 S2		M1: Consultation with R&T staff about the most valuable parts of the University SRD system and views on how the process could be revised within the School – after completion of current cycle, September 2020. M2: Development of revised School process around SRD and use of University systems – May 2021.

		enhance the SRD process at School level.						<p>M3: Completion of 2021 SRD cycle with new process – September 2021.</p> <p>M4: Feedback to University outcomes of our review and suggestions for changes to SRD for consideration at Faculty and University level – December 2021.</p> <p>S1: Increased staff satisfaction with SRD – Staff Survey 2022.</p> <p>S2: Uptake of suggestions at Faculty or University level – December 2022.</p>
Ensure our staff get the most benefit from University research events.	University Research and Enterprise (RED) team organise monthly discussions to share knowledge and broker connections, often leading to workshops across Schools and/or with policy/industry partners, with a focus on connecting younger staff to wider networks and stakeholders. There is no monitoring of attendance of staff by gender to understand if these events are equally attractive (and thus beneficial) to all staff.	4.9 We will monitor attendance of School staff at RED events and advocate for such action to be undertaken by RED for all University staff.	<p>School: EDI Deputy Director, Director of Research</p> <p>University: Director of RED</p>	M1 M2 S1	M3	S2		<p>M1: Development of a School reporting process for staff attending RED research events – October 2020.</p> <p>M2: Engagement with RED team including meeting to discuss monitoring of uptake of RED events by gender – May 2020.</p> <p>S1: Introduction of monitoring by gender for RED events, managed by RED team – October 2020.</p> <p>M3: Analysis of School staff attendance at RED research events by gender as part of EDIC* annual review – November 2021.</p> <p>S2: Increased proportion of female staff attending RED research events – November 2022.</p>

Ensure our staff get the most benefit from University and external training opportunities.	57% of staff say that they would undertake more training courses if they had more time.	4.10 We will include a time allowance for staff to attend training courses in the School WLM.	School: EDI Director, HOS	M1	S1			M1: Define WLM time allocation in consultation with School Assembly, and implement in WLM policy (Action 5.3) – October 2020. S1: Increased number of staff taking training courses recorded in annual EDI review* – November 2021.
Increase visibility of support mechanisms for staff promotion.	Not all of our staff understand the University promotion process, the School's role within that, or the role of the School's promotion support committee.	4.11 We will develop content for an annual promotion workshop open to all staff, which will take place following the start of the University annual promotion process and the Dean of Science's promotion briefing. We will include talks from HOS and University HR, and from our staff who have recently been promoted.	School: HOS, Deputy Director EDI	M1 M2	S1			M1: Design and plan for School Annual Promotion Workshop – June 2020. M2: School Annual Promotion Workshop held October 2020 to coincide with new university promotion cycle. S1: Increased understanding of School promotions support process in Staff Surveys – starting 2021.
Ensure our mentoring schemes reflect current needs and operate effectively.	Mentoring schemes have been running for a few months. Staff needs change over time, and in particular, RO staff influential in the PDRA forum may leave.	4.12 Annual review of mentoring schemes by EDIC, to include assessment of fitness for purpose and whether there is a good balance of academic and non-academic mentoring for RO staff. Feedback to School through EDI annual review.	School: Director EDI	M1 M2	S2			M1: Feedback on mentoring schemes to be obtained annually via PDRA forum and staff focus group – starting September 2020. M2: Feedback analysed at EDIC as part of annual review* and communicated to staff – starting November 2020. S1: Positive feedback about mentoring schemes' scope and suitability in Staff Surveys – starting 2021.

	Staff who are have caring responsibilities want the School to set up a peer-to-peer mentoring scheme for parents.	4.13 We will set up a peer-to-peer mentoring scheme modelled on the successful peer-to-peer mentoring developed by RO ECRs (the PDRA forum).	School: Deputy EDI Director, School Caring Leave Champion (see item xxx)	M1 M2	S1			M1: Consultation with staff with caring responsibilities to set up peer-to-peer mentoring, including identification of terms of reference if needed – September 2020. M2: Terms of reference of mentoring scheme and matching mentees and mentors – December 2020. S1: Positive feedback about peer-to-peer mentoring and support for those with caring responsibilities in Staff Surveys – starting 2021.
	The success of our mentoring schemes for RO ECR staff and R&T staff could be beneficial in other Schools within the Faculty and University.	4.14 We will share best practice from our successful mentoring schemes for ECR RO staff and R&T staff with other Science Faculty schools through Faculty EDIC. We will prepare a paper on the peer-to-peer and non-academic mentoring organised as part of the RO ECR PDRA network for dissemination at Faculty level.	School: Director EDI		M1 S1			M1: Paper written on best practice in our mentoring schemes following EDIC annual review* in November 2020 – June 2021. S1: Presentation of paper at Faculty EDIC – November 2021.

5. Career Progression: Identifying and Tackling Barriers

We will investigate issues related to the broader context of career progression, that have been identified as part of this submission. We will investigate barriers to progression and tackle issues of equity in the School working environment.

Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Provide an effective set of School procedures to support staff facing issues of unacceptable behaviour.	There have been a number of incidents where School students and staff have suffered unacceptable behaviour in the workplace. University HR systems require victims to make official complaints before any action can be taken. School staff would like School-level procedures that are transparent and integrated to support staff.	5.1 Create School policy for actions following a staff member reporting unacceptable behaviour to their line manager or another staff member. Create School guidance on acceptable behaviour and interpretation of the University Acceptable Behaviour guidance and policies that are relevant to the School context. Training for all staff in Acceptable Behaviour as part of EDI training (item 6.1).	School: EDI Director, HOS, School Manager	M1	M2 M3	S1		M1: creation of School guidance on what constitutes acceptable behaviour through interpretation of University Acceptable Behaviour Policy, and focus group discussions – December 2020. M2: Development of School Policy on our responses to unacceptable behaviour, and improved processes to link the University anonymous reporting tool to School processes, through consultation with University HR – July 2021. M3: Introduction of new policy to all staff via an EDI training day – October 2021. S1: Improved feedback via Staff Surveys about how the School supports staff facing unacceptable behaviour – starting 2022.
	There is sector-wide concern about unacceptable behaviour during fieldwork, with particular impacts on female students and staff, and recent international legal cases.	5.2 Develop guidance on acceptable behaviours for taught field classes and research fieldwork. Incorporate into UG, PG and staff EDI training.	School: EDI Director, Programme Directors, Director of Graduate Studies, Safety Advisor	M1	M2 M3 M4 S1	M5	S2	M1: Preparation of a paper summarising recent articles on unacceptable behaviour on fieldwork, and consultation with staff and students (including via anonymised reporting) about issues within the School and their experiences – December 2020.

	School staff would like a coherent policy and guidance for fieldwork behaviours and best practice for managing these.	Exchange best practice with other UK Earth Science schools.						<p>M2: Development and publishing of School policy and guidance on acceptable behaviour on fieldwork – July 2021.</p> <p>M3: Training module for fieldwork behaviour for incorporation in UG and PG EDI training in Induction Week – September 2021.</p> <p>M4: Training module for fieldwork behaviour for incorporation in staff EDI training – September 2021.</p> <p>S1: Implementation of policy and reporting mechanisms for unacceptable behaviour in fieldwork by start of fieldwork in academic year 2021 – December 2021.</p> <p>M5: Publishing a working paper summarising our guidance and policy and circulation to other UK Earth Science Schools – June 2022.</p> <p>S2: Lower incidence of unacceptable behaviour reporting on fieldwork – EDIC annual review November 2023.</p>
Support the transition to transparent workload share for core-funded academic staff.	A revised workload model is nearing completion. Previous workload shares were not transparent and there are opportunities to refine the new WLM and increase transparency around workload in the School.	5.3 HOS to share results of new WLM and explain its use in managing workloads. Consultation with staff about WLM components and weighting, and frequency of updating. Track views about its use in future staff surveys.	School: HOS	M1 S1				<p>M1: Formal presentation of WLM and its use at School Assembly and consultation with staff involved – March 2020.</p> <p>S1: Improved support of the WLM by staff in future Staff Surveys – starting 2020.</p>

	The School and Faculty deem small (<1 week) tasks, including PGR student progress monitoring meetings, PGR vivas and appointment panels to be inefficiently managed by WLMs; instead, they are recognised by a blanket 5-week allocation. This does not address inequity.	5.4 Introduce a recording scheme for important tasks that cannot be accounted for in the WLM structure and annually monitor staff time commitment to these tasks.	School: HOS, School Manager	M1	S1 S2	S2		M1: Formal presentation of 'small tasks' monitoring system and its use at School Assembly and consultation with staff involved – March 2020. S1: Analysis of staff time commitments, presentation to staff at School assembly and consultation with staff over outcomes – October 2021. S2: Improved support of the WLM by staff in future Staff Surveys – starting 2021.
Improve the visibility and implementation of caring leave processes to all staff.	Staff surveys show that not all staff have good visibility of the School procedures and practice around caring leave.	5.5 Create a Caring Leave Champion as a staff role recognised in the School WLM. A core-funded staff member on EDIC will take on this role.	School: Deputy Director EDI	M1 S1	S2			M1: Terms of reference for Caring Leave Champion role defined and approved by EDIC and HOS. Workload allocation agreed with HOS – July 2020. S1: Caring Leave Champion Role created and position filled – September 2020. S2: Improved visibility of procedures and processes around Caring Leave reported in future Staff Surveys – starting 2021.
Clarify protocols for communicating with staff during caring leave.	Staff have different preferences for if and how they are communicated with during periods of caring leave.	5.6 Create a formal process via the School Manager for staff preferences to be recorded and communicated to academic and professional services staff with responsibility for School-level email communication.	School: School Manager	M1 M2	S1			M1: Inclusion of communication preferences in Caring Leave checklist – March 2020. M2: Protocols for communicating with staff on Caring Leave developed and agreed with School academic and professional services staff – September 2020. S1: Improved feedback from staff about Caring Leave procedures in School Surveys – starting 2021.

Identify workload associated with membership of external committees and consider inclusion in WLM.	It is beneficial for staff career development to sit on external committees including those of national research and funding agencies and learned societies, but there is little knowledge of workload implications.	5.7 School manager/HOS to include an information request for time commitment to external committees as part of future WLM model returns. HOS to assess level of time commitment against other WLM activities and consult with staff over inclusion of this activity in WLM.	School: HOS		M1 S1			M1: External Committee duties to be included in annual WLM returns by staff – May 2021. S1: School approval for external committee duties to be included in WLM following time allocation by HOS and consultation with staff at School Assembly – December 2021.
Explore the difference in funding success between male and female staff.	Female staff submit fewer research proposals with a higher success rate. It is unclear whether this reflects reluctance to submit proposals or more care in producing them.	5.8. Research Committee to discuss with staff, including in focus groups if appropriate.	School: School Research Director		M1 S1			M1: Determine if there is any difference in perception amongst staff with respect to barriers to submitting proposals. S1: A report to the School, with subsequent actions if deemed necessary.
<p style="text-align: center;">6. EDI Culture</p> <p style="text-align: center;">We will instigate new EDI initiatives and social events to expand the culture of the School, including sharing practice with other Earth Science schools.</p>								
Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Embed principles of workplace equity in School culture.	Staff receive limited EDI training as part of SRD, and would like to receive more, according to recent staff survey results. Staff EDI training will complement actions to provide this training	6.1 Develop bespoke EDI training extending University mandatory EDI training. Training will be placed in context of research activities, research ethics, processes of	School: Director EDI, HOS	M1 M2	S1 S2			M1: Consultation with staff about EDI training needs beyond SRD mandatory EDI training through focus groups – July 2020. M2: Draft programme of EDI training developed by EDIC through consultation with University EDI

	for undergraduate and postgraduate students.	recruitment and line management and academic career development.						and external training organisations – October 2020. S1: Training modules delivered in School core hours during academic year 2020/21 – September 2021 and then annually. S2: Improved outcomes for EDI in School Surveys and reduced incidence of unacceptable behaviour – starting 2021.
	Staff and students would like regular EDI focussed events to improve visibility and awareness of EDI issues.	6.2 Develop a programme of monthly EDI events using Faculty, University and external networks to identify speakers and programme. Consult with School over form and timing (within core hours) of these events.	School: Director EDI		M1	S1 S2		M1: Consultation with students and staff about EDI events through School Assembly and focus groups – July 2021. S1: Programme of EDI events in School core hours during academic year 2020/21 – September 2021 and then annually. S2: Benefits of EDI events recognised in School Surveys – starting 2021.
	The School is split over two locations. The majority of staff and academic and social events take place on one site. Although this is not commented on as a significant issue for staff participation in events, address equity issue in event location.	6.3 Rotate location of School social events between WMB and LSB.	School: School Manager, HOS	M1 S1 S2				M1: Location of rooms in Life Sciences Building for holding regular School social events (Staff Socials and Cream Teas) – March 2020. S1: Programme of social events alternating in between Wills Memorial Building and Life Sciences Building – May 2020. S2: Positive feedback from staff and in Staff Surveys – starting 2020.

Establish permanent location for safe and hygienic environment for breastfeeding and expressing milk.	Permanent bespoke facilities for expressing milk and breastfeeding are available in Life Sciences Building but not in Wills Memorial Building (WMB). Ad hoc facilities have been used in WMB in the past, but these are not satisfactory.	6.4 Create a permanent location for expressing milk and breastfeeding in WMB. Work with School of Law and WMB committee to identify a space, start processes with University EDI and finance teams to ensure space is centrally funded, and a fridge is provided for storage of milk. Develop booking system through University EDI and School EDI teams.	School: HOS, School Manager University: HOS of Law and Management; EDI team; Estate Services	M1 S1 M2 S2	S3			M1: Engagement with WMB committee to identify a room which can be permanently used for expressing milk and breastfeeding – May 2020. S1: Identification of a room acceptable to Schools occupying WMB – May 2020. M2: Consultation with University Building Management and EDI teams about designating the room as centrally-funded space – September 2020. S2: Agreement on centrally funding a room and providing costs for renovation – December 2020. S3: Room renovated and available – July 2021.
Work with other Earth Sciences schools to share experience of actions on embedding EDI culture.	Earth Sciences Schools are traditionally predominantly male and white. Actions to address gender balance and ethnic diversity are common to many Schools, and there is good practice to be learned across the sector.	6.5 Extend existing networks with Cambridge, Cardiff and Exeter Earth Sciences EDI committees to other schools of similar size in UK. Host a web or physical event to share best practice on EDI challenges for UK Earth Science schools.	School: EDI Director			M1	M2 S1	M1: Share working papers on Acceptable Fieldwork Behaviour policy, and student and staff EDI training with UK Earth Sciences schools – June 2022. M2: Organise and secure funding to host a UK meeting on EDI challenges for Earth Sciences schools in Bristol in 2023 – January 2023. S1: Host meeting and circulate outcomes nationally – December 2023.

7. Outreach

We will use our extensive outreach activities and networks to engage with groups under-represented in our academic career pipeline.

Objective	Baseline/Problem/Rationale	Action	Responsibility	Timescale				Milestones (M) and Success Measures (S)
				2020	2021	2022	2023	
Develop a coherent strategy for targeting our outreach work to address issues of gender equality and ethnic diversity.	School students and staff want EDI activity to target ethnic diversity and its intersection with gender equality. Outreach is currently an activity that responds to requests such as from schools and science and nature festivals. We are not strategic about how we do outreach or who we are targeting.	7.1 We will aim to increase our female and BAME applicants for undergraduate degrees through outreach activities that target schools with a high representation of these groups, and with a high proportion of girls in STEM subjects.	School: Chair of Engagement, Partnership and Outreach Committee, Director of Public Engagement	M1 M2 M3	M4	S1		M1: Review of outreach activities over the last two years to identify demographics we engaged with – September 2020. M2: Review of Schools local to Bristol with high representation of BAME girls in STEM subjects – September 2020. M3: Consultation with organisers of national science festivals about ethnicity and gender of those attending, where it is possible to get this information – September 2020. M4: Development of a coherent School outreach policy to engage with a greater proportion of BAME and girls than current activities. Consultation with School staff about how to implement the policy in practice – July 2021. S1: Adoption of planned outreach activities within the School with a programme of events for 2022 – January 2022.
	Outreach activities are not uniformly distributed across all staff and the workload associated with outreach is not	7.2 We will conduct a review of student and staff outreach activity. This will consider recognition of outreach	School: Director of Public Engagement, HOS	M1 M2	S1			M1: Review of outreach activities over the last two years to identify student and staff workload and recording mechanisms for this – September 2020.

	recognised (except for the Director of Public Engagement role).	as a component of the WLM.						<p>M2: Consultation with staff and students about how to share workload related to outreach and whether it should be a component of the WLM – December 2020.</p> <p>S1: School policy on outreach workload based on M2 consultation, with possible time allocation included in WLM reporting – May 2021.</p>
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