



Athena Swan Action Plan 2022 – 2027

Introduction

As a founder member of the [Athena Swan Charter](#), since its launch in 2005, we are part of a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures. The Charter originally looked to encourage and recognise the career progression and employment of women in Science, Technology, Engineering, Maths and Medicine (STEMM) – sectors which typically show a strong imbalance towards men. It has since been expanded to all disciplines, and to tackle gender underrepresentation more broadly. The Charter recognises achievements and progress towards gender equality, including representation, progression and working environments for all staff. It is a framework used across the globe to support and transform gender equality within higher education. The University has a [proud history](#) of equal opportunities for women and is committed to promoting gender equality through attracting, retaining and promoting talented staff from the broadest range of backgrounds. We have seen great progress in our community, currently proudly holding 13 Bronze Athena Swan awards, 5 Silver awards and 1 Gold award at School-level. In 2022-2023, the University was honoured to receive a [Silver Athena Swan award](#) at institution level, after working to progress change since the Bronze award that the University received prior.

Governance and Ownership

Much of our work around gender equality is generated through the institutional self-assessment process that supports the identification of actions for Athena Swan purposes that are captured in our Athena Swan Action Plan. These actions are informed by sex- and gender-disaggregated data collection and consultation and cover such issues as recruitment, anti-harassment, and work-life balance policies. Actions identified through the Athena Swan application process have been embedded into our institutional action plan.

Fully endorsed by the Vice-Chancellor and the [University Executive Board](#), the University's action plan will be championed by our institutional lead for gender equality, Deputy Vice-Chancellor and Provost Professor Judith Squires.

The University's [Swan Implementation Group](#) will support the achievement of the University's strategic objectives in relation to gender by driving transformational, structural, and cultural change to improve the representation, development, and experience of women, men and non-binary staff. The Swan Implementation Group will be accountable for the success of the Athena Swan Action Plan and will report regularly to the [EDI Strategy, Monitoring and Implementation Group \(EDI SMIG\)](#) on progress.



Each Faculty has an EDI Committee that initiates action specific to their discipline and operating context. Each Faculty EDI Committee also maintains oversight of [School-level Athena Swan accreditations](#) and much of this activity is progressed by committees at School level.

Action Plan

This Action Plan is intended to initiate change at organisational level, providing a framework for action over the next five years. It is a live document that will be implemented, reviewed and refocused, as appropriate, by the Swan Implementation Group. This Group will oversee the implementation of actions identified.

Advance HE guidance encourages shared responsibility for actions across a range of staff. The majority of actions are assigned to several colleagues working collaboratively to share responsibility, workload and avoid a single point of contact. Please note that this is an institutional-level action plan.

We have grouped the action plan into four sections:

- 1) Work-life balance and organisational culture**
- 2) Gender equality in recruitment and career progression**
- 3) Measures against gender-based violence, including sexual harassment**
- 4) Gender balance in leadership and decision making**

1. Work-life balance and organisational culture

The University promotes gender equality through a range of culture change initiatives to engage all members of our university community in building a culture of inclusion and belonging, where staff feel connected, empowered, and respected. Ensuring that the [University's Strategy for Fostering Equality, Diversity and Inclusion](#), institutional values, and research behaviours are embedded into the fabric of our organisation to support this commitment will be critical to maintaining an open and inclusive organisational culture for women, men, and non-binary staff.

Through our action plan for this section, we aim to build on an inclusive and supportive culture where everyone is respected, heard and can be their authentic self. We seek to increase the sense of community and belonging across both staff and students, as well as finding ways to reduce workloads and focus on wellbeing. By having a Diversity Dashboard of data and disaggregating the annual staff survey data we hope that this will enable informed positive action of recruitment for equality; namely gender, ethnicity, and intersectionality, and to improve inclusiveness and belonging. It is also important that we continue to understand the impact of blended working, monitoring and consulting with staff in regard to our Blended Working Policy, following its formal adoption in November 2022. We anticipate that reviewing and consulting on some of our parent and carer policies will better support parents and carers throughout their career journey, enabling a richer understanding of the leave and support options available to them.

| 1. Work-life balance and organisational culture | | | | | | |
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| Objective | Actions | Timeline | | | | |
| | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| A1.1 Establish a Swan Implementation Group | <ul style="list-style-type: none"> Swan Implementation Group established | First group meeting | | | | |
| A1.2 Develop a Diversity Dashboard to inform positive action in recruitment with a particular focus on gender and race. | <ul style="list-style-type: none"> Discussions with QMU, Belfast regarding their data dashboard. Develop a Power BI live staff data dashboard. School Athena Swan mandatory data packs sent annually while the dashboard is in production. | Discussion with QMU | | | | |
| | | | Develop data dashboard | | | Dashboard live |
| | | Athena Swan data sent annually, until dashboard is in place | | | | |
| A1.3 Disaggregate new annual Staff Survey data by protected characteristics to deep dive | <ul style="list-style-type: none"> Ethnic groupings for disaggregation agreed. | Ethnic groupings agreed by SET | | | | |

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| <p>into intersectional issues, with a particular focus on Inclusion and Belonging.</p> | <ul style="list-style-type: none"> • Clear communication for intersectional data collection requirements sent to relevant Organisational Development HR Teams. • All surveys and data collection to be disaggregated by protected characteristics. | <p>Pre-survey communication to HR teams</p> | | | | |
| <p>A1.4 (linked to A1.5) Increase the sense of community for staff and students.</p> | <ul style="list-style-type: none"> • Recruit a Senior Residential Life Manager (Inclusive Communities) • Repeat Thanks and Recognition free breakfasts and lunches, that originally ran in July 2022 for Professional Services staff, which received very positive feedback with regards to cohort building. • Rebuild Staff Social clubs, following COVID-19. • SET Livestreams with at least one livestream each term, to ensure effective communication from the SET to all parts of UoB. • TheirStories to relaunch for academic year 2022-2023 • Relaunch trans and non-binary voices group, as part of the LGBT+ Staff Network. • Trans and non-binary staff and students to continue to be included in the TheirStories event series, LGBT STEM Day events and IRC events. • Organise "TheirStories" and Inclusive Research Collective events that cover aspects of trans and non-binary issues. • Repeat Trans Awareness training for staff and expand this to UG student cohort. | <p>Senior Residential Life Manager in post</p> | | | | |
| <p>Thanks and Recognition events repeated annually</p> | | | | | | |
| <p>Staff Social clubs supported to re-start. Communicate clubs via staff social newsletter</p> | | | | | | |
| <p>SET Livestreams termly</p> | | | | | | |
| <p>TheirStories events run bimonthly, with some to include trans and non-binary issues</p> | | | | | | |
| <p>LGBT+ STEM Days</p> | | | | | | |
| <p>IRC events</p> | | | | | | |
| <p>Trans Awareness staff run at least once per year. Analyse feedback on training. Report to Swan Implementation Group. Expand training to UG students and gauge feedback. Report to EDI-SMIG</p> | | | | | | |
| <p>A1.5 (linked to A1.4) Focus on the development of inclusive communities by a programme of awareness-raising campaigns, activities and support which meet the needs of underrepresented student groups.</p> | <ul style="list-style-type: none"> • Review the Be More Empowered (BME) for Success programme and develop further initiatives, for UG and PG students, that meet the needs of a sense of community and belonging. • The Community Development Workstream group to collaborate with students and the City to build a coordinated plan of activities to increase inclusion and belonging. | <p>Review BME for Success</p> | | | | |
| <p>Group to collaborate with students and City to plan activities to increase inclusion and belonging.</p> | | | | | | |
| <p>Termly updates, starting in Teaching Block 2 2023. Repeated twice yearly as a minimum.</p> | | | | | | |
| <p>Task & Finish Group set up</p> | | | | | | |
| <p>Review data</p> | | | | | | |

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| | <ul style="list-style-type: none"> • Community Development Workstream to give termly updates on planned activities to the EDI SMIG. • A PGR Task and Finish EDI Group to be set up to: Review all data on recruitment and student experience • Identify key priorities and implement actions • Review effectiveness of actions | Identify key priorities and implement actions | | | | |
| | | | Review effectiveness of actions annually | | | |
| A1.6 (linked to A1.7 and A1.8) Effect of the blended working trial on different staff groups. (Linked to A7). | <ul style="list-style-type: none"> • Pulse surveys undertaken in 2020 - 2022. • Consultation with Parent and Carers Network presented to GIG in June 2022. • Focus Groups with male staff, particularly PW1 male staff, to be undertaken. • Consultations used to develop new ways of working policies. | Pulse survey results to UEB | | | | |
| | | Consult with Staff Networks via Voice & Influence meetings | | | | |
| | | Male Staff consultation Data to Swan Implementation Group | | | | |
| | | Develop new ways of working guide. Highlight to staff. | | | | |
| A1.7 (linked to A1.6 and A1.8) Continuation of consultation with staff and student networks for future ways of working | <ul style="list-style-type: none"> • Voice and Influence Group meetings, including representatives from all of the Staff Networks and central EDI Team to be held at least 3 times per year. • Representative of the central EDI Team and Policy and Reward Team to attend specific Staff Network meetings for specific consultation to occur. • Student feedback to be obtained via the Bristol SU and Student EDI committee. | V&I meetings 3 x per year. | | | | |
| | | Representative of EDI Team and Policy and Reward Team to attend Staff Network meetings, as consultation is required. | | | | |
| | | Student feedback to be obtained, as consultation is required. | | | | |
| A1.8 (linked to A1.6 and A1.7) If Blended Working is adopted as a new policy following the | | Managers training sessions | | | | |

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| outcomes of the trial - Initiate a full review of all relevant impacted policies and procedures. | <ul style="list-style-type: none"> Managers training sessions to be held by the Chief People Officer, to ensure consistency of Blended Working policy across Line Managers. On-going monitoring of positive and negative impact on staff via continuing consultation with Staff Networks via termly Voice and Influence meetings. New Blended Working policy introduced. | Continued consultation with Staff Network Groups via V&I meetings, 3 x a year | | | | |
| A1.9 Tackle unacceptable workload levels for academic and PTO staff | <ul style="list-style-type: none"> Review committees and remove / reduce the meeting occurrence, where more streamlined ways of working can be obtained. Clear communication sent to line managers about the expectations of PT workloads, so they are proportionate to the contracted hours of colleagues. Share best practice externally, to help tackle the sector-wide observed heavy workloads within HE. | Blended Working policy introduced. | | | | |
| A1.10 Introduce a UoB policy for neonatal care | <ul style="list-style-type: none"> Consult with the Parents and Carers Network. Launch new policy. Highlight this to staff via the Home and Family SharePoint page and Parent and Carers Network. | Finish review. Implement changes. | | | | |
| | | Communication sent via Deans, to coincide with committee review outcome. | | | | |
| | | | Set up EDI Network, with GW4, for best practice | | | |
| A1.11 Demystify SPL / Fathers and Partners in the workplace support. | <ul style="list-style-type: none"> Initiate review of current Shared Parental Leave Policy in full consultation with the Parent and Carers Staff Network and the Athena Swan Leads Network. Act upon findings and relaunch Policy. Ensure managers are trained in implementing new Policy. Ongoing key messaging to raise awareness of Shared Parental Leave provision to staff. Increase uptake of SPL | Consultation | | | | |
| | | Launch policy | | | | |
| | | Highlight to staff | | | | |
| | | | Review SPL & consultation | | | |
| | | | | Relaunch policy | | |
| | | | | Manager training | | |
| | | | | Launch messaging of new provision | | Increase uptake of SPL |
| A1.12 Support for returning parents and carers who do not | <ul style="list-style-type: none"> Undertake analysis of need for the expanded RCS. | Undertake analysis | | | | |

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| qualify for research or teaching relief via our Returning Carers Scheme | <ul style="list-style-type: none"> • Launch expanded RCS via communication with Heads of Schools, Faculty Research Directors and Staff in the UoB internal bulletin, School bulletins, new webpage content and poster campaign. • Collect and analyse feedback on usefulness of the expanded scheme. • Report to EDI-SMIG. | | Launch expanded RCS | | | |
| | | | | | Collect and analyse feedback | |
| | | | | | Report to EDI-SMIG | |
| A1.13 Further support for menopause awareness. | <ul style="list-style-type: none"> • Menopause guidelines introduced in 2021. • Menopause cafes were attended by 137 colleagues over a 7-month period, to positive qualitative feedback from staff. • UoB-wide menopause awareness poster campaign. • Menopause Awareness at Work course to be developed and launched. Recordings of workshops to be made and uploaded to provide a permanent resource. | Menopause cafes to be run every month. | | | | |
| | | Poster campaign | | | | |
| | | Menopause Awareness recordings uploaded. | | | | |
| | | Feedback analysed. Report to EDI SMIG. | | | | |
| A1.14 Collect and analyse, by gender, staff attendance and feedback on the Menopause Cafes and Develop workshops. | <ul style="list-style-type: none"> • Poster campaign launched. • Targeted advertising to male • Staff who are in senior positions, or who are line managers. • Analyse attendee data. | Poster campaign | | | | |
| | | Targeted advertising | Annual campaign on World Menopause Awareness Day | | | |
| | | | Analysis of data, by gender, annually | | | |
| A1.15 Increase awareness of culturally appropriate wellbeing support to minority ethnic students | <ul style="list-style-type: none"> • Advertising campaign launch to coincide with University Mental Health Day. • Increased communication of wellbeing support, including culturally appropriate counselling, to UG and PG students via email and social media channels. | Launch campaign | | | | |
| | | Repeat communications at the beginning of each term and beginning of each assessment period | | | | |
| A1.16 Tackle unacceptable behaviours aimed at trans and non-binary students and staff. | <ul style="list-style-type: none"> • Trans Awareness training has been received positively with staff attendees. Expand this training to students. • Annual reporting of transphobic and non-binary complaints and actions taken, where appropriate, to build | | Trans Awareness training run at least once per year | | | |
| | | | Annual reporting of transphobic and non-binary abuse included as part of the annual EDI report | | | |

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| | a transparent and supportive culture where staff and students trust the reporting system. | | Annual EDI report shared with Swan Implementation Group and EDI SMIG | | | |
| A1.17 Collaborate with Brigstowe to launch a peer mentoring programme for trans and non-binary students. | <ul style="list-style-type: none"> Recruit ~20 mentors from the local community. Train mentors. Launch Mentorship scheme. Collect and analyse feedback from mentees and mentors. Analysis presented to EDI SMIG annually. | Recruit mentors | | | | |
| | | Train mentors | | | | |
| | | Launch Mentorship | | | | |
| | | | Collect and analyse feedback from mentees and mentors annually. | | | |
| | | | Analysis presented to EDI SMIG annually | | | |

2. Gender equality in recruitment and career progression

Mandatory training on inclusive recruitment and optional training for how to mitigate the impact of everyday exclusions remains in place. We are aware of the limitations of this training and are exploring other ways to ensure fairness at all stages of the recruitment process – from designing the job description, proactively seeking a diverse range of candidates, to making the final decision at interview. We are also accelerating our approach to positive action with targeted and evidence-based interventions being applied across various disciplines and specialisms and aim to be more ambitious in this area over the coming years.

Achieving parity between those on full- and part-time working patterns remains a priority: part-time workers constitute a significant proportion of our academic workforce, and these are disproportionately women on predominantly Pathways 2 (Research) and 3 (Teaching). Evidence shows these staff progress more slowly than their full-time colleagues and we need to fully understand the issues and what should change, focussing on how to create more opportunities and a deep dive into work allocation.

Gender focussed targets have been refreshed amongst a small number of KPIs in the University’s strategy that will enable us to measure our success in improving the representation of women at various career stages, particularly at senior levels. We recognise a need for clearer transparency and confidence in the Academic Promotions Framework (AFP) and intend to encourage targeted faculty workshops for promotion for each grade, analysing its use as well as collating feedback, reporting findings to Senate and the EDI Strategy, Monitoring, and Implementation Group (EDI SMIG). It is also vital to continue to monitor our gender pay gap and representation of women at professorial levels. Having expanded

reporting to include the Ethnicity Pay Gap, we aim to reduce both the gender and ethnicity pay gaps over time by analysing data, tracking and reviewing areas, such as the amount of time colleagues spend in a particular job grade, in order to develop targeted approaches to improving diversity, particularly at Grade M and leadership roles.

| 2. Gender equality in recruitment and career progression | | | | | | |
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| Objective | Actions | Timeline | | | | |
| | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| A2.1 Increase transparency and confidence in the APF. | <ul style="list-style-type: none"> Targeted Faculty workshops for promotion for each grade, by Faculty HRBPs. Collect and analyse feedback on understanding and perceived transparency of the process, by Faculty. Implement changes to workshop content, as necessary. Annual report to Senate and the EDI SMIG. | Workshops to run twice per year | | | | |
| | | Feedback to be collected and analysed immediately following workshops. Changes to be implemented, as a result of feedback. | | | | |
| | | Annual report to the EDI SMIG and Senate | | | | |
| A2.2 (linked to A2.6 and A2.12) Increase the percentage of female professors to 50% by 2030 | <ul style="list-style-type: none"> Review professorial recruitment practices. Set individual faculty KPIs (see A2.6). Review opportunities and support for colleagues who work PT (See A2.12) 50% female professors. | Review & set KPIs | | | | |
| | | | Review support for PT colleagues | | | |
| | | | | | | 50% F professors by 2030 |
| A2.3 Work to eliminate the Gender Pay Gap | <ul style="list-style-type: none"> Review GPG by job grades and by age to highlight any discrepancies and take action to remove these. Review Recruitment and Retention payments above £15k. Proactively support women’s applications for NHS National Clinical Impact Awards through workshops and guidance. | | Review GPG by grades | | | |
| | | | | | Review R&R payments £15k + | |
| | | Support women’s applications for NHS NCIA (workshops and guidance) | | | | |
| A2.4 Work to eliminate the Ethnicity Pay Gap | <ul style="list-style-type: none"> Improve our diversity data monitoring by considering 7 categories of ethnicity to monitor progress. Develop targeted and evidence-based approaches to improve ethnic diversity, with a particular focus on | Improve diversity data monitoring | | | | |
| | | Develop targeted approaches to improve ethnic diversity, focusing on the academic pipeline to Grade M (professor) and Leadership roles for PTO staff. | | | | |

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| | <p>improving the academic pipeline to Grade M (professor) and Leadership roles for PTO staff.</p> <ul style="list-style-type: none"> Implement an institutional anti-racism action plan with a specific focus on removing potential for racial bias in our people-related policy. | | Implement an institutional anti-racism plan | | | |
| A2.5 Measure the success of the Professional Services Career Development Programme (PSCDP), with data disaggregated by legal sex and ethnicity, on the career progression of PTO staff. | <ul style="list-style-type: none"> We anticipate that change will take time and so we will include this as part of our annual EDI report over a 5-year period. Annual report of PTO pipeline, by legal sex and ethnicity produced. Report findings to be presented to EDI SMIG. | | Annual report every December, from 2023 to 2027. | | | |
| A2.6 (linked to A2.2) Increase female Professors and Associate Professors in the faculties of Engineering, Life Sciences and Science | <ul style="list-style-type: none"> Build on the excellent work already being undertaken within these Faculties, by increasing the targeted outreach activities within the Faculties of Engineering and Science with female audiences. Set up "Ca-pow!", a multidisciplinary project to work with UG students to develop a means to capture, understand and overcome alienating education experiences of underrepresented groups. Set up a GW4 EDI Network, to focus on barriers on the career progression of women in STEM and suggest actions to tackle this sector wide. Refocus recruitment advertising, with targeted communication, to decrease the gendered effect of advertising predominantly on social media. Increase the percentage of female Professors and APs to levels comparable with the proportion of total female staff within the Faculties of Engineering and Science by the end of 2027 Increase the percentage of female professors and APs within the Faculty of Life Sciences by the end of 2027. | | Annual "Women in Engineering and Science" Day activities, to run in conjunction with "Women in STEM Day" | | | |
| | | | Set up "Ca-pow!" | | | |
| | | | | Set up GW4 Network | | |
| | | | Inclusive recruitment guides shared | | | |
| | | | | | | Increase % of female Professors and APs in Faculties of Engineering and Science |
| | | | | | | Increase % of female professors and APs in the Faculty of Life Sciences |
| | | Launch pilot | | | | |

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| A2.7 (linked to A2.8) Run a pilot sponsorship programme to provide ECRs with the time to develop research ideas and proposals. This will enable transition from senior research associate to research fellow (on PW2) providing a springboard to independence. | <ul style="list-style-type: none"> • Launch pilot sponsorship programme (approx. 20 fellowships of 6-months duration). • Collect and analyse feedback from participants, by legal sex and ethnicity. • Present findings to EDI SMIG. | | Collect and analyse feedback | | | |
| | | | Present findings to EDI SMIG | | | |
| A2.8 (linked to A2.7) Track the careers of recipients of the ECR sponsorship scheme, by legal sex and ethnicity. | <ul style="list-style-type: none"> • Track immediate destination following sponsorship scheme. • Disaggregate data by legal sex and ethnicity. | | Track destinations | | | |
| | | | Disaggregate data | | | |
| A2.9 Track the amount of time colleagues spend in a particular job grade, by legal sex and ethnicity. | <ul style="list-style-type: none"> • Collect and analyse data from previous years, where possible. • Track the length of time colleagues spend at each job grade. • Analyse the data by legal sex and ethnicity. • Report findings to EDI SMIG. | | Collect and analyse data | | | |
| | | Track the time colleagues spend at each job grade | | | | |
| | | Analyse the data | | | | |
| | | | | | | Report to EDI SMIG |
| A2.10 Monitor and evaluate the use of the APF in all promotion and movement processes across all pathways by legal sex, ethnicity, working pattern and any equality impact statements. | <ul style="list-style-type: none"> • Annual analysis of the criteria chosen, by legal sex, following promotions cycle. • Annual report to be shared with Senate and the EDI SMIG. • Explore more focused interventions at the different career stages, especially at the transitions between stages where there is the largest turnover of staff (PW2 and PW3). • Ensure transparency of the process to eligible staff. • Review APF criteria following 4 years' worth of data. | Annual analysis following promotions | | | | |
| | | Annual Report presented to Senate and EDI SMIG | | | | |
| | | Focussed interventions as required | | | | |
| | | HRBP workshops to be run before every APF cycle. | | | | |
| | | | | | | Review APF criteria |
| A2.11 Support promotions panel members to give useful and constructive feedback to colleagues who are unsuccessful in the promotions | <ul style="list-style-type: none"> • Hold briefing sessions with Faculty promotion Committee members on providing constructive feedback for colleagues to use for future applications. | Briefings held and repeated annually. | | | | |

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| round, to further strengthen future applications. | | | | | | |
| A2.12 (linked to A2.2) Challenge the way that academic work is allocated for those who work part-time (PT). This includes looking at how to make other opportunities, such as leadership roles that are often out of reach for those working PT, more accessible. | <ul style="list-style-type: none"> • Deep dive into how work is allocated to colleagues who work PT, with a specific focus on leadership roles. • Report findings and suggest actions for implementation. • Increase communication of potential job-sharing for leadership roles for colleagues who work PT. • Phase 2 of the Academic Career Development Programme will perform a deep dive into differences in support between pathways and form specific actions | Deep dive into work allocation | | | | |
| | | | Report findings, suggest actions | | | |
| | | | Increase communication of potential job-sharing | | | |
| | | | Phase 2 of the ACDP deep dive | | | |
| A2.13 Ongoing monitoring of the longer-term impact of the pandemic on academic careers | <ul style="list-style-type: none"> • Report showed no gendered effect of the COVID-19 pandemic as yet, but this must be repeated as the effect of the pandemic might occur over several years. • Expand this study to look at other Faculties. | Consider data covering 2021-22 | | | | |
| | | Repeat annually until the effects of the COVID-19 pandemic are deemed over. | | | | |
| A2.14 Targeted actions to increase diversity of PGR cohort e.g., Black PhD Scholarships. | <ul style="list-style-type: none"> • Increase the number of PhD studentships available for students of black heritage, where our numbers have been consistently low over several years. • Support DTP programmes to undertake inclusive recruitment, to diversify their cohorts. • Support our minority ethnic students to continue into PG research, with targets workshops run by the Bristol Doctoral College. Collect and analyse feedback and report to EDI SMIG. | | Increase the number of PhD studentships available for students of black heritage | | | |
| | | Support DTP programmes., then annually for the duration of each DTP | | | | |
| | | | Support our minority ethnic students to continue into PG research, with targets workshops run by the Bristol Doctoral College. | | Report analysis of feedback to EDI SMIG in October 2028 | |
| A2.15 (link to A2.7) Strengthen our academic pipeline with targeted positive actions at Grades J and K. | <ul style="list-style-type: none"> • In addition to our ECR springboard to independent research careers scheme, we will gather best practice evidence from other organisations / schemes e.g., the Sanger Excellence Postdoctoral Fellowship to form further actions. • Ensure minority ethnic PGR students are supported for independent academic career progression. • Increase the number of black Fellows (Grade K) at institutional level for both female and male staff by December 2027 | Gather best practice and implement pilot actions. | | | | |
| | | | Minority ethnic PGR students supported for independent academic career progression | | | |
| | | | | | Increase the number of black Fellows (Grade K) | |

3. Measures against gender-based violence, including sexual harassment

We remain committed to providing a positive work and study experience for members of the University community which includes a zero-tolerance approach to sexual harassment. The University has clear institutional policies on sexual harassment, sexual misconduct and other forms of gender-based violence, namely:

- [Prevention of Sexual Harassment Policy](#)
- [Sexual Misconduct and Relationships Policy](#)
- [Acceptable Behaviour at Work Policy](#)
- [Policy Statement on Gender-based Violence and Abuse](#)

This policy framework sets out the University's expectations of behaviour by our employees and students and provides approaches for dealing with complaints of all forms of inappropriate sexual behaviour which may include, but is not limited to, violence, abuse of power and trust, controlling/coercive and predatory behaviour, and sexual misconduct and exploitation. A range of support is available to those experiencing sexual harassment, including an increased team of male and female Sexual Violence Liaison Officers who provide expert support and advice to students who have experienced any form of sexual violence. There are also a range of campaigns and initiatives launched by Bristol SU, which we will promote, such as 'Safer Nights Out'.

All members of the University are encouraged to formally report cases of sexual misconduct whether they are the recipient of the behaviour or are witness to it. Feedback indicates a need for more transparency in reporting on complaints received and action taken and a general need to improve levels of trust and confidence in the processes for dealing with complaints. From this, it is important that we review our policies in this area and improve monitoring and reporting about complaints received, introducing a case management system, reporting to relevant committees, identifying any areas for investigation and developing complaints procedure workshops.

[Stand Up Speak Out](#) is our campaign to encourage everybody to act against bullying, harassment and other forms of unacceptable behaviour they may experience, or witness and we will continue to develop and enhance associated training and resources for staff and students. We want all of our staff and students to be active bystanders and to feel confident in challenging all forms of unacceptable behaviour, including sexual harassment. Staff training is also an area that we will focus on. We will ensure that key staff are equipped to respond effectively to any complaints

related to bullying, harassment, and sexual misconduct. This will be supported by a wider preventive awareness campaign on sexual harassment and gender-based violence.

| 3. Measures against gender-based violence, including sexual harassment | | | | | | |
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| Objective | Actions | Timeline | | | | |
| | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| A3.1 Improve annual monitoring and reporting on complaints of unacceptable behaviours, including gender-based violence and sexual harassment. | <ul style="list-style-type: none"> • Introduce new case management system to improve monitoring of complaints and outcomes. • Annual report on high level data of complaints and anonymous reports of unacceptable behaviour from staff and students on university website as part of routine annual EDI reporting and to relevant committees. • Where possible, report on the outcomes and sanctions relating to any disciplinary action taken • Identify areas for further investigation and/or action based on monitoring. | | Case management system in place | | | |
| | | | | Annual reports shared with Student Sexual Violence Working Group and EDI SMIG | | |
| | | Identify and develop further actions | | | | |
| A3.2 Undertake review of Sexual Misconduct and Relationships Policy and Prevention of Sexual Harassment Policy to ensure they are fit for purpose and align with UUK Guidance on tackling staff-to-student sexual misconduct | <ul style="list-style-type: none"> • Scope review to consider following four main thematic areas identified by UUK: <ul style="list-style-type: none"> ○ Culture that addresses sexual misconduct. ○ Policy and procedure that is fit it for purpose. ○ Practice that delivers change. ○ Data that informs changes to culture, policy and practice. • Progress within framework developed following scoping exercise and update action plan accordingly. • Publish and promote revised Policy. | Consult with Student Sexual Violence Working Group and Bristol SU | | | | |
| | | | Review current policy | | | |
| | | | Publish & promote new policy | | | |
| | | | | | Review new policy | |
| A3.3 Improve confidence in and awareness of complaints processes and reporting | <ul style="list-style-type: none"> • Demystifying the complaints procedure workshops piloted by HRBPs in March 2022, to positive feedback from staff. Refine and roll these sessions across Faculties / Divisions. | Roll out workshops | | | | |
| | | Recording uploaded | | | | |

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| mechanisms for incidents of sex or gender-based discrimination. | <ul style="list-style-type: none"> • Produce a recorded version to ensure session is accessible to a wide range of staff. • Review content and update as appropriate. • Enhance resources available on Stand Up Speak Out web pages for staff and students. • Highlight the Report & Support Tool to students, as only 11% of respondents of the Bristol SU "No means No" survey were aware of this. | | Annual Review of content | | | | |
| | | Stand Up Speak Out webpage updated | | | | | |
| | | Update pages/forms linked to Report & Support. | Improve use, deployment & raising awareness of Report & Support | | | | |
| A3.4 Promote safety on nights out as part of the 'Safer Nights Out' Bristol SU | <ul style="list-style-type: none"> • Drink toppers and testing kits in university bars. • Train bar staff in the 'Ask for Angela' scheme. • Run outreach campaigns across Residential Life. • Work with the Student Resolution Service and student groups to review information on spiking on SU and University webpages to include guidance about how Societies can navigate these issues and keep their members safe on socials. • Ensure the external venues we partner with on nights out have measures in place to keep students safe. | Ongoing campaigns with Bristol City Council | | | | | |
| A3.5 Launch a research project into consent culture and sexual harassment at the University of Bristol – 'No means No' | <ul style="list-style-type: none"> • Continue work with student groups to increase understanding and knowledge to tackle sexual violence. • Explore externally delivered consent and healthy relationship workshops for all new students as part of Welcome programme. • Implement the recommendations that will improve our response as an organisation, such as ensuring governance structures, policies and procedures are supportive and empowering for survivors. • Governance structures, policies and procedures in place by December 2023. | Ongoing partnership with Bristol SU to work with student groups to inform developments. | | | | | |
| | | Deliver Consent and Healthy Relationship workshops | | | | | |
| | | Deliver University and Bristol SU campaign | | | | | |
| | | | Governance structures, policies and procedures in place | | | | |
| | | Increase SVLOs | | | | | |

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| A3.6 Increase the number of Sexual Violence Liaison Officers (SVLOs) to enhance the support available to students who have experienced sexual violence | <ul style="list-style-type: none"> We have increased the team of SVLOs from 7 to 13. All Student Wellbeing and Residential Life Managers have now completed SVLO training. This increase enables the team to respond to student demand. Work in partnership with other local universities to share good practice and support the development of SVLO services. Develop links with local sexual violence services for SVLOs to remain updated about developments and improve knowledge. Collaborate with Bristol SU on ongoing campaigning and awareness raising. Provide further staff training to ensure all students receive an appropriate, positive response and are informed of the SVLO service. | Local Support Network for SVLOs set up | | | | | |
| | | | Student Safety campaign highlighted to students and staff | Ongoing communication, in collaboration with SU | | | |
| | | Staff training to take place | Staff training updated every 12 months | | | | |
| A3.7 Review policy statement on gender-based violence and associated resources | <ul style="list-style-type: none"> Secure involvement of academic experts from areas such as the Gender Research Centre and the Centre for Gender and Violence Research. Review existing content & supporting resources. Consult on proposed changes. Publish and promote revised Policy and guidance. | Secure experts | | | | | |
| | | Review content | | | | | |
| | | Consult on proposals | | | | | |
| | | | Publish Policy | | | | |
| A3.8 Initiate preventive awareness campaign on sexual harassment and gender-based violence as part of wider Stand Up Speak Out offer | <ul style="list-style-type: none"> Introduce a student induction module including a Student Consent module. Gather qualitative evidence to inform campaign from Athena Swan leads. Develop resources to support campaign. Collaborate with Student Inclusion Services and School Athena Swan Leads Network. Review SUSO web resources, including the content of the Respect at Work Toolkit. Review content and update accordingly. | Launch campaign to coincide with International Women's Day | | | | | |
| | | On-going collection of feedback from attendees. | | | | | |
| | | Analysis of feedback annually | | | | | |
| | | | Report presented to the Swan Implementation Group annually | | | | |

4. Gender balance in leadership and decision making

Women play a critical role in university leadership: 83% of our Executive Group is female and 43% of our Board of Trustees are female. Committee membership is transparent and published on our [Governance web pages](#). We are acutely aware of the challenges related to embedding diversity of representation across our formal governance and committee structures as membership is often mainly or entirely constituted by position: diversity in leadership is therefore inexorably linked to diversity in decision-making. Data monitoring shows areas for improvement in the representation of female Heads of Division (currently 3 out of 11 are women) and female Deans (1 out of 6 are women).

Since the University became a founder member of the Athena Swan Charter in 2005, targeted action to improve female representation at all stages of the academic career pipeline has resulted in an increase in the proportion of female professors from 13% to 31%. We recognise a need to adopt an intersectional approach to this area, particularly in relation to the protected characteristics of sex and race, as only 12 of our female professors disclose as being from a minority ethnic group. The publication of our [gender and ethnicity pay gaps](#) remains a key indicator of progress in terms of equalising the distribution of male and female staff across our career grades. Through undertaking a review of formal academic leadership roles and implementing changes for positive actions, reporting on outcomes, along with several other actions, we hope to see an increase in ethnic diversity across all faculties by December 2027. We also have aims for improving female staff in senior roles by improving intersectional data and engaging professional service leaders, alongside developing specific approaches to inclusive recruitment for all divisions and faculties, consulting with networks and working groups along the way.

Through our Athena Swan Silver award application, we have identified scope for applying closer scrutiny to decisions made by committee in terms of removing or mitigating any unintended consequence for gender equality, and for integrating the principles of inclusive decision-making into all major strategic change projects. To ensure these principles are followed, we will be producing improved guidance and framework for ensuring [Equality Impact Assessments](#) are truly embedded into all University processes and decisions.

4. Gender balance in leadership and decision making

| Objective | Actions | Timeline | | | | |
|--|---|----------|---------|---------|--------------------------------------|---|
| | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| A4.1 Initiate a longitudinal study on impact of university leadership development programmes | <ul style="list-style-type: none"> Develop survey to provide responses disaggregated by gender and ethnicity. Report on findings, with a specific focus on how programmes influenced or impacted career development for women and minority ethnic colleagues. Develop actions and undertake further analysis as required, based on findings. Ensure findings help shape future leadership programme content. | | | | Develop survey | |
| | | | | | Report findings | |
| | | | | | Develop actions, analyse as required | |
| | | | | | | Ensure findings help shape future leadership programme |
| A4.2 Track career progression of attendees of the Elevate Leadership Programme. | <ul style="list-style-type: none"> Track the career progression of UoB Elevate participants by job role and grade, whilst also collecting qualitative data Analyse this data and present this to the Anti-Racism Working Group, Swan Implementation Group and EDI SMIG. For PTO staff, we aim to see an increase in all Grades F - K by December 2026, with an overall increase of minority ethnic female staff (Grades E - K) For academic staff, we aim to see an increase in all Grades J - L(d2) by December 2026, with an overall increase of minority ethnic female staff (Grades I - L(d2)). | | | | | Collect and analyse data |
| | | | | | | Present data |
| | | | | | | PTO increase in Grades F–K; overall increase of minority ethnic female staff Grades E-K. |
| | | | | | | Academic: increase Grades J - L(d2); overall increase of minority ethnic female staff Grades I - L(d2). |

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| A4.3 Accelerate progress in diversifying formal governance and decision-making bodies across the University. | <ul style="list-style-type: none"> • Develop organisational awareness of challenges linked to establishing inclusive governance structures and build a picture of current situation. • Examine the formal procedures for applications, nominations, and selection of members in terms of improving gender and racial balance. • Develop a set of best practice recommendations on creating conditions for greater gender and racial balance on key university committees and decision-making bodies. • Initiate and support action based on results of consultation on recommendations. | Develop awareness of challenges and build picture of current situation. | | | | |
| | | Examine the formal procedures | | | | |
| | | Develop best practice | | | | |
| | | | Initiate and support action | | | |
| A4.4 Improve intersectional gendered and racial balance of senior academic leadership and governance with all senior level roles to be advertised externally to increase the diversity of our applicant pool. | <ul style="list-style-type: none"> • Undertake a review of the formal academic leadership roles that support the University-wide research and education strategies. • Implement recommendations for positive action. • Monitor and report on impact of changes against the desired outcome that is to ensure openness, transparency, and equality in the way that these roles were recruited and rewarded. • Refocus Strategic Appointments Process to ensure it can be applied as a legitimate positive action procedure. • We aim to see an increase in ethnic diversity in senior academic roles across all faculties by December 2027. | Undertake review | | | | |
| | | Implement recommendations for positive action. | | | | |
| | | Monitor and report on impact of changes | | | | |
| | | Refocus Strategic Appointments Process | | | | |
| | | | | | | Increase in ethnic diversity in senior academic roles across faculties |

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| A4.5 Improve gendered and racial balance of senior leadership and governance across Professional Services. | <ul style="list-style-type: none"> • Send intersectional sex and ethnicity data packs to Divisions, to highlight areas of concern within the pipeline • Engage Professional Services Leaders (PSL) in identifying interventions to address sex and race imbalances at leadership levels and across Divisions. • Review and strengthen requirements for gender diversity related to external searches, ensuring an evidence-based targeted intersectional approach. • Ensure diversity of representation is considered as an integral part of the Professional Services Career Development Programme and implementation of associated actions. • Increase the number and percentage of female staff in senior roles (Grades K upwards) • Increase our values for Grades K, L and M by August 2027. | Send intersectional sex & ethnicity data packs to Divisions | Annual evidence and impact updates | | | |
| | | Engage PSL in identifying interventions | | | | |
| | | Review and strengthen requirements for gender diversity | | | | |
| | | | Ensure diversity of representation is considered as an integral part of the PSCDP | | | |
| | | | | | | Increase female staff in senior roles (Grades K upwards) |
| | | | | | | Increase for Grades K/L/M |
| A4.6 Develop Faculty/Divisional specific approaches to inclusive recruitment | <ul style="list-style-type: none"> • Engage Deans and Faculty EDI committees in identifying legal interventions to address gendered and racial imbalances across Faculties and Schools. Advertise Grades L, d1 upwards externally, to increase the diversity of the applicant pool. • Ensure diversity in leadership and decision-making is considered as an integral part of the Academic Career Development Programme and implementation of associated actions. | Interventions to address imbalances. Advertise Grades L, d1 upwards externally | On-going until School / Faculty-specific interventions are in place. | | | |
| | | Diversity in leadership & decision-making integral part of the ACDP | | | | |

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| | <ul style="list-style-type: none"> Inclusive recruitment guides shared with all Schools / Faculties by July 2023. | Inclusive recruitment guides shared | | | | |
| A4.7 Develop improved guidance on Equality Impact Assessment (EIA) with a specific focus on a closer and more direct alignment with broader institutional EDI strategy. | <ul style="list-style-type: none"> Scan the environment for existing, effective models that ensure the concept of EIA is an integral part of strategy and policy development. Review existing 'Learn Act Measure' EIA framework and assess effectiveness. Draft and consult on revised approach. Embed into usual governance structures and into established practice relating to Change, Strategic Planning, and Risk Assessment. Introduce a checkpoint for ensuring equality impact assessment is integrated in a meaningful way into processes for convening Project and Programme Boards. | Scan environment for existing, effective models | | | | |
| | | Review existing 'Learn Act Measure' | | | | |
| | | Draft and consult on revised approach | | | | |
| | | Embed | | | | |
| | | Introduce a checkpoint | | | | |
| A4.8 Ensure continuous consultation with the BAME Staff Network and Anti-Racism Working Group to guarantee our actions adopt an intersectional approach at all times. | <ul style="list-style-type: none"> Ensure BAME Staff Network consultation via Voice and Influence group meetings and further consultation in broader decision-making processes. | BAME Staff Network consultation | | | | |

This Action Plan is a living document. It may evolve over time and remain responsive to changing circumstances and priorities.