

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Bradford
Name of department	School of Chemistry & Biosciences
Date of current application	29 th September 2023
Level of previous award	Bronze
Date of previous award	2018
Contact name	Professor Anne Graham
Contact email	A.graham@bradford.ac.uk
Contact telephone	01274 233570

Section	Words used
An overview of the department and its approach to gender equality	2441
An evaluation of the department's progress and issues	2918
Future action plan*	1639
Appendix 1: Culture survey data*	3862
Appendix 2: Data tables*	971
Appendix 3: Glossary*	273
Overall word count	5359

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

Overall word limit: 5500 words

**SCHOOL OF CHEMISTRY &
BIOSCIENCES,
UNIVERSITY OF BRADFORD
ATHENA SWAN
DEPARTMENT RENEWAL
BRONZE AWARD**

Section 1: An overview of the department and its approach to gender equality (CRITERION A)

1.1. Letter of endorsement from the head of department



Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR

23/09/2023

Dear Athena Swan Director,

I am delighted that, as part of School of Chemistry and Biosciences (SCB) EDI team since our original application, I led the self-assessment team in developing this Athena Swan departmental bronze award renewal. I emphasise continuing commitment to Transformed Athena Swan Charter principles.

SCB prioritises supporting and advancing women's careers by developing culture internally and within Faculty. Several School gender equality advancements have been adopted across Faculty and we embraced a leadership programme for under-represented groups.

Faculty EDI committee input following appointment of Faculty Equality, Diversity and Inclusion (EDI) Associate Dean represents wider understanding of the need for consistency in implementing inclusion initiatives to address under representation of women and minority ethnic staff in senior academic positions. We are excited to be part of Faculty plans for silver.

I developed deeper insight into Inclusive Leadership through Advance HE's Transforming Leadership programme and am implementing this learning to further enhance inclusive SCB practice. Through annual staff and postgraduate student survey analysis and applying Transformed Athena Swan principles we have made significant action plan progress to improve gender equality and ensure protected characteristics have no impact on career progression opportunities (Section 2). Our staff data demonstrates successes in advancing female academic careers and improved representation of underrepresented groups in leadership positions.

We were unable to analyse student intersectionality and gender achievement gaps due to lack of data provision. This is being addressed as a priority, supported by Faculty student attainment team.

Diversity, equity and inclusion is now embedded in our strategy, culture, decision-making and partnerships. SCB EDI committee/ Athena Swan team's gender equality work recognised and rewarded. Although SCB culture has developed significantly with the team committed to holding ourselves and others accountable, there are still barriers to staff engagement. COVID19 impeded plans to develop our community to include all staff, despite actioning requests for more social opportunities to enable better holistic understanding of us as people.

Regular evidence-based, transparent self-assessment questionnaires and focus groups have directed our priorities and interventions for gender equality. As EDI School lead (culture and organisation champion) direct analysis of culture data and staff views on career transition has informed the 2023-27 action plan. We are proud of continuous improvements of women's perceptions of decision making and regrade processes. Significant work is needed to further understand and address intersectional inequalities.

The whole team are tackling behaviours and cultures that detract from safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.

School EDI committee members are working with Faculty EDI towards Faculty Silver award. Evaluation and reflection on progress against priorities identified in the 2017/18 Action plan demonstrates our SMART action plan key priorities are staff engagement, advancing women and minority ethnic staff careers and closing minority ethnic student achievement gaps.

I am firmly committed to EDI being at the centre of future School success and will continue to enhance equality and diversity opportunities during my term.

Yours sincerely

A handwritten signature in black ink that reads "Anne Graham". The signature is written in a cursive style with a horizontal line underneath the name.

Professor Anne Graham
Professor in Biochemistry

1.2. Description of the department and its context

The School of Chemistry and Biosciences (SCB) is one of four schools in the Faculty of Life Sciences (FLS) at University of Bradford (UoB) (Appendix 2; Fig 1.1). The School employs 77 staff members; the majority academic (22women, 31men), discipline specific professional support staff (mainly technical) and one administrator (10women, 8men), 2 post-doctoral researchers (women) and 37 PhD students (65% women). Academic staff teach programmes within their discipline with a staff: student ratio 1:17. These are BSc/MChem Chemistry, MChem Medicinal and Biological Chemistry, BSc Biomedical Science, BSc Healthcare Science, MSc Analytical Chemistry, MSc Materials Chemistry, MSc Medical Biosciences, MSc Bioinformatics, MSc Physiology and Molecular Biology, MSc Skin and Stem Cell Biology. Additionally, we offer degree level 6 apprenticeships in Applied Biomedical Science (Laboratory Science) and Laboratory Scientist (Chemistry) to widen participation. SCB achieved Royal Society of Chemistry (RSC) accreditation for all chemistry programmes, particularly noting SCB's strong social mobility aspects. We also have accreditation for BSc programmes in Biomedical Science/ Healthcare Science/ Applied Biomedical Science from the Institute of Biomedical Science (IBMS), renewed in 2023.

Organisational structure has strengthened with introduction of clearly defined line management. Relationships within FLS remain similar to 2017. SCB retains most autonomy on decision making to achieve strategic objectives but while development of FLS level committees for EDI and research was to ensure more consistency, there has been negative impact on SCB research culture. SCB is well represented on FLS research and EDI committees, with clear 2 way communication which ensures our strategy aligns with FLS. SCB priorities are disseminated by HoS, EDI co-leads, Directors of Research /deputies and Early Career Research leads. These are discussed in monthly SCB leadership team (SLT), line manager (LM) and staff meetings to identify solutions.

FLS Associate Dean EDI established in 2021 has SCB representation on FLS EDI committee by SCB EDI committee chair and nominated AS champions including a BME/ race champion, an SCB priority. All SCB EDI AS champions are invited to monthly FLS AS implementation group meetings. The move towards a more consistent faculty-level approach is evidenced most clearly for research where four research themes have been set up, led by a Director of Research and 2 deputies (Fig 1.1). This structure was introduced following staff consultation (2018/19). Implementation (2019/20) was designed to maximise collaboration and ambition for large external research bids. SCB hosts one DoR (man) and 3 deputies (3women) across three themes which have absorbed the previous SCB research groupings. Alongside FLS research themes, the Centre for Skin Sciences (CSS) continues to be a successful internationally recognised research centre and the Analytical Centre provides support for research across SCB, FLS and institution (Fig 1.1). While intended to reduce barriers to research, lack of School integration within the new system has meant SCB staff motivated by research has negatively impacted on staff engagement.

The former HoS (Professor Stephen Rimmer) stood down in 2020. After unsuccessful attempts to appoint a successor, an interim (man) was appointed from another FLS School (12 months). He was succeeded by an internal SCB candidate (woman) for 3 years from Sept 2021.

SCB committee structure has been rationalised (Appendix 2; Fig 1.2). The new appointments committee which was established and played a key role in developing the Action Plan 2017 while SCB was growing, has enabled members to develop and progress in their careers. ECR views are now collected as part of FLS ECR forum, with regular focus groups within the SCB reporting to the School Executive through a representative ECR committee member (woman). All staff support the admissions team (2men, 1woman) at open days, applicant experience days and outreach activities

working closely with centralised recruitment, outreach and marketing. Examinations and Delivery has been rebranded School Portfolio Management Group, feeding into Faculty Portfolio Management group following implementation of institutional Learning Teaching and Student Experience strategy and incorporates all aspects of examinations and learning and teaching delivery. Laboratories committee has been widened to School Infrastructure and Equipment. RKT is now overseen by a Faculty committee, with representation from School DoR (1 man) and deputies (3 women). Initiatives impacting SCB are directly discussed with SLT through Faculty Leadership Team (FLT) monthly and through DoRs.

The gender balanced SLT meets monthly chaired by HoS (0.5FTE; woman) and School committees are represented by the leads (Fig 1.2). SLT plays both strategic and operationalising roles to develop and drive School success as measured by sustainability and growth while maintaining and enhancing staff health and wellbeing. DoS leads on teaching and learning portfolio management (UG, PGT), working with curriculum development leads, appointed through expressions of interest (EoI), to capitalise on opportunities for student number growth. The PGR co-ordinator implements university PGR strategy and is tasked with PGR community growth in close liaison with FLS PGR Director. The Director of Admissions, Marketing and Recruitment leads a small SCB team to maximise outreach opportunities (on campus; in local schools and colleges), ensure open days, applicant experience days and clearing activities are staffed and run engaging activities for attendees. SCB AS team (SAT) reports into SLT through the EDI lead/ co-lead and is represented on all School committees [AP 2.1.1]. Monthly staff meetings include an EDI priorities and progress on AS action plan standing agenda item. Written reports are submitted to staff meetings (from 2023) to enable enhanced strategy and culture development discussions. SCB newsletters [AP5.6.1] and bi-weekly bulletins promote FLS/ institutional events designed to improve underrepresented groups career progression with some evidence staff appreciate enhanced communication (AS survey 2022).

Student Data

Reporting of internal HESA student data has dramatically improved [AP4.1.1] with exportable PowerBi (a software tool) reports from 2019. While this provides student demographics, reporting of student achievement across ethnicity is not accurate at School/ programme level yet. Total student numbers (2022/23) have reduced by 26% (518 students) which challenging SCB growth and represents falling UG recruitment, particularly in Chemistry (sector trend). However we have incremental PGT (mainly international) student number growth (trebled since 2017; 102 students in 2022). In response to employer demand identified by our Yorkshire and Humber Employers Advisory Group (NHS employers) and Chemistry Industrial Advisory Board, we worked together to introduce degree apprenticeships (Healthcare Science and Laboratory Scientist (chemistry) which widened participation and increased part-time student numbers. Across cohorts we monitor women recruitment: relatively steady for UG (60%), growth in PGT (75%). The growth in mature and BME student markets broadly corresponds to increased PGT recruitment. Data is summarised in Appendix 2 Tables 1.1-1.2. Students declaring disability has remained approximately 10%.

Staff Data and Profile

The School staff profile is mainly academic due to infrastructure decisions that professional services teams are managed by FLS/institution. To ensure that technicians (research and teaching support) and administrator feel part of the team they are included in relevant committees including EDI, actively participate in staff meetings and social events and are members of SCB's email list. Their enthusiastic participation in school events demonstrates their sense of belonging. The CSS team (academic and research technicians) won the inaugural lunchtime 2022 School Quiz of the Year, an event to be run annually, enabling staff and students to celebrate both scientific and general knowledge and get to know each other better [AP5.6.9]. SCB continues to employ small numbers

of research only staff, a combination of technical and fixed term researchers with barriers to research growth including high teaching and administrative workloads cited Concerns over gender parity for senior academic positions was a key element of our AS action plan and progress is included in section 2.1. Staffing changes (retirement, leavers) has meant the School gender profile has not significantly changed (40%F) although there is an increase in senior females and those in leadership positions (section 2.1, Fig 1.4, Fig 2.2, Table 2.1).

We have continued to monitor SCB shape compared to key regional comparators, taking into account feedback from Advance HE AS committee on our bronze submission, comparing with published HESA data. HR supplied HESA data only provides information on Professor, senior management and other contract level for our benchmark comparators (Sheffield, Leeds, York, Huddersfield) but it is encouraging to see our School Bio team have more favourable female professoriate representation, compared to regional sector. However, we accept this is not reflected in the chemistry professorial staff (Figure 1.4).

1.3. Athena Swan self-assessment process

EDI member	Job title, grade	SAT Role	Job Description	FT/ (PT)	Work/Life
Prof Anne Graham (f)	Head of School, G11, employed since 1996	Culture/Organisation Champion, EDI co-lead	Professor of Biochemistry; Head of School	FT	Co-habiting, no children
Dr Zak Hughes (m)	Assistant Professor, G9, employed since 2018	Career dev. champion, EDI co-lead	Asst. Prof. Theoretical and Computational Chemistry	FT	Single, no children
Dr Gisela Helfer (f)	Associate Professor, G10, employed since 2016	Gender champion	Associate Prof in Physiology and Metabolism	FT	Single parent one school-aged child
Dr Briony Yorke (f)	Assistant Professor, G9, employed since 2020	ECR SLT rep. CARE champion	Assistant prof. In structural biology and biochemistry	FT	Married. Parent two school aged children.
Dr Katie Hanna (f)	Lecturer, Grade 8	Mental Health/ Neurodiversity champion	Lecturer in Biomedical Science	FT	Co-habiting, no children
Dr Maria Katsikogianni (f)	Assistant Professor, G9, employed since 2016	Flexible Working Champion	Assistant Professor in Biomaterials Chemistry	FT	Married, 1 child
Dr Sobia Kauser (f)	Assistant Professor, G9	LSP champion; BAME & Race Champion	Assistant Professor in Biomedical Science	FT	Married, No children
Dr Yvonne Nyathi (f)	Assistant Professor, G9	N-able champion	Assistant Professor in Biochemistry	FT	Married, 1 child
Dr Juanvi Canet-Perez (m)	Assistant Professor, G9 & Lead Teaching Technician, G6,	Technician champion	Pt Assistant Professor (0.5FTE)	2 x PT	Married, no children

	Employed since 2015		PT Lead Teaching Technician (0.5FTE)		
Hannah Soothill (f)	Teaching Technician, G5	LGBT+ champion	Teaching Technician biomedical science	FT	Single, no children
Nina Onyemma uwa (f)	PhD student	PGR student member		FT	Not disclosed
Sanjit Nayak (m)	Assistant Professor, G9	Associate committee member, PGR	School PGR co-ordinator	FT	Married 1 child
Nadeem Javid (m)	Assistant Professor, G9	Editing and revising AS renewal	Assistant Professor	FT	Not disclosed

The current School EDI committee involved in AS preparation and submission is provided in Table 1.4 [AP3.3.1]. Gisela Helfer (woman), EDI committee (then EDOC) lead until 2020, stepped down. Conor Meehan (man) and Anais Pitto-Barry (woman; co-lead) took over. Several members of the previous committee, across genders and G8-12 academic; G4-6 technical grades) stepped down in 2021. A combination of workload changes and family commitments were responsible but was aligned with our commitment to biannually review EDI committee membership [AP3.3.3]. After the co-leads left UoB (21/22), Anne Graham (woman) and Zak Hughes (man) replaced them as EDI co-leads. All SAT/EDI committee member recruitment is through submission of EoI. This has attracted a different gender composition compared to SCB staffing (SCB 40%women; EDI committee 60%women). Significant EDI committee progress has been made on BME representation which now comprises 38% (2men, 3women), above 20% BME staff total and including a race champion (Table 1.4; [AP3.1.1]. We will continue to monitor and encourage participation in AS work (AP2023 2.1a &b) to drive staff engagement. HR and HESA data has been used throughout. Progress against our AS Action Plan has been measured annually through staff questionnaires (see action plan) apart from 2021 which used SCB institutional PULSE survey data. Completion rates are in Appendix 2; Table 1.5. but do not yet meet our 80% target. Barriers are questionnaire fatigue following introduction of institutional PULSE surveys with action planned to avoid overlap in open survey periods [AP2023 2.1a]

Future School AS priorities will be addressed through a refreshed EDI committee that meets bimonthly with membership embedded in both SCB and FLS EDI and AS implementation committees. Progress against 2023-27 5-year action plan will address School priorities and feed into the FLS AS Silver submission, expected in 2025, embedding SCB's action plan for silver (AP 3.3.2) into FLS submission.

SCB EDI committee staff are assigned 50 hours workload (3%), [AP3.2.3], which includes AS champion work. Importantly, EDI work is recognised institutionally with a category in the annual Vice-Chancellor's Outstanding Achiever awards. In 2023 Sobia Kauser's work was awarded both individual EDI commendation for commitment to inclusive Learning & Teaching and a team EDI award for MARiLU™. She led this project which has developed an automated risk assessment system to accommodate laboratory adjustments for disabled/temporary impaired laboratory users.

This project has changed university laboratory safety policy.



“It was a great honour and privilege to receive the Vice Chancellors Outstanding Achievers Award for my work on leading the MaRILU™ project and an individual commendation award on my commitment to inclusive learning and teaching. It is one of my proudest moments to date, to see the work that I have been doing being recognized.”

Dr Sobia Kauser woman/BME

VC's Outstanding Achievement Award EDI:

The staff survey used for data collection presented in this report was via online form in Oct/Nov 2022. The EDI committee (Table 1.4) analysed the data and contributed to the narrative. UoB also ran shorter institutional ‘pulse surveys’, of staff views from 2021. All surveys for data collection and School response rates are summarised in Table 1.5. Key priorities emerged from survey responses (section 2). A workshop developed SCB AS action plan to incorporate staff input and has been fed into School strategy.

PGR AS questionnaires were not possible in all years due to poor engagement from the appointed PGR representative. We have attempted various ways to integrate PGRs into the School research culture, but the low PGR survey completion (7 respondents, 20% in 2022) demonstrates there is more work needed (**AP2023 3.2**). The latest PGR appointment to the EDI committee with encouragement from the School PGR co-ordinator (associate EDI committee member) has enabled inclusion of future ideas for research culture development.

Section 2

2.1 Previous Action Plan (next few pages)

ID Ref	Objectives	Actions Taken	Responsible	Success Criteria	RA
Section 2: Description of the department					
AP2.1.1	SAT Representation on all SCB committees.	SAT represented on SCB committees. EDI on all agendas	EDI chair	EDI/ AS standing item on all SCB committees.	
Section 3: Self-Assessment process					
AP3.1.1	Review of SAT (future EDI) membership and leadership to ensure full representation including ethnicity and gender of all groups (students and staff).	There are 58% F on the SAT. PhD student representation Membership review every 2 years	EDI	Membership review process in place and included in EDI planning cycle.	
AP3.2.1	Continue staff and postgraduate student surveys on an annual basis to provide success indicators on the implementation of action points.	80%, staff AS survey completion in 2017 has varied annually 70% in 2022 86%, PGR AS survey completion in 2017 has dropped 2018/19 staff and student survey done; data analysed by focus groups in Dec 2018	EDI	Surveys repeated annually and data analysed to give EDI a measure of changes in school attitudes and responses. At least 80% response rate in each survey. Responses in surveys will be compared against action points.	
AP3.2.3	Ensure that SAT/EDI membership is recognised in workload model and time spent on SAT/EDI is taken into account.	SAT/EDI membership recognised in workload model, 158h EDI lead, 50h members Workload is recognised for chairs, and EDI committee members	HoS SLT	All SAT members are acknowledged for their contribution through a framework within Academic and Technical staff workload models.	
AP3.3.1	Establish EDI standing group to ensure that our Athena SWAN journey continues and the action plan will be implemented timely and accurately.	EDI was formed in Dec 2017	EDI chair	Action plan success will be accurately assessed. New actions will be developed. EDI reports directly to EC and has representation on EC. EDI will feed into the Faculty Equality and Diversity forum.	

AP3.3.2	School ambition for Silver Athena SWAN accreditation.	SAT has recommended improvements in data tracking across Faculty. Initially the plan was to submit Silver submission in Nov 2020, this was considered to early. Submission will take place in 2023	EDI FLS Senior Management	SCB is either part of single or Faculty wide Athena SWAN Silver submission within the next 3-5 years.	Overtake Faculty p
AP3.3.3	Biennial review of EDI membership offering the opportunity for new leadership bringing new ideas.	Membership review in every 2 years	EDI chair, SLT, HoS	Leadership and membership review in place and included in EDI planning cycle.	
AP3.3.4	Enhance HR liaisons to ensure all data are both accurate and timely submitted to EDI on a rolling basis.	SAT has identified areas where staff/student data recording by HR could be improved. These have been fed backwards with close communication with university stakeholders. HR data supplied regularly Data for 2018/19 were received and analysed. Staff list was reviewed and passed on to HR	EDI	Up to date SCB specific quantitative and qualitative data readily accessible. Attendance of HR representative will be recorded in EDI minutes.	

Section 4: A picture of the department

AP4.1.1	Monitor gender split within undergraduate student courses for local variations to ensure student intake stays within 10% of gender parity.	SAT has analysed UG applications, offers and enrolments. SAT has benchmarked current Chemistry and BMS student bodies compared to other universities Faculty approach to discuss marketing strategy to target underrepresented student cohorts	EDI HR rep Admission tutors, Programme leads	Student data are reported to EDI for evaluation on an annual basis. Gender split is monitored and stays within 10% of gender parity.	
AP4.1.2	Examine student attainment to ensure inclusivity across programmes.	F UG students achieve a higher ratio of first and second class degrees outperforming M UG students. Annual module reviews are sent to programme leads for review.	EDI SLT	Student attainment is within gender parity for first and second class degrees.	

		Student data have not been provided; data have been requested several times; reported to ISAT on several occasions	Programme leads		
AP4.1.3	Continue to analyse data in PG enrolment to see if variations in F/M uptake continues.	Current PG enrolments have slightly lower uptake amongst M students. Numbers of PG students are low so no action has been proposed at this time.	EDI	Student data is reported to EDI for evaluation on an annual basis.	
AP4.1.4	Part time data for PG Research students is unknown.	SAT has communicated with PG research co-ordinator that this needs to be formally recorded.	EDI SCB postgraduate research co-ordinator	Student data will be reported to EDI for evaluation on an annual basis. Gender split will be analysed for PT/FT PG students.	
AP4.2.1	Improve gender balance at SL level.	The number of Senior Lecturers was low (20%) 2017. Bradford Academic regrade framework approved at University level (2020) 2 Female staff promoted from Grade 9 to SL in 2019	HoS SLT, LMs	SL gender parity will bring female representation in line with that at Lecturer and Reader level (50%F).	
AP4.2.2	A working group will be set up to review the process that promote career progression of FTC staff.	HoS has committed to set-up a working group to investigate career progression of FTC staff. Job advertisements and internal redeployment, encourage internal staff to apply 4 F 1M staff progressed to SCB or FLS academic positions	HoS EC	Re-deployment of researchers on FTC contracts will be increased.	
AP4.2.2	Data on staff destination after leaving will be recorded.	Staff leaver destinations/ reasons for leaving only known for some staff	EDI/ LMs/ HoS	Staff destinations/ reasons for leaving will be available and analysed.	

Section 5: Supporting and advancing women's careers

Section 5.1: Career transitions

AP5.1.1	Revise the wording of job advertisements to emphasise the commitment of the University (and within that SCB) to flexible working, equal opportunities and the principles of the Athena SWAN charter.	The University jobs website contains the Athena SWAN logo and a statement of 'Confronting Inequality : Celebrating Diversity'. Statement has been included in advertisements	SLT HR and web team	Wording included in SCB job descriptions for all positions at all levels. Proportion of F applicants increased towards 50% within three years.	
AP5.1.2	Applicant interview panels will be gender balanced to ensure that our interview panel represent our workforce.	SCB policy currently states that there should be at least 25%F on interview panels. We currently aim for this but there are no formal mechanisms to ensure that it is happening. Unconscious bias training is provided for all staff who are involved in interview panels.	EDI named HR representative	HR will capture information on applicant interview panels when arranging job applicant interviews. EDI will receive information on a rolling basis.	
AP5.1.3	Improve the integration of new staff into SCB by developing a support network from induction throughout the first years of the appointee's career that facilitates their progression in all aspects of their role. Ensure that UoB induction processes and procedures are completed and followed up.	SCB New Appointees committee evolved and improved induction structures and inclusive environment for staff. Faculty ECR Forum rolled out Both HR and RKTS have presented timeline-workflow charts so that new staff can see both process for PDR and grant submissions and have a fuller awareness of what will be expected of them. Faculty Early Career Forum has been created and this has run successfully for the last 3 years. The forum meets every 3 months and is open to any new startees including post-docs	ECR lead HR , LMs, HoS	Data from annual staff surveys indicating that >70% of all staff find the induction process useful, are aware of the social spaces, have found the buddy system beneficial to their integration into the School and feel that they are fully integrated into SCB both socially and professionally.	
AP5.1.4.	Encourage more females to apply for promotion to increase gender parity in staff applying for promotion.	New documents on promotion criteria have been generated by the EC and discussed at a Staff meeting. 2 F staff promoted from Grade 9 to SL (G10) in 2019; 1 F 2020; 1F 2021	Line managers EDI	The number of F staff applying for promotion will increase to gender parity by 2020. New question on staff survey will demonstrate if F staff feel adequately supported.	

AP5.3.1	Communicate the benefits of the Unconscious Bias training to all members that have not completed the module.	68% of SCB have completed the Unconscious bias training.	EDI	90% completion of the Unconscious Bias training across all members of staff.	on track
AP5.3.2	Monitor SCB uptake data for GENOVATE forum to increase awareness of equality and diversity issues for women and men in research and innovation.	Action cancelled as no GENOVATE forums have been taking place. This has been replaced by Athena SWAN workshops (run by ChemBio and University).	GENOVATE (Prof Uduak Archibong)	GENOVATE uptake data will be available and assessed by gender split aiming for 50%F attendance.	Cancel
AP5.3.3	Advertise WISE and other career development forums to empower female academics.	The University is part of the WISE network. 7 members of staff (5F, 2M) are registered to attend Bradford Leader an UoB initiative to provide leadership training for all members of staff. Some AURORA participation. Other leadership programmes made available. 1 F member of staff joined SUSTAIN leadership program for Women but she applied for external funding.	EDI UoB Equality and Diversity Officer	Increased number of female and male SCB staff in WISE and other career development events and training courses.	
AP5.3.4	Increase the amount of staff networking opportunities within SCB for local collaborations.	SCB has had several Away-days to increase staff networking. Research themes have now incorporated in FLS structure Away days, cluster meetings, Blue Scky workshop, Cancer Away day have been taken place. Seminars are taking place weekly and attendance is monitored.	Seminar series organisers SLT	Register of attendance will show gender split of attendance (aiming for 50%F attendance).	
AP5.3.5	Ensure new / returning staff are given opportunity to enrol and engage with mentoring. Exxtend this to staff at all levels for as long as staff feel it is beneficial for their career.	A mentoring system is currently in place for early career academics (grade 8/9) Buddy system for new staff members for first 2-years.	HoS, EC, LMs	Annual staff survey will provide data if this has been taken up and improved.	
AP5.3.6	Disseminate the newly adopted promotion support forum to encourage F applications	Process has been established and used in the SCB executive committee for two promotion applications (2M).	HoS, LMs	An increased number of applications to SCB executive committee from all levels with parity across gender.	

AP5.3.7	Review effectiveness of mentoring for PhD students providing pastoral and academic support independent of academic supervisors.	Mentoring system started in summer 2017.	SCB postgraduate research Co-ordinator	Adding a question to the postgraduate student survey will provide information on the effectiveness of the mentoring system.	
AP5.3.8	Improve career development advice for students to enable them to make informed decisions about their career.	Training is available at Faculty level.	New Appointees Committee SCB postgraduate research co-ordinator	Repeat of postgraduate student survey will show if this has improved.	
AP5.3.9	Put measures in place to ensure that students are aware of KE activities.	Postgrad survey has highlighted that PhD students want to participate more in KE activities.	SCB postgraduate research Co-ordinator	Increase involvement of PhD student in KE activities recorded through attendance sheets. Repeat of postgrad surveys will show if this has improved.	
AP5.3.10	Explore time allocation for grant writing and advertise the support offered by the university to assist with grant writing processes	RKTS has provided a new handbook. This was highlighted in the New academic forum. Grant writing training courses are already available. Scholarship time is allocated in workload model Annual research away days taking place Monitor grant applications. Writing retreat at University level.	SLT LMs	Time allocation in workload model. Increased grant applications and increased support for grant application. Repeat of Staff survey will show if this has improved.	
AP5.3.11	Monitor gender balance of invited external seminar speakers and uptake by SCB staff.	The research themes have been encouraged to begin monthly seminars. Weekly seminars are taking place; attendance is monitored and analysed	Seminar series working groups	Regular attendance monitoring will show uptake and analysed for gender split (aiming for 50%F attendance).	
Section 5.5. Flexible working and managing career breaks					
AP5.5.1	Enhance HR liaisons to ensure that all details of procedures and policies related to maternity	SAT has identified areas where staff - HR communication and access regarding maternity/paternity leave could be improved.	EDI	Raise awareness of maternity/paternity and shared parental leave to above 75%.	

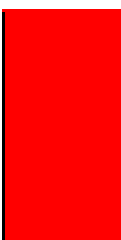
	leave are effectively communicated.	Maternity mentoring scheme put in place	named HR contact	Annual staff survey outcomes will indicate raised awareness and satisfaction regarding maternity leave and related procedures.	
AP5.5.2	Prepare a Standard Operating Procedure (SOP) to increase awareness for work leave procedures.	Process map available across UoB	LMs and programme leads	Relevant SOP is in place and in use.	
		Reduced teaching-load for returning staff. Includes long-term illness		Annual staff survey outcomes will indicate raised awareness and satisfaction regarding parental leave and related procedures.	
AP5.5.3	Set up a working group focusing on removing the perception that career breaks are damaging.	Reduced perception from F academics that parental leave would damage their career.	HoS	Follow up staff surveys will demonstrate that perception that parental leave damages career development will be removed (increase to above 50% disagree).	Cancel
AP5.5.4	Ensure that all returning staff are given the opportunity to enrol and engage with the mentoring process and extend this to staff at all levels for as long as staff feel it is beneficial for their career.	A mentoring system is currently in place for early career academics (grade 8/9).	SLT, HoS, LMs	Follow it up on the staff survey to measure effectiveness of mentoring process.	
AP5.5.6	Implement travel policy for breastfeeding mothers	This action point was suspended at Institutional level.	LMs and H&S lead	Increased uptake of this travel option.	Cancel
AP5.5.7	Utilise and promote existing support mechanisms for new parents.	SAT has identified that parents may feel isolated and overwhelmed trying to balance work-life activities.	Line management and mentors	Maintain satisfaction (above 80%) recorded in the next staff survey regarding support following maternity/adoption leave.	
AP5.5.8	Promote paternity and shared parental leave to increase paternity leave uptake.	SAT has identified that paternity and shared parental leave uptake is low (16%).	Line management and mentors	Increased paternity/shared parental leave. Awareness increase to above 75% recorded in the next staff survey.	

AP5.5.9	Promote the School's positive attitude to part-time and flexible working patterns.	Flexible working is encouraged within the school as long as it does not impact on teaching activities. Communicated at several staff meetings	HoS, SLT, LMs,mentors	Improved responses in staff survey regarding perceptions of part-time and flexible working decrease to less than 30% of staff who believe it will negatively affect their career.
---------	--	---	-----------------------	---

Section 5.6 Organisation and Culture

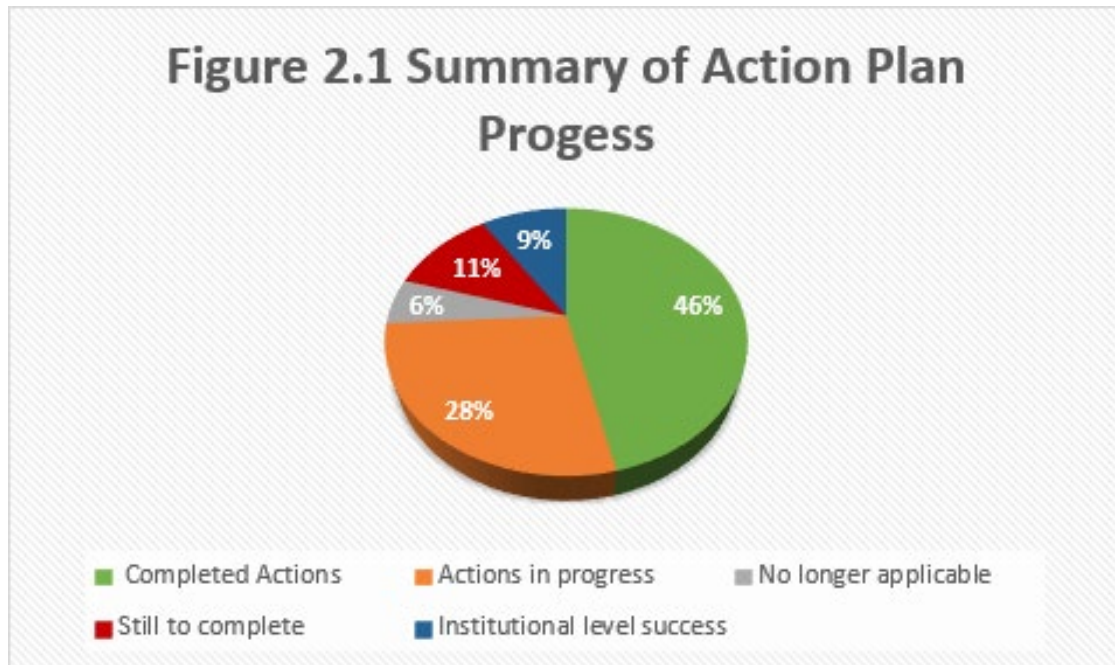
AP5.6.1	To organise a quarterly school newsletter to report achievements of all staff and students within the school (teaching, research, outreach).	Staff have being contacted to request achievements and news for the first newsletter to be circulated in December 2017 Quarterly newsletter has been sent to staff since 2017	Newsletter Editors EDI	A record of the quarterly newsletters sent to students, staff and alumni recording achievements of all staff (academic, technical support staff) and students within the school.
AP5.6.2	Staff and line managers are kept up to date with HR policies to ensure consistence in application of policies.	LMs have been consulted regarding information in changes in policies. Line managers meet monthly with HR re update of policies Improved communication through Central Services Line management system has changed within the School. Regular PDRs are taking place.	EDI line managers named HR contact	All line managers are aware of changes to HR policies and communicate changes with staff. Future staff surveys will indicate an increase of internal communication (75% and above). Future staff surveys will include question regarding effective communication.
AP5.6.3	Monitor gender balance on all decision-making committees.	Implementation of Expression of Interest policy has made this more challenging when small number of expressions received	HoS,	Gender parity on all decision-making committees.
AP5.6.4	Deputy chairs of the alternative gender will be appointed on all decision-making committees to enable gender balance	Two committees (EC and EDI) have already deputy chairs appointed. Most comittees have deputy chair. Data are monitored on a yearly basis	EC chairs of all committees	All decision making committees will have chair and deputy chair, 1 being F and 1 being M.
AP5.6.5	Increase participation of academic staff on external committees,	Currently 13F and 15M of academic staff are on external committees.	Chair of RKT committee	Increase the number of academic staff on influential external

		<p>Influential Societies (e.g. Royal Society of Biology) have been invited to introduce themselves to staff and students.</p> <p>Data need collecting. The REF statement will help as the REF team is collecting this data</p>		committees to above 70%.	
AP5.6.6	Academic Staff will have access to a transparent and fair workload model.	Workload model access is available through the University.	HoS, LMs	A fair and transparent workload model will be accessible by all academic staff. 70% saying the allocation of the workload is clear and transparent for academic staff.	
AP5.6.7	Technical support staff will gain access to a transparent and fair workload model.	Technical staff is managed at faculty level. School does not have input into this.	HoS	A fair and transparent workload model will be created for technical support staff.	Cancel
AP5.6.8	Meetings to take place in core hours	School calendar put in place and available for all staff; invites sent by Farahnaz Firdoos and this ensures that meetings take place within core hours.	SLT LMs	Satisfaction in surveys of timing of staff meetings >90%	
AP5.6.9	Increase in social events (e.g. Christmas meal, social meals after Away-days) that all staff can attend if they wish.	Social secretary was put in place, but this was unsuccessful. Social events increased post COVID for staff who want to attend, e.g. Team Bradford, Dragon Boat Race, all ChemBio staff are invited to the Burns Unit Christmas party	Social secretary	Social events will increase. (increase to above 60%).	
AP5.6.10	School seminars will be led by an equal number of female and male speakers.	Seminars have been in place since autumn 2017. Data on speakers and chairs are collected.	Seminar organiser, HoS, EDI chair	Data on speakers and chairs in the seminar series will be collected ensuring gender parity.	
AP5.6.11	EDI will host an Athena SWAN seminar per academic term to promote female role models.	<p>EC and seminar organisers have agreed that one seminar in each academic term will be hosted by EDI.</p> <p>Bi-annual Athena SWAN seminars are taking place.</p>	<p>Seminar organisers</p> <p>EDI</p>	<p>Bi-annual Athena SWAN seminar as a platform for female role models.</p> <p>Increase results in the staff survey for 'enough female role models' to 75% in line with current results for male role models.</p>	

AP5.6.12	SCB website will be improved to increase visibility of teaching and research.	When available, little staff uptake. RIS profiles populate SCB website SCB content on EDI, research needs manual update and training not available	HoS, EDI chair, all staff	Academic and professional support staff have an up-to-date website. Website traffic will show improved visibility.	
----------	---	--	---------------------------	---	--

2.2 Evidence of Progress Against Action Plan (CRITERIA B and D)

The 2017 action plan is RAG rated based on progress. From the themes SCB identified our new priorities: **supporting and advancing women's and BME staff careers, developing an inclusive School organization and culture and enhancing the student experience** in SCB. Where there is overlap exists for various progress against actions have been integrated. We have completed 25 actions (46%) with 15 actions (28%) in progress and 6 rated red (11%). These 21 actions require action and are incorporated in the 2023-27 action plan (Figure 2.1)



SCB is proud of our initiatives implemented more widely at Faculty and institutional level (represented by blue boxes) which demonstrate significant impact. 2 actions abandoned were outside School control: i) allocation of a fair and transparent workload model for technical staff [AP5.6.7] not UoB policy, has been escalated for FLS AS silver consideration; ii) continuing GENOVATE was abandoned through lack of funding [AP5.3.2].

2.1 Supporting and Advancing Women's Careers

Academic recruitment continues to attract women (Fig 2.2). Although there is some staff turnover, leaver numbers are low (Fig 2.3), potentially aided by School adoption of inclusive wording in Job Descriptions [AP5.1.1].

This good practice on Job Descriptions s is now included on institutional templates.

SCB has exceeded minimum 25% female interviewers [AP5.1.2], summarised as 47-53% (academic) and 42-56% across each year (professional services) (Fig 2.4).

We are successfully increasing women staff visibility in key leadership positions including internal appointment of woman professor as HoS (Sept 2021) and CSS appointment Director (2019), subsequently promoted to professor (2020). Women professors are represented in UoB #Thisprofcan initiative in Atrium, public space.



“Reader” is no longer part of Bradford’s academic promotion journey, now Associate Professor, although one staff member (man) chose to retain this title.

Positive impact of senior women in SCB includes pipeline progression of fixed term researchers/ lecturers to indefinite SCB/ FLS academic staff (4:1 women:men) **[AP4.2.2]**. After increasing women recruitment at junior levels (G8; up to 2017) we prioritised increasing women in senior lecturer/ associate professor (G10) positions (20%; 2017). Various SCB actions, including LM training, encouraged promotion applications **[AP5.1.4; AP5.3.6]** which has resulted in 15% increase in women at senior lecturer (G10), closer to SCB staff profile (40% women) (Fig1.3). We anticipate longer term impact of more senior women role models will improve gender balance at professor.

SCB invests in externally delivered women leadership development (Table 2.1). HoS has developed her leadership through Aurora role model and Advance HE Transforming Leadership experiences and continues to learn from colleagues at UoB and across the sector. 8 women academics participated in leadership programmes (Table 2.1).

Table 2.1 Leadership development for female Staff

Year	Programme	Staff Grade	Number of Participants
2018	Aurora (role model)	G11	1
2021	Academy of Medical Sciences SUSTAIN	G9	1
2021	Aurora	G9 and 10	3
2022	BRAD-ICOUNT Diversifying Leadership (developed for Faculty of Life Sciences at UoB by WISE)	G9	3 (21% programme participants)
2022	Advance HE Transforming Leadership	G11	1

While Aurora is very successful, staff development budget limits places available. FLS worked with WISE, a not-for-profit organisation experienced in enhancing STEM organisation gender equality, to develop a bespoke BRAD-ICOUNT Diversifying leadership programme. This maximises numbers of underrepresented staff, particularly women and women/BME staff, who can benefit from leadership training. SCB looks forward to strong leadership from 15% SCB/BME women who participated.

“The BRAD-ICOOUNT Diversity in Leadership scheme has provided me with invaluable tools that I will be taking forward to apply in my professional life. The scheme allowed us to explore our own individual personality types and developed strategies to maximise our potential. We explored topics such as conflict resolution, imposter syndrome, and how to be our most authentic selves. The belonging pioneers team were absolutely excellent, they were able to lead us out of comfort zones and into situations where we consider our personality types and think about how best we could apply them.

BRAD-ICOOUNT has allowed me to recognise my strengths and weaknesses and to understand how to work effectively whilst recognising these traits. I have grown in confidence throughout the process and feel better equipped to move forward as an effective team member and begin to find confidence in applying for and undertaking leadership roles.

I would be very, very happy to see the scheme continue at Bradford and to see other staff members benefit from the scheme as I did.”

Woman, G9

“Participating in the Brad-BRAD-ICOOUNT leadership programme has been empowering and transformational in not only how I lead but also personally. It has helped to support and develop my current leadership roles and has deepened my leadership knowledge by reflecting on testing moments and approaches to challenging situations and strengthened my capabilities. The programme has helped to build my confidence and courage to lead change in my institution and drive transformation.”

Woman/BME G9

2.2 Flexible Working and Managing Career Breaks

Significant progress has been made on **AP5.5.1**; **AP5.5.2**, **AP5.5.4**, **AP5.5.7**, and **AP5.5.9** in relation to flexible working and career breaks. For staff returning from extended parental leave, budget constraints prevented planned imitative of full PhD scholarships. Instead SCB agreed fee waivers for appointment of self-funded PGR students (2). The scheme remains flexible and has accommodated the returner from parental leave purchasing equivalent value of consumables. Implementation of **AP5.5.1** and **AP5.5.2** has led to a parental leave process map. Staff who experiences parental leave felt the mentoring scheme, put in place as part of **AP5.5.4**, **AP5.5.7** and **AP5.5.9**, along with paid keep in touch days (online and on campus), has eased their return to work. Lack of funding also prevented SCB plan to support travel of breastfeeding women [**AP5.5.6**], our negotiations led to provision of space for breast feeding mothers following extended parental leave, quote below.

A breast-feeding room for new mothers across UoB (staff and students) opened in 2021 [**AP5.5.7**] to support new on campus activity.

Parental Process map available on UoB intranet.



“My supervisor made sure we scheduled meetings around my childcare and understood my productivity would be impacted by the occasional lack of childcare. Her attitude even inspired confidence allowing me to clearly vocalise my needs and requirements as a mother to my other supervisors. During my PhD viva, my supervisor notified all examiners well in advance that I had recently given birth and would therefore require regular feeding breaks for my 8 week old baby. During the viva, she coordinated with my husband to ensure we took breaks when my new born required. An hour and a half into my viva, she kindly led me to the university’s breastfeeding room, an SCB initiative, so I could comfortably feed my baby. Following my success at defending my thesis, my parents, husband and baby joined us in the viva room for a picture of me with my family, capturing this special moment for us forever”. **Image: Sumaia Sabouni, PhD graduate 2023**

“During maternity leave my line manager was very proactive in making sure that I still felt included within SCB, without being pressured to work. That made the transition back to work after almost a year smooth as I still felt up-to-speed with what was happening within the department. On return I was provided with a sole-occupancy office with refrigeration, invaluable to a breastfeeding mother who needed to pump in a safe space where I was comfortable and could be confident that I was still fulfilling all the roles I wanted as a working mother. The Athena Swan committee were receptive to my advice on the University’s new breast-feeding room and actioned my suggestions on what could be included to fulfil new parents’ needs. I was provided with a tuition fee-waivered studentship as part of my transition back into work. This was very helpful in ensuring my research did not stagnate following maternity leave, something I was very concerned about, as it is well recognised that having career breaks can really stall research careers for women. Because of the fee waiver I attracted a fantastic candidate who is now in her final year and our work together has already resulted in conference presentations, a publication and new collaborations.”



Image: Dr Kirsten Riches-Suman G10; Making the most of KIT days to share celebrating her students' successes with her son.

All staff taking parental leave, with one exception, felt supported by their LM. Fewer colleagues (3%, compared to 10%; 2020) including women (6%, compared to 16%; 2020) experienced taking parental leave damaging their Bradford career. 30% women respondents, compared to 37%; 2020; 44% in 2017 believe parental leave would damage their career **AP2023 1.1**. One staff member has taken paternity leave. Shared parental leave uptake remains low due to a less generous package, indicating further work is required **AP5.5.8 (AP2023 1.1)**. SCB encourages colleagues (who are

mainly ECR) to take parental leave. One positive post COVID19 impact is more colleagues report hybrid working (37%, compared to 24%; 2020), supporting family life. Following illness, staff have benefitted from both phased return and post COVID19 hybrid working practices facilitating two days per week on campus. 77% women agree SCB supports and encourages flexible working (40%, 2017), though there is only one formal flexible working agreement. Fewer colleagues believe this pattern affects speed of career progression (16%, compared to 43%; 2020) although there remains lack of awareness of the flexible working policy (37% compared to 55%; 2020) **AP2023 1.2**. Fewer colleagues work part-time (5% compared to 10%; 2020), 60% still believing that PT would negatively affect their careers (66%;2020) and 18% women believing PT has negatively affected their career (26%; 2020) **AP2023 1.2**. 45% colleagues believe it takes longer to progress if they work PT, compared to 50% (2020). 72% staff reported (AS survey 2022) SCB meetings take place at times they can attend [**AP5.6.8**]. Most staff, of both genders, feel SCB makes allowances for caring responsibilities. These outcomes reflect the positive actions taken achieve AP2017 targets.

“As a single mother of two children, juggling work and life commitments can be difficult. The flexible working policy in our school allows me to be there for the morning school runs or work from home during teacher training days, etc. Particularly during lockdown, when home schooling and work commitments collided, the School was incredibly supportive.”

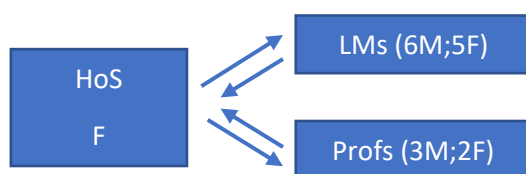
Woman, G10

2.3 Organisation and Culture

Integration of newly appointed staff has been enhanced by appointing a pre-employment buddy at job offer. Mentors (UoB online training) are allocated for minimum 2 years, end of 2 stage probation. Instilling a sense of belonging (a key UOB 2020-25 strategic objective) includes participation in institutional (corporate) induction (Table 2.2) a requirement to successfully complete probation [**AP5.1.3**].

Robust gender balanced line management (LM) structures are now in place (illustrated below) to support staff via regular check in through LM 1-2-1 meetings. HoS is LM for all professoriate and LMs, each LM has between 1-5 direct reports, depending on experience. Effectiveness of LM is evaluated through AS questionnaire responses and requests for changes are rare.

SCB Line Management Structure



Annual performance development review (PDR) by LMs enables staff to review previous year’s achievements, discuss challenges and set 12-month objectives. Career development objectives for teaching and research are captured in Personal Development Plans and Personal Research & Innovation Plans respectively and discussed during probation/PDR. LMs communicate with HoS through monthly LM meetings, which include HR policy changes/updates [**AP5.6.2**] and developmental activities. For 80% school staff, contracts include research and teaching. Following academic workload model (WLM) implementation to increase transparency [**AP6.6**], LMs also discuss staff workload in 1-2-1s. 82% women and 90% men respondents of AS2022 survey felt their LMs understood gender equality issues. PDR completion rates are monitored (Table 2.3a) and have increased each year. Self-reporting of latest completion rates (AS2022 survey; Table 2.3b), showed

effective annual review reported by 76% respondents (equal gender and BME staff satisfaction), enabling useful discussions on professional development, career progression and workload. Staff are provided WLM time (up to 108h/ proposal) to develop research grants. 55% School academic staff (46%F) are also allocated 237h WLM time for University funded research [AP5.3.10], with the remainder of staff contracted to research allocated smaller % time and agreed by each person based on internal research metrics. Grant writing courses are advertised regularly in bulletins [AP5.3.10]. Despite WLM allocations for research many staff report the time being diverted to other workload commitments, despite high motivation for research. This has prevented major growth in SCB research, despite introduction of FLS approach to increasing collaboration (AP2023 2.5). Introduction of UoB's BRAD-ATTAIN programme to improve engagement of under-represented groups in Doctoral research has benefited SCB staff and will increase diversity in the scientific research community.

“As a member of Black, Asian, and Minority Ethnic community, this BRAD-ATTAIN studentship will be instrumental to jumpstart my research career and help me to develop and establish a research team at UoB. As part of a cross-faculty research team, we ensured that the members of the supervisory team come from diverse background to provide sufficient support to the student. As part of the programme, we aim to develop an inclusive research space through creation of supportive environment, addressing to student's needs, diversifying the research support provided, facilitating academic and public engagement activities, and through nurturing inclusive and positive frame of training environment which will generate next generation of scientists from Black, Asian, and Minority Ethnic Background.”

BME man

The New Appointee's committee [AP 5.1.3] has evolved into an ECR forum to capture feedback from a wider pool of ECRs, including fixed term contract researchers (FTC), providing staff opportunities for development and networking within 3 years of appointment. The lead of SCB ECR group (woman) represents FTC and ECR academic staff on SLT, reporting concerns and capturing development needs to enable timely action. Protection of research and scholarship time during early career appointments has not prevented some staff leaving SCB to take up appointments with prestigious institutions where larger research allocations are possible. AS survey responses reflect ECRs lack influence within SCB [AP2023 2.4]. Challenges to increasing research time for academic staff include teaching and administrative workloads, exacerbated by <10% academics with teaching only contracts and particularly impacts ECRs.

The Early Career Forum approach has been adopted by Faculty (2020) to promote networking and development.

Institutional staff PULSE surveys (Appendix 1) can be analysed in different ways including gender, BME status and time in post. 2021 PULSE identified those in post less than 5 years were least engaged/ satisfied compared to other colleagues. Focus group approaches were part of SCB PULSE action plan and identified issues mainly relating to research support (Faculty and institutional). Overlapping concerns from all Schools are considered by Faculty for co-ordinated action and have included training and development in relation to research procurement and purchasing. SCB research equipment needs are monitored through a universal booking system which provides transparency of usage and identification of need based on capacity and needs analysis and ensures equity where those with the highest needs prioritised, an issue that has

historically negatively affected women and ECR staff. The pipeline of requests is collated (Infrastructure committee) and feeds into SCB's 5-year plan investment requests. Impact of SCB plans to grow our research base (**AP2023 2.5**), has established a successful pipeline for fixed term researchers into academic positions (4 women, 1 man). We plan to introduce more initiatives to develop our fixed term research staff (**AP2023 2.4**).

The staff handbook for those new to academic roles is a live document provided to new starters (2022) [**AP5.1.3**]. Keeping the SCB website up to date has been challenging. Staff trained for website updates have left and staffing constraints in the UoB website team have prevented training of academics in SCB [**AP5.6.12**], preventing any positive impact of our diverse population of staff on the wider scientific community so far **AP2023 2.6**.

SCB meetings are held within core hours (10.00-16.00) while UoB guidance during COVID19 for "meeting-free Fridays" highly valued by staff, continues [**AP5.6.8**]. SCB bulletins and newsletters celebrate staff and student achievements and are shared with UoB marketing to promote study with us to applicants [**AP5.6.1**]. AS2022 survey identified 66% staff feel satisfied with internal (SCB/FLS) networking opportunities, although only 32% have taken part, including fewer women [**AP5.3.4**]. Monthly online social quizzes were introduced during COVID19 pandemic (Friday afternoons) [**AP5.6.9**]. Following full return to campus, twice weekly social slots were set up. Despite staff requests in all AS surveys to enable staff networking/ socialising, participation has been limited, with workload capacity stated as a main factor. 50% of AS 2022 survey respondents suggested reduced frequency.

Input into the research seminar series from EDI lead ensures gender balance of presenting scientists [**AP 5.6.10**]. Inclusiveness is promoted by running hybrid meetings so staff and students can attend remotely. Attendance monitoring confirms the majority of seminars have a balanced gender audience [**AP5.6.10**]. Two AS themed seminars with associated workshops promoting female role models [**AP 5.6.11**] are open to all staff and students but particularly publicized to female staff/ students. In 2022/23 SCB hosted two female professorial presenters from RSC prize winners building on sessions from successful senior businesswomen with relevant science backgrounds who discuss and identify how to overcome barriers to progression/success. Timing of social slots straight after all research seminars presents opportunities for staff participation while avoiding teaching clashes. Success will be monitored and reviewed in the AS2024 survey. A School Christmas quiz (2022) offered staff and student teams opportunities to win prizes and SCB Christmas lunch was attended by 19 staff (10 men 9 women) [**AP5.6.9**]. Barriers for staff attendance at workplace social events are mainly workload, timing or residence outside Bradford. Despite this, most people would like SCB to organise more social events. SCB holds staff development workshops which present opportunities for work social gatherings outside work (**AP2023: 2.1a**).

A 2023 FLS Research Away day offered post-event networking opportunities, but it is recognised these events outside core hours may be difficult for those with caring responsibilities. Steps have been taken to encourage socialisation within standard working hours at events organised by both UoB and SCB. 2 teams of academics and students (male/female) participated in the annual Team Bradford Festival.



Team Minion in Tug of War and Team Hyper-Pink in Design a Mascot challenges at #TeamBradford Festival 2023

20% PGR respondents to AS 2022 survey does not allow strong conclusions to be drawn from the data (AP2023 3.2). However, the results do show 86% respondents feel supported in career development, and all feel their work and contributions are valued by their supervisor(s). All respondents were assigned a mentor, though there was a split in views in the effectiveness of the mentoring process [AP 5.3.7]. The overall picture that emerges is largely consistent with the staff survey results and indicates that the new school action plan should benefit PGR students to increase diversity in academia in future (AP2023 3.2).

2.4 Key Priorities for Future Action: (AP2023-2027)

Reflecting on progress made on AP2017 reveals that SCB has 3 themes which require more work with some new priorities within them (AP2023 headings). Regular analysis of annual institutional PULSE/ AS surveys has resulted in significant progress **supporting and advancing womens careers**. The gender focus of bronze can now widen to include advancing careers of BME and BME-women staff who are underrepresented at senior levels (6%), compared to staff 19% total as part of FLS silver award development. **Developing SCB culture** has introduced initiatives with mixed success so far. We will implement several actions to increase staff engagement and will continue to review areas for enhancement, with improved scores in staff surveys likely to produce biggest impact on SCB measures of success. Both gender and intersectional comparisons are possible from collected data, so we can monitor disparities and implement SMART actions **AP2023 2.1a; AP2023 2.1b**. Positive culture is supported by engagement in staff development. 95% SCB staff have completed unconscious bias training (April2023), with newly appointed staff and a recent returner from maternity leave to complete [AP5.3.1]. Mandatory Diversity in the Workplace training has been introduced (71% completion). To ensure intersectionality awareness, we have set ambitious completion targets (Table 2.4; **AP2023 2.2**). LMs, informed by HR will communicate with direct reports to improve completion rates <90%. In addition to mandatory e-learning, SCB will encourage and monitor completion of Mental Health First Aider, Mental Health champion/ awareness, Personal Resilience and Managing your own self-care and well-being.

Improving communication and transparency was a PULSE survey theme (2021; 2022). Majority of staff (67%M, 59%F) responses to AS2022 survey feel decision making within the SCB is not transparent, even with regular staff meetings, bulletins and availability of SCB committee minutes. Despite this, many staff felt their opinion is valued and does influence decision making within SCB (65% women; 38% men). **AP2023 2.3** will identify which grade respondents do not, challenge perceptions and offer training in effective communications to influencing decision making. SCB still

has work to do to improve staff confidence in promotion and regrading process, which evolved to the Bradford Academic framework (guidance on UoB intranet). during this period. The scheme is designed to value all routes to regrade (research, teaching, knowledge exchange and leadership) but 60% AS2022 respondents feel the regrading process was unfair. Women (35%) were slightly more satisfied than men (23%), which may reflect more effective use by women staff of the circumstances form which considers impact of career breaks or reasonable adjustments on progression. 2 women regrades (Assistant professor to associate professor; G9-10) applications included this form, compared to no men. More men (38%) strongly disagreed with fairness of the new regrade process than women (11%). The new action plan will investigate why BME staff felt the process was unfair **AP2023 1.3**.

Enhancing the student experience is critical for SCB success, our final theme. Majority BME cohorts makes it vital we **address BME achievement gaps**. Recently FLS started to receive gender, BME and disability student data. Although data from 2019 was available at Faculty level there are some issues with accuracy for Schools (Appendix 2 Fig. 1.3) [**AP4.1.1**; **AP4.1.2**]. Identifying BME achievement gaps in our student cohort requires external benchmarking due to the high BME student body (Tables 1.1-1.3). Detailed analysis will enable us to incorporate School specific AS actions when aligned with NSS/ PTES/ PRES data **AP2023 3.1**. FoLS student attainment team (appointed from 2020) alongside academic and technical teams, supports students in developing discipline specific skills required to successfully obtain Good Honours degrees. Their analysis of FLS attainment gaps are presented for School for actions.

Engagement and sense of belonging to SCB for PGR students still needs significant improvement to develop the next generation of scientists to hold and act in accordance with Transformed AS values and has been negatively impacted by Faculty focus on research. Accurate data supply remains an issue. The small community is growing and a reason provided in the AS2022 survey reflected this could be due to dispersed locations across different offices, laboratories and buildings. Inclusion in social events, research seminars and a planned bespoke seminar series (**AP2023 3.3**) will be monitored for actions.

Section 3: Action Plan 2023-2027 (CRITERION C)

ID	Planned Objective	Rationale	Actions Already Taken	Actions Planned	Owner	Milestones	Timeframe		Success Criteria	Institution Sub Strategy/ Policy
							Start	End		
1. Supporting and Enhancing Women and BME Staff Careers										
AP2023 1.1 [AP5.5.8]	Increase awareness of policies relating to parental leave and share stories to demonstrate positive impact on work life balance	Staff demographic includes significant number who may want families. 30% women believe parental leave may damage career. Low uptake of shared parental leave (men).	Facilitate on site attendance KIT days/ when childcare not available	Share parental leave stories in bulletins/ newsletter; monitor time to regrade for those who take parental leave	HoS; EDI chair; AD EDI FLS	Although relatively low staff %, at least 1 member of staff eligible takes parental leave each year	2023	2027	All staff eligible take parental leave	EDI sub-strategy; People Strategy. Family Friendly Campus Policy
AP2023 1.2 [AP5.5.1; AP5.5.3] [AP 5.6.2]	Increase awareness of policies relating to flexible working, part time options	Very few staff have taken up flexible or part time working. AS survey data indicates there is lack of awareness of the policies. Improving awareness of PT options could benefit staff		Share PT and flexible working stories in regular bulletins/ quarterly newsletter. Promote to staff with caring responsibilities	HoS, LMs	Lack of awareness falls in surveys each year	2023	2026	>90% awareness of policies; Uptake of formal flexible working by all staff who request it	EDI sub-strategy; People Strategy
AP2023 1.3 [AP5.5.1; AP5.5.3]	Improve transparency on fairness of regrade process for all staff	Male and BME staff reported perceived lack of fairness of the regrade process through Bradford Academic	Focus groups to identify barriers or perceived barriers	Case studies of success from FLS where there are examples	HoS, AS BME/ race champion	1 promotion success for BME and or BME/woman staff member in 2024	2023	2027	100% Male, BME and BME/Women staff understand regrade process to have better opportunities of succeeding	REC Bronze Award AP
			developing promotion cases for BME and BME/ women staff	Case studies of success from SCB and wider FLS	HoS, AS BME/ race champion					
2. Developing School Culture										
[AP3.1.1] AP2023 2.1a	Increased staff engagement	below 80% target on AS and PULSE surveys. Need to understand challenges women and BME staff	Action plan for 23/24 presented to School in Jan2023, implementation started	Make sure PULSE, student and AS survey periods don't overlap to prevent questionnaire fatigue	HoS and Chairs of SCB committees	3% increase each year surveys are circulated to staff	2023	2027		People Strategy
				Use regular PULSE and AS survey data to improve staff engagement	HoS; EDI chair; LMs				85% staff return rate of staff surveys (PULSE; AS surveys)	
			EDI on all committee agendas as standing item. Regular updates provided on bulletins and in staff meetings	Disemination about institutional forums and staff encouragement to join CHECK WHICH ONES) and report to staff meetings./ newsletters	HoS; EDI chair				SCB staff represented on all institutional forums and communicating actions to School through staff meetings	
			Multiple social opportunities introduced in core hours	Increase opportunities for staff to gather socially	HoS, EDI Chair, LMs					
AP2023 2.1b	Use regular PULSE and AS survey data to identify gender and/or intersectionality gaps and implement solutions	Interventions successful for gender but BME staff are mainly graded at lecturer/ Assistant Professor and perceive lack of fairness of regrade process reported.	Identification of gender gaps; encouragement of women to apply for promotion has improved gender gap	Gender balance in LM team means women LMs can provide constructive advice on promotion to direct reports	EDI chair; Line managers	2024 BME intersectionality gaps identified 2024-2027; LMs encourage cases to be put forward each year	2024	2027	Gender balance at each grade to more closely represent gender split in SCB;	EDI sub-strategy; People Strategy; REC Bronze Award AP
AP2023 2.2	Increase mandatory and voluntary training relevant to Transformed AS charter agenda: Unconscious bias; Diversity in workplace; Personal Resilience; managing own self care and wellbeing; mental health champion	Staff appropriately trained and aware of unconscious bias in recruitment (staff and students), student interactions and have the tools to look after their own mental health and that of others.	Unconscious bias training above 90%; new mandatory training in diversity in workplace introduced		HoS and LMs	Completion rates: Diversity in the workplace 80% 2024, 85% 2025; 90% 2026	2023	2025	completion of Unconscious bias; Diversity in workplace; >80% staff completion of Personal Resilience; managing own self care and wellbeing; >50% staff completion of mental health champion training	People Strategy; EDI sub-strategy
AP2023 2.3	Improve staff perceptions of SCB decision making	Significant % staff (more men than women) currently feel SCB decision making lacks transparency	Positive action to balance gender on SCB decision making committees	Deliver training on effective communication to influence decision making, particularly to men	HoS; EDI chair; LMs	2024-25: LMs add objectives of training to PDR for direct reports where required;	2023	2027	75% survey respondents agree SCB decision making is transparent	
AP2023 2.4	Improve fixed term staff and ECR staff sense of voice and influence in SCB	ECR staff and those on short term contracts do not feel they have influence in the School. Improving this will boost pipeline of career development for these staff	ECR staff representative on SLT and analysis of ECR feedback from PULSE/ AS surveys. Fixed term staff encouraged to apply for academic posts where that is career plan.	Promote training and Development opportunities and monitor uptake and impact;	HoS; DoRs; Pis of research teams	2024-25 LMs monitor how Pis support career development for their ECRs	2024	2027	Uptake of training and development for ECRs >80%.	

AP2023 2.5	Grow research in SCB	Despite 55 % staff having 15% allocated research time in WLM, survey analysis and PDRs identified increased administration time as a barrier to utilising this allocated workload time	Appointment of Director and Deputy Directors of Research in FLS structure. Effective inclusion of time for research in WLM. SCB research seminars	Introduce efficiencies in administrative workload. Determine if women BME staff are disproportionately affected	HoS, DoR (F)	10% increase in overhead from grant income in each year to 2027	2024	2027	Evidence of grant bidding from all staff with significant responsibility for research (>15% Uni funded research time); for women and BME staff with responsibility for research, numbers of grants submitted and publications matches overall staff profile for FLS	Research and Innovation sub-strategy
				School research events to promote collaboration						
				Signpost, support development fellowship applications eg FLF		by 2025 one application	2024	2026	one annual Fellowship application from SCB	Research and Innovation sub-strategy
AP2023 2.6 [AP5.6.12]	Website improvements to reflect SCB	External representation of SCB is out of date and we want to promote our positive work on inclusion widely (externally)	Staffing in SCB and PGR opportunities/course information is accurate. Requested training for EDI committee members to update EDI, Research aspects not yet actioned. Response from webteam to FLT about lack of capacity	Website training implemented to update research elements (link to AP2023 2.4) Feed into FLS EDI committee as part of AS silver objectives	EDI chair	Updates to research site to be made by FLS trained research lead. Training for SCB administrator in 23/24; training for EDI committee member in 24/25	2023	2026	SCB website is updated biannually by 2026	

3. Enhancing Student Experience and Reducing BME Achievement Gaps

AP2023 3.1 [AP4.1.2]	Identify BME achievement gaps compared to sector and identify solutions	BME achievement gaps are recognised in the sector but with high proportion (up to >90%) BME student cohorts (UG and PGT) mean Honours will be used as benchmark to ensure best career outcomes for SCB BME graduates	attainment team (appointed from 2020) alongside academic and technical teams, supports students in developing discipline specific skills required to successfully obtain Good Honours degrees at Faculty	DoS to coordinate School analysis of data from PL at programme level. Identify solutions in conjunction with FLS student attainment team. PGR coordinator to extract data on BME achievement in PGR cohort and benchmark	DoS, PLS for UG, Mchem and PGT programmes	2024: identify and benchmark achievement gaps to sector; 2025-27 increase support to reduce gaps	2023	2027	BME achievement gaps are below sector average for chemistry and Biological science	Access and Participation Plan
			assessments to implement reasonable adjustments for laboratory users (MARILU)		EDI BME/race champion	From 2023/24 academic year	2024	2027	All students with disabilities have reasonable adjustments for laboratory working by end of Y1 sem 1.	
AP2023 3.2 [AP 5.3.8]	Improve feedback on how career development advice for students has enabled women and BME graduates to make informed decisions about their career.	Better understanding the destinations of our women and BME graduates and how it has been influenced by career development advice will positively impact on graduate destinations for these graduates.	Careers staff memebrrs FLS EDI & disseminate opportunities. Careers advisors deliver sessions all programmes	Use additional module question in module questionnaire to collect data on effectiveness of interventions	Programme leads	student responses in module Qs annually. Increased employment data +5% in graduate jobs/ further study annually	2024	2027	students confirm career development advice fit for purpose OR Employment data demonstrates >80% good Honours students employed in graduate jobs or futher study	Access and Participation Plan
AP2023 3.3 [AP4.1.3] [AP4.1.4] [AP5.2.7]	Improve PGR student sense of voice and influence in SCB	Lack of PGRs response to AS survey means awareness of gender and intersectional issues relevant to Transformed AS unknown	SCB AS PGR surveys distributed and promoted	PGR seminar series to develop sense of School belonging from Oct 2023	PGR co-ordinator		2024	2027	>70% AS survey response rate will identify actions required	Research and Innovation sub-strategy
				National PRES survey outcomes analysed and themes acted on	PGR representative					

END OF ACTOIN PLAN.

Excel Spreadsheet has been emailed to AS email address as this is small to read in this format

Appendix 1: Culture Survey Data

2022 AS Survey Data

2022 Culture and Organisation Analysis Summary

In terms of support both women & men feel colleagues provide them with the greatest support. But a greater proportion of women feel that they require more support from their line manager.

Relatively few staff feel that they are always treated unfairly because of their gender but whereas a majority of men never feel treated unfairly, a majority of women feel they are treated unfairly occasionally. A similar gender split is present for staff observing unfair treatment of others.

In terms of unfair treatment due to other protected characteristics there was no significant gender split, with about a third of staff saying they were occasionally treated unfairly.

While the majority of staff (of both genders) feel able to report instances of unfair treatment, about a third of staff do not feel able to report such incidents. The biggest reason cited for not reporting is a poor past experience (either directly or second hand) of reporting.

The main barrier for staff to attend workplace social events is workload, with timing and people living outside of Bradford also given as factors. Despite this most people would like more the School to organise more social events.

The main barrier given as lack of engagement with the School coffee sessions was lack of time, but the low number of people attending was also given as a factor. About half of staff (women and men) feel that the coffee sessions should be less often.

Majorities of both men and women feel that decision making within the School is not transparent. There is a significant gender split for staff in feeling whether their opinion is valued and has influence on decision making within the School, whereas a majority of women feel they do have an influence, a majority of men do not.

Most staff, of both genders, feel the School does make allowances for caring responsibilities, that disrespectful behaviour is not tolerated and that images that stereotype people are not accepted within the School.

In terms of role models over 70% of both women and men believe there are enough female models. 82% of female staff also believe there are enough male role models compared with 57% male staff. Both male and female staff believe there is a lack of non-binary role models.

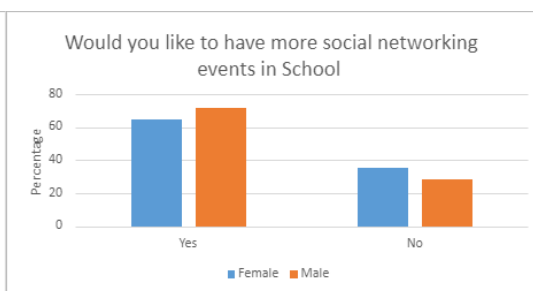
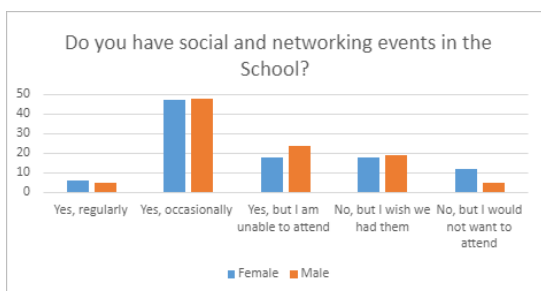
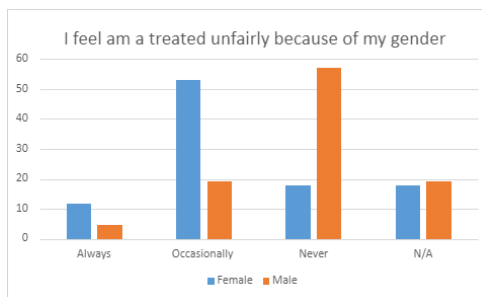
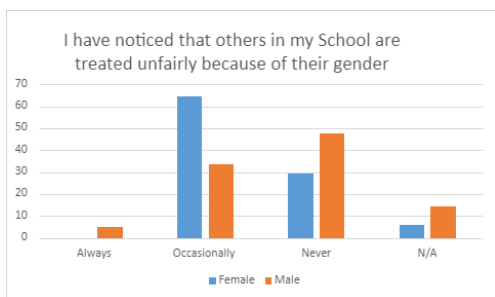
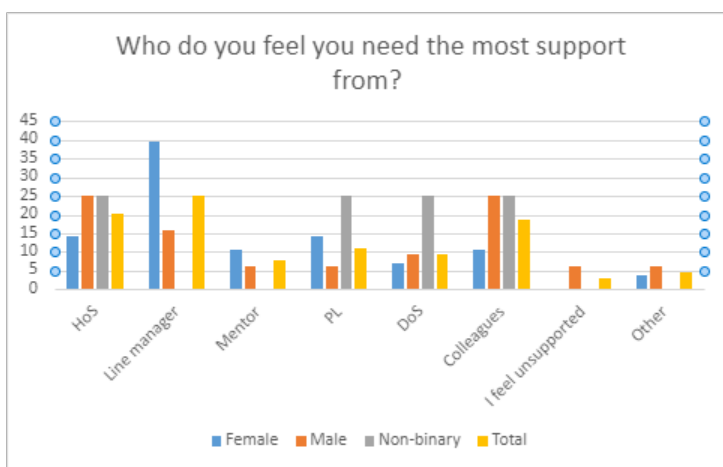
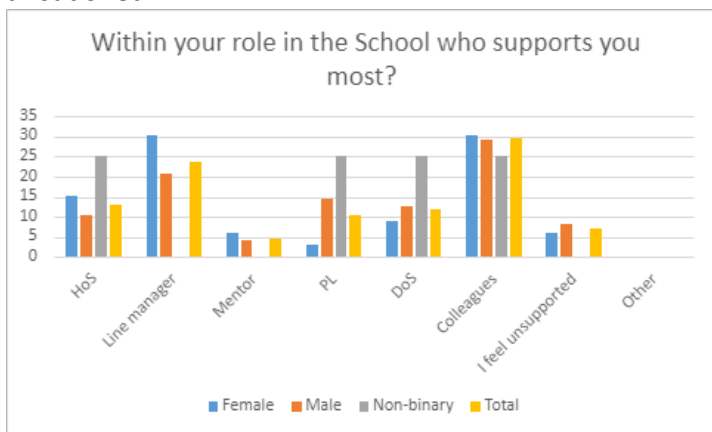
50% of staff have encountered an inappropriate, stereotypical or disrespectful incidence(s) within the School. (Very low numbers re reporting).

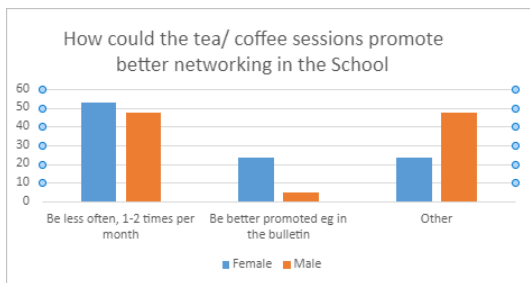
Views on communication within the school vary but no gender split is observed.

Regarding the celebration of successes/achievements there was a significant gender split in the reporting – 59% of female (29% male) respondents said that success is celebrated while 52% of male (24% female) respondents said that successes were only celebrated sometimes.

Areas where staff feel disadvantaged due to gender hard to identify clearly due to relatively low numbers (many staff responding 'They do not know'), but lab space may be an issue where female staff are disadvantaged, while some male staff feel they are disadvantaged in respect of promotion.

Approximately three quarters of respondents (male and female) reported as being satisfied or very satisfied with working in the School. While the numbers of male and female staff not satisfied with working in the School was approximately equal, men were significantly more likely (19% to 0) to report are very unsatisfied.





2022 AS Survey Oct/ Nov 2022: Career transition and development /Culture summary from data

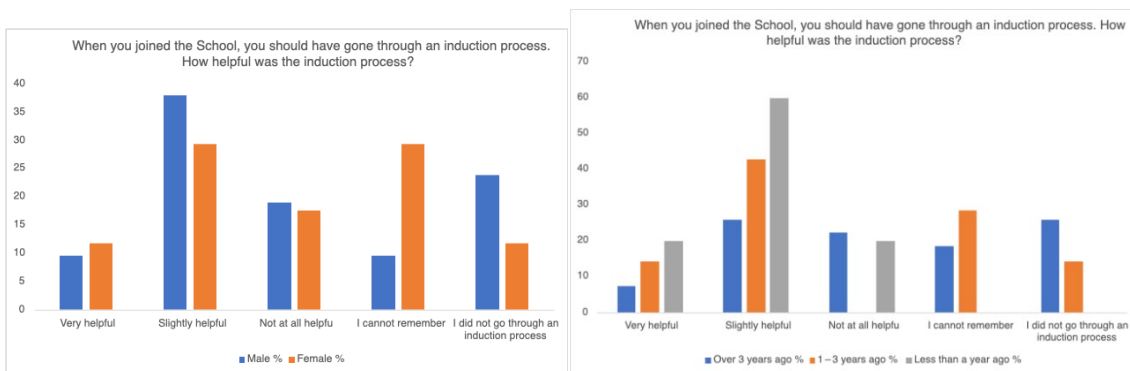
39 responses

PDR Timing

PDR Timing	Number	%	Gender split (male)
12 months	29		
24 months	6		4
Probation	4		

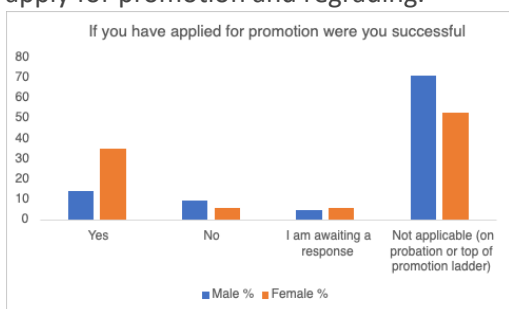
AP5.1.3, Improve the integration of new staff into SCB by developing a support network from induction throughout the first years of the appointee's career that facilitates their progression in all aspects of their role. Ensure that UoB induction processes and procedures are completed and followed up.

- Partially Achieved: 80% of staff appointed in the past year have been through the induction process and found it useful.
- 20% of staff appointed in the last 3 years are aware of the common room, no data on buddy system and integration.



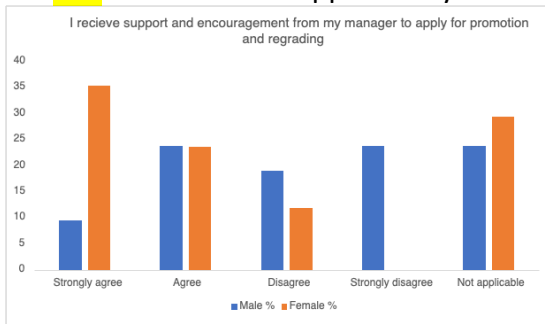
AP5.1.4 Encourage more females to apply for promotion to increase gender parity in staff applying for promotion.

AP5.1.4 appears to have been achieved. More women have been successful in promotion and feel supported to apply for promotion and regrading.

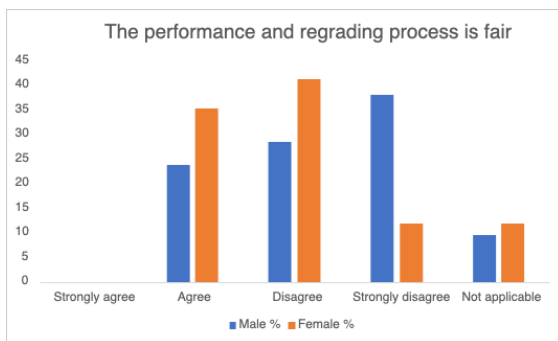


More females were successful in promotion (35%)

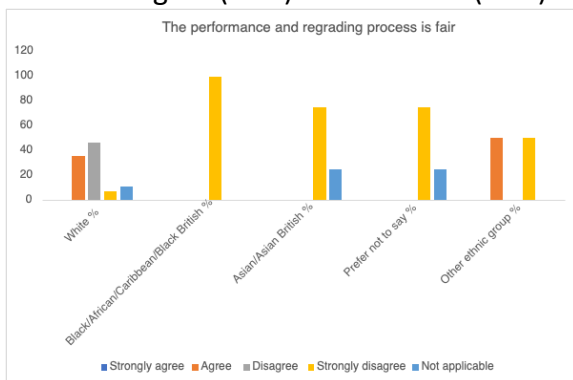
45% Staff felt supported by their manager to apply for regrading



- More women agreed (58%) than men (33%). Many comments brought up transparency and burden of long applications a major issues.
- Technical assistants want a clearer path for progression.
- One comment suggests there is an impression that 99% of training opportunities are for women only.



- Overall staff felt that the performance and regrading process was unfair – 60%
- Women (35%) were slightly more satisfied than men (23%). Men were much more likely to strongly disagree (38%) than women (11%)

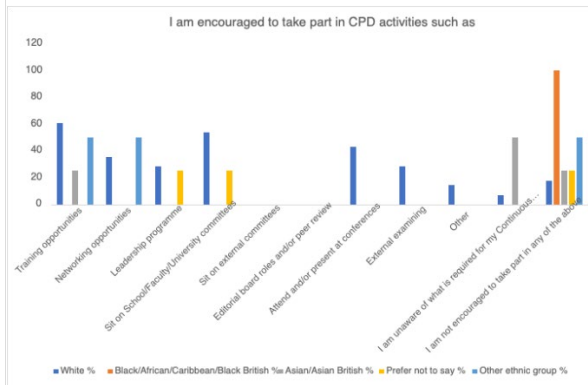
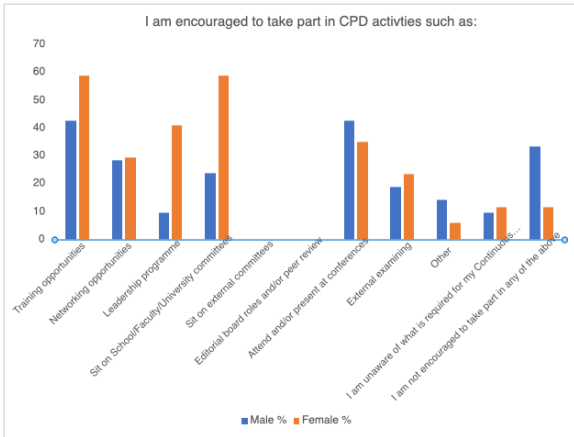


- Ethnic minorities overwhelmingly felt the process was unfair.

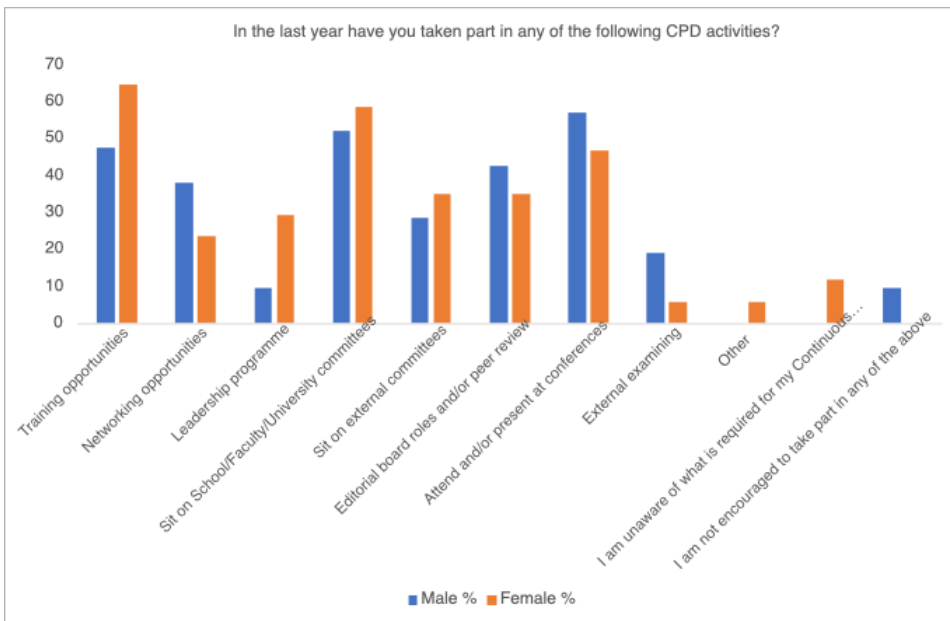
AP5.3.4 , Increase the amount of staff networking opportunities within SCB for local collaborations.

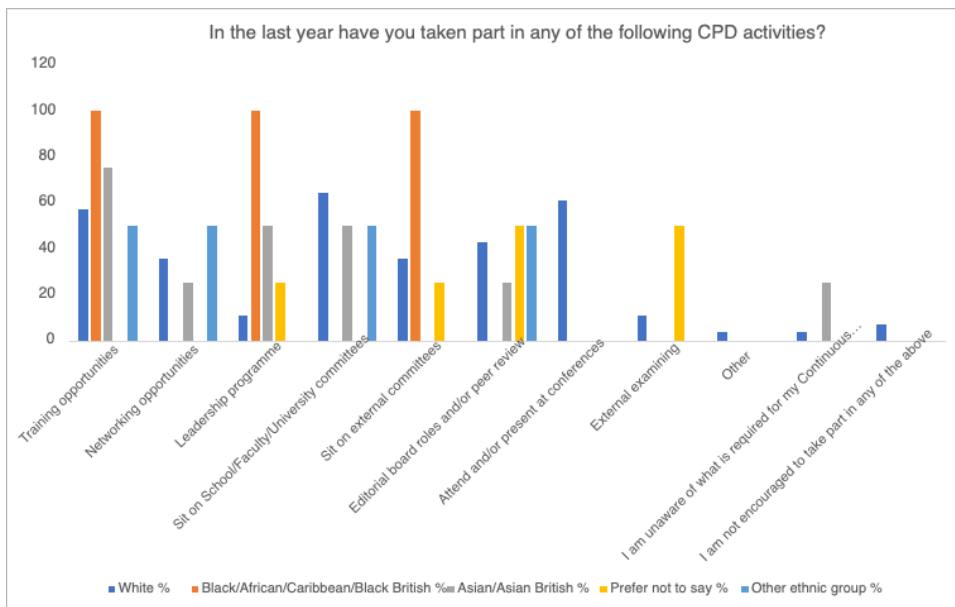
- 32% percent of staff have taken part in networking opportunities. Women and men feel equally encouraged to take part in networking opportunities. However fewer women (24%) than men (38%) have taken part.
-
- Good range of CPD activities encouraged, however editorial board roles and external committees should be addressed. Women feel more encouraged to take part in School/Faculty/University committees (EDI?) and leadership programme (41% women vs 10% men). A large number of men

(33%) feel like they are not encouraged to do anything – this is also most strongly felt by those employed longer than 3 years and ethnic minorities.

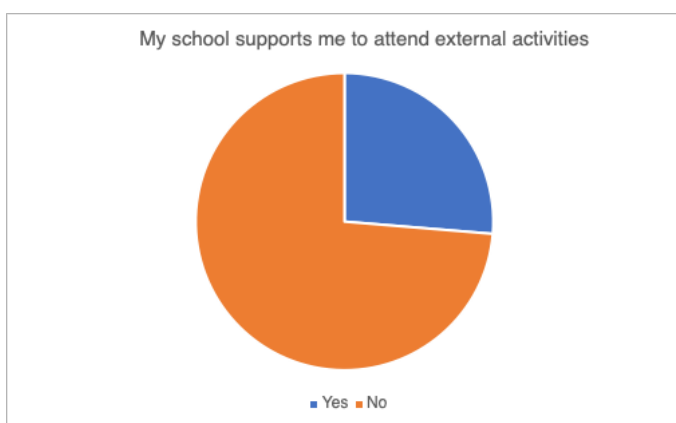


- There is a disconnect between activities that staff feel are encouraged and the activities they actually take part in. Although men tend to feel less encouraged than women their activities are approximately equal. Women are more likely to have taken part in training opportunities. There is an imbalance in the uptake of networking opportunities – the reasons for this should be identified are the type of networking opportunities or the timing of such events as issue for female staff. The trend in activities undertaken is similar across ethnic groups, however, only white staff have attended conferences. This should be addressed.





The disconnect between feeling encouraged and actually taking part in CPD activities is discussed with comments regarding time and funding to take part in such activities.



This is further evidenced by the fact that staff do not feel supported in attending external activities. Women feel slightly more supported (35%) than men (19%). There were, however, a number of positive comments regarding support on an individual basis.

Attendance at Conferences, participation in local, regional and national activities of professional bodies). This support has enabled me to maintain my involvement and participation in my research subdiscipline.

I have attended conferences and I am on external committees. I attend these around my teaching allocation which seems to work fine.

Some feeling that cover cannot or should not be requested.

Workload cover can only be provided for conferences when enough advance notice is given. We are strongly advised to not book external events during term time

Suggestions that a fund to attend external events would be appreciated to support staff.

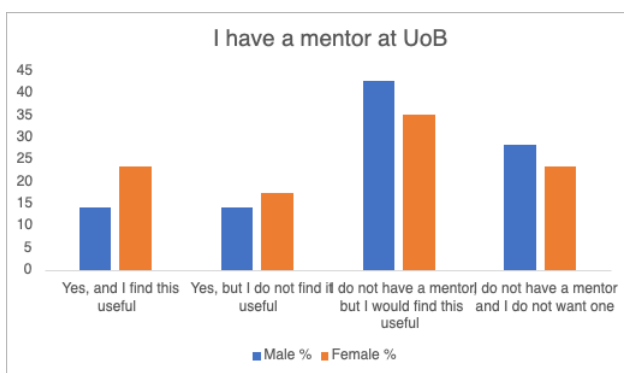
- 18% have a mentor and find it useful but 40% don't and would like one – Women are more likely to have a mentor than men. However women are more likely to suggest mentoring would benefit their career progression (35%) vs men (23%) Those earlier in their career 0 – 3

years are more likely to have a mentor although a higher percentage between 1- 3 years find their mentor is not useful. The majority of staff employed over 3 years do not have a mentor and would like one. Leadership opportunities appear to be addressing inequality across race – majority of black and asian staff indicate they have taken part in a leadership programme. More women (30%) than men (10%) have taken part in a leadership programme – this may explain why men may feel discouraged, however, providing leadership opportunities directly addressed at women and diverse ethnic groups is a deliberate action to address structural inequalities. (AP5.3.3)

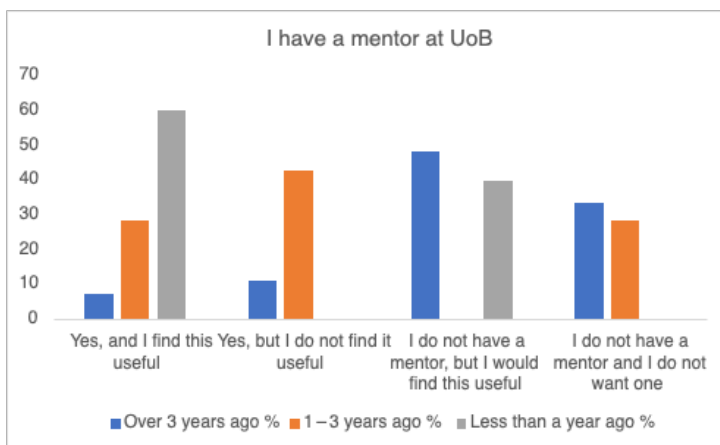
AP5.3.5, Ensure that all new / returning staff are given the opportunity to enrol and engage with the mentoring process and extend this to staff at all levels for as long as staff feel it is beneficial for their career.

Partially achieved

- 34% of all staff have a mentor



- 66% of staff appointed in the 3 years have a mentor.
- Only 18% of staff appointed over 3 years ago have a mentor even though 48% would find it useful so the mentor process needs to be extended.

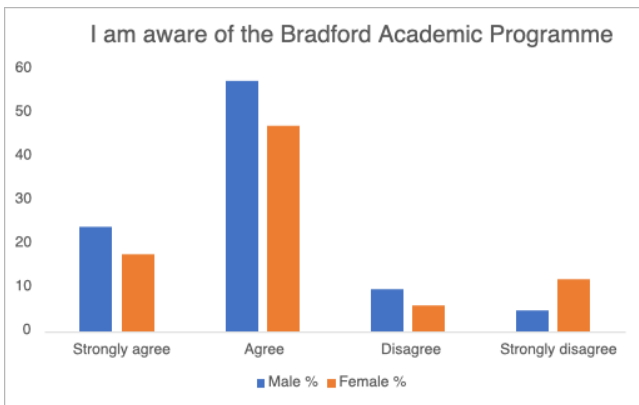


- How are mentors selected?
- How can we address mentoring for mid career staff?

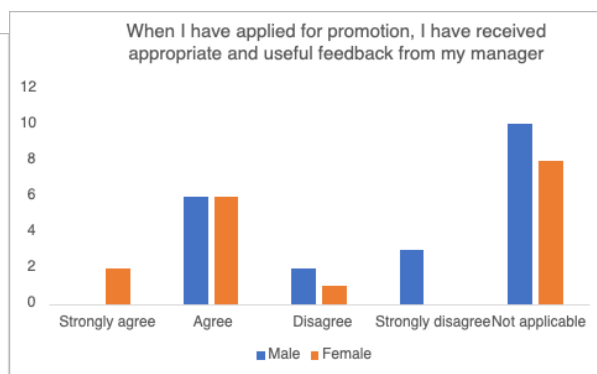
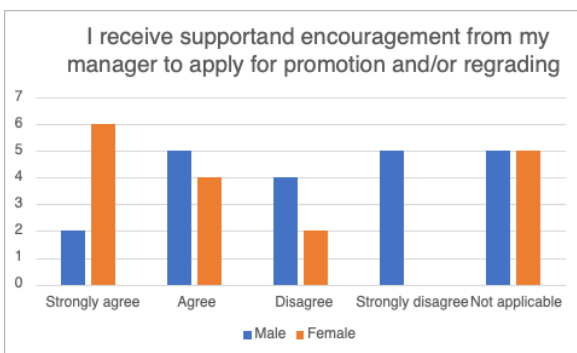
AP5.3.6, Disseminate the newly adopted promotion support forum to encourage F applications from across SCB.

Achieved

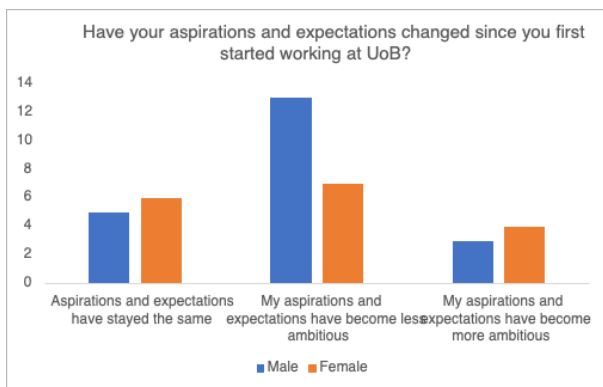
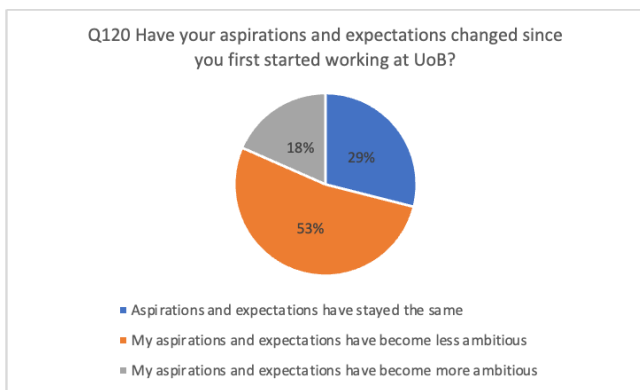
- 74% of staff aware of the Bradford Academic programme



- However, more men (81%) are aware of the programme than women (65%).
- 24% want a more effective PDR – this is split evenly between sex & race although those employed for three years or more feel most dissatisfied.
- Majority feel that discussions of workload (75%), career progression (75%) and professional development (76%) were discussed in a useful manner in PDR. Fairly even split between sex, race and career stage.
- 34% want improved networking within school/faculty and 34% want management skills. Management skills wanted by those over three years. The split is fairly even across race & sex. Addressing high workload, IT training and PhD supervisor training all mentioned as something that would improve their career progression.
- 29% say their aspirations are the same now as when they started
 - 53% are less aspirational
- Many do not feel like career progression supported by school, or that they can go further.



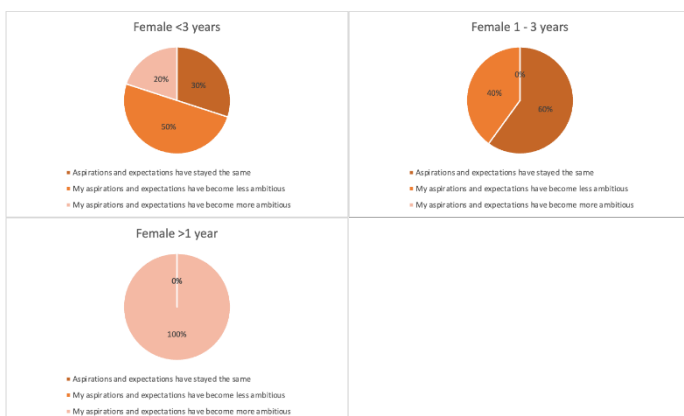
53% of staff indicated they are less ambitious since they started working at UoB



Male staff were more likely to feel less ambitious and this was most pronounced among those who have been employed for more than three years.



50% of female staff who have been employed longer than 3 years were less ambitious, no female staff employed between 1-3 years felt more ambitious, however all recently appointed female staff felt more ambitious.



What is our Engagement score?



The Engagement score is 55%, which is in line when compared with the norms for University of Bradford Pulse Survey 2021

Items comprising the Engagement score



Question	Response favourability			Comparison
I am proud to say I work for the University	57%	10%	33%	+2
I care about the future of the University	65%	15%	20%	+3
I would still like to be working at the University in two years' time	57%	75%	28%	+5
If asked, I would recommend to friends and family that the University is a good place to work	25%	35%	40%	-7
Working here makes me want to do the best work I can	50%	25%	25%	0

● Favourable ● Neutral ● Unfavourable

● Your score
● University of Bradford Pulse Survey 2021 norm

PeopleInsight

© People Insight | Company in Confidence

Best compared to history



These 5 results are the strongest when compared with University of Bradford Pulse Survey 2021, 14 Jul 2021

Impact	Question	Theme	Response favourability			Vs Previous
1	The University is committed to doing high quality work	Purpose	46%	15%	38%	+17
1	I would still like to be working at the University in two years' time	Engagement	57%	15%	28%	+5
1	The purpose of the University makes me feel good about my work	Purpose	60%	25%	15%	+4
1	I find my work interesting and positively challenging	Reward	65%	8%	15%	+3
1	I care about the future of the University	Engagement	65%	8%	8%	+3

● Favourable ● Neutral ● Unfavourable

PeopleInsight

© People Insight | Company in Confidence

Weakest compared to history



These 5 results are the weakest (or least strong) when compared with University of Bradford Pulse Survey 2021, 14 Jul 2021

Impact	Question	Theme	Response favourability			Vs Previous
3	My manager treats me fairly and with respect	Leadership	7%	18%	75%	-6
3	If asked, I would recommend to friends and family that the University is a good place to work	Engagement	25%	35%	40%	-7
3	People communicate openly here regardless of position or level	Enablement	20%	23%	57%	-6
3	Senior leaders manage and lead the University well	Leadership	15%	35%	50%	-5
3	I have the equipment and resources I need to do my work properly	Enablement	20%	13%	68%	-6

● Favourable ● Neutral ● Unfavourable

PeopleInsight

© People Insight | Company in Confidence

What are our lowest scoring questions?



These 5 items are the lowest scoring in the survey

Impact	Question	Theme	Response favourability			Comparison
3	Senior leaders manage and lead the University well	Leadership	15%	35%	50%	-5
3	People communicate openly here regardless of position or level	Enablement	20%	23%	57%	-6
3	I have the equipment and resources I need to do my work properly	Enablement	20%	13%	68%	-6
3	If asked, I would recommend to friends and family that the University is a good place to work	Engagement	25%	35%	40%	-7
3	The University does enough to support my health and wellbeing at work	Autonomy	26%	6%	68%	-1

● Favourable ● Neutral ● Unfavourable

PeopleInsight

© People Insight | Company in Confidence

What are our people saying?

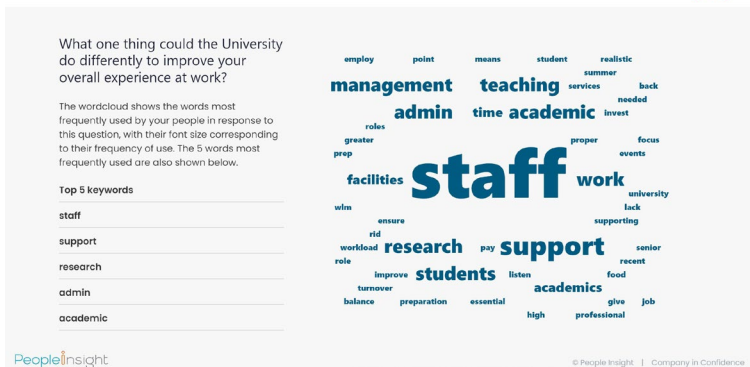


Figure 2.6: 2022 PULSE Survey Gender Comparisons n=40 (73% completion)

	Overall %	Men %	Women %
Purpose	54	54	53
Enablement	20	26	12
Autonomy	33	35	29
Reward	59	61	56
Leadership	45	43	47
Engagement	55	57	52

Figure 2.7: 2022 Action Planning Slide: from PULSE and AS survey analysis

ACTION PLANNING PPT SLIDE PRESENTED IN SCB WORKSHOP

- Improving communication & enabling high quality Line Manager support
- Refocus School tea and coffee breaks to 2 per month, 1xTue, 1xFriday
- Opportunities to meet informally after research seminars- esp bigger events
- Enablement in equipment & Resources
- Form to collect resource requests (R&T)
- Focus groups with staff groups disproportionately affected
- Feed in to Faculty via DoR and Deputies
- Promoting Staff Wellbeing

OTHER IDEAS/ REQUESTS WELCOME??

2020 Data Career transition and development AS 2022 Survey summary from data

From action plan:

Gender balance at SL?

Career progression of FTC staff?

Job advertisement wording for commitment?

Gender balanced hiring panels?

Support network for new staff?

Encouraging females to apply for promotion?

WISE forum advertisement?

Mentoring for new/returning staff?

Promotion support forum?

Mentoring for PhD students outside their supervisors?

Career development advice for students?

Students aware of KE activities?

Time allocation for grant writing for females?

General thoughts on each section

Career development

- Training, conference and internal committees common, the rest not much
- People feel unsupported in terms of attending non-Uni activities
 - Any that did go, it was for conferences and they arranged their own cover
- 33% have a mentor and find it useful but 36% don't and would like one
 - How are mentors selected?
- 40% want a more effective PDR
- 50% say their aspirations are the same now as when they started
 - 35% are less aspirational
- Many do not feel like career progression supported by school, or that they can go further.
 - Affects technicians even more?
 - Some think it is own persons responsibility and school should not lead this

Induction

- Over 70% of staff are here more than 3 years
 - 43% are over 5 years
- Only 5% of people found induction helpful
 - 21% did not go through induction
- Of the 23% that changed roles in the school, 81% did not receive a new induction
- Only IT and library are well informed on
- Induction seen as too general, not school specific

PDR

- 70% of people have had a PDR in the past year
 - 14% are new starters and thus don't get a PDR
- 65% think their career progression is discussed in a useful manner (agree/strong agree)
- 57% same about professional development
- 50% same about workload
- 56% say they receive feedback
- 51% think their manager is prepared for the PDR
- 62% think the PDR is the same for everyone
- Very split about how good the advice at PDR is
- Very split on quality vs quantity of work being taken into account

Promotion

- 62% state they understand promotion/regrading system (agree/strongly agree)
 - 17% strongly agree
- 50% aware of Bradford academic programme
- 58% think promotion is transparent and fair
- Very split on encouragement from managers for internal jobs/roles or promotion
- 50% N/A on promotion feedback
 - Does that mean 50% never applied?
 - Remainder quite split on if feedback was useful
- Almost 50:50 on success for promotion when applied
- Technicians clearly put off from applying for promotion
- Research seen as main focus for success
- Forms are long and complex
- Promotion transparent in school but not faculty (technicians especially)
- Difficult for PDRA

Workload

- 61% work more than regular hours regularly
 - No one never works more hours
- 63% happy (agree/strong agree) with work/life balance
- Even split on if school has transparent allocation of workload
- Even split on recognition by line manager of extra work
- 73% think school doesn't recognise it
 - Almost half of these are strongly disagree
- 50% think they get more teaching than others
 - 39% same with admin
 - 34% think they don't get more than others in anything
- Teaching clearly valued at the school (69%)
 - Even split on recognition of the teaching contributions
- 60% disagree they are recognised for admin contributions
- Even split on recognition of teaching/research support
- 78% say research is valued at school
- 61% think outreach is valued
 - Less 'strongly agree' than teaching and research
- 64% knowledge transfer is valued
 - Less 'strongly agree' than teaching and research
- Massive variation in WLM understanding
 - Often seen as tick boxing and useless/inaccurate
- Evenly split on if people are satisfied with WLM
- 45% say WLM doesn't accurately reflect work
 - 31% said do not have a WLM
- Technical staff would like a WLM
- Lack of transparency is regularly noted

Focus Groups 2020: analysis of AS survey data and update of Athena Swan Action Plan

1) Quantification and Data analysis

Gisela Helfer, Kirsten Riches-Suman, Andrew Tedder

- o Staff data
- o Student data

2) Organisation and Culture

Anais Pitto-Barry, William Martin

- o Engagement with Equality
- o Workplace culture

3) Career Transition and Career Development

Richard Telford, Julie Thornton, Conor Meehan, Steve Hickey, Anne Graham

Heather Reeve, Juanvi Canet-Perez

- Career development
- Induction
- PDR
- Promotion
- Workload

4) Flexible Working

Maria Katsikogianni, Nadeem Javid, Tom Swift

- Flexible working
- Long-term leave

ACTIONS

- Update action plan,
- Highlights from survey in a few bullet points
- Check action points, compare with data from previous years, highlight any issues
- Cross-reference with feedback

Actions completed: June 2019; Nov 2020; Nov 2021; Jan 2023

PGR AS Survey 2022: SUMMARY

Response received: 7

Gender distribution: 4 Female : 3 Male

Ethnic group: 6 White : 1 Asian/Asian British

Working hours: 6 FT: 1 PT

Stage: Four 3rd year + 2 2nd year + 1 write-up

Caring responsibility: none

Q. How has your supervisor helped develop your career plans and aspirations?

Frequent discussions, helpful advice, etc.

So far we haven't discussed future career plans

Yes

My supervisors aid in me attending conferences are help provide opportunitites to teach and help build my career.

post-PhD opportunities are limited due to my age (62)

my supervisors always help me to develop my career

discussions, encouragement to join seminars and seek professional development opportunities, encouragement to attend conferences and present work and network.

Q. Have you been supported by your supervisor to undertake professional development opportunities within the School/ Faculty?

All students answered yes, reflecting on supports received from supervisory teams.

A broad range of supports are provided to our PGR students to develop their career, and this reflected in their feedback on receiving supports on learning new techniques, opportunity to demonstrate, mentoring project students, attending conferences, and so on.

See below for answers

If yes to Q7 please provide examples

Developed skills through learning new techniques

Opportunities demonstrating for labs

Student teaching fellowship

Lab demonstrating on Undergraduate and MSC courses. As well as supervising students during laboratory projects.

They provide me to attend a conference presenting my research poster and/or oral presentation

Specialist chemistry training on various pieces of equipment, the Bradford Fellowship, to enable teaching and demonstrating duties.

Six, out of seven student feels supported for undertaking professional development opportunities external to the School/ Faculty. Examples provided below

If yes above, please provide examples

Attended international conferences, digitally and in person

Support for conference posters and advice on giving presentations at local schools

Support from an external history department

Attending conferences.

n/a

They provide me to attend a conference presenting my research poster and/or oral presentation

Attended several conferences to present work and network (BMSS 40, BMSS 41, BMSS 42). Also presented my work in an oral presentation for the Molecular Spectroscopy Special Interest Group of the RSC.

The students feel very supported in taking part in external events, such as attending conferences and workshops, including national, international and regional conferences, and presentations in local schools.

Majority of our students (5/7) have undertaken graduate assistant training and all respondents have taken part in teaching activities that supports them to develop skills and contributes to professional development. 2/7 have worked as STEM or student ambassadors

5/7 students mentioned that they sometime work additional hours. All students agree/strongly agree that they are happy with the work-life balance.

All students appreciated the recognition of their achievement by their supervisory teams.

All students agree (2)/strongly agree (5) that research is valued in the School.

Some students participate in knowledge exchange, and some students would like to participate in future. A new forum (Fortnight Get-together and Seminar Series for PGR ChemBio Cohort) has been created that will be run by the PGR students, and they will present their research and any relevant skills/techniques to share the knowledge within the PGR community

All students agree/strongly agree that the knowledge exchange is valued in the School.

All students acknowledged receiving supports from their supervisors, mentors, and colleagues.

Majority of our students (5/7) do not feel being treated unfairly because of gender with 2 stating occasionally. When asked about colleagues 1/7 stated occasional unfair treatment because of gender.

Two students have expressed that they feel being treated unfairly because of gender and age. "I have reported an incident previously and it was not taken seriously, the person who engaged in inappropriate behaviour was given a pass, excuses were made for them, and the appropriate action against them was not taken to avoid upset on their part"

"ageism is disguised by the use of terms such as 'early career researchers, it is unproveable"

All recognised social events organised in the School, however not being able to join due to time. With the new fortnight get-together platform this will help to address this problem, and will provide a platform to socialise the pGR students.

3/7 PGRs felt decision making in the School was not transparent 4/7 disagreed their opinion was valued and had influence in the School

All respondents agreed there are enough female and male role models in the School

How good do you feel the internal communication within the School is?

Moderately good

Do not know/ no opinion

Moderately good

Needs significant improvement

Moderately good

Moderately good

Needs slight improvement

Successes and achievements are celebrated in my School

Sometimes, but not every time

Yes

Yes

Sometimes, but not every time

Yes

Yes

Yes

Are you aware of the three-monthly School newsletter

I read every section of every issue.

I read some sections/some issues.

I am unaware of the newsletter.

I read some sections/some issues.

I am unaware of the newsletter.

I read every section of every issue.

I read some sections/some issues.

How satisfied are you to work in the School?

Very satisfied

Satisfied

Very satisfied

Satisfied

Very satisfied

Satisfied

Very satisfied

Research meetings are held at times that make it possible for me to attend

Strongly agree

Agree

Agree

Agree

Agree

Agree

Strongly agree

I have regular meetings with my supervisor to discuss professional development and training needs

Yes

Yes

Yes

Yes

Yes

Yes

Yes

I receive useful feedback from my supervisors and mentor on career

Strongly agree

Agree

Agree

Agree

Agree

Strongly agree

Strongly agree

My well being and work-life balance is valued by my supervisory team

Strongly agree

Strongly agree

Strongly agree

Agree

Agree

Strongly agree

Strongly agree

I have a mentor at UoB

Yes, and I find this useful

Yes, and I find this useful

Yes, but I do not find it useful

Yes, and I find this useful

Yes, and I find this useful

Yes, but I do not find it useful

Yes, and I find this useful

When you joined the School, you should have gone through an induction process. How helpful was the induction process?

Slightly helpful

Slightly helpful

Slightly helpful

Slightly helpful

Very helpful

Slightly helpful

Not at all helpfu

Taking maternity/paternity/adoption/shared parental leave would damage my career

Not applicable

Agree

Strongly agree

Not applicable

Not applicable

Not applicable

Strongly disagree

Are you aware of the School lead for Equality and Diversity?

No

Yes, and I know who they are and what they do

No

No

Yes, but I know little about it

No

Yes, but I know little about it

Before you completed this survey, were you aware of the Athena SWAN initiative?

Yes

No

Yes

Yes

Yes

No

Yes

If you were aware, to what extent do you feel Athena SWAN has been a force for good within the School?

To a substantial exten

To a moderate extent

To a moderate extent

To a moderate extent

To a substantial exten

What is your perception of the staff profile in respect to gender balance (the numbers of women and men and positions held) within the School?

Balanced

Balanced

Balanced

Unbalanced

Balanced

Balanced

Balanced

The ethos of the School is one that supports equality of opportunity

Agree

Agree

Agree

Strongly agree

Strongly agree

Managers in my School understand the need to engage with issues relating to gender equality

Agree

Disagree

Agree

Agree

Agree

Agree

Strongly agree

I think positive action is required to promote gender equality

Agree

Agree

Agree

Agree

Agree

Agree

Agree

Overall, from a gender equality point of view, I think that this is a good place to work

Agree

Disagree

Agree

Agree

Agree

Agree

Strongly agree

Appendix 2: Data Tables/ Figures

APPENDIX 2 SCB Departmental Athena Swan Bronze Renewal, Bradford

DATA TABLES AND FIGURES:

Section 1: Description of the Department and its context

Figure 1.1: School Structure and Relationship to Faculty Organogram

School contributions to Faculty Leadership from Head of School and other team members are represented in orange within Faculty Leadership Team and within research

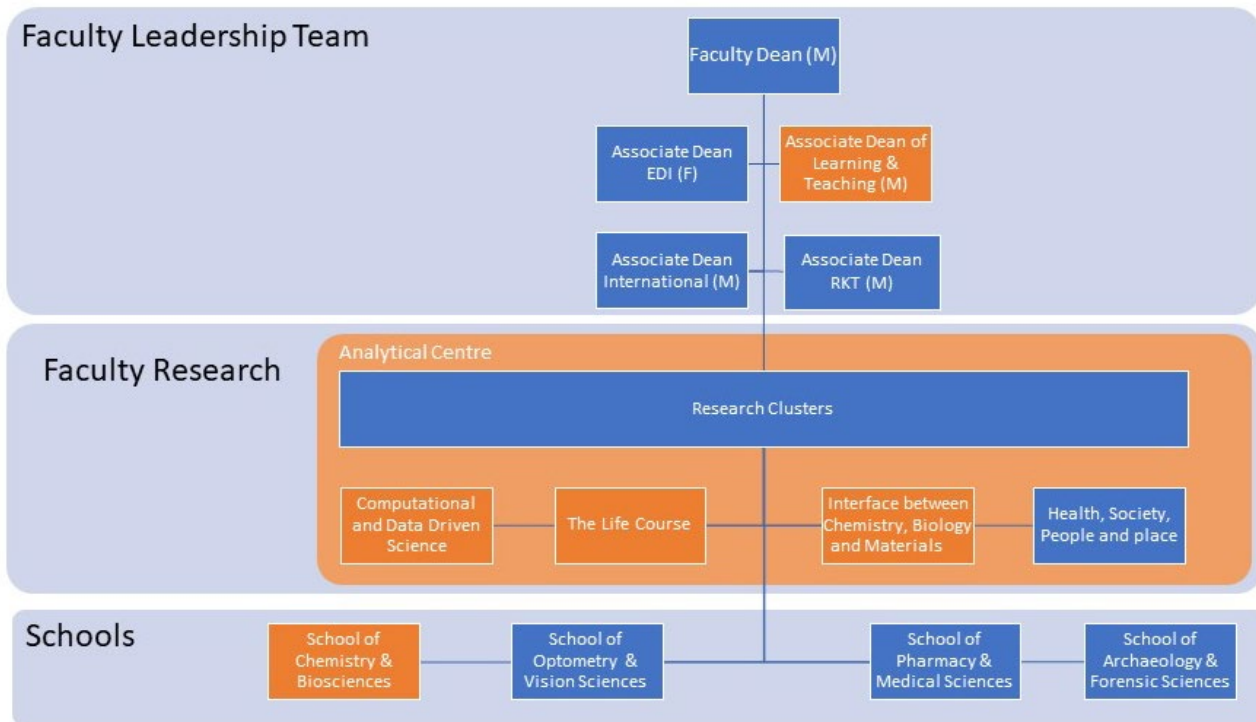
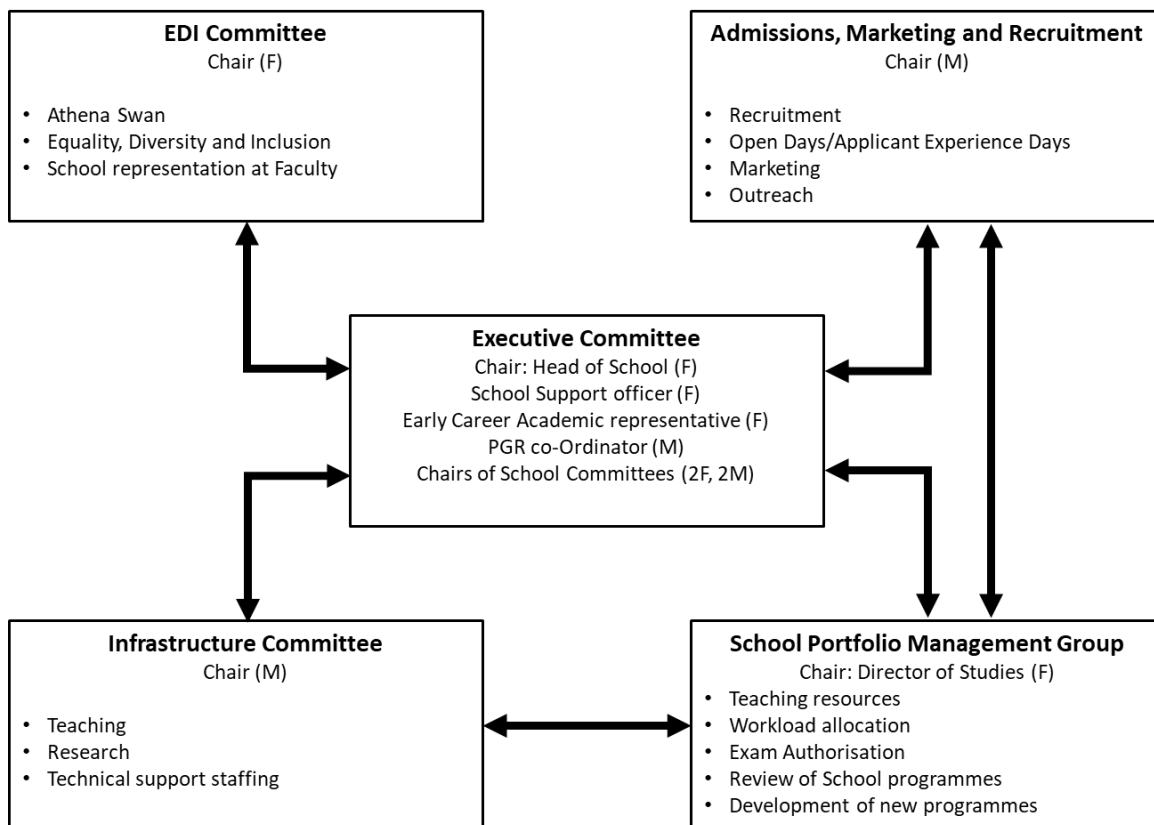


Figure 1.2: School of Chemistry & Biosciences structure



Student Data Summaries

Table 1.1: UG Student Data

Characteristics	%F	%Mature	%BAME	%Disability
2019	57	20	74	11
2020				
2021	60	27	67	12
2022	60	32	96	7

Table 1.2: PGT Student Data

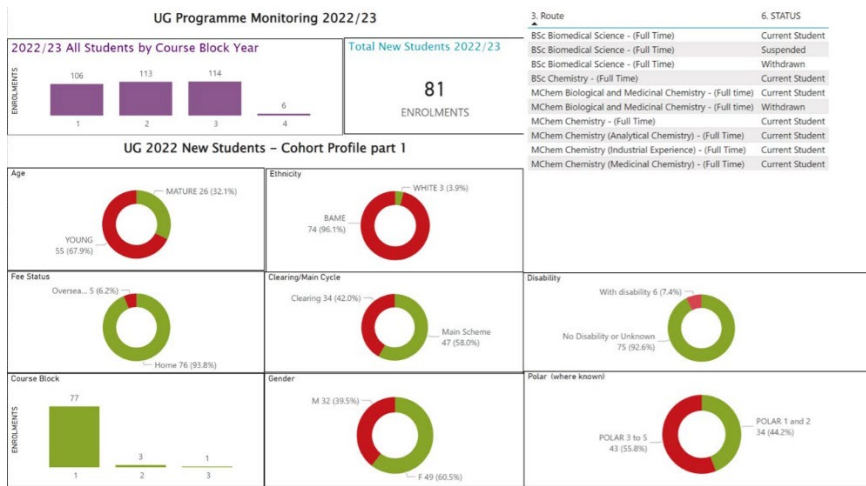
PGT Characteristics	%F	%Mature	%BAME	%Disability
2019				
2020	69	31	82	7
2021	68	39	87	10
2022	75	66	97	2

Table 1.3: PGR Student Data

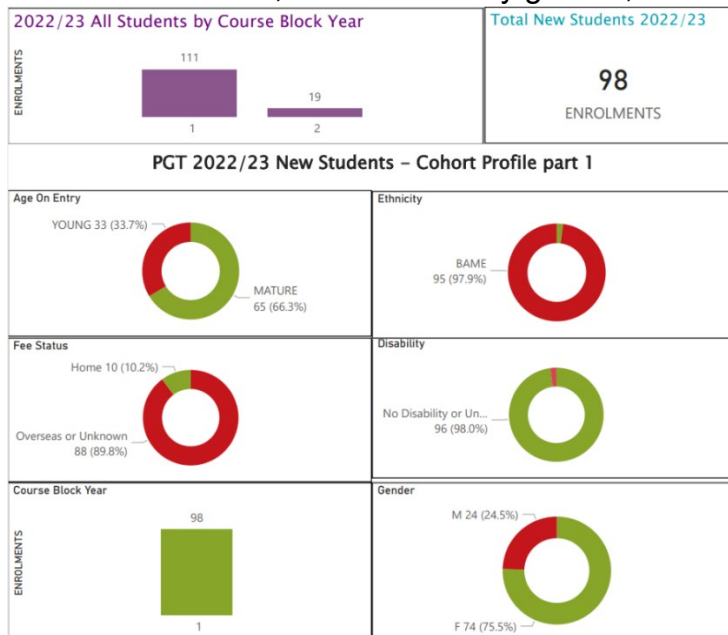
PGR Characteristics	Number	%F	%BME	%Disability
2022	37	65	Unknown	Unknown

Figure 1.3 PowerBi Exported Student Data: cohort shape and achievement

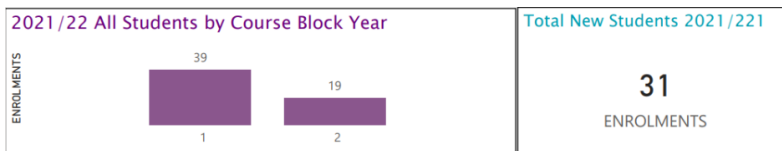
a) 2022 23 UG data; enrolments by gender and ethnicity; achievement not available



b) 2022 23 PGT Data, achievement by gender, ethnicity only available at institutional level



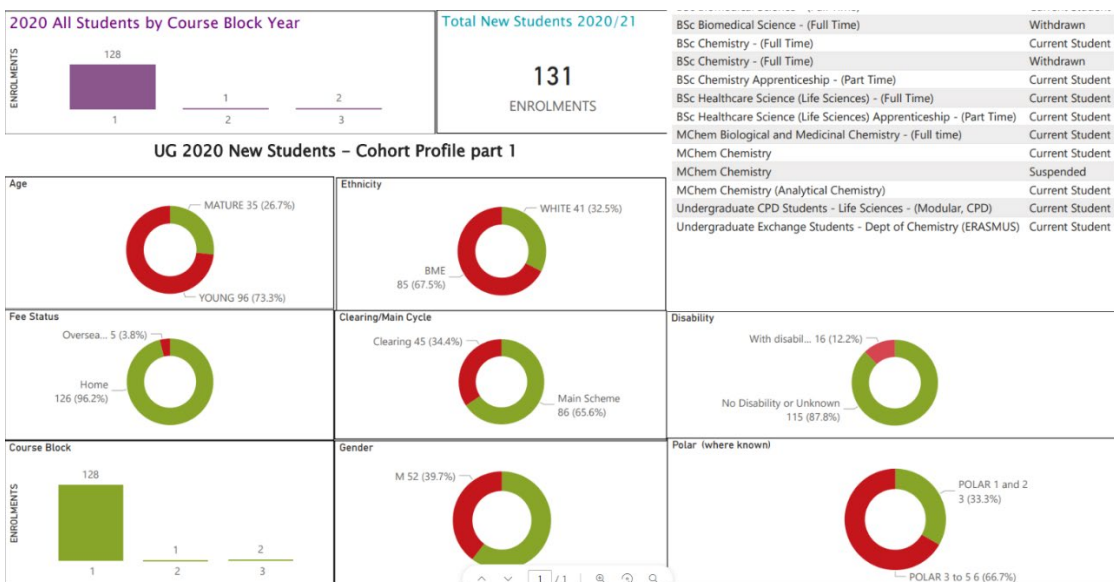
c) 2021 22 PGT Data- UG Data breakdown is missing



PGT 2021/22 New Students – Cohort Profile part 1

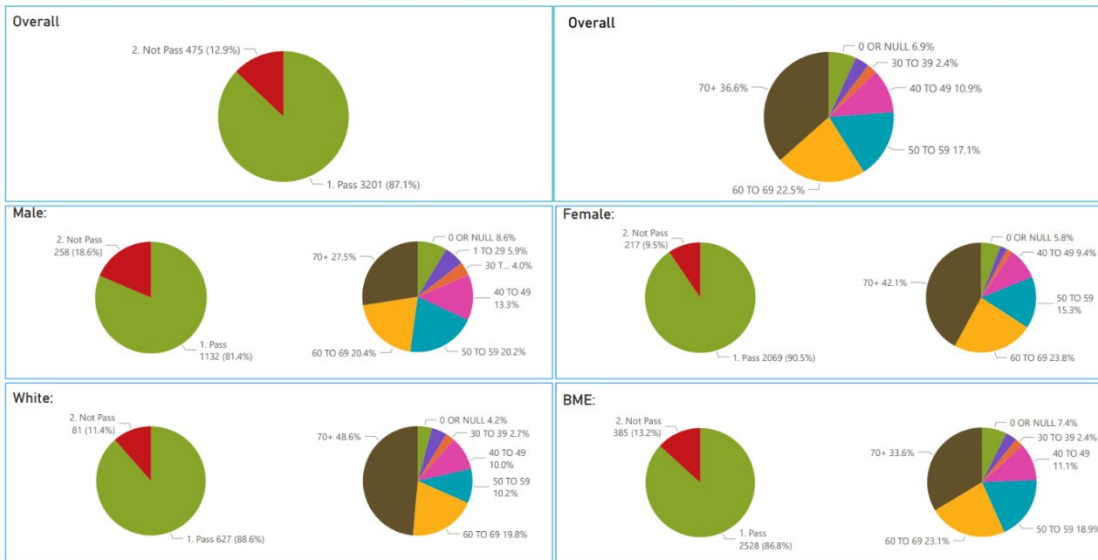


d) 2020 21 UG Data – achievement data not correct for SCB, numbers are for institution, despite correct filters (same as for cohort profiles)



UG 2020/21 – Module Performance and Programme Development

Registrations	Average	Standard Dev	Maximum	Minimum
3676	59	23	98	0



e) 2020 21 PGT Data: cohort profile; achievement not at SCB level despite filters applied



PGT 2020 New Students – Cohort Profile part 1



PGT 2019/20 – Module Performance and Programme Development

Registrations	Average	Standard Dev	Maximum	Minimum
141	58	25	85	0



Table 1.4a: Staff Data Summary 2017-2022 by gender and grade

Teaching / Research	Category and Grade	2017/18					2018/19					2019/20					2020/21					2021/22									
		Female		Male		%F	Female		Male		%F	Female		Male		%F	Female		Male		%F	Female		Male		%F					
		FT	PT	FT	PT		FT	PT	FT	PT		FT	PT	FT	PT		FT	PT	FT	PT		FT	PT								
Teaching Only	Lecturer Total	-	2	-	-	100%	-	1	-	-	100%	-	1	-	-	100%	-	1	-	-	100%	-	1	-	-	100%	1	-	-	-	100%
	GRADE 09	-	2	-	-		-	1	-	-		-	1	-	-		-	1	-	-		-	1	-	-		1	-	-	-	
	Senior Lecturer Tot	1	-	-	-	100%	1	-	-	-	100%	-	1	-	-	100%	-	1	-	-	100%	-	1	-	-	100%	-	1	-	-	100%
Research and	Lecturer Total	5	-	8	-	38%	5	-	9	-	36%	5	-	10	-	33%	9	-	10	-	47%	10	-	11	-	48%					
	GRADE 08	2	-	2	-		1	-	3	-		1	-	4	-		5	-	5	-		6	-	3	-						
	GRADE 09	2	-	5	-		4	-	5	-		4	-	5	-		4	-	5	-		4	-	8	-						
Teaching	Lecturer Total	2	3	6	-	45%	2	2	5	-	44%	2	1	4	-	43%	2	1	3	-	50%	2	1	2	-	60%					
	GRADE 08	-	-	1	-		-	-	-	-		-	-	-	-		-	-	-	-		-	-	-	-						
	GRADE 10	1	-	-	-		1	-	1	-		1	-	1	-		1	-	-	-		-	-	-	-						
Researcher Only	Reader Total	-	-	1	-	0%	-	-	1	-	0%	-	-	1	-	0%	-	-	1	-	0%	-	-	1	-	0%					
	GRADE 10	-	-	1	-		-	-	1	-		-	-	1	-		-	-	1	-		-	-	1	-						
	Researcher Total	-	-	2	-	0%	1	-	-	-	100%	1	-	-	-	100%	-	-	-	-	0%	-	-	-	-	0%					
Senior Lecturer	Senior Lecturer Tot	5	-	11	-	31%	5	-	12	-	29%	5	-	10	1	31%	5	-	10	1	31%	5	-	9	2	31%					
	GRADE 08	3	-	1	-		-	-	-	-		-	-	-	-		-	-	-	-		-	-	-	-						
	GRADE 09	1	-	2	-		4	-	4	-		3	-	1	-		2	-	1	-		1	-	-	-						
Researcher Only	Researcher Total	2	-	3	-	40%	6	-	4	-	60%	3	-	3	-	50%	1	-	3	-	25%	2	-	3	-	40%					
	GRADE 06	-	-	-	-		1	-	-	-		-	-	-	-		-	-	-	-		-	-	-	-						
	GRADE 07	-	-	2	-		4	-	3	-		3	-	2	-		1	-	2	-		2	-	2	-						
Researcher Only	GRADE 08	2	-	1	-		1	-	1	-		-	-	1	-		-	-	1	-		-	-	1	-						

Table 1.4b: Staff Data Summary 2017-2022 by ethnicity and grade

	Year	Ethnic Group	Lecturer	Professor	Reader	Researcher	SL	Support
Academic	2017/18	BME	5	1		2	1	
		White	10	10	1	6	16	
		Unknown		1				
	2018/19	BME	6	1		3	1	1
		White	9	8	1	8	17	
		Unknown		1				
	2019/20	BME	6			3	1	1
		White	10	6	1	5	16	
		Unknown		1				
	2020/21	BME	8			1	1	
		White	13	5	1	4	16	1
		Unknown		1				
	2021/22	BME	8			1	1	
		White	15	4	1	4	16	
		Unknown		1				

Figure 1.4a Staff Grade by gender demonstrating AP progress

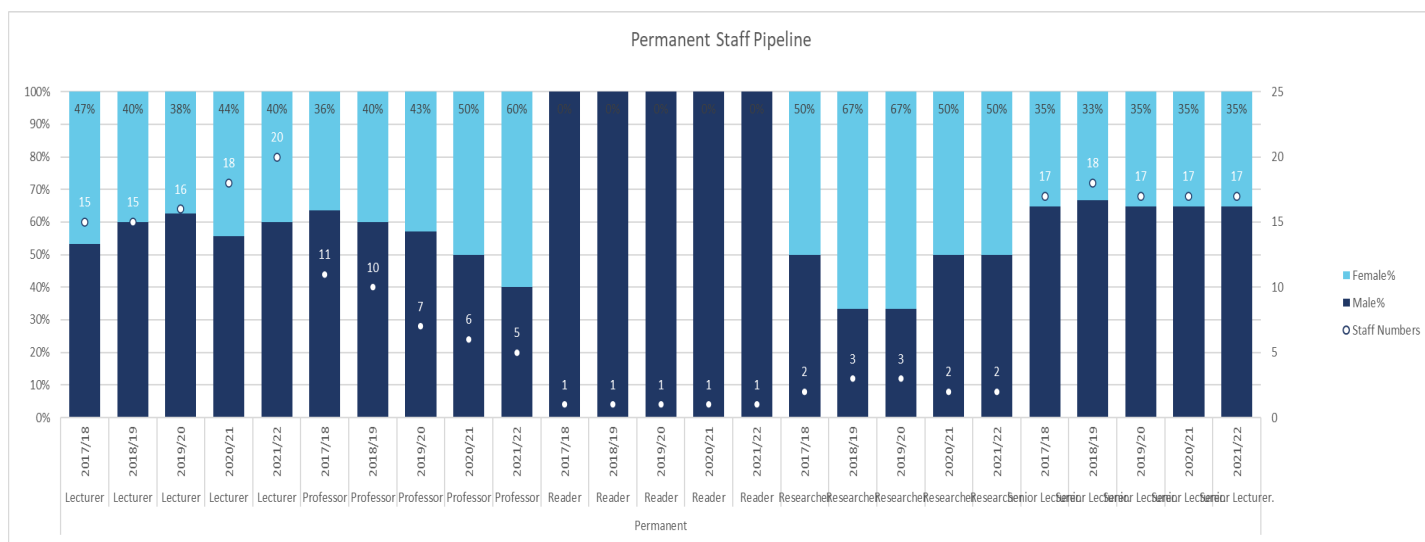


Figure 1.4b Ethnicity of staff by grade

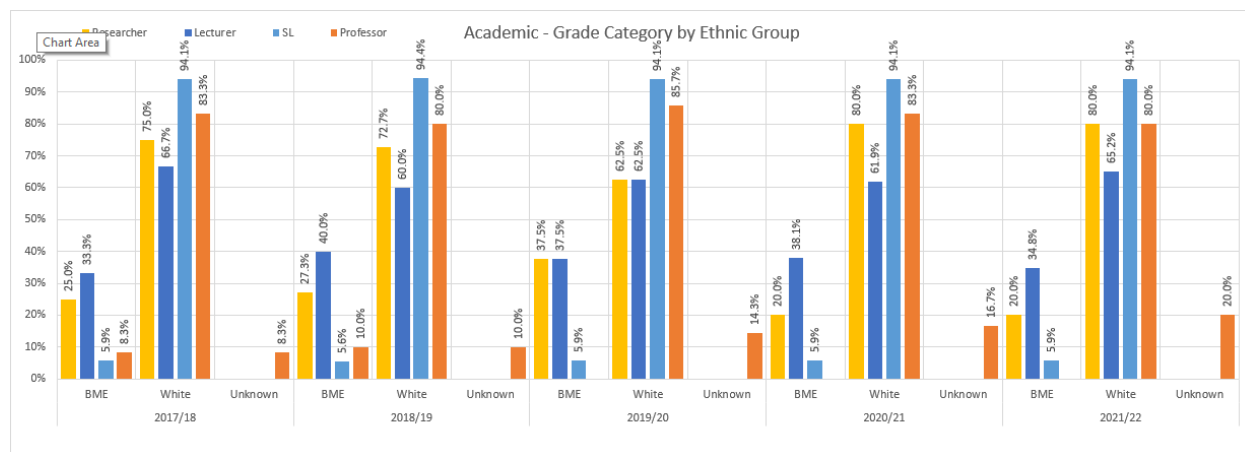
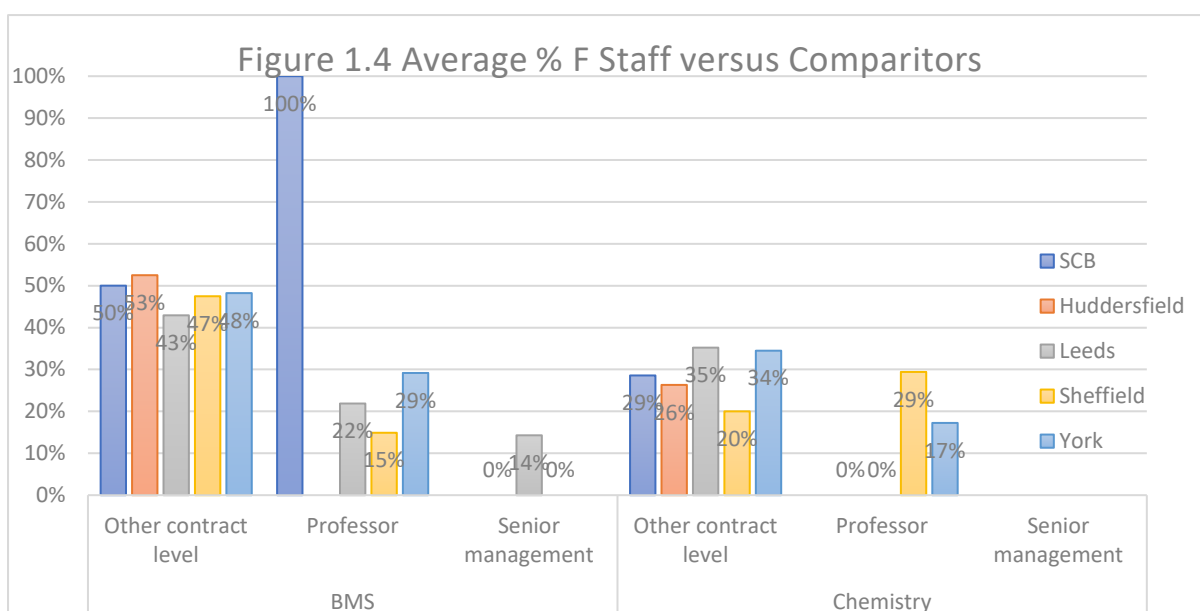


Figure 1.4c Average women staff across academic grades versus benchmark comparitors



Section 1.3 Table 1.5: EDI committee and AS Self Assessment Team

EDI member	Job title, grade	SAT Role	Job Description	FT/ (PT)	Work/Life
Prof Anne Graham (f)	Head of School, Grade 11, employed since 1996	Culture and Organisation Champion, EDI co-lead	Professor of Biochemistry and Head of School	FT	Co-habiting, no children
Dr Zak Hughes (m)	Assistant Professor, Grade 9, employed since 2018	Career development champion, EDI co-lead	Asst. Prof. Theoretical and Computational Chemistry	FT	Single, no children
Dr Gisela Helfer (f)	Associate Professor, Grade	Gender champion	Associate Prof in Physiology and Metabolism	FT	Single parent to one

	10, employed since 2016				school-aged child
Dr Briony Yorke (f)	Assistant Professor, Grade 9, employed since 2020	Early career representative on SLT. CARE champion	Assistant prof. In structural biology and biochemistry	FT	Married. Parent to two school aged children.
Dr Katie Hanna (f)	Lecturer, Grade 8	Mental Health & Neurodiversity champion	Lecturer in Biomedical Science	FT	Co-habiting, no children
Dr Maria Katsikogianni (f)	Assistant Professor, Grade 9, employed since 2016	Flexible Working Champion	Assistant Professor in Biomaterials Chemistry	FT	Married, 1 child
Dr Sobia Kauser (f)	Assistant Professor, Grade 9	LSP champion; BAME & Race Champion	Assistant Professor in Biomedical Science	FT	Married, No children
Dr Yvonne Nyathi (f)	Assistant Professor, Grade 9	N-able champion	Assistant Professor in Biochemistry	FT	Married, 1 child
Dr Juanvi Canet-Perez (m)	Assistant Professor, Grade 9 & Lead Teaching Technician, Grade 6, Employed since 2015	Technician champion	Pt Assistant Professor (0.5FTE) PT Lead Teaching Technician (0.5FTE)	2 x PT	Married, no children
Hannah Soothill (f)	Teaching Technician, Grade 5	LGBT+ champion	Teaching Technician biomedical science	FT	Single, no children
Nina Onyemmauwa (f)	PhD student	PGR student member		FT	
Sanjit Nayak (m)	Assistant Professor, Grade 9	Associate committee member, PGR	School PGR co-ordinator	FT	
Nadeem Javid (m)	Assistant Professor, Grade 9				

Figure 2.4: Interview Panel Membership 2017-2022

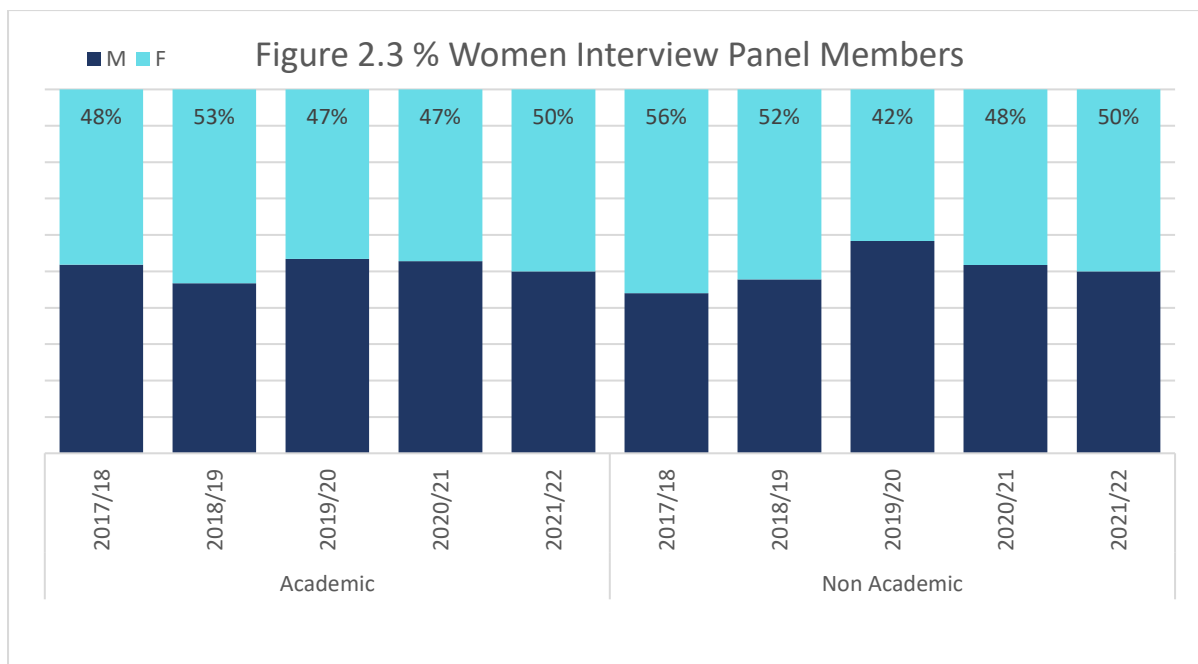


Table 2.2 Numbers of staff taking part in corporate induction

YEAR	Academic		Professional Services	
	F	M	F	M
2018 19	2	2	0	0
2019/20	2	1	0	1
2020/21	1	1	0	0
2021/22	2	1	2	0

Table 2.3a: PDR Completion Rates measured by upload on HR system

Year	Women (number)	men (number)	Total
2017/18	0	4	4
2019/20	7	16	23
2020/21	18	18	36
2021/22	17	19	36
2022/23	18	24	42

Table 2.3b: 2022 PDR Completion Rates (self reported from AS survey)

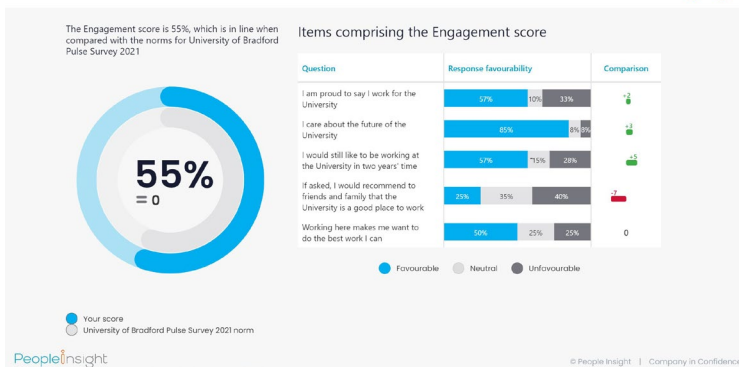
PDR Timing	Number	%	Gender split (% male)
12 months	29	75	71
24 months	6	17	19
Probation	4	8	10

Table 2.4: Completion Rates of **Mandatory** and SCB recommended e-learning relevant to Transformed AS Agenda

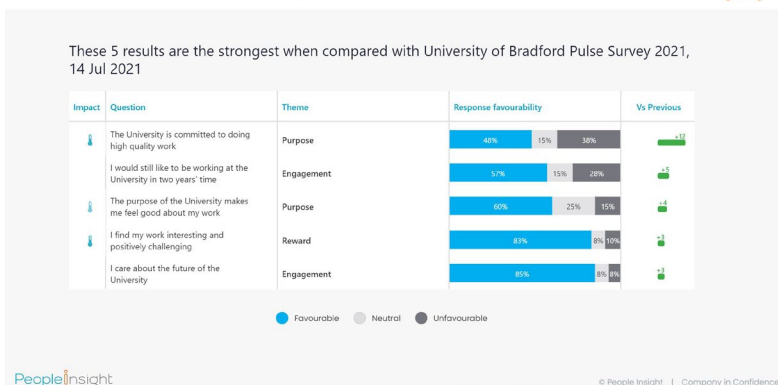
Course	% completion	Target %Completion	Target Date
Unconscious Bias	95	100	2024
Diversity in workplace	71	100	2027
Health & Safety	92	95	2026
Safeguarding	85	>90	2026
Personal Resilience	TBC	80	2026
Managing Own Self Care and Wellbeing	TBC	80	2026
Mental Health awareness/ champion/ First Aider	15	50	2026

Figure 2.5: 2022 PULSE Survey Report to School, comparison with 2021

What is our Engagement score?



Best compared to history



Weakest compared to history



These 5 results are the weakest (or least strong) when compared with University of Bradford Pulse Survey 2021, 14 Jul 2021



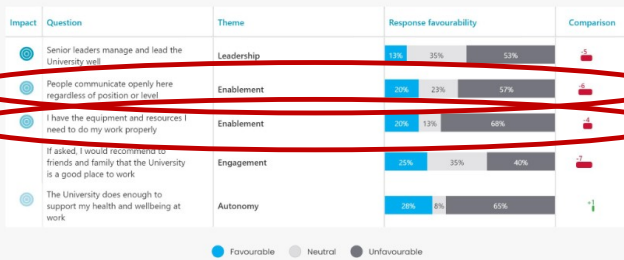
PeopleInsight

© People Insight | Company in Confidence

What are our lowest scoring questions?



These 5 items are the lowest scoring in the survey



PeopleInsight

© People Insight | Company in Confidence

What are our people saying?

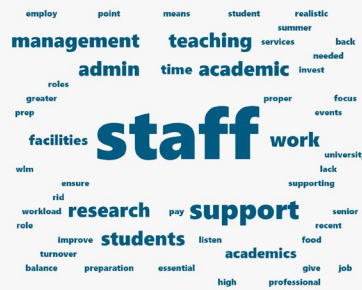


What one thing could the University do differently to improve your overall experience at work?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

Top 5 keywords

- staff
- support
- research
- admin
- academic



PeopleInsight

© People Insight | Company in Confidence

Figure 2.6: 2022 PULSE Survey Gender Comparisons n=40 (73% completion)

	Overall %	Men %	Women %
Purpose	54	54	53
Enablement	20	26	12
Autonomy	33	35	29
Reward	59	61	56
Leadership	45	43	47
Engagement	55	57	52

Figure 2.7: 2022 Action Plan: from PULSE and AS survey analysis

ACTION PLANNING PPT SLIDE PRESENTED IN SCB WORKSHOP

- Improving communication & enabling high quality Line Manager support
- Refocus School tea and coffee breaks to 2 per month, 1xTue, 1xFriday
- Opportunities to meet informally after research seminars- esp bigger events
- Enablement in equipment & Resources
- Form to collect resource requests (R&T)
- Focus groups with staff groups disproportionately affected
- Feed in to Faculty via DoR and Deputies
- Promoting Staff Wellbeing

OTHER IDEAS/ REQUESTS WELCOME??

Appendix 3: Glossary

Abbreviations and acronyms used in the application.

Blue boxes pinpoint SCB initiatives which have been more widely adopted (Faculty or institution)

Coloured bubbles contain quotes from staff/ students demonstrate evidence of progress against priorities identified in 2017's Action Plan. We have anonymised names of those who provided quotes except where staff provided images and gave permission to include their identity.

F	Female
M	Male
NB	Non-binary
UG	Undergraduate
PGT	Postgraduate taught
PGR	Postgraduate research
PT	Part-time
FT	Full-time
EDI	Equality, diversity and inclusion
RKT	Research and Knowledge Transfer
ECR	Early Career Researcher
BME	Black and Minority Ethnic. We are using "BME" in our AS application submission to refer to people of ethnic minority heritage. We recognise such labelling is limiting and simplistic but the term was agreed at our "What's in a name" listening event (260 participants). We are working on our approach to describing identity through an empowering rather than reductive approach.
PGR	Postgraduate Researcher
SCB	School of Chemistry and Biosciences
CSS	Centre for Skin Sciences
UoB	University of Bradford
FLS	Faculty of Life Sciences
FLT	Faculty Leadership Team
SLT	School Leadership Team; School Executive terminology is still sometimes used
DoS	Director of Studies
DoR	Director of Research
ADLT	Faculty Associate Dean of Learning and Teaching
ADEDI	Faculty Associate Dean Equality, Diversity and Inclusion
ADRKT	Faculty Associate Dean Research and Knowledge Transfer
IBMS	Institute of Biomedical Science (Accrediting body, Biomedical Science programmes)
RSC	Royal Society of Chemistry
G#	Job grade, i.e. G11 is Grade 11
HoS	Head of School
WLM	Workload model
MARiLU™	Automated " M anaging R isks for L aboratory U sers" system to assess and implement adjustments for temporary or long term disabilities

