



# Athena SWAN: Bronze and Silver department applications



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## Athena SWAN Bronze Department Awards

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

## Athena SWAN Silver Department Awards

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

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

## Completing the form

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

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

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

**Additional areas for Silver applications are highlighted throughout the form.**

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

## Word Count

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

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

We have provided the following recommendations as a guide.

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

<b>Name of institution</b>	University of Bristol	
<b>Department</b>	School of Education	
<b>Focus of department</b>	<b>AHSSBL</b>	
<b>Date of application</b>	27 November 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: October, 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	Dr Elena Hoicka	
Must be based in the department		
<b>Email</b>	Elena.hoicka@bristol.ac.uk	
<b>Telephone</b>	0117 331 4106	
<b>Departmental website</b>	<a href="http://www.bristol.ac.uk/education/">http://www.bristol.ac.uk/education/</a>	

# 1. Letter of endorsement from the head of department

**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

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

22 November 2020

Equality Charters Manager  
Equality Challenges Unit  
7th Floor, Queens House  
55/56 Lincoln Inn Fields  
London WC2A 3LJ

Dear Ms Dickinson,

On behalf of the School of Education at the University of Bristol, I wish to express my wholehearted support for the enclosed submission for an Athena SWAN Bronze award. Our submission represents a team effort from individuals within and beyond the School, led by our Athena Swan Lead, Dr. Elena Hoicka. I am proud of the work that has gone into this document and am confident the efforts we are currently making within the School and the plans we have outlined will further strengthen our inclusive work environment while also aligning with the objectives of the Bronze award.

I have recently taken over as Head of School (September 2020), and was Co-Deputy Head of School and Interim Head of School prior to this, thus I have been involved in the management of the School and am aware of the progress detailed in our submission. I am also a single parent, thus understand the need to support our female colleagues and those with different backgrounds and caring responsibilities. Under our prior Head of School, we undertook very positive initiatives including understanding barriers towards and actively targeting female promotion (specifically senior level), and exploring potential issues with the Workload Allocation Model as viewed by staff. We rebalanced our Senior Management Team (SMT) in terms of gender (currently 2 male Professors, 2 female Professors, 1 female School Manager) and critically formed the first School level Equality, Diversity and Inclusion (EDI) committee, adding EDI items to every agenda for senior level meetings including School General Assembly, SMT, Senior Leadership Team, Research Committee, etc. Equality and Diversity is therefore recognised as a priority area across our overall activity, which underpins and encompasses everything we do. Recent actions also include adding a diversity statement to our latest job advertisement to emphasise our sincere desire for a diverse body of colleagues.

Alongside our SMT, I am committed to ensuring we deliver on all aspects of our action plan. In that regard, the SWAN charter has been invaluable in guiding our analysis and actions. These actions align with our strategic priorities and will help us meet our aims (including increasing the number of female Professors in the School). Clearly COVID-19 has presented a unique challenge to our School as well as all academic institutions, affecting our practices overnight as well as our resources; however, as a school focusing on issues of social justice we see the Athena SWAN objectives as integral to our school ethos and thus these remain a priority.

I confirm the data and the associated analyses reflect an honest and accurate representation of the School. I trust that our presentation of these data, and the activities documented in our submission, clearly indicate the importance we place on equality and diversity within the life of our School, which importantly goes beyond the issue of gender equality that we focus on in this

submission. Collectively we have embraced the opportunity to reflect on what more we can do, drawing from best practice examples implemented by colleagues in our Athena SWAN and EDI networks. If our application is successful it will represent the starting point of our efforts to move to Silver SWAN recognition at the earliest opportunity.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Melissa L. Allen', with a horizontal line extending to the right.

**Melissa L. Allen**

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[melissa.allen@bristol.ac.uk](mailto:melissa.allen@bristol.ac.uk)

Word count: 533

## 2. Description of the department

**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

Our School is globally renowned for its ambitious, interdisciplinary educational research that addresses national and international priorities on the themes of environmental, social, and epistemic justice. University investment, the growth of our internationally excellent teaching programmes and our substantial research funding successes have enabled us to enhance our position as world-leaders in research on comparative and international education, educational and digital futures, teaching, learning and higher education, the psychology of education, and advanced quantitative methods in education.

Our reputation for ground-breaking research is rooted in and sustained by our strengths in advanced quantitative and qualitative inquiry and our distinct reputation for co-producing knowledge through collaborative partnerships. Our researchers work in collaboration with local and global partners to provide rigorous evidence to understand, inform and impact the changing global and national conditions, contexts and outcomes of policies, programmes and practices that shape education. Our commitment to an equitable, inclusive and collegial research culture underpins the work of our five interdisciplinary research centres and two research networks. These centres and networks provide our staff with an academic ‘home’ and sustain a thriving research environment which is based on careful mentoring of Early Career Researchers and integrates doctoral and postdoctoral researchers. These include the Centre for Comparative and International Research in Education (CIRE); the Centre for Higher Education Transformation (CHET); the Centre for Multilevel Modelling (CMM); the Centre for Psychological Approaches for Studying Education (PASE); the Centre for Teaching, Learning and Curriculum (TLC); the Mathematics Education Research Network (MERN); and the Language, Literacies and Education Network (LLEN).

Table 2.1 shows the current number of academic staff, professional and support staff, and students by gender. We currently have a majority of female academic staff, professional staff, and students.

**Table 2.1 Numbers and percentages of female and male academic staff, professional and support staff, and students, as of November 2020.**

	Female		Male	
	Count	%	Count	%
Academic staff	47	68%	22	32%
Professional and support staff	29	83%	6	17%
Students	1155	78%	325	22%

Words: 284

### 3. The self-assessment process

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

Describe the self-assessment process. This should include:

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

Hoicka became Athena Swan Lead in February, 2018. The Workload Allocation Model (WAM) granted 154 hours/year for this. All School staff received an open invitation to join the Athena Swan Committee (ASC). The initial ASC comprised 9 staff. Two staff left the School in 2018 and 2019 (Evans, Yau), and a new staff member joined in 2020 (Novak). Members received no specific WAM hours, but their involvement was part of a standard 20% “Citizenship” time allocation. Table 3.1 details ASC members. They include: 6 females and 4 males; 7 full-time and 3 part-time staff on mostly open-ended contracts; 7 Pathway 1 staff (Teaching and Research) including 2 Lecturers, 2 Senior Lecturers, 1 Associate Professor, and 2 Professors; 1 Pathway 3 staff (Teaching only; Senior Lecturer); 2 Professional and Support staff; and 7 parents, including 5 who had a baby during the Athena Swan process, two who took maternity leave (including the Athena Swan Lead), and two who took paternity leave. Hoicka chaired meetings, created agendas and minutes, lead staff and student surveys, and lead writing on the Athena Swan document. All ASC members attended meetings; gave feedback on Athena Swan documents; and reported on Athena Swan to other committees (e.g., Kelly: PGCE Committee; Macfarlane: Senior Management Team; Senior Leadership Team, SLT). Members also helped find and aggregate data, and write sections of the report, based on their leadership roles and research skills, e.g., Novak aggregated the main tables, and extracted and coded events data as a research technician; McKeown Jones wrote the Description of the Department, and collected REF data as REF coordinator; and Macfarlane wrote the Promotion section, as former Head of School (HoS).

**Table 3.1 Athena Swan Committee members and profiles.**

Name (gender)	Profile (20 words/person)
Jim Evans (Male)	-Undergrad Administrator -100% FTE -1 child (3) and one on the way -Dual-income household
Elena Hoicka (Female)	-Senior Lecturer -Pathway 1 -80% FTE -ASC Lead -Careers Lead (2018-19) -2 children (1, 4) -Dual-income household
Lucy Kelly (Female)	-Senior Lecturer -Pathway 3 -80% FTE open-ended and 20% fixed-term -Two children (6 and 11)

	-Dual-income household
George Leckie (Male)	-Professor -Pathway 1 -100% FTE -Plagiarism Officer; MSc Education Open Pathway; Centre for Multilevel Modelling -Three children (1-6) -Dual-income household
Bruce Macfarlane (Male)	-Professor -Pathway 1 -100% FTE -HoS 2017-20 -2 children (1, 4) -Research on barriers to women professors
Shelley McKeown Jones (Female)	-Associate Professor -Pathway 1 -100% FTE -Director MSc Psychology of Education -REF coordinator -No caring responsibilities -Researches prejudice reduction
Tamas Novak (Male)	-Psychology Technician -100% FTE open-ended -No leadership position -No children
Alison Oldfield (Female)	-Lecturer -Pathway 1 -50% FTE -MSc Learning, Technology and Society -Deputy Senior Tutor -2 children (7, 11) -Dual income household
Amanda Williams (Female)	-Senior Lecturer -Pathway 1 -100% FTE -Head of Ethics -2 children (1, 4) -Dual income household -Researches prejudice reduction
Shu Yau (Female)	-Lecturer -Pathway 1 -100% FTE -No children

(ii) an account of the self-assessment process;

Hoicka lead meetings every 6 weeks from March 2018 (with a 1-year gap from March 2019-March 2020 due to her maternity leave), keeping records of agendas and minutes. All other

committees' agendas added an Athena Swan item in May, 2018. ASC members liaised between committees, e.g., Williams chairs the ethics committee, so liaised between these committees. Hoicka discussed Athena Swan in other meetings, including School Assemblies, SLT, and the Equality, Diversity, and Inclusion Committee (EDI). Additionally, Hoicka had 1-on-1 meetings with e.g., the UG, MSc, PGCE, and PGR Portfolio Directors; the School Manager; and the School Research Manager. Finally, we used email for written feedback on the report; correspondence with HR on data and policy; and correspondence with staff in leadership and administrative roles, e.g., querying the UG administrator for current UG student numbers.

We also consulted several people outside the School. Primarily, Les Finnemore and Vikki Layton from HR, who support Athena Swan applications, attended many meetings, and were in regular email contact with Hoicka. We also talked with successful Athena Swan applicants, including Charlotte Villiers (University of Bristol, Law School), and Erika Nurmsoo (University of Kent, Psychology Department).

During Athena Swan meetings, we discussed each successive draft of the Athena Swan document. Committee members read a draft beforehand, and prepared to discuss the quantitative staff and student data; considered potential action points relating to the data; considered research methods to make better sense of the data, and more informed ideas for action points.

Based on the meetings, we created a set of open-ended surveys for staff and students in March, 2019. Several questions regarded staff and students' perceptions on gender equality in the School, e.g., "How does the School of Education reduce or create barriers for female academic staff? E.g., to apply for positions, promotions, attend meetings, etc." Several questions were based on our data, asking staff and students for their perspectives and potential solutions, e.g., the data suggested we have few male UG applicants. Therefore, we asked how to increase male UG applications. Similarly, we asked staff how to promote more women to Professor. We received responses from 10 academic staff, 9 PGR students, 14 PGT students, and 8 UG students, and these responses formed our ideas for action points and further research into gender disparities in the School.

Our second survey combined closed- and open-ended questions for academic staff in October, 2020. The closed-ended questions related to school culture, e.g., "Do you find the Workload Allocation Model to be Transparent?" Staff could follow-up any questions with comments. Staff were also asked open-ended questions about how to improve the School's culture in terms of reducing gender barriers, in relation to, e.g., the promotions process, and staff retention. Twenty-nine academic staff completed the survey, and we used this to examine what needed to change in terms of work culture.

Finally, the EDI committee held a Black Lives Matter event for the whole School in June, 2020, and we used the feedback from this events for Athena Swan as well.

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

The EDI committee will meet three times per year to monitor the Athena Swan action points. Coles, the EDI chair, will ensure other committees or staff (e.g., UG action points by the UG Portfolio Director) update the EDI on progress through email; 1-to-1 meetings; and inviting

action point leaders to EDI meetings. The EDI committee will also assign working groups for several of the action points. Each year, the EDI committee will send a report to all staff and students outlining which action points were implemented, and plans for future action points.

When a staff member is replaced on the EDI committee, or in a leadership role responsible for an action point, Coles will meet to discuss their Athena Swan roles. If Coles himself is replaced as the EDI chair, Coles will lead the new chair through the Athena Swan process. Staff working on Athena Swan action points will use workload time allocated to their leadership or committee role.

Words: 935

## 4. A picture of the department

**Recommended word count: Bronze: 2000 words | Silver: 2000 words**

### A. Student data

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

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

n/a

(ii) Numbers of undergraduate students by gender.

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

Since 2017, we have offered full-time undergraduate degrees in Education Studies and Psychology in Education. We do not have access to our complete 2019-20 data. Table 4.1 shows most applications are from females. Consequently, most offers and acceptances go to females. While our percentage of female acceptances across both years is consistent with national averages, our percentage of females increased from 2017-18 to 2018-19. We sent UG students a survey asking how to encourage males to apply. They suggested male visibility on promotional materials, although a student focus group suggested we should accurately depict the School's current diversity. Analysing our UG promotions materials found no male images on the BSc Psychology in Education webpage, or the UG open day presentation, nor male quotes anywhere. Therefore, we will ensure male representation on UG web pages and open day materials (**action 4.1.1**). They also suggested male staff and students at open days. Of four UG open days last year, three had male staff, and one had a male UG student. Currently, staff attend UG open days on a voluntary basis, and more females volunteer. Therefore, we will ensure at least one male staff member is usually present using a rota system (**action 4.1.2**). We will also aim for at least one male UG student at open days by including a diversity statement when inviting students, e.g., "We encourage students to attend from all members of our

community and particularly encourage those from diverse groups, e.g., members of the LGBT+ and BAME communities, and men, who are underrepresented on our degrees, to join us.” (action 4.1.3).

**Table 4.1 Numbers and percentages of female and male UG applications, offers and acceptances 2017-18 to 2018-19, and the percentages of female and male UG places across the UK for 2017-18 to 2018-19.**

	Applications	%	Offers	%	Actual Intake	%	UK Average
<b>17/18</b>							
Female	291	88%	189	89%	39	83%	85%
Male	40	12%	23	11%	8	17%	15%
<b>18/19</b>							
Female	356	90%	250	92%	44	88%	86%
Male	39	10%	23	8%	6	12%	14%

Table 4.2 shows we make proportionally fewer offers to males, suggesting potential bias in reviewing applications. Males accepted proportionally more offers than females, signifying males are encouraged to join the School. We use an algorithm based on grades to determine whether students gain entry, reducing bias. However, borderline cases may allow bias as staff review them holistically. Therefore, staff reviewing borderline cases will take implicit bias training (action 4.1.4). Additionally, we will create a working group to understand why males are offered fewer UG places, taking an intersectional perspective as many male UG students are from BAME and LGBT+ communities (action 4.1.5).

**Table 4.2 Percentages of offers to applications, intake from offers, and intake from applications for female and male UG students 2017-18 to 2018-19.**

	% Offers from Applications	% Intake from Offers	% Intake from Applications
<b>17/18</b>			
Female	65%	21%	13%
Male	58%	35%	20%
<b>18/19</b>			
Female	70%	18%	12%
Male	59%	26%	15%

Since our UG degrees began in 2017, we have only our 2017-18 cohort degree classifications. Table 4.3 shows females did better than males, with proportionally more distinctions, and proportionally fewer 2-2s. This may be due to bias in marking or less support for males. Where possible, we mark blind. However, this is not possible for, e.g., presentations and dissertations. Therefore, staff will receive implicit bias training to reduce gender bias in marking (action 4.1.4). Additionally, we will create a working group to understand why males earn lower UG degree classifications, taking an intersectional perspective (e.g., BAME, LGBT+ communities) (action 4.1.5).

**Table 4.3 Numbers and percentages of degree classifications for female and male UG students who graduated in 2020 (2017-18 start date cohort).**

	Female		Male	
	Count	%	Count	%
<b>19/20</b>				
1st	14	36%	1	17%
2-1	21	54%	3	50%
2-2	4	10%	2	33%

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

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

Students study full-time or part-time on our MSc programmes, which include Education, Psychology of Education, Teaching English to Speakers of Other Languages, and Educational Research. PGCE degrees are full-time and include English, Geography, History, Mathematics, Modern Foreign Languages, Music, Religious Education, and Science.

Table 4.4 shows a slightly higher proportion of female (28-37%) than male (23-31%) part-time students, suggesting our flexible degree structures benefit both genders, particularly females. Table 4.5 shows we receive most applications from females. Consequently, females receive most offers and acceptances. While we recruit more females at PGT compared to the national average, our female intake is noticeably lower than the UG national average (85-86%). However, we also found our MSc numbers are similar to the UG national average, and our own UG numbers (79-85%), suggesting we recruit appropriate proportions of males and females on our MSc programmes. However, our PGCE numbers (59-63% female) are below the PGT national average (70-71%) suggesting potential bias against females on our PGCE programmes. Therefore, we will examine female recruitment to our PGCE programmes (see section 4(v)).

**Table 4.4 Numbers and percentages of female and male PGT students 2016-17 to 2018-19, by full-time and part-time status.**

	Female		Male	
	Count	%	Count	%
<b>16/17</b>				
Full-time	324	63%	115	69%
Part-time	191	37%	52	31%
<b>17/18</b>				
Full-time	364	68%	120	75%
Part-time	174	32%	41	25%
<b>18/19</b>				
Full-time	347	72%	118	77%
Part-time	138	28%	36	23%

**Table 4.5 Numbers and percentages of female and male PGT applications, offers and acceptances 2016-17 to 2018-19, and the percentages of female and male PGT places across the UK for 2016-17 to 2018-19.**

	<b>Applications</b>	<b>%</b>	<b>Offers</b>	<b>%</b>	<b>Actual Intake</b>	<b>%</b>	<b>UK Average</b>
<b>All students</b>							
<b>16/17</b>							
Female	1484	70%	797	74%	366	75%	70%
Male	629	30%	273	25%	121	25%	30%
Other	2	0%	1	0%	1	0%	0%
<b>17/18</b>							
Female	1812	72%	1011	77%	420	76%	70%
Male	711	28%	307	23%	136	24%	30%
Other	1	0%	1	0%	0	0%	0%
<b>18/19</b>							
Female	2148	73%	1086	75%	455	74%	71%
Male	811	27%	359	25%	160	26%	29%
Other	1	0%	1	0%	0	0%	0%
<b>MSc</b>							
<b>16/17</b>							
Female	916	83%	620	81%	255	85%	70%
Male	192	17%	145	19%	45	15%	30%
Other	2	0%	1	0%	1	0%	0%
<b>17/18</b>							
Female	1203	81%	811	81%	303	82%	70%
Male	284	19%	186	19%	68	18%	30%
Other	1	0%	1	0%	0	0%	0%
<b>18/19</b>							
Female	1567	79%	856	77%	303	79%	71%
Male	421	21%	260	23%	82	21%	29%
Other	1	0%	1	0%	0	0%	0%
<b>PGCE</b>							
<b>16/17</b>							
Female	568	57%	177	58%	111	59%	70%
Male	436	43%	128	42%	76	41%	30%
<b>17/18</b>							
Female	609	59%	200	62%	117	63%	70%
Male	427	41%	121	38%	68	37%	30%
<b>18/19</b>							
Female	581	57%	230	61%	152	60%	71%
Male	440	43%	149	39%	101	40%	29%

Table 4.6 shows we make proportionally fewer offers to males, suggesting potential bias in reviewing applications. Similar percentages of males and females accept offers. We use an

algorithm to determine students' entry to the MSc courses, reducing bias. However, for borderline cases (e.g., just missing the degree classification criteria, but having ample education work experience) there is possible bias as staff review them holistically. Additionally, PGCE admissions must follow government guidelines, and necessarily involves interviews, which could allow bias. To counter implicit bias in PGCE interviews, and borderline cases for MSc programmes, staff will undertake implicit bias training (**action 4.1.4**).

**Table 4.6 Percentages of offers to applications, intake from offers, and intake from applications for female and male PGT students 2016-17 to 2018-19.**

	<b>% Offers from Applications</b>	<b>% Intake from Offers</b>	<b>% Intake from Applications</b>
<b>16/17</b>			
Female	54%	46%	25%
Male	43%	44%	19%
Other	50%	100%	50%
<b>17/18</b>			
Female	56%	42%	23%
Male	43%	44%	19%
Other	100%	0%	0%
<b>18/19</b>			
Female	51%	42%	21%
Male	44%	45%	20%
Other	100%	0%	0%

Table 4.7 shows females have proportionally more distinctions, and proportionally fewer passes than males. This may be due to bias in marking or less support for males. To counter this, we will mark all modules blind where possible, as we discovered many were not, against University regulations (**action 4.1.6**). For assessments that cannot be marked blind (e.g., presentations, dissertations), staff will receive implicit bias training (**action 4.1.4**). Additionally, we will create a working group to understand why males earn lower PGT degree classifications, taking an intersectional perspective (e.g., BAME, LGBT+ communities) (**action 4.1.5**).

**Table 4.7 Numbers and percentages of degree classifications for female and male PGT students 2016-17 to 2018-19.**

	Female		Male		Other	
	Count	%	Count	%	Count	%
<b>16/17</b>						
Distinction	100	34%	28	24%	0	0%
Merit	86	29%	28	24%	0	0%
Pass	112	38%	59	51%	0	0%
<b>17/18</b>						
Distinction	136	41%	30	31%	0	0%
Merit	109	33%	33	34%	0	0%
Pass	84	26%	33	34%	0	0%
<b>18/19</b>						
Distinction	148	34%	55	35%	1	100%
Merit	143	33%	43	28%	0	0%
Pass	146	33%	58	37%	0	0%

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

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

Students pursue PGR degrees either full-time or part-time. PhD degrees include Education; and Advanced Quantitative Methods. EdD degrees include Learning, Leadership and Policy; Narrative Inquiry; and TESOL Applied Linguistics; and students can study in Bristol or Hong Kong.

Table 4.8 shows most PGR students study part-time, with a higher proportion of male (81-82%) than female (68-72%) part-time students, suggesting our flexible degree structures benefit both genders, particularly males. Table 4.9 shows equal numbers of applications from males and females in 2016-17, and more applications from females thereafter. Consequently, most offers and acceptances go to females. However, until last year, we recruited fewer females at PGR level compared to the national average, and the PGT national average (70-71%), as well as our own MSc numbers (79-85%) suggesting a leaky pipeline for female students from MSc to PGR. On further analysis, we found the leaky pipeline is particularly strong for students in Hong Kong (see Table 4.9). Therefore, we will focus on recruiting more females to our PGR programmes, particularly our Hong Kong EdD (see section 4(v)).

Table 4.10 shows we make proportionally fewer offers to males, suggesting potential bias in reviewing applications. Slightly more females accept offers, although this has evened out over time. While the nature of PGR applications does not allow us to blind applications by gender (since we match specific students to specific supervisors), we will offer staff implicit bias training to reduce bias (**action 4.1.4**).

Table 4.11 shows females were more likely to earn a doctorate rather than a MPhil, MRes, or to withdraw, compared to males. This may be due to bias in marking or less support for males.

Therefore, we will ensure blind marking for PGR taught modules (**action 4.1.6**).

For assessments that cannot be marked blind (e.g., dissertation), staff will receive implicit bias training (**action 4.1.4**). Additionally, we will create a working group to understand why males are less likely to earn their full doctorate, taking an intersectional perspective (e.g., BAME, LGBT+ communities) (**action 4.1.5**).

**Table 4.8 Numbers and percentages of female and male PGR students 2016-17 to 2018-19, by full-time and part-time status.**

	Female		Male	
	Count	%	Count	%
<b>16/17</b>				
Full-time	45	30%	18	18%
Part-time	104	70%	80	82%
<b>17/18</b>				
Full-time	39	28%	18	18%
Part-time	100	72%	80	82%
<b>18/19</b>				
Full-time	44	32%	17	19%
Part-time	93	68%	73	81%

**Table 4.9 Numbers and percentages of female and male PGR applications, offers and acceptances 2016-17 to 2018-19, and the percentages of female and male PGR places across the UK for 2016-17 to 2018-19.**

	Applications	%	Offers	%	Actual Intake	%	UK Average
<b>All students</b>							
<b>16/17</b>							
Female	133	51%	65	55%	34	60%	68%
Male	126	49%	54	45%	23	40%	32%
<b>17/18</b>							
Female	139	58%	57	58%	25	60%	68%
Male	99	42%	42	42%	17	40%	32%
<b>18/19</b>							
Female	204	64%	72	72%	43	72%	67%
Male	113	36%	28	28%	17	28%	33%
<b>UK</b>							
<b>16/17</b>							
Female	110	52%	49	58%	22	69%	68%
Male	102	48%	36	42%	10	31%	32%
<b>17/18</b>							
Female	120	59%	44	62%	15	68%	68%
Male	82	41%	27	38%	7	32%	32%
<b>18/19</b>							
Female	177	65%	52	74%	28	74%	67%
Male	96	35%	18	26%	10	26%	33%
<b>Hong Kong</b>							
<b>18/19</b>							
Female	23	49%	16	47%	12	48%	67%
Male	24	51%	18	53%	13	52%	33%
<b>17/18</b>							
Female	19	53%	13	46%	10	50%	68%
Male	17	47%	15	54%	10	50%	32%
<b>16/17</b>							
Female	27	61%	20	67%	15	68%	68%
Male	17	39%	10	33%	7	32%	32%

**Table 4.10 Percentages of offers to applications, intake from offers, and intake from applications for female and male PGR students 2016-17 to 2018-19.**

	<b>% Offers from Applications</b>	<b>% Intake from Offers</b>	<b>% Intake from Applications</b>
<b>16/17</b>			
Female	49%	52%	26%
Male	43%	43%	18%
<b>17/18</b>			
Female	41%	44%	18%
Male	42%	40%	17%
<b>18/19</b>			
Female	35%	60%	21%
Male	25%	61%	15%

**Table 4.11 Numbers and percentages of doctorates, other certificates, and withdrawn students, for female and male PGR students 2016-17 to 2018-19.**

	<b>Female</b>		<b>Male</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>16/17</b>				
Doctorate	24	80%	10	71%
MPhil/Mres	0	0%	0	0%
Withdrawn	6	20%	4	29%
<b>17/18</b>				
Doctorate	19	63%	5	45%
MPhil/Mres	1	3%	1	9%
Withdrawn	10	33%	5	45%
<b>18/19</b>				
Doctorate	9	53%	4	36%
MPhil/Mres	1	6%	2	18%
Withdrawn	7	41%	5	45%

- (v) Progression pipeline between undergraduate and postgraduate student levels.

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

There are no pipeline issues from UG to MSc. However, we have a leaky pipeline with proportionally fewer females at PGR than MSc. We sent a survey to our PGR students asking how to encourage more females to apply to our PGR programmes. They suggested having female staff at open days, and female representation on promotional materials. Most staff and students at our open days are already female. However, there were more male (58) than female (46) images on our PGR webpages, and no student images on our Hong Kong EdD webpage. Therefore, we will update our PGR webpages to show at least half female PGR students,

featuring actual PGR students, who are often older professional women (**action 4.1.1**). They also suggested making programmes more accessible to women with children, e.g., classes within school hours, or concentrated in fewer days. Because of COVID, this year we offer all modules online. We will take advantage of this to determine whether offering blended learning, with some units taught flexibly and asynchronously online, which students can access outside of lecture hours, helps women, either with childcare or teaching responsibilities, to participate more readily in our PGR programmes. If so, we will create a working group to examine the option of permanent blended learning (**action 4.1.7**). Additionally, we will offer our MSc students sessions about pursuing our PGR programmes to ensure female students are aware of them (**action 4.1.8**), and dissertation supervisors will target strong female MSc students to apply for PGR programmes (**action 4.1.9**).

We have fewer females on our PGCE programmes than the national average. Additionally, we may have local PGCE programme imbalances and leaky pipelines that differ (e.g., English vs Physics), and which have an impact on secondary school students who see an overrepresentation of, e.g., males teachers in STEM subjects, and female teachers in non-STEM subjects. Therefore, we will examine the student pipelines on our PGCE subjects more thoroughly, comparing PGCE students' applications, offers, and acceptances on each course to their feeder degrees' (e.g., English, Physics) national averages to determine imbalances, and consider how to improve local leaky pipelines (**action 4.1.10**).

## B. Academic and research staff data

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

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

Table 4.12 shows three times as many female as male academic staff in 2016-17, and twice as many in 2018-19. In 2016-17, we had slightly proportionally more female academic staff compared to academic staff and PGR (67-68% female) national averages, but this evened out by 2018-19. Table 4.13 shows proportionally more females at Grades I, J, and L than national PGT (70-71% female; Grades I and J); PGR (67-68% female; all grades); and academic staff (66-67% female; Grades J and L) averages. However, there are proportionally more males at Grades K and M than national PGR (32-33% male; Grade K) and academic staff (33-34% male; Grades K and M) averages. Table 4.14 shows a similar proportion of females on teaching and research contracts (65-68%) compared to national averages, but proportionally more females on research-only and teaching-only contracts (60-92%). Thus, while we hire proportionally more females at lower levels (e.g., Research Assistant, RA), females are promoted or hired at lower rates at higher levels (e.g., Professor). Ideally, we should hire at least 30-33% males at lower levels, and maintain around 67% females at higher levels. To ensure progression to Professor for female staff, the HoS and annual Staff Review and Development reviewers will ensure female staff understand promotion requirements following a promotion pack (**action 4.2.1**), and target promising females for promotion (**action 4.2.2**). We will also create a working group exploring the barriers to females applying for promotion, and how to further support female staff in this process, taking an intersectional approach (e.g.,

BAME, disability, LGBTQ+, age), as barriers may be due to multiple factors, e.g., women over a certain age, or women of colour, may be particularly disadvantaged (**action 4.2.3**).

We will also contact specific females to apply for externally advertised Professor roles (**action 4.2.4**) and ensure both male and female staff are main contacts on adverts and hiring committees, where possible (**action 4.2.5**). Table 5.1 shows we do attract males to apply for positions at lower levels. However, we interview and offer places to proportionally fewer males than females. We will therefore remind hiring committee members to do implicit bias training (**action 4.2.6**). We will also create a working group to understand why we interview males less often, taking an intersectional perspective (**action 4.2.7**). Our staff also suggested equal staff gender representation on our website, however this is already well balanced.

**Table 4.12 Headcounts and percentages of female and male academic staff at Bristol compared to the national average for Education 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>Bristol</b>	<b>N</b>	54	19	42	17	42	20
	<b>%</b>	74%	26%	71%	29%	68%	32%
UK Average	<b>%</b>	66%	34%	67%	33%	67%	33%

**Table 4.13 Headcounts and percentages of female and male academic staff on part-time and full-time contracts by grade 2016-17 to 2018-19.**

Grade	Part-time/Full-time	2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>I (Research Associate; Teaching Associate)</b>	PT	3	1	4	0	0	0
	FT	3	0	1	0	1	0
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>
	%	86%	14%	100%	0%	100%	0%
<b>J (Lecturer; Senior Research Associate)</b>	PT	5	0	4	1	5	2
	FT	7	1	3	1	7	2
	<b>Total</b>	<b>12</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>12</b>	<b>4</b>
	%	92%	8%	78%	22%	75%	25%
<b>K (Lecturer; Research Fellow)</b>	PT	3	2	4	3	3	3
	FT	4	1	2	1	4	3
	<b>Total</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>6</b>
	%	70%	30%	60%	40%	54%	46%
<b>L (Senior Lecturer; Associate Professor; Senior Research Fellow)</b>	PT	9	0	6	0	5	0
	FT	14	5	13	5	13	5
	<b>Total</b>	<b>23</b>	<b>5</b>	<b>19</b>	<b>5</b>	<b>18</b>	<b>5</b>
	%	82%	18%	79%	21%	78%	22%
<b>M (Professor)</b>	PT	1	2	1	2	2	1
	FT	4	5	4	4	2	4
	<b>Total</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>
	%	42%	58%	45%	55%	44%	56%

**Table 4.14 Headcounts and percentages of female and male academic staff on research-only, teaching-only, and research and teaching contracts 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>Pathway 1 (Teaching and research)</b>	N	27	13	22	12	26	14
	%	68%	32%	65%	35%	65%	35%
<b>Pathway 2 (Research only)</b>	N	15	3	8	2	3	2
	%	83%	17%	80%	20%	60%	40%
<b>Pathway 3 (Teaching only)</b>	N	11	1	12	3	13	4
	%	92%	8%	80%	20%	76%	24%

### SILVER APPLICATIONS ONLY

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

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

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

Our school does not offer zero-hours contracts. Table 4.15 shows twice as many females as males on fixed term contracts in 2016-17. By 2018-19, this became equal. This reflects that we hire proportionally more females at lower levels, and males at higher levels. This also suggests females were previously less likely to have job security. In the past year, the HoS made nine fixed-term staff permanent. To ensure further employment continuity, line managers will work with fixed term staff to build their CVs to gain permanent posts (e.g., publishing, teaching experience) (**action 4.2.8**). We will also create an internal jobs bulletin for fixed term staff, including relevant positions across the University (**action 4.2.9**). Finally, a working group will examine the barriers to fixed term staffs’ continued employment, e.g., time to write publications, taking an intersectional perspective (e.g., particular barriers for women of colour, **action 4.2.10**).

**Table 4.15 Headcounts and percentages of female and male academic staff on fixed-term, open-ended/permanent and zero-hour contracts 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>Fixed Term</b>	<b>N</b>	13	2	7	2	6	3
	<b>%</b>	25%	12%	17%	12%	14%	15%
<b>Open-Ended/Permanent</b>	<b>N</b>	40	15	35	15	36	17
	<b>%</b>	75%	88%	83%	88%	86%	85%
<b>Zero-Hours Contracts</b>	<b>N</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>%</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Table 4.16 shows females leave at higher rates across all levels. At lower levels, this is explainable by more females being on fixed term contracts (see above). We will create a working group to determine why women leave at higher levels, e.g., poor work-life balance, better opportunities elsewhere, etc., including exit interviews and annual reviews (**action 4.2.11**). This will take an intersectional perspective (e.g., BAME, disabilities, LGBTQ+).

**Table 4.16 Headcounts and percentages of female and male academic leavers on part-time and full-time contracts by grade.**

		2016-17		2017-18		2018-19	
Grade	Part-time/Full-time	Female	Male	Female	Male	Female	Male
<b>I (Research Assistant)</b>	PT	0	0	0	0	1	0
	FT	0	1	1	1	2	0
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>
	%	0%	100%	50%	50%	100%	0%
<b>J (Research/Teaching Associate)</b>	PT	1	1	4	0	2	0
	FT	2	0	2	1	1	0
	<b>Total</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>
	%	75%	25%	86%	14%	100%	0%
<b>K (Lecturer; Research/Teaching Fellow)</b>	PT	3	1	0	0	0	0
	FT	2	0	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	%	83%	17%	N/A	N/A	N/A	N/A
<b>L (Senior Lecturer; Reader; Senior Research Fellow)</b>	PT	0	0	3	0	1	0
	FT	1	0	1	2	0	0
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>
	%	100%	0%	67%	33%	100%	0%
<b>M (Professor)</b>	PT	0	0	1	0	0	1
	FT	2	0	1	0	0	0
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
	%	100%	0%	100%	0%	0%	100%

Word count: 2120

## 5. Supporting and advancing women’s careers

**Recommended word count: Bronze: 6000 words | Silver: 6500 words**

### A. Key career transition points: academic staff

(i) Recruitment.

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

HR advertises academic posts on the University webpage, and jobs.ac.uk. HR recommends a gender-balanced committee to short-list candidates. The committee must create a matrix to

score applicants based on the evidence, reducing bias. Committee members must also do implicit bias training online. The School of Education follows these policies.

Data in this section covers 2016-17 through 2018-19 as we have incomplete data for 2019-20. Table 5.1 shows we receive slightly more applications from females from grades I-L, and equal numbers of applications at Grade M (Professor). Consequently, up through grade L, we shortlist more females, and offer more jobs to females. At Grade M, we shortlist equal numbers of males and females, and offer an equal number of jobs. Jobs at grades I and J (e.g., Research/Teaching Associate) generally require a PGT degree. As the UK female PGT course average is around 70%, we should attract around 70% of applications from females, and make 70% female shortlists and appointments. However, a higher percentage of males apply than expected based on this average, and a lower percentage of males are shortlisted and offered jobs than would be expected based on the application percentages.

Jobs at grades K through M generally require a PGR degree. As the UK female PGR course average is around 67%, as is the national average of female academics, we should attract around 67% of applications from females, and make 67% female shortlists and appointments. At levels K and L we hire more females than expected based on national averages (100% for 4 positions). At level M we hire fewer females than expected (50% for 2 positions).

Across all levels, females apply less often than expected (67-70% expected, based on national averages). Job adverts include a diversity statement focusing on LGBT+ and BAME communities; and encourage discussion of flexible work. However, we do not have both male and female contacts on job adverts, so we will do so in future, where possible (**action 4.2.5**). Second, we will add the Athena Swan logo to our job adverts to demonstrate we strive for gender equality (**action 5.1.1**). Third, we will review adverts for language neutrality (**action 5.1.2**). Fourth, we will critically consider job criteria for gender bias (**action 5.1.3**). Fifth, we will target specific females to apply for Professor posts, where females are underrepresented (**action 4.2.2**). Finally, we will create a working group to examine why we do not receive as many female applications as expected (**action 5.1.4**).

**Table 5.1 Headcounts and percentages of female and male applications, shortlisted candidates, offers, and acceptances by grade 2016-17 to 2018-19.**

		Applications	%	Shortlist	%	Appointed	%
<b>I</b>	<b>16/17</b>						
	Female	92	70%	23	79%	5	83%
	Male	40	30%	6	21%	1	17%
	<b>17/18</b>						
	Female	20	48%	6	86%	2	100%
	Male	21	50%	1	14%	0	0%
	Not disclosed	1	2%	0	0%	0	0%
	<b>18/19</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
<b>J</b>	<b>16/17</b>						

	Female	112	55%	25	69%	7	78%
	Male	89	44%	9	31%	2	22%
	Not disclosed	1	0%	0	0%	0	0%
	<b>17/18</b>						
	Female	19	58%	4	57%	1	50%
	Male	13	39%	3	43%	1	50%
	Not disclosed	1	3%	0	0%	0	0%
	<b>18/19</b>						
	Female	63	58%	27	84%	10	91%
	Male	44	41%	5	16%	1	9%
	Not disclosed	1	1%	0	0%	0	0%
<b>K</b>	<b>16/17</b>						
	Female	9	60%	4	80%	1	100%
	Male	6	40%	1	20%	0	0%
	<b>17/18</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
	<b>18/19</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
<b>L</b>	<b>16/17</b>						
	Female	22	51%	6	46%	2	100%
	Male	21	49%	7	54%	0	0%
	<b>17/18</b>						
	Female	7	58%	4	100%	1	100%
	Male	5	42%	0	0%	0	0%
	<b>18/19</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
<b>M</b>	<b>16/17</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
	<b>17/18</b>						
	Female	0	N/A	0	N/A	0	N/A
	Male	0	N/A	0	N/A	0	N/A
	<b>18/19</b>						
	Female	15	48%	4	50%	1	50%
	Male	16	52%	4	50%	1	50%

**Table 5.2 Percentages of shortlists from applications, appointments from shortlists, and appointments from applications for female and male academic staff 2016-17 to 2018-19.**

		<b>% Shortlists from Applications</b>	<b>% Appointments from Shortlists</b>	<b>% Appointments from Applications</b>
<b>I</b>	<b>16/17</b>			
	Female	25%	22%	5%
	Male	15%	17%	3%
	<b>17/18</b>			
	Female	30%	33%	10%
	Male	5%	0%	0%
	Not disclosed	0%	0%	0%
	<b>18/19</b>			
	Female	N/A	N/A	N/A
Male	N/A	N/A	N/A	
<b>J</b>	<b>16/17</b>			
	Female	22%	28%	6%
	Male	10%	22%	2%
	Not disclosed	0%	0%	0%
	<b>17/18</b>			
	Female	17%	25%	5%
	Male	23%	33%	8%
	Not disclosed	0%	0%	0%
	<b>18/19</b>			
Female	43%	37%	16%	
Male	11%	20%	2%	
Not disclosed	0%	0%	0%	
<b>K</b>	<b>16/17</b>			
	Female	31%	25%	11%
	Male	17%	0%	0%
	<b>17/18</b>			
	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
<b>18/19</b>				
Female	N/A	N/A	N/A	
Male	N/A	N/A	N/A	
<b>L</b>	<b>16/17</b>			
	Female	27%	33%	9%
	Male	33%	0%	0%

	<b>17/18</b>			
	Female	36%	25%	14%
	Male	0%	0%	0%
	<b>18/19</b>			
	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
<b>M</b>	<b>16/17</b>			
	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
	<b>17/18</b>			
	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
	<b>18/19</b>			
	Female	27%	25%	7%
	Male	25%	25%	6%

(ii) Induction.

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

All new academic staff with teaching roles have 1-1 meetings with many staff, including most of the Senior Management Team (SMT; HoS, Deputy HoS, Director of Teaching, Director of Research), as well as some portfolio leads, e.g., the Portfolio lead for the UG course if the new staff member will teach on UG modules. Staff go through a list of who is in each leadership role; an overview of committee structures; and a chart showing how these fit together.

New staff learn about the School's priorities, and receive teaching documents, (e.g., student handbook); and an induction pack with staff and services contact details. However, the pack does not cover flexible work. Therefore, we will add a flexible work section, and make this a standard discussion point with the HoS, which may help retain female academic staff (**action 5.1.5**).

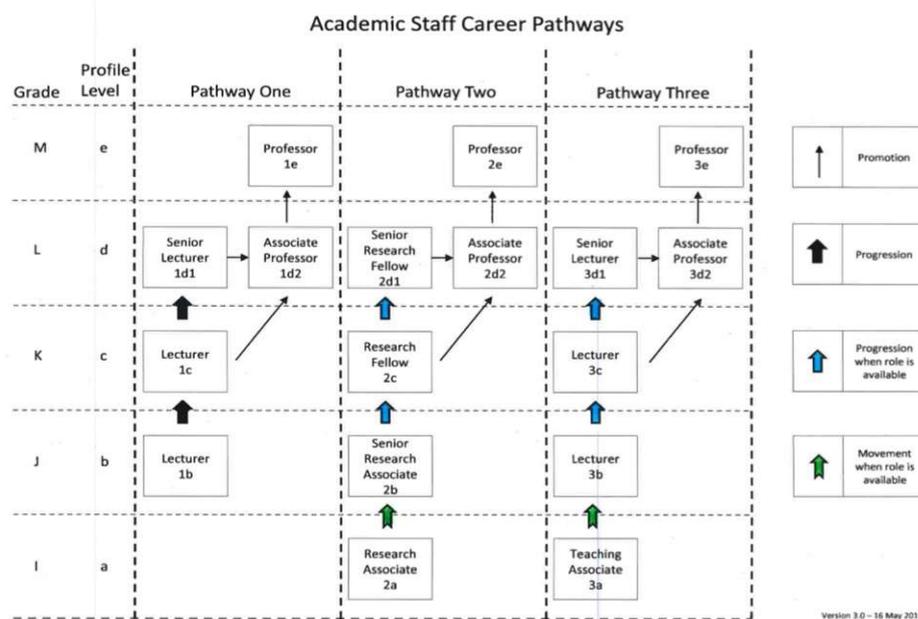
We have no clear induction process for research-only staff (e.g., postdocs). Therefore, we will create a similar process to that above (**action 5.1.6**). This is important as our most of our postdocs are female, and are not necessarily gaining information to integrate into the School.

We do not monitor the effectiveness of our induction process. Therefore, we will gain feedback from future staff, allowing us to monitor for gender-based problems (**action 5.1.7**).

(iii) Promotion.

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

Figure 5.1 shows the academic staff careers pathway. Promotions to associate and full professor occur annually and are managed via the Faculty of Social Sciences and Law. At the University of Bristol, lecturers (typically) automatically progress to senior lecturer after 8 years. However, staff can apply for promotion to senior lecturer earlier via the accelerated promotion route. The Faculty Promotions Committee (FPC) contains representatives from across the Schools of the Faculty, including the School of Education. The Faculty HR Director and the Dean provide two drop-in briefing sessions each year, advertised by email to all academic staff. Pay is standardised for each level.



**Figure 5.1 Academic Staff Career Pathways.**

Staff must demonstrate experience in four areas for promotion: research; teaching; engagement and impact; and leadership. Previously the focus was mostly on research, but this year, the University decided to take into account other contributions, which may benefit females, who may take on, e.g., more teaching or leadership. For research, Pathway 1 (teaching and research) involves demonstrating Research Output, and Research Capacity and Recognition; Pathway 2 (research only) additionally involves Grant Income and Research Supervision; while Pathway 3 (teaching only) does not require these. For teaching, Pathway 1 requires Education Practice, and Personal Tutoring. Pathway 3 additionally requires Curriculum Development, and Scholarship of Teaching and Learning. Pathway 2 does not require these. All pathways require one form of engagement and impact: “Engagement with external organisations”; “Translation and application of knowledge”; or “Community dialogue”; and three forms of leadership: “Leadership in the University”; “Leadership in your discipline”; and “Collegiality with colleagues.” The University’s Academic Promotions Framework outlines examples of accomplishments required for promotion, e.g., for Associate Professor, academic staff could demonstrate readiness by “*Building* a regular output of publications with a frequency appropriate to your discipline that balances quality and quantity,” while full Professor staff could demonstrate *sustaining* this publication output. Committee judgments must make pro-rata adjustments for part-time staff and staff who have taken leave, although the standard should be of the same level of excellence.

Candidates submit draft applications to the HoS who provides feedback on CVs and personal statements to strengthen applications before formal submission. The FPC meets twice. FPC1

considers the merits of individual cases to establish whether there is a *prima facie* case. If so, the application goes to FPC2 which considers reports from external referees, leading to a promotion decision. Unsuccessful candidates can meet with the Dean of the Faculty, with the HoS in attendance, to receive verbal feedback and advice.

Table 5.3 shows the numbers and percentages of female and male academic promotion applications and promotions from 2016-19. Promotion from level A to B takes place by being appointed to an advertised post. On average, 25% of female staff at Level A were promoted this way, and the only male staff member at Level A was not. Movement from level B to C occurs by Progression, i.e., when at the top of the Level B payscale, they automatically move to Level C, although staff can apply early through accelerated promotion. The patterns suggest a higher proportion of females applied for promotion to Levels C, D1, and D2, than males. On average, 10% of eligible females applied for accelerated promotion to Senior Lecturer, while no males did. On average, 22% of eligible females applied for Associate Professor, compared to 11% of males. In contrast, while on average 10% of eligible females applied for full Professor, 57% of males did so. Therefore, we should encourage females to apply to Professor roles. Out of 14 female promotion applications, 10 were successful (71%), while 3 out of 5 males applications led to promotion (60%) suggesting female applications are more successful.

**Table 5.3 Headcounts and percentages of female and male promotion applications, promotions, and promotions from applications, by grade and full-time/part-time status 2016-17 to 2018-19**

			Eligible Staff	Applied	%	Promoted/Progressed	Promotions from Applications
<b>A-&gt;</b>			<b>16/17</b>				
(Research/Teaching Associate)	F	PT	3	N/A	N/A	1	N/A
		FT	3	N/A	N/A	1	N/A
	M	PT	1	N/A	N/A	0	N/A
<b>B</b>		FT	0	N/A	N/A	0	N/A
<b>(Senior Lecturer)</b>			<b>17/18</b>				
Research Associate/	F	PT	4	N/A	N/A	1	N/A
		FT	1	N/A	N/A	0	N/A
	M	PT	0	N/A	N/A	0	N/A
		FT	0	N/A	N/A	0	N/A
			<b>18/19</b>				
	F	PT	0	N/A	N/A	0	N/A
		FT	1	N/A	N/A	0	N/A
	M	PT	0	N/A	N/A	0	N/A
		FT	0	N/A	N/A	0	N/A
<b>B-&gt;</b>			<b>16/17</b>				
(Senior Research Associate/ Lecturer)	F	PT	5	N/A	N/A	0	N/A
		FT	7	N/A	N/A	1	N/A
	M	PT	0	N/A	N/A	0	N/A
		FT	1	N/A	N/A	0	N/A
<b>C</b>			<b>17/18</b>				
(Lecturer/	F	PT	4	N/A	N/A	0	N/A

Research Fellow)		FT	3	N/A	N/A	0	N/A
	M	PT	1	N/A	N/A	0	N/A
		FT	1	N/A	N/A	0	N/A
			<b>18/19</b>				
	F	PT	5	N/A	N/A	0	N/A
		FT	7	N/A	N/A	0	N/A
	M	PT	2	N/A	N/A	0	N/A
		FT	2	N/A	N/A	0	N/A
<b>C-&gt;</b>			<b>16/17</b>				
(Lecturer/ Research Fellow)	F	PT	3	0	0%	0	N/A
		FT	4	1	25%	1	100%
	M	PT	2	0	0%	0	N/A
<b>D1</b>		FT	1	0	0%	0	N/A
(Senior Lecturer/ Senior Research Fellow)			<b>17/18</b>				
	F	PT	4	0	0%	0	N/A
		FT	2	0	0%	0	N/A
	M	PT	3	0	0%	0	N/A
		FT	1	0	0%	0	N/A
			<b>18/19</b>				
	F	PT	3	0	0%	0	N/A
		FT	4	1	25%	1	100%
	M	PT	3	0	0%	0	N/A
		FT	3	0	0%	0	N/A
<b>D1-&gt;</b>			<b>16/17</b>				
(Senior Lecturer/ Senior Research Fellow)	F	PT	2	0	0%	0	N/A
		FT	14	2	14%	1	50%
	M	PT	0	0	N/A	0	N/A
		FT	3	0	0%	0	N/A
			<b>17/18</b>				
<b>D2</b>	F	PT	6	0	0%	0	N/A
(Associate Professor)		FT	14	3	21%	3	100%
	M	PT	0	0	N/A	0	N/A
		FT	5	1	20%	1	100%
			<b>18/19</b>				
	F	PT	5	0	0%	0	N/A
		FT	9	6	67%	3	50%
	M	PT	0	0	N/A	0	N/A
		FT	1	0	0%	0	N/A
<b>D2-&gt;</b>			<b>16/17</b>				
(Associate Professor)	F	PT	6	1	17%	1	100%
		FT	0	0	N/A	0	N/A
<b>E1</b>	M	PT	0	0	N/A	0	N/A
(Professor)		FT	2	1	50%	0	0%
			<b>17/18</b>				

F	PT	0	0	N/A	0	N/A
	FT	4	0	0%	0	N/A
M	PT	0	0	N/A	0	N/A
	FT	1	1	100%	0	0%
<b>18/19</b>						
F	PT	0	0	N/A	0	N/A
	FT	0	0	N/A	0	N/A
M	PT	0	0	N/A	0	N/A
	FT	4	2	50%	2	100%

The high number of female staff promoted since 2017 may, in part, be attributed to a proactive approach in identifying and encouraging individuals to apply for promotion, where appropriate. The number may also be attributable to a historical legacy of capable female staff not applying or not being successful in promotion processes which favoured full-time, continuous, research intensive careers. The process of identifying staff for promotion is linked to the annual Staff Review and Development (SRD). Over the last three years reviewers were encouraged to identify individuals for promotion. This was reported to the HoS who actively encouraged staff to apply for promotion and supported them in developing their applications. This approach was adopted to ensure applications for promotion are maximised for groups of individuals, e.g., female academics, who are under-represented at senior levels.

In 2019 six female members of staff were identified and encouraged to apply for Associate Professorship. They formed a support group with the availability of advice from others within the School. Three were successful in gaining promotion. Two of those who were unsuccessful re-applied in 2020 for promotion following feedback and advice and one was successful. While these figures indicate some pleasing successes, concerns remain around older female staff who took on extensive citizenship or leadership roles, to the detriment of their research or scholarship. We hope the new promotions framework supports these staff in gaining the recognition their expertise merits, through the processes identified above.

Table 5.4 suggests female academic staff feel slightly less encouraged and supported through the promotions process than male staff. Therefore, we will highlight existing mentoring schemes, both within and outside the School, to all female academic staff, and encourage uptake (**action 5.1.8**). Second, we will form a working group to examine barriers for females applying for promotion, and how to support females to do so (**action 4.2.3**).

**Table 5.4 Headcounts and percentages of female and male academic staff who answered the question “Does the School of Education give you encouragement and support for the promotions process?”**

	Yes	Somewhat	No
Female	7 39%	6 33%	5 28%
Male	3 33%	4 44%	2 22%

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

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

Table 5.5. shows the percentages of males and females submitted to the 2014 REF and the 2008 RAE was balanced. We will submit 100% of research staff to REF 2021. We will monitor the gender balance of the number of 4\* papers submitted to REF 2021 and beyond, and, where an imbalance exists, examine reasons for this (**action 5.1.9**).

**Table 5.5 Headcounts and percentage of female and male staff submitted to REF 2014 and RAE 2008.**

	RAE 2008		REF 2014		REF 2021	
	Female	Male	Female	Male	Female	Male
N Submitted	32	13	28	13	30	16
N Eligible	36	15	31	15	30	16
% Submitted	89%	87%	90%	87%	100%	100%

**SILVER APPLICATIONS ONLY**

**Key career transition points: professional and support staff**

(i) Induction.

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

(ii) Promotion.

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

**b. Career development: academic staff**

(i) Training.

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

When a staff member joins the School they go through training needs with a mentor. Staff also learn where to receive further training in their induction pack. A senior staff member guides

staff through their training needs at their annual SRD. All new teaching staff must earn a higher education teaching accreditation through the CREATE programme, unless they already have a higher education teaching qualification.

Training is available to staff through various University, and School of Education, programmes. CREATE offers many training opportunities by the University, including leadership, teaching accreditation, and PhD supervision. We also offer in-school training, e.g., PhD supervision, and advanced statistical training. Training opportunities are emailed to all staff.

Table 5.6 shows no gender differences for essential training uptake. Overall, the percentages are low, although increasing. As equality and diversity training is being ignored by some, this could impact on gender bias in the School. Therefore, we will signpost essential training to all staff, and remind staff who have not completed it (**action 5.2.1**).

**Table 5.6 Headcounts and percentages of male and female staff who took part in essential training 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female N=46	Male N=17	Female N=41	Male N=17	Female N=42	Male N=20
Equality & Diversity	N	15	7	21	9	32	12
Fraud Awareness	%	33%	41%	51%	53%	76%	60%
Data Protection	N	NA	NA	NA	NA	3	4
Essentials	%					43%	100%
Information Security	N	NA	NA	8	5	20	7
Safety & Health	%			20%	29%	48%	35%
Supporting Student	N	18	7	7	5	21	7
Mental Health and Wellbeing	%	39%	41%	17%	29%	50%	35%
Average	N	9	5	15	8	24	11
	%	20%	29%	37%	47%	57%	55%
	N	NA	NA	20	8	27	11
	%			49%	47%	64%	55%
<b>Average</b>	<b>%</b>	<b>31%</b>	<b>37%</b>	<b>54%</b>	<b>41%</b>	<b>56%</b>	<b>57%</b>

Table 5.7 shows females were proportionally more likely to take non-essential training. Females were twice as likely to take leadership, teaching, and research courses; and three times as likely to take other courses. This is surprising given males have proportionally more important leadership roles (see section 5e(iii)), and are more likely to become Professors. While the uptake of mentoring and coaching was quite low, this was completed more by males. Therefore, we will signpost and encourage females to take on mentoring opportunities (**action 5.1.8**). One question is therefore whether training is effective. Table 5.8 suggests most male and female staff feel “somewhat” supported for training, suggesting training may not be optimal. After participating in University training, attendees are asked to complete a feedback form which is reviewed centrally by the University to ensure training supports development. We will further monitor whether training is effective for our staff, and feed back the

information to the University and other course planners to ensure our staff (particularly females), use their time effectively and gain skills (**action 5.2.2**).

**Table 5.7 Headcounts and percentages of male and female staff who took part in non-essential training 2016-17 to 2018-19. Some staff attended multiple of the same type of training course, such that some training numbers add up to more than 100% of staff.**

		2016-17		2017-18		2018-19	
		Female N=46	Male N=17	Female N=41	Male N=17	Female N=42	Male N=20
<b>Leadership</b>							
<b>Courses:</b>							
Leadership	N	6	4	5	1	5	0
	%	13%	24%	12%	6%	12%	0%
Coaching and Mentoring	N	2	1	4	0	2	1
	%	4%	6%	10%	0%	5%	5%
Influencing and Negotiating	N	0	0	0	0	4	1
	%	0%	0%	0%	0%	10%	5%
Line Management and Supervision	N	10	1	0	0	3	1
	%	22%	6%	0%	0%	7%	5%
Project Management	N	14	1	6	1	6	1
	%	30%	6%	15%	6%	14%	5%
Absence and Performance Management	N	2	0	2	1	2	1
	%	4%	0%	5%	6%	5%	5%
Recruitment and Selection	N	1	0	1	0	1	1
	%	2%	0%	2%	0%	2%	5%
<b>Leadership</b>	<b>%</b>	<b>11%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>8%</b>	<b>4%</b>
<b>Average:</b>							
<b>Teaching</b>							
<b>Courses:</b>							
CREATE	N	3	0	11	1	16	3
	%	7%	0%	27%	6%	38%	15%
Communication, Demonstration and Presentation	N	16	1	11	1	8	6
	%	35%	6%	27%	6%	19%	30%
Lecturing, Teaching and Tutoring	N	14	1	53	6	26	10
	%	30%	6%	129%	35%	62%	50%
<b>Teaching</b>	<b>%</b>	<b>24%</b>	<b>4%</b>	<b>61%</b>	<b>16%</b>	<b>17%</b>	<b>32%</b>
<b>Average:</b>							
<b>Research</b>							
<b>Courses:</b>							
Academic, Laboratory and Practical Skills	N	11	4	8	2	9	4
	%	24%	24%	20%	12%	21%	20%
Networking and Collaboration	N	1	0	0	0	2	0
	%	2%	0%	0%	0%	5%	0%

Qualitative-Quantitative Analysis	N	5	0	14	0	4	4
	%	11%	0%	34%	0%	10%	20%
Research Skills	N	6	2	9	0	9	2
	%	13%	12%	22%	0%	21%	10%
Writing Skills-Workshops	N	20	0	23	3	68	7
	%	43%	0%	56%	18%	162%	35%
<b>Research</b>	<b>%</b>	<b>19%</b>	<b>7%</b>	<b>26%</b>	<b>5%</b>	<b>44%</b>	<b>17%</b>
<b>Average:</b>							
<b>Mentoring/Coaching:</b>							
Bristol Senior Leaders	N	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%
Career Coaching	N	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%
Leadership	N	0	2	1	1	0	0
	%	0%	12%	2%	6%	0%	0%
<b>Mentoring/Coaching</b>	<b>%</b>	<b>0%</b>	<b>4%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
<b>Average:</b>							
<b>Other Courses:</b>							
Access, Excel, Powerpoint, Word	N	6	0	8	0	0	0
	%	13%	0%	20%	0%	0%	0%
Behavioural Support	N	0	0	1	0	1	0
	%	0%	0%	2%	0%	2%	0%
Briefing-Conference-Consult	N	13	3	20	7	15	2
	%	28%	18%	49%	41%	36%	10%
Career Development	N	4	0	2	0	7	0
	%	9%	0%	5%	0%	17%	0%
Digital Media and Databases	N	25	1	21	5	6	0
	%	54%	6%	51%	29%	14%	0%
Diversity and Inclusion	N	3	0	7	1	2	1
	%	7%	0%	17%	6%	5%	5%
Finance-HR System and Processes	N	0	0	0	1	4	0
	%	0%	0%	0%	6%	10%	0%
Health and Safety	N	0	0	0	0	0	1
	%	0%	0%	0%	0%	0%	5%
Mental Health and Wellbeing	N	3	0	4	0	8	1
	%	7%	0%	10%	0%	19%	5%
Time Management	N	3	0	3	1	3	1
	%	7%	0%	7%	6%	7%	5%
<b>Other Average:</b>	<b>%</b>	<b>13%</b>	<b>2%</b>	<b>16%</b>	<b>8%</b>	<b>11%</b>	<b>3%</b>

**Table 5.8 Numbers and percentages of female and male academic staff who answered the question “Does the School of Education give you support for training?”**

	Yes	Somewhat	No
Female	3 17%	12 67%	3 17%
Male	1 10%	7 70%	2 20%

(ii) Appraisal/development review.

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

University SRD is an annual event allowing staff to reflect on their performance and contribution over the year, establish future objectives, and identify development needs and opportunities. It is intended as a conversation, and is not about performance management.

All staff must participate in SRD. However, we do not document participation, therefore there may be gender differences in participation. We will monitor SRD participation, looking for gender differences (**action 5.2.3**).

The main points of discussion are: 1. Reflections on the last academic year (successes, challenges, objectives met or unmet, etc.); 2. Plans and objectives for the following academic year (teaching, research and citizenship; leadership); 3. Development needs and longer-term goals. A discussion of work-life balance may take place if suggested by staff, but is not an explicit focus of the SRD. Additionally, reviewers let HoS know if staff are ready for promotion. However, this is not an explicit item for all staff, therefore there could be gender differences in who discusses promotions. We will add a discussion of work-life balance, and promotion, to SRD (**action 5.2.4**).

Reviewers are senior staff for academic staff (not usually their line manager), and PIs for postdocs and RAs. All reviewers should attend a 2-hour training session. Before SRD begins, the reviewers should meet as a group to ensure clarity of process and the School and University priorities. At the conclusion of the review process the reviewer group should meet to discuss common themes emerging from the SRD. However, this process is not documented.

Table 5.9 suggests staff find SRD “somewhat” helpful, with males finding it less helpful overall. Open survey comments suggest reviews were only helpful when reviewers were more senior, and knew about the reviewee’s work. One staff member suggested pairing mentoring with the SRD, so the SRD reviewer is familiar with their work, and actively helping them towards promotion throughout the year. Additionally, in September, 2020, 7(64%) of the SRD reviewers were male, and 4(36%) were female, despite two thirds of staff being female. This may introduce gender bias in the SRD process, and recommendations for promotion. Therefore, we will change our reviewing process to include a better balance of female reviewers, match reviewers to the research interests of staff, integrate our School mentoring and SRD schemes so

that staff meet their SRD reviewers/mentors 3 times per year, including for SRD; and monitor reviewer training completion (**action 5.2.5**).

**Table 5.9 Numbers and percentages of female and male academic staff who answered the question “Do you find the annual Staff Review and Development (SRD) helpful?”**

	Yes	Somewhat	No
Female	2 11%	14 78%	2 11%
Male	2 20%	5 50%	3 30%

(iii) Support given to academic staff for career progression.

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

During the SRD, a senior staff member helps academic staff in three main ways. First, they have the opportunity to look at their CV and identify if the staff member is ready for promotion, and if not, how to get ready for promotion. Second, they discuss training needs for the next year. Finally, they discuss which goals to focus on for the next year to advance their career. This is standard for permanent staff, however the process is less standardised for postdoctoral researchers and RAs. We will therefore ensure line managers are trained to look at CVs and identify how postdocs and RAs can improve their CVs to apply for further positions, what training they should get, and which goals to focus on (**action 5.2.6**). Standardising this process may reduce gender bias (e.g., female postdocs receiving less feedback).

Additionally, new members of academic staff are allocated a mentor, and the University offers further mentoring schemes. The Bristol Clear Mentoring Scheme is aimed at RAs and postdocs, and involves career planning, developing work relationships, developing research funding and publication strategies, and managing workload and work-life balance. The Bristol Women’s Mentoring Network offers support for female academic staff on grades K or higher, and involves a 2.5 hour introduction, and 4 1-hour 1:1 sessions with the mentor. The goals are similar to the Bristol Clear Mentoring Scheme. The School already regularly signposts and encourages these schemes via email.

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

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

All UG students can take the module “Education in Practice” in Year 2, an 80-hour placement in, e.g., a classroom, a research lab, or a psychology setting. Most students take this module. Our 2<sup>nd</sup> year UG and MSc students can participate in our mentoring scheme pairing students with professionals in their fields of interest (e.g., teachers, educational psychologists) for regular meetings. PGCE students work directly with schools gaining teaching experience. PGR students receive career sessions at the beginning and end of their programme. This year, PhD

students can attend talks on academic career trajectories, e.g., building a CV, publications, promotions, etc. Finally, UG, PGT, and PGR students are regularly sign-posted to events through careers services, including careers fairs and job application reviews.

We do not offer clear support to MSc students in pursuing PGR degrees. This is problematic as we have a leaky pipeline for females from our MSc to PGR courses. Therefore, we will offer sessions to our MSc students about pursuing our PGR programmes (**action 4.1.8**); and dissertation supervisors will target strong female MSc students to apply for PGR study (**action 4.1.9**).

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

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

The School Research Manager (SRM) sends weekly funding opportunity emails to all staff. The School has an annual research planning meeting, where the SRM and Research Director are updated on all staff's research areas. They examine whether they should target staff to write grant bids, and also look for staff who may need additional support writing grants (e.g., early career). They also target staff with funding opportunities particular to their research areas. While teaching staff are not a focus of the meeting, they receive research support when requested. Teaching staff also receive research mentoring if they would like to transition to a research-based career.

Staff could previously apply for up to £1500 yearly (now reduced to £500 due to financial restrictions due to COVID) for, e.g., research bid pilot data, or meeting with grant bid co-Is. The School also distributes Faculty funds to encourage grant bids.

Before applying for a research grant, staff send a form to the SRM. The SRM and the Research Director discuss the proposal with the staff member, and can offer support, including suggestions for co-Is, and help with budgets. The SRM assigns two reviewers to give feedback before submission.

Tables 5.10 and 5.11 show females write proportionally fewer grant bids, and apply for proportionally less grant income, than males. Additionally, females receive proportionally fewer grants than they apply for, and proportionally less grant income. Therefore, the SRM and the Research Director will examine why females apply for fewer grants and less income, e.g., less free time in the Workload Allocation Model (WAM), and determine ways to increase female grant applications (**action 5.2.7**).

If a grant is unsuccessful, the SRM suggests other grant sources. Currently, the SRM only hears if a grant is unsuccessful when a staff member tells them. Going forward, staff will inform the SRM if their bid is successful or not, and the SRM will ask staff with outstanding grant bids every 6 months if they were successful or not, to ensure those who were not receive targeted support to apply to other funders, or change the focus of their bids (**action 5.2.8**). This is important to gender equality as females have proportionally more grants rejected, therefore they may need additional support to apply for further grants.

**Table 5.10 Numbers and percentages of grant applications and successes by gender 2016-17 to 2018-19.**

	<b>Staff Headcount</b>	<b>%</b>	<b>Applications</b>	<b>%</b>	<b>Successful Grants</b>	<b>%</b>
<b>16/17</b>						
Female	54	74%	25	65%	11	62%
Male	19	26%	22	35%	6	38%
<b>17/18</b>						
Female	42	71%	23	40%	4	22%
Male	17	29%	11	60%	6	78%
<b>18/19</b>						
Female	42	68%	27	57%	4	60%
Male	20	32%	13	43%	3	40%
<b>Average</b>						
Female	46	71%	25	62%	6.3	56%
Male	18.7	29%	15.3	38%	5	44%

**Table 5.11 Total costs and percentages of grant funds applied for and funded by gender 2016-17 to 2018-19.**

	<b>Staff Headcount</b>	<b>%</b>	<b>Applications</b>	<b>%</b>	<b>Successful Grants</b>	<b>%</b>
<b>16/17</b>						
Female	54	74%	£2,406,175	53%	£449,657	62%
Male	19	26%	£2,116,335	47%	£270,259	38%
<b>17/18</b>						
Female	42	71%	£4,739,293	81%	£146,252	22%
Male	17	29%	£1,098,470	19%	£525,703	78%
<b>18/19</b>						
Female	42	68%	£7,305,259	52%	£126,128	60%
Male	20	32%	£6,705,243	48%	£83,656	40%
<b>Average</b>						
Female	46	71%	£4,816,909	59%	£240,679	45%
Male	18.7	29%	£3,306,683	41%	£293,206	55%

Table 5.12 suggests staff generally find good support for research grant applications, with females feeling more supported. One pathway 3 staff (teaching only) commented they have benefited from the pathway 3 research group set up by the SRM, getting involved with 2 research projects, and having a research mentor. This suggests we provide good support for pathway 3 staff considering transition to more research-active roles.

**Table 5.12 Numbers and percentages of female and male academic staff who answered the question “Does the School of Education offer good support for research grant applications?”**

	Yes	Somewhat	No
Female	15 83%	3 17%	0 0%
Male	6 60%	4 40%	0 0%

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### C. Career development: professional and support staff

#### (ii) Training.

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

#### (vi) Appraisal/development review.

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

#### (ii) Support given to professional and support staff for career progression.

Comment and reflect on support given to professional and support staff to assist in their career progression.

### d. Flexible working and managing career breaks

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

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

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

The HoS and School Manager talk with individuals. They are flexible in working to the needs of the staff member, taking into account individual and, e.g., teaching needs.

Table 5.13 suggests staff find the School makes their rights to flexible work and carer’s leave “somewhat clear,” with females finding it less clear. Staff commented the School itself did not make these policies clear, but many could access them on the HR website. Staff who took carer’s leave since 2016 found the School to be generally supportive, but could have helped structure their time a bit more in regards to completing tasks before leave, and managing, e.g., PhD students during leave. To make maternity and adoption leave easier and more consistent, we will create a document “Carers in the School of Education” (**action 5.4.1**). This will be emailed to all staff yearly, and to new staff upon arrival. It will include information and encouragement for maternity and adoption leave, including preparing for the time leading up to leave (e.g., working around appointments and illness), during leave (using Keep in Touch days), and after leave (e.g., opportunities to get careers back on track). When a staff member announces maternity or adoption leave, the HoS and School Manager will go through the document, leading a discussion about how to plan for leave, before, during, and after.

**Table 5.13 Numbers and percentages of female and male academic staff who answered the question “Does the School of Education make clear your options and rights for flexible work, maternity, adoption, paternity, shared parental, and parental leave?”**

	Yes	Somewhat	No
Female	4 24%	8 47%	5 29%
Male	4 36%	5 45%	2 18%

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

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

The University offers 16 weeks full-paid leave (Occupational Maternity Pay: OMP; Occupational Adoption Pay: OAP) for staff on maternity or adoption leave, followed by statutory pay, provided the staff member worked at least 26 continuous weeks by the 15<sup>th</sup> week before the due date, and they return to work for 3 months (full- or part-time) after leave. Fixed-term staff receive the same benefits. If their contract ends before the 3 months after their leave, they receive OMP/OAP until the end of their contract.

When a staff member takes maternity or adoption leave, the School hires a fixed-term member of staff to cover teaching (academic staff) or the professional post, for which there is central funding from the University.

Currently, the HoS and School Manager have a discussion with the staff member who will be taking leave, taking into account their individual needs, although this does not follow a consistent format. The “Carers in the School of Education” document we will create (**action 5.4.1**) will include a discussion on managing ongoing commitments during leave, e.g., leading research projects. For fixed-term staff, we will discuss the possibility of extending their contract.

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

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

The HoS and School Manager have a discussion with the staff member, taking into account their individual needs. The document we will create (**action 5.4.1**) will include a discussion about managing the return from leave. This will include giving time to settle in before, e.g., re-commencing teaching, as well as a discussion of the option to return part-time, or using flexible work arrangements.

(iv) Maternity return rate.

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

Table 5.14 shows our academic maternity return rate is 100%. This suggests the School does a good job of retaining academic staff who take maternity leave. Table 5.15 shows the one member of professional staff who took maternity leave did not return, suggesting the School may need to improve to retain professional staff after maternity leave. We will make this transition back to work smoother with our maternity and adoption leave document (**action 5.4.1**). None of the staff were on fixed-term contracts. If they had been, then their contract would have been extended if possible.

**Table 5.14 Maternity return rate for academic staff 2016-17 to 2018-19.**

	2016-17	2017-18	2018-19
N Maternity Leave	1	2	2
N Returned	1	2	2
% Returned	100%	100%	100%

**Table 5.15 Maternity return rate for professional staff 2016-17 to 2018-19.**

	2016-17	2017-18	2018-19
N Maternity Leave	0	0	1
N Returned	0	0	0
% Returned	NA	NA	0%

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

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

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

The University offers 2 weeks full-paid paternity leave, provided the staff member worked for 26 continuous weeks by the 15<sup>th</sup> week before the due date. It also offers 14 weeks full-paid Occupational Shared Parental Pay provided the staff member takes leave within the first 16 weeks after the birth, and the other parent is not taking equivalent leave. Staff on fixed-term contracts have the same leave options, and are encouraged to seek extending their contract. Parents can apply for 18 weeks unpaid Parental Leave per child per year once they have worked at the University for 1 year.

Table 5.16 shows 2 male academic staff took Paternity leave across the 3 years. Both staff members were Professors. While 1 male professional staff member was eligible for Paternity leave, Table 5.17 shows he did not take it. No staff took Shared Parental leave, Adoption leave, or Parent leave. To ensure staff know of their opportunities to take leave, we will send the “Carers in the School of Education” document in a yearly email, as well as when they join the School (**action 5.4.1**). It will include information and encouragement for Paternity, Shared Parental, and Parent Leave, including information about applying; and managing: the workload leading up to leave; contact during leave; and the return. When a male member of staff broaches the subject of leave, the HoS and School Manager will outline his options for Paternity leave and Shared Parental leave, making it clear leave is encouraged, and he will be supported throughout the process. Staff members approaching the HoS about Parent Leave will have a similar discussion. For fixed-term staff, we will also discuss the possibility of extending their original contract.

**Table 5.16 Paternity, shared parental, adoption, and parent leave uptake by academic staff 2016-17 to 2018-19.**

	2016- 17	2017- 18	2018-19
N Paternity Leave (M)	0	1	1
N Shared Parental Leave (M)	0	0	0
N Shared Parental Leave (F)	0	0	0
N Adoption Leave (M)	0	0	0
N Adoption Leave (M)	0	0	0
N Parent Leave (M)	0	0	0
N Parent Leave (F)	0	0	0

**Table 5.17 Paternity, shared parental, adoption, and parent leave uptake by professional staff 2016-17 to 2018-19.**

	2016-17	2017-18	2018-19
N Paternity Leave (M)	0	0	0
N Shared Parental Leave (M)	0	0	0
N Shared Parental Leave (F)	0	0	0
N Adoption Leave (M)	0	0	0
N Adoption Leave (M)	0	0	0
N Parent Leave (M)	0	0	0
N Parent Leave (F)	0	0	0

(vi) Flexible working.

Provide information on the flexible working arrangements available.

Transition from part-time back to full-time work after career breaks.

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

All job adverts at the University encourage applicants to talk about flexible work. While not widely advertised in our School, staff members with 26 weeks continuous employment can request flexible work, by submitting a Flexible Working Request form to HR. When a staff member requests flexible work, this is discussed with the HoS and the School Manager, following a document provided by HR. According to HR, “Employers have a statutory duty to consider a request in a reasonable manner and can only refuse a request for flexible working where there is a clear business reason for doing so.”

Table 5.18 suggests staff feel “somewhat” supported by the School in relation to flexible work patterns, with females feeling less supported. In open questions, one staff was told their role could not be done part-time, even though it could; another staff received part-time work for a shorter time than requested; while a third staff did not find the flexible work to be very flexible. To improve staff’s knowledge of, and uptake of flexible work, the “Carers in the School of Education” document (**action 5.4.1**) will explain how staff can work flexibly; how to request flexible work; and how the School will manage time around flexible work (e.g., no teaching outside staff member’s flexible work schedule). The HoS and School Manager will use this document to go through flexible work arrangements with staff members, taking an approach that they should allow it, unless they cannot work around the change.

The HoS and School Manager work through an HR document when discussing staff requests to resume full-time work after working part-time due to a career break. When asked, “If you have sought to transition from part time to full time after a career break since 2016, did the School of Education support you?” none of the 2 female and 1 male respondents were allowed to move back to full-time work. To improve staff’s knowledge of, and uptake of transitioning back to full-time work, the “Carers in the School of Education” document (**action 5.4.1**) will explain how to request to move back to full-time work, and how this could be done gradually if needed (e.g., going from 60% to 80% to 100%). The HoS and School Manager will use this document

to go through flexible work arrangements, taking an approach that they should support staff and make a business case to the University.

**Table 5.18 Numbers and percentages of female and male academic staff who answered the question “If you have sought flexible work patterns since 2016, did the School of Education support you?”**

	Yes	Somewhat	No
Female	3 50%	1 17%	2 33%
Male	2 67%	0 0%	1 33%

## e. Organisation and culture

### (i) Culture.

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

Table 5.19 suggests staff like working in the School, with males liking working in the School more than females. In open questions, many staff commented colleagues are “great,” “fabulous,” “friendly,” “nice,” and “collegial.” Some staff stated they enjoy their research, teaching, and autonomy, although some pointed out their workload is too high.

**Table 5.19 Numbers and percentages of female and male academic staff who answered the question “Do you like working at the School of Education?”**

	Yes	Somewhat	No
Female	12 67%	5 28%	1 6%
Male	10 91%	1 9%	0 0%

We asked staff, “In what ways does the School of Education actively consider gender equality and inclusivity? How could this be improved?” Several staff pointed out the introduction of the ASC and EDI committee; and the inclusion of both males and females on all hiring committees, were positive indicators of actively considering gender equality and inclusivity. Several staff also commented our School is better than other departments they have worked in. However, some staff commented the School is not inclusive, and needs a shift, for instance, more manageable workloads to avoid taking away from home lives. One male member of staff suggested the culture is very female-focused, making him feel excluded.

The ASC and the School made several steps to actively consider gender equality and inclusivity. In addition to the ASC, the EDI committee was created in 2019-2020. All other committees now include an Athena Swan/EDI point on their agendas. This shows we “commit to making and mainstreaming sustainable structural and cultural changes to advance gender

equality (Athena Swan Principle #9), and through having a more broad EDI committee, we “commit to considering the intersection of gender and other factors...” (Principle #10).

The HoS specifically targeted female staff for promotion, showing we commit to “...addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles” (Principle #2). We also moved 9 (mostly female) staff from fixed-term to permanent posts in the last year; and the SRM set up a research group for teaching only staff, which primarily serves female staff, showing we commit to “addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women” (Principle #6). Staff on fixed-term and teaching-only contracts (mostly female) felt their careers could not progress, and did not have the same opportunities as staff on open-ended teaching and research contracts, highlighting a divide between staff opportunities. These changes helped these staff members have more job security, and increased their opportunities to moves to research and teaching contracts if desired.

The ASC also made changes based on our meetings, including McKeown Jones starting to shift the MSc degrees to anonymous marking, reducing gender bias. We also installed baby changing tables in both male and female toilets, which are useful for male and female staff and students who need to bring in young children.

In our 2019 surveys, a non-binary students did not feel they could use the male or female toilets. We already had 3 single-toilet spaces, and so made signage to clarify they are for everyone, regardless of gender. This shows that, in one small, but important and practical way, we “commit to tackling the discriminatory treatment often experienced by trans people” (Principle #7).

## (ii) HR policies.

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

Currently, line managers should ensure HR policies are followed. However, there is no oversight of this, or consistency. This could lead to gender bias, e.g., if line managers are not following policies on equality. The School will use a new dashboard being created by HR to ensure line managers adhere to HR policies. The HoS and School Manager will ensure all line managers engage with the dashboard by checking the dashboard’s records, and reminding line managers to comply (**action 5.5.1**).

## (iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances.

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

Tables 5.20 and 5.21 show the gender breakdowns of committees for academic and professional staff respectively. Committees are presented in order of roughly most to least influential. The Senior Leadership Team (SLT) sets the strategic direction of the School in terms of research, teaching, enterprise and citizenship, and delivers leadership of the whole school strategy. The Senior Management Team (SMT) is responsible for the day to day management of operational issues in the school, including the budget, and liaising with the faculty. These committees are fed into by more specific committees, e.g., the Research Committee, and Education Committee, which set the strategic planning and development of the School’s Research and Educational Portfolios respectively. These in turn are fed into by committees such as the REF committee and the UG Committee respectively which focus on strategic planning for specific aspects of research and specific degree programmes respectively. The committees form a hierarchy, with lower committees suggesting strategies for local aspects of research and education, feeding upwards through to the SLT which makes and implements final strategic decisions. Roles rotate every 3-4 years, which may improve gender imbalances.

Most committees’ membership is based on leadership roles (academics) or job roles (professional staff), e.g., the UG portfolio lead is on the Education and UG committees; while the SRM is on the Research, REF, and Ethics committees. However, three committees have volunteers, who do not get specific workload hours (aside from the leads): ASC; and the EDI and Ethics committees.

Academic leadership roles are openly advertised to academic staff, however, gender is not specifically considered in determining these roles, leading to, e.g., an all-male SMT in 2017-18. Overall, Table 5.20 shows a higher percentage of academic males on the most influential committees (average 43-62%) than the less influential committees (15-25%). This may in part be because proportionally more male academics are on higher grades. Additionally, our three voluntary committees are slightly over-represented by female staff. Similarly, Table 5.21 shows a higher percentage of professional males on the most influential committees (average 0-50%; average 25%) than the less influential committees (0-25%; average 12%).

Table 5.22 suggests academic staff find the process to take on leadership roles and join committees to be “somewhat” fair and transparent, with males finding it slightly more fair and transparent. While several staff commented the roles were advertised to all, the process to choose who gets the roles was completely non-transparent. Table 5.23 suggests academic staff are generally not over-burdened by committee work.

We will target specific females to apply for senior leadership roles, e.g., Research Director. We will also use our annual SRD to ensure staff, particularly female staff, understand the leadership structure, and how to prepare for and apply for more senior leadership roles (**action 5.5.2**).

**Table 5.20 Headcounts and percentages of male and female academic staff on committees 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>Most Influential Committees:</b>							
Senior Leadership Team	N	1	2	5	3	7	4
	%	33%	67%	63%	38%	64%	36%
Senior Management Team	N	1	2	0	3	2	4
	%	33%	67%	0%	100%	33%	67%
Education Committee	N	6	0	5	1	5	1
	%	100%	0%	83%	17%	83%	17%
Research Committee	N	7	4	6	4	8	4
	%	64%	36%	60%	40%	67%	33%
<b>Average:</b>	<b>%</b>	<b>58%</b>	<b>43%</b>	<b>52%</b>	<b>49%</b>	<b>62%</b>	<b>38%</b>
<b>Less Influential Committees:</b>							
UG Committee	N	NA	NA	6	0	6	0
	%			100%	0%	100%	0%
M-Level Committee	N	6	2	2	2	5	5
	%	75%	25%	50%	50%	50%	50%
PGCE Partnership Board	N	NI	NI	7	3	6	4
	%			70%	30%	60%	40%
D-Level Committee	N	16	7	14	5	14	3
	%	70%	30%	74%	26%	82%	18%
Staff Student Liaison Committee	N	NI	NI	4	0	4	0
	%			100%	0%	100%	0%
REF Committee	N	8	4	7	4	7	4
	%	67%	33%	64%	36%	64%	36%
Athena Swan	N	NA	NA	6	2	6	2
	%			75%	25%	75%	25%
Ethics Committee	N	7	2	3	1	6	3
	%	78%	22%	75%	25%	67%	33%
<b>Average:</b>	<b>%</b>	<b>82%</b>	<b>18%</b>	<b>76%</b>	<b>24%</b>	<b>75%</b>	<b>25%</b>

NI = No Information

**Table 5.21 Headcounts and percentages of male and female professional staff on committees 2016-17 to 2018-19.**

		2016-17		2017-18		2018-19	
		Female	Male	Female	Male	Female	Male
<b>Most Influential Committees:</b>							
Senior Leadership Team	N	1	0	0	1	1	0
	%	100%	0%	0%	100%	100%	0%
Senior Management Team	N	1	1	1	1	2	0
	%	50%	50%	50%	50%	100%	0%
Education Committee	N	1	1	1	1	2	0
	%	50%	50%	50%	50%	100%	0%
Research Committee	N	1	0	1	0	1	0
	%	100%	0%	100%	0%	100%	0%
<b>Average:</b>	<b>%</b>	<b>75%</b>	<b>25%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>0%</b>
<b>Less Influential Committees:</b>							
UG Committee	N	NA	NA	1	1	1	1
	%			50%	50%	50%	50%
M-Level Committee	N	3	0	2	0	3	0
	%	100%	0%	100%	0%	100%	0%
PGCE Partnership Board	N	NI	NI	2	0	2	0
	%			100%	0%	100%	0%
D-Level Committee	N	3	0	2	0	2	0
	%	100%	0%	100%	0%	100%	0%
REF Committee	N	1	0	1	0	1	0
	%	100%	0%	100%	0%	100%	0%
Athena Swan	N	NA	NA	0	1	0	0
	%			0%	100%	-	-
<b>Average</b>	<b>%</b>	<b>100%</b>	<b>0%</b>	<b>75%</b>	<b>25%</b>	<b>90%</b>	<b>10%</b>

NI = No Information

**Table 5.22 Numbers and percentages of female and male academic staff who answered the question “Do you find the process to take on leadership roles and joining committees within the School of Education transparent and fair?”**

	Yes	Somewhat	No
Female	7 41%	7 41%	3 18%
Male	5 45%	4 36%	2 18%

**Table 5.23 Numbers and percentages of female and male academic staff who answered the question “Are you overloaded by committee work within the School of Education?”**

	Yes	Somewhat	No
Female	3 19%	3 19%	10 63%
Male	1 9%	3 27%	7 64%

(iv) Participation on influential external committees.

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

We do not monitor staff participation on influential external committees; nor are there procedures to encourage staff to participate in these. Table 5.24 suggests staff feel “somewhat” encouraged to join influential external committees, with females feeling slightly more encouraged. A recurring comment was that even when an external role was encouraged, there were no hours allocated for it. We will therefore monitor influential committee membership, and advertise faculty and university posts that require a member from the School to all staff, as we do with leadership roles within the School, making it clear and transparent what experience is required, and whether they carry WAM hours. For committees outside the School’s purview, we will send monthly emails to staff about external committee opportunities (e.g., reviewers for research grant panels) (**action 5.5.3**).

**Table 5.24 Numbers and percentages of female and male academic staff who answered the question “Are you encouraged by the School of Education to join influential external committees (faculty, university, outside university)?”**

	Yes	Somewhat	No
Female	3 17%	10 56%	5 28%
Male	1 9%	6 55%	4 36%

(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The WAM is set by the HoS and School Manager. It is somewhat transparent, allocating 20% of research-active academic time to Leadership and Citizenship; 45% to Teaching and Learning; and 35% to Research. Teaching-focused staff are allocated 20% to Leadership and

Citizenship, and 80% to Teaching and Learning. Each Leadership and Citizenship role, and Teaching and Learning role, has a clearly set number of hours, e.g., the Ethics Coordinator receives 154 hours/year; staff receive 2 hours to prepare and deliver every hour of teaching. The WAM ensures staff have a fair workload covering different work types. Leadership roles rotate every 3-4 years. Traditionally, promotions were linked primarily to research, however, promotions now take into account all three aspects of the WAM. The model is refined on an on-going basis by SMT but has not been systematically reviewed in recent years, and is currently inherited from previous HoSs and School Managers.

Table 5.25 shows our staff find the WAM “somewhat” transparent and fair, with females finding it more transparent, but less fair. These questions yielded the most comments. Many commented it was not clear how the hours were allocated to each task, and that it actually took many more hours than allocated. Several staff commented many tasks were not allocated any hours. Several staff suggested they were allocated tasks without discussion, giving them less agency. Finally, several staff commented their WAM was often changed last minute, making it difficult to work. The survey suggests the use of the WAM needs an overhaul to ensure fairness across staff, to avoid gender bias. Therefore, our WAM Transparency and Fairness Project will (1) consult with staff on how many hours should be allocated to each task, and add tasks not currently included; (2) explain why each task is allocated X hours; (3) ensure staff engage with the WAM process so they receive, e.g., teaching tasks matching their strengths; (4) make the WAM visible to staff, so they can always access their own, and to monitor for gender bias (action 5.5.4).

**Table 5.25 Numbers and percentages of female and male academic staff who answered the question “Do you find the Workload Allocation Model (WAM) to be transparent?” and Do you find the Workload Allocation Model (WAM) to be fair?**

	Yes	Somewhat	No
<b>Transparent</b>			
Female	3 18%	10 59%	4 24%
Male	2 18%	5 45%	4 36%
<b>Fair</b>			
Female	1 6%	13 72%	4 22%
Male	5 45%	2 18%	4 36%

(vi) Timing of departmental meetings and social gatherings.

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

The School has monthly School General Assemblies (SGAs). Additionally, we host many events including “Bristol Conversations in Education” with talks from invited speakers generally held mid-day on Wednesdays; Research events, such as research soirees, previously held after work on Thursdays; and more local events for each research group, e.g., reading

groups or presentations. Table 5.26 shows just over half of females can generally attend School meetings and social gatherings, while 80% of males can. Staff comments generally suggested that problems were due to staff working part-time, and having caring responsibilities, reflecting the gender divide.

**Table 5.26 Numbers and percentages of female and male academic staff who answered the question “Are School of Education meetings and social gatherings timed so that you can generally attend them?”**

	Yes	Somewhat	No
Female	10 56%	6 33%	2 11%
Male	8 80%	2 20%	0 0%

Table 5.27 shows an analysis of our public events. Just over half of events were during core hours (10am-3pm, Monday-Friday), making it difficult for parents with school runs to attend. Additionally, almost 60% of the talks were on Wednesdays, such that staff who do not work Wednesdays would miss more than half the events. This may be a historical hang-over from more than a decade ago when no teaching was timetabled on Wednesday afternoons (which is no longer the case).

**Table 5.27 Numbers and percentages of male and female speakers at events; numbers and percentages of events during 10am-3pm Monday-Friday core hours; and numbers and percentage of events on each day of the week, during 2016-17, 2017-18, and 2018-19.**

	2016- 17	2017- 18	2018-19
Female Speakers N	31	37	31
%	52%	63%	53%
Male Speakers N	29	22	27
%	48%	37%	47%
Core Hours N	32	34	32
%	58%	60%	51%
Non-Core Hours N	23	23	31
%	32%	40%	49%
Monday N	3	2	5
%	5%	4%	8%
Tuesday N	8	6	10
%	15%	11%	16%
Wednesday N	26	36	42
%	47%	63%	67%
Thursday N	12	8	3
%	22%	14%	5%
Friday N	5	4	2
%	9%	7%	3%
Saturday N	1	1	1
%	2%	2%	2%

While most meetings and social gathering now occur between 10am-3pm, allowing staff with children to attend, this is not always so. From 2016-19, several SGAs took place at 3pm, and several other committee meetings took place outside these hours. We also had several research events taking place after work. To make departmental meetings and social gatherings more inclusive, we will identify core hours, from 10am-3pm, Monday-Friday, for the School in which to aim to have meetings and gatherings (**action 5.5.5**).

A second issue is that, historically, SGAs, seminar series, and other meetings repeated on the same days. This meant staff who did not work on those days could not attend. We changed this recently to some extent for SGAs, which now sometimes occur on different days, as well as research groups meetings. Going forward, meetings and events will repeat on different days of the week to include part-time staff (**action 5.5.5**).

Finally, some core meetings, such as the SGA, occur during half term. We will aim for core meetings to occur outside these breaks (**action 5.5.5**).

(vii) Visibility of role models.

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

As detailed in Section 4, males are underrepresented on our UG webpages and publicity materials, while females are underrepresented on our PGR webpages and publicity materials. We will therefore add images and quotes of actual male and female students on our UG and PGR programmes respectively (**action 4.1.1**). As discussed in section 4, we have an appropriate number of males and females represented on our PGT and staff web pages and publicity materials.

Table 5.28 shows staff find the visibility of our role models through invited speakers and our website neither reduces nor increases gender bias, although males thought they reduced gender bias more than females.

**Table 5.28 Numbers and percentages of female and male academic staff who answered the question “Do you find that our visibility of role models- through invited speakers, website, etc., reduces or increases gender bias?”**

	Reduces	Neither	Increases
Female	1 6%	12 71%	2 12%
Male	3 30%	7 70%	0 0%

Table 5.27 (previous section) shows we have a lower proportion of female speakers (52-63%) based on what we would expect from the national averages of female academics (67%). Therefore, at least 67% of speakers invited will be female, and we will support them if they work part-time (e.g., talk on their work day), or have caring responsibilities (e.g., talk during core hours, possibly online) (**action 5.5.6**).

(viii) Outreach activities.

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

All people involved in outreach are female and at more junior levels. This includes two female staff (levels K and L) and 2 PhD students. This may be problematic for recruiting UG males as they will not see themselves represented at outreach events. Only one staff member or PhD student leads each event. We will ensure 1 male staff or PhD student is involved in half of our outreach events (**action 5.5.7**). We do not track the uptake of outreach activities by school type and gender, therefore we will do so going forward, as we may not target many males (**action 5.5.8**).

Word count: 6571

Document word count: 10445

### **Silver Applications Only**

Case Studies: Impact on individuals.

Recommended word count: **1,00 words**.

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

**THE SECOND CASE STUDY SHOULD BE RELATED TO SOMEONE ELSE IN THE DEPARTMENT. MORE INFORMATION ON CASE STUDIES IS AVAILABLE IN THE AWARDS HANDBOOK.**

## **6. Further information**

**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

## 7. Action plan

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

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

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

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

## Landscape page



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Ref.	Issue/Rationale	Planned Action	Timeframe	Person Responsible	Key Output	Measurable Impact/ success criteria
<b>Athena Swan Section 4. Picture of the Department</b>						
4.1.1. p.12, 21, 55 <i>Priority:</i> <i>Medium</i>	Fewer male than female applicants and acceptances at UG; proportionally fewer female Hong Kong EdD than PGT applicants and acceptances (“leaky pipeline”).	Add photos of, and quotes from, males on UG recruitment materials; and more photos of females on PGR recruitment materials, including Hong Kong EdD.	December, 2021: add appropriate photos from existing photo bank.  December, 2024: add photos taken of actual students on courses.	Lucy Backwell, Portfolio Marketing Officer; John Dutch, Portfolio Marketing Manager.	Websites, printed materials, open day slides with male images and quotes at UG levels; at least half female images and quotes on PGR materials.	Depiction of actual male UG students in all online and printed UG recruitment materials, and UG open day presentations.  Depiction of at least half (actual) female PGR students in all online and printed recruitment materials, including on the Hong Kong EdD.  Increase in male applications and acceptances at UG level. Current: 14%. Target: 20%.  Increase in female applications and acceptances at PGR level, including Hong Kong EdD programme. Current: 64%. Target: 70%.
4.1.2. p.12 <i>Priority:</i> <i>Medium</i>	Fewer male than female applicants and acceptances at UG level.	Select staff for UG open days based on rota system, rather than volunteer system, to ensure at least one male staff member at each open day.	October, 2021.	Antonia Lythgoe, UG Portfolio Director.	At least one male staff member attends each UG open day.	At least one male staff member attends 90% of UG open days.  Increase in male applications and acceptances at UG level. Current: 14%. Target: 20%.
4.1.3. p.13 <i>Priority:</i>	Fewer male than female applications	Diversity statement included when encouraging current	October, 2021.	Antonia Lythgoe, UG Portfolio Director.	At least half of UG open days have at least	At least half of UG open days have at least one current male student in attendance.

<i>Low</i>	and acceptances at UG level.	students to attend UG open days.			one current male student in attendance.	Increase in male applications and acceptances at UG level. Current: 14%. Target: 20%.
4.1.4 p.13, 16, 17, 18 <i>Priority: High</i>	Proportionally fewer male applicants being admitted to UG, PGT, and PGR programmes than females. Males achieving lower degree classifications on UG and PGT programmes, and less likely to earn full doctorate on PGR programmes.	Implicit bias training for staff during School General Assembly, provided by the Philosophy Department.	January, 2022.	Havid Carel & Richard Pettigrew, Implicit Bias Training, Department of Philosophy; Alf Coles, Equality, Diversity, and Inclusion Committee.	Staff admitting and marking UG, PGT, PGR students less biased about gender.	90% of academic staff involved with admissions or marking at UG, PGT, PGR level, will have completed implicit bias training during a School General Assembly.  Increase in proportion of offers from applications to males at UG, PGT, PGR levels, closer in line with females.  Increase in proportion of higher degree classifications for males at UG, PGT, and PGR levels, closer in line with females.
4.1.5 p.13, 16, 18 <i>Priority: High</i>	Proportionally fewer male applicants being admitted to UG, PGT, and PGR programmes than females. Males achieving lower degree classifications on PGT programmes, and less likely to earn full doctorate on PGR programmes.	Working group to look at why males are less likely to be offered places, and why males achieve lower degree classifications, using an intersectional perspective.	October, 2021-September, 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Learn reasons why males achieving lower degree classifications at all levels.	List of reasons why males achieving lower degree classifications at all levels.  Plan established for increasing achievement for males at all levels.
4.1.6 p.16, 18 <i>Priority: High</i>	Males achieving lower degree classifications on PGT programmes, and less likely to qualify for full doctorate on PGR programmes	Blind marking across PGT & PGR modules (where possible).	October, 2021.	Jo Rose, MSc Portfolio Director; Ruth Bailey, Teacher Education Portfolio Director; Janet Orchard, PGR Programme Director.	PGT and PGR students marked without gender bias.	Blind marking across PGT & PGR modules (where possible).  Males achieve degree classifications on PGT programmes, and qualify for full doctorates on PGR programmes, at levels closer in line with females.

4.1.7 p.21 <i>Priority: Medium</i>	Lower female applications and acceptances in PGR than MSc level (“leaky pipeline”).	Examine whether offering blended learning helps women, either with childcare or teaching responsibilities, to participate more readily in our PGR programmes.	October, 2021- July, 2022.	Guoxing Yu, D-Level Programme Director (PhD); Frances Giampapa, D-Level Taught Programme Director (EdD, Bristol); Robin Shields, D-Level Programme Director (EdD, Hong Kong), Taught Phase.	Recruit more females to PGR programmes who have childcare or teaching responsibilities.	Determine whether blended learning helps women, either with childcare or teaching responsibilities, to participate more readily in our PGR programmes.  Create blended learning programme if helpful.
4.1.8 p.21, 40 <i>Priority: Low</i>	Lower female applications and intake at PGR than MSc level (“leaky pipeline”).	Advertise PGR programmes on core MSc modules to make sure female students are aware of them.	February, 2022.	Jo Rose, MSc Portfolio Director; Janet Orchard, PGR Programme Director.	Short presentation about PGR programmes during core MSc modules.	Short presentation about PGR programmes given during MSc core modules.  Reduce leaky pipeline of female MSc (82%) to PGR (64%) students. Target: 70% female at PGR.
4.1.9 p.21, 40 <i>Priority: Medium</i>	Lower female applications and intake at PGR than MSc level (“leaky pipeline”).	Target specific female MSc students who excel to apply to PGR programmes.	July, 2022.	Jo Rose, MSc Portfolio Director; MSc dissertation supervisors.	Make all staff aware they should target female MSc students who excel for PGR programmes.	Dissertation supervisors to target specific female MSc students who gain a first on their dissertation to apply for PGR programmes.  Reduce leaky pipeline of female MSc (82%) to PGR (64%) students. Target: 70% female at PGR.
4.1.10 p.21 <i>Priority: Medium</i>	Lower proportion of female applications for PGCE programme than national average, but unclear how this compares to pipeline from PGCE feeder degrees.	Examine the pipelines on our PGCE subjects more thoroughly, comparing the applications, offers, and acceptances of PGCE students on each course to the national UG averages of their feeder degrees (e.g., physics, English) to	October, 2021-July, 2022.	Ruth Bailey, Teacher Education Portfolio Director	Discover local leaky pipelines in specific PGCE subjects.  Create plans to re-balance local PGCE leaky pipelines.	PGCE subjects with particularly unbalanced proportions of males/females applying, compared to expectations, identified.  Plans established to re-balance local PGCE leaky pipelines.

		determine where there are imbalances. Consider how to improve any local leaky pipelines.				
4.2.1 p.21 <i>Priority: High</i>	Proportionally fewer females at Professor than earlier levels (“leaky pipeline”).	Ensure female staff understand what is required for promotion	September, 2021.	Melissa Allen, Head of School; SRD reviewers/mentors.	More females promoted to higher grades.	Promotions pack created.  New promotion criteria understood by 90% of staff, based on survey.  Increased proportion of females at higher grades. Current: 44% female at Professor level. Target: 50%.
4.2.2 p.21, 26 <i>Priority: High</i>	Proportionally fewer females at Professor than earlier levels (“leaky pipeline”).	Target specific female staff to apply for promotion	September, 2021.	Melissa Allen, Head of School; SRD reviewers/mentors.	More females promoted to higher grades.	Reviewers report to HoS which staff should go for promotion. Target: 90% of staff reported.  Higher proportion of females apply for promotion each year, across intersectional categories. Current: 6% of female Associate Professors apply for Professor. Target: 10%.  Increased proportion of females at higher grades. Current: 44% female at Professor level. Target: 50%.
4.2.3 p.22, 33 <i>Priority: Medium</i>	Proportionally fewer females at Professor than earlier levels (“leaky pipeline”).	Working group to look at barriers for females to applying for promotion, and how to support females to do so, using intersectional approach.	October 2021-June 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Learn barriers for females to applying for promotion, and determine how to support females to do so, with an intersectional perspective.	List of barriers to females applying for promotion, with an intersectional perspective.  Plan for reducing barriers for females applying for promotion established.
4.2.4 p.22 <i>Priority:</i>	Proportionally fewer females at Professor	Target specific female external candidates for	January, 2022.	Melissa Allen, Head of School;	More females at Professor level.	Document listing females asked to apply for externally advertised Professor posts.

<i>Medium</i>	than earlier levels (“leaky pipeline”).	externally advertised Professor posts.		Hiring Committee Chairs.		More females apply for externally advertised Professor posts. Current: 48% external applications to Professor posts from females. Target: 55%.  More females hired externally at Professor level. Current: 50% female at Professor level. Target: 55%.
4.2.5 p.22, 26 <i>Priority: Low</i>	Proportionally fewer male staff at lower grades. Proportionally fewer females at higher grades.	Ensure both male and female staff as contacts on adverts, and on hiring committees, where possible.	January, 2022.	Melissa Allen, Head of School; Hiring Committee Chairs.	Hiring committees with both male and female staff contacts and committee members, where possible.	Both male and female staff on hiring committees and as contacts on 90% of adverts.  Increase proportion of females applying at levels K (Current: 60%; Target: 65%) and M (Current: 48%; Target: 55%).  Higher proportion of male staff hired at levels I (Current: 13%; Target: 20%), J (Current: 18%; Target: 25%), and L (Current: 0%; Target: 20%).  Maintain a higher proportion of female staff hired at level K. Current: 100%. Target: minimum 70%.  Hire a higher proportion of female staff at level M. Current: 50%. Target: 55%.
4.2.6 p.22 <i>Priority: High</i>	Proportionally fewer males shortlisted and hired at lower grades.	Reminder to do implicit bias training for hiring committee members	January, 2022.	Melissa Allen, Head of School; Hiring Committee Chairs.	Hiring committees do implicit bias training.	Document tracking hiring committee’s implicit bias training shows 90% of committee did training.  Higher proportion of male staff hired at levels I (Current: 13%; Target: 20%), J (Current: 18%; Target: 25%), and L (Current: 0%; Target: 20%).
4.2.7 p.22 <i>Priority: Medium</i>	Proportionally fewer males shortlisted and hired at lower grades.	Working group to look at why males are less likely to be offered interviews and posts,	October 2021-June 2022.	Alf Coles, Equality, Diversity, and	Learn reasons why males less likely to be interviewed or	List of reasons why males less likely to be interviewed or offered posts, with intersectional perspective.

		using an intersectional perspective.		Inclusion Committee.	offered posts, with intersectional perspective.	Plan for increasing shortlisting and hiring of males at lower grades established.
4.2.8 p.24 <i>Priority: Low</i>	Lack of continuity of employment for fixed-term staff, who are predominantly female.	Line managers help fixed term staff develop CVs to gain permanent posts (e.g., publications, teaching experience).	August, 2022.	Melissa Allen, Head of School; Line Managers.	Fixed term staff have more competitive CVs.	Document created to help line managers develop fixed-term staff's CVs.  Reduce percentage of staff on fixed term contracts leaving the University each year. Current: 39%; Target: 35%.
4.2.9 p.24 <i>Priority: Low</i>	Lack of continuity of employment for fixed-term staff, who are predominantly female.	Jobs bulletin for fixed term staff with fixed term and permanent opportunities at the University of Bristol	September, 2021.	Rebecca Rose, School Manager.	Jobs bulletin emailed bi-monthly.	Jobs bulletin emailed bi-monthly.  Reduce percentage of staff on fixed term contracts leaving the University each year. Current: 39%; Target: 35%.
4.2.10 p.24 <i>Priority: Medium</i>	Lack of continuity of employment for fixed-term staff, who are predominantly female.	Working group to look at barriers to fixed term staff gaining further/permanent employment, taking an intersectional perspective.	October 2021-June 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Learn reasons why fixed-term staff not gaining further/permanent employment, from an intersectional perspective.	List of reasons why fixed-term staff not gaining further/ permanent employment, from an intersectional perspective.  Plan for increasing continued employment for fixed-term staff established.
4.2.11 p.24 <i>Priority: Medium</i>	Female staff more likely to leave School of Education than male staff.	Working group to look at why females leave the School of Education.	October 2021-June 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Learn reasons why female staff leave the School of Education, taking an intersectional perspective.	List of reasons why female staff leave the School of Education, taking an intersectional perspective.  Plan for increasing retention of female staff established.
5.1.1 p.26 <i>Priority: Low</i>	Females make a lower proportion of academic job applications than would be expected	Add Athena Swan logo to job adverts.	January, 2022.	HR	Add Athena Swan logo to job adverts.	Athena Swan logo on job adverts.  Proportionally more females apply for academic posts than at present. Current: 58%. Target: 65%

	based on national averages.					
5.1.2 p.26 <i>Priority: Medium</i>	Females make a lower proportion of academic job applications than would be expected based on national averages.	Review adverts for language neutrality.	January, 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Non-biased job adverts.	All adverts are checked that they are not gender-biased in language.  Proportionally more females apply for academic posts than at present. Current: 58%. Target: 65%
5.1.3 p.26 <i>Priority: Medium</i>	Females make a lower proportion of academic job applications than would be expected based on national averages.	Consider job criteria for gender bias.	January, 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee.	Non-biased job adverts.	All adverts are checked that job criteria are not gender-biased in adverts.  Proportionally more females apply for academic posts than at present. Current: 58%. Target: 65%
5.1.4 p.26 <i>Priority: High</i>	Females make a lower proportion of academic job applications than would be expected based on national averages.	Working group to look at why we receive a lower proportion of female academic job applications than expected compared to the national norms.	October 2021-June 2022.	Alf Coles, Equality, Diversity, and Inclusion Committee	Learn reasons why females less likely to apply to academic jobs than males.	List of reasons why females less likely to apply to academic jobs than males.  Plan for increasing applications by females to academic jobs established.
5.1.5 p.29 <i>Priority: Low</i>	Female staff more likely to leave School of Education than male staff.	Add a section to the school's induction pack on flexible working, and have Head of School specifically discuss flexible work with all new academic staff.	May, 2022.	Melissa Allen, Head of School; Rebecca Rose, School Manager	Ensure staff know how to request flexible work, and give them an opportunity to do so when hired.	Clear document explaining to staff how to request flexible work.  Reduce percentage of female staff leaving the University each year. Current: 24%; Target: 20%.
5.1.6 p.29 <i>Priority: Medium</i>	No standard induction process for postdocs (who are more likely to be female).	Replicate our induction process and pack that we use for staff with teaching roles for our postdocs.	August, 2022.	Melissa Allen, Head of School; Rebecca Rose, School Manager; Line managers.	Induction process and pack for postdocs.	Document explaining postdoctoral induction process for line managers.  Induction pack for postdocs.

5.1.7 p.29 <i>Priority: Low</i>	Do not monitor effectiveness of induction process, therefore gender-based issues may exist.	Get feedback from new staff on induction process.	May, 2022-April, 2023.	Melissa Allen, Head of School; Rebecca Rose, School Manager; Line managers.	Information on effectiveness of induction process.	90% of new staff complete survey on induction process effectiveness.  Analysis of gender-based issues for induction process.
5.1.8 p.33, 35 <i>Priority: Medium</i>	Proportion of female professors lower than expected based on national averages of female academic staff in education.	Highlight existing mentoring opportunities to female academic staff, both within and outside the School. Encourage female staff to engage in mentoring.	September, 2021.	Rebecca Rose, School Manager; SRD reviewers.	Ensure female academic staff are aware of mentoring opportunities and take them up.	Document shows reviewers told 90% of staff about mentoring opportunities.  More female academic staff being mentored through University programs. Current: 1% each year. Target: 10%.  A higher proportion of female academic staff promoted to Professor level each year. Current: 6%. Target: 10%.
5.1.9 p.34 <i>Priority: Low</i>	Maintain gender balance of number of papers in future REF submissions.	Monitor gender balance of number of 4* papers in REF 2021, and beyond.  Where gender imbalance exists, examine reasons for this.	January, 2022-June 2022.	Shelley McKeown Jones, REF Coordinator.	Maintain gender balance of number of 4* papers in future REF submission.	Monitor gender balance of number of 4* papers in REF 2021, and beyond.  List of reasons why gender discrepancy exists in number of 4* REF papers submitted (if there is a gender discrepancy).
5.2.1 p.35 <i>Priority: Low</i>	Most academic staff do not complete essential training, including equality and diversity training, which could lead to gender bias in staff.	Signpost essential training to all academic staff.  Remind academic staff to complete training if they have not done so.	May, 2022.	Melissa Allen, Head of School; Rebecca Rose, School Manager.	Ensure most academic staff complete essential training, particularly equality and diversity training.	90% of staff complete essential training, including equality and diversity training.
5.2.2 p.36 <i>Priority: Low</i>	Training may not be effective, as females spend twice as much time on training, but	Get feedback on training courses, and feed back to central University and other	May, 2022-April, 2023.	Melissa Allen, Head of School; Rebecca Rose, School Manager.	Ensure training is effective, as females spend	A document on the effectiveness of training courses is created.

	are less represented in top leadership roles, and less likely to be promoted to Professor.	course makers to increase course effectiveness.			twice as much time on it.	Recommendations are made to the central University and other course makers to increase effectiveness of courses.
5.2.3 p.38 <i>Priority: Medium</i>	Uptake of SRD not monitored, therefore there may be a gender imbalance in the uptake.	Monitor SRD uptake, and check for gender imbalance.	September 2021.	Melissa Allen, Head of School; SRD Reviewers.	Document of SRD uptake, by gender.	Document of SRD uptake, by gender created.  Document used to remind staff to do SRD, particularly if there is a gender imbalance.  90% of staff do SRD process.
5.2.4 p.38 <i>Priority: High</i>	SRD process does not explicitly discuss work-life balance, or promotions, which may lead to less support for females.	Add 2 explicit items to SRD: work-life balance, and preparing for promotion.	August, 2021.	Melissa Allen, Head of School; SRD Reviewers.	“Work-life balance” and “preparing for promotions” items added as main SRD discussion points.	“Work-life balance” and “preparing for promotions” items added as main SRD discussion points.
5.2.5 p.39 <i>Priority: High</i>	SRD reviewers may not know much about reviewee, making the process less useful. This may lead to gender bias, as males or females may be less likely to get appropriate reviewer. Additionally, two thirds of reviewers are male, while two thirds of staff are female, inviting potential gender bias. Finally, there is no record of SRD reviewer training.	Increase proportion of female SRD reviewers; ensure good match of SRD reviewers to reviewees; and expand SRD reviewers to be mentors throughout the year. Monitor reviewer training.	August, 2021.	Melissa Allen, Head of School; SRD Reviewers.	Higher proportion of SRD reviewers to be female. Staff and SRD reviewers matched for research interests. Staff meet SRD reviewer 2 other times per year for mentoring. All reviewers complete training.	44% of SRD reviewers are female, in line with proportion of female Professors in the School (current female reviewers: 36%).  90% of staff feel they are assigned to an appropriate SRD reviewer.  90% of staff meet with SRD reviewer 2 additional times per year.  All reviewers complete training.

5.2.6 p.39 <i>Priority: Medium</i>	Support to postdocs and RAs for career progression not standardised across line managers, which may lead to gender bias in career support.	Line managers trained to help postdocs and RAs identify how to improve their CVs, training needs, and which goals to focus on to obtain a promotion at SRD.	June, 2022.	Sarah Cox, School Research Manager; Helen Manchester, Director of Research.	Postdocs and RAs given individualised careers advice to help them advance.	Document created to help line managers help postdocs and RAs identify e.g., how to improve their CVs, their training needs, etc.  More postdocs and RAs hired on a higher level job.
5.2.7 p.40 <i>Priority: Medium</i>	Females apply for proportionally fewer grants, and less grant income, than males.	Working group to discover why females apply for fewer grants and less grant income, and determine ways to overcome these barriers.	January, 2022-December 2023.	Sarah Cox, School Research Manager; Helen Manchester, Director of Research.	Female research staff apply for more grants, and more grant income.	Female and male staff write more equal proportion of grant applications for more equal amounts of money. Current proportion of female staff: 71%. Current proportion of grants written by females: 62%. Target: 65%. Current proportion of funds requested by females: 59%. Target: 65%.  Document detailing barriers to females writing grant applications, and ways to reduce these barriers.
5.2.8 p.40 <i>Priority: Low</i>	Not all staff given support when grants are not funded. Since females are less likely to have grants funded than males, females may receive less support than needed.	Staff told to let the School Research Manager (SRM) know about grant application outcomes, whether successful or unsuccessful  SRM follows up staff with outstanding grant applications to find out if successful or not every 6 months.  SRM and Research Director offer targeted support when application not successful, including discussing other venues	January, 2022.	Sarah Cox, School Research Manager; Helen Manchester, Director of Research.	Staff have support when grants not funded.	Outcomes of all grant applications, by gender, tracked by SRM.  Female and male staff write more equal proportion of grant applications for more equal amounts of money. Current proportion of female staff: 71%. Current proportion of grants written by females: 62%. Target: 65%. Current proportion of funds requested by females: 59%. Target: 65%.

		for funding, and ways to change grant focus.				
5.4.1 p.43, 44, 45, 46 <i>Priority: Medium</i>	No clear and consistent guidelines for staff for maternity, adoption, paternity, shared parental, and parent leave; or flexible work.  This could lead to difficulties retaining (primarily female) staff with caring responsibilities.	Create “Carers in the School of Education” documents for staff on maternity, adoption, paternity, shared parental, and parent leave; as well as flexible work; emailed once per year, and upon being hired.  Document encourages staff to take leave or request flexible work, or to return to full-time work; and guides staff re: managing leave before, during, and after leave.  HoS and School Manager use guide to guide staff members through leave and flexible work, as well as returning to full-time work.	May, 2022.	Melissa Allen, Head of School; Rebecca Rose, School Manager.	Staff members aware of how maternity, adoption, paternity, shared parental, and parent leave; as well as flexible work, work.  Staff have smoother transition to and from each type of leave.	“Carers in the School of Education” document created, detailing rights and guidelines for maternity, adoption, paternity, shared parental, and parent leave; and flexible work.  All staff receive document once per year, and upon being hired.
5.5.1 p.48 <i>Priority: Medium</i>	No monitoring of how HR policies followed by line managers. This could lead to inconsistencies and gender bias.	All line managers will use a dashboard created by HR to ensure they follow HR policies.  The Head of School and School Manager will sign post and remind line managers about the dashboard.	September, 2022.	Melissa Allen, Head of School; Rebecca Rose, School Manager; Line Managers.	All line managers follow HR policies.	90% of line managers documented to follow HR policies using HR dashboard.

<p>5.5.2 p.49 <i>Priority: Medium</i></p>	<p>Lower proportion of female academic staff in senior leadership roles than expected based on staff numbers.</p> <p>Academic staff unsure how leadership roles decided, which could lead to gender bias.</p>	<p>The Head of School will encourage specific female academic staff to apply for senior leadership positions.</p> <p>SRD reviewers will explain the leadership structure to staff, and encourage them to prepare for senior leadership roles.</p>	<p>September, 2021.</p>	<p>Melissa Allen, Head of School; SRD Reviewers.</p>	<p>More female staff in more senior leadership roles.</p> <p>Staff understand the leadership structure and how to prepare to apply.</p>	<p>A higher proportion of female staff in more senior leadership roles, relative to now.</p> <p>Document explaining the leadership structure and preparation needed for leadership roles created.</p> <p>Document showing 90% of staff told about leadership structure during SRD.</p>
<p>5.5.3 p.52 <i>Priority: Medium</i></p>	<p>No record of staff on influential external committees, nor any procedure on how to encourage staff to join influential external committees, therefore there may be gender bias.</p>	<p>Keep record of staff on influential external committees, tracking by gender and grade.</p> <p>Email sent to all staff when School needs to assign a staff member to a faculty or university committee.</p> <p>Monthly email sent to all staff with external committee opportunities.</p>	<p>May, 2022.</p>	<p>Melissa Allen, Head of School; Rebecca Rose, School Manager.</p>	<p>All staff members aware of opportunities for influential external committees.</p> <p>University staff committee members chosen following a fair process. Staff given time to participate on committees.</p> <p>School has record of who is on external committees, by gender.</p>	<p>All staff contacted by email with external committee opportunities.</p> <p>Document outlining how staff will be chosen for faculty and University committees.</p> <p>Record of males and females on influential external committees, by grade.</p>
<p>5.5.4 p.53 <i>Priority:</i></p>	<p>Staff perceive WAM as somewhat untransparent and</p>	<p>WAM Transparency Project: ensure staff consulted in determining hours assigned to WAM;</p>	<p>September, 2022-</p>	<p>Melissa Allen, Head of School;</p>	<p>Transparent WAM made in</p>	<p>Transparent WAM made in collaboration with staff.</p>

<i>High</i>	unfair, which could lead to gender bias.  WAM not monitored for gender bias.	what their workload is; and make WAM transparent to staff in real time.  Monitor workload allocation model by gender.	August, 2023	Rebecca Rose, School Manager	collaboration with staff.  Gender breakdown of total hours allocated on WAM.	Equal gender breakdown for total hours on WAM, and types of tasks on WAM.
5.5.5 p.55 <i>Priority: Medium</i>	Staff with childcare responsibilities and part-time staff cannot always attend meetings and events, which affects female staff more than male staff.	Meetings and events held between 10am and 3pm Monday-Friday where possible.  Repeated events held on different days of the week.  Core meetings outside of half term.	October, 2021.	Melissa Allen, Head of School; Rebecca Rose, School Manager; Committee and Research Group Leaders	Staff with childcare responsibilities and part-time staff can attend more meetings and events.	80% of meetings and events held during core hours. (Current events: 54%).  80% of repeated meetings and events held on alternate days.  80% of core meetings not held during half term.
5.5.6 p.55 <i>Priority: Medium</i>	Female speakers underrepresented in events.	At least 67% of speaker invites sent to females.  Speaker invites make clear that we can accommodate part-time work and caring needs, e.g., scheduling when suits speaker, or e.g., online talk.	September, 2021.	Christie Smith, Research Administrator.	67% of event speakers invited female.  Higher proportion of event speakers female.	67% of event speakers invites sent to females.  At least 60% of events speakers female. (Current: 56%).  Document detailing how to accommodate speakers who are carers.
5.5.7 p.56 <i>Priority: Medium</i>	Males underrepresented at UG level.	Half of outreach events involve a male staff member or PhD student. This will be determined on a rota basis.	October, 2021.	Lucy Wenham, Widening Participation Officer.	A higher proportion of males at UG level.	Half of outreach events involve a male staff member or PhD student.  Increase in male applications and acceptances at UG level. Current: 14% Target: 20%.
5.5.8 p.56p <i>Priority: Medium</i>	Outreach activities not monitored, therefore we may not target males.	Track outreach activities for school type and gender.	October, 2021 – September 2022.	Lucy Wenham, Widening Participation Officer.	A document tracking school type and gender	A document tracking school type and gender for outreach activities.

					for outreach activities.	If targeting fewer male than female students, plan to target more male students.
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