

EQUALITY, DIVERSITY & INCLUSION: ANNUAL REPORT

2023 - 2024

- ← Senate House
- ← Sport, Exercise & Health
- ← Physics
- ← Arts & Soc. Sci. Library
- ← Life Sciences Bldg.
- ← Mathematics
- ← Chemistry

- The Hawthorns →
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- The Refectory →
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 University of
BRISTOL

UNIVERSITY WALK



FOREWORD



Professor Evelyn Welch
Vice-Chancellor and President of
the University of Bristol

The University of Bristol's 2030 strategy builds on more than a century of success while acknowledging the complexity of our past and the actions needed for us to be a truly inclusive institution. Our success as a global civic institution requires us to make a positive impact on society, and our ability to tackle the world's greatest environmental, social and governance (ESG) challenges is measured and published in the QS World University Rankings: Sustainability. In 2024, Bristol is ranked 17th out of the 1,403 universities surveyed; the 7th most sustainable in Europe (out of 493); and the 4th most sustainable in the UK (out of 93).

Within this context, EDI is a critical business imperative to achieving our vision to be firmly established among the world's top 50 research-intensive universities and the top 10 in the UK by 2030. This necessitates a long-term and sustainable approach to where equity, diversity and inclusion are embedded in our culture and operational processes to ensure resilience against changes in leadership, market forces, and changing demographics.

When I became Vice-Chancellor in 2022, I promised that the listening would never stop. Through my staff surgeries, faculty and school meetings, and University and partner events, I have spoken with a wide range of colleagues at all levels to understand what we are getting right, and which areas still require improvement.

I remain personally committed to ensuring that Bristol is a university for everyone, regardless of background or circumstance; a great place to work and study for all of us. However, leadership commitment alone will not fully realise this ambition. Each of us influences how others experience our university by how we connect and interact with one another. This shared ownership and responsibility for equity, diversity and inclusion is foundational to our future success. We can achieve so much more when working together.

CONTEXT

This report provides an overview of the work undertaken during the academic year 2023/24 to promote equity, diversity and inclusion (EDI) at the University of Bristol. It should be considered alongside the University's Annual Report and Financial Statement that provides further information related to education and the student experience. This report is also intended to describe how the University is meeting the requirements of the Equality Act 2010 that requires us to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The Board of Trustees is responsible for ensuring that the University is operating in compliance with these requirements. The Higher Education Code of Governance is a set of principles and practices for governing bodies of higher education institutions in the UK that aims to promote diversity, inclusivity and accountability in the higher education sector. The annual EDI report is intended to assist the Board of Trustees in assessing the University's approach to EDI as defined in the Code. The University also has regulatory reporting requirements to the Office for Students (OfS) on progress against our Access and Participation Plan, as well as a statutory requirement to report on our Gender Pay Gap.

Higher Education Code of Governance: Inclusion and Diversity

The governing body promotes a positive culture which supports ethical behaviour, equality, inclusivity and diversity across the institution, including in the governing body's own operation and composition. Diversity in this context does not just mean protected characteristics – namely age, disability, gender reassignment, marriage and civil partnership, race, sex, sexual orientation, pregnancy and maternity and religion or belief. It includes a diversity of viewpoint, attitude and experience. It is a means of ensuring that underrepresentation and differences in outcomes are challenged and, where practicable, followed by a course of corrective action that ensures fair outcomes for all. HEIs are required by law to comply with equality and diversity legislation, and governing bodies are legally responsible for ensuring the institution's compliance. Legislation in this area does not distinguish between domestic and international students and staff.

Governing bodies need to review and report on the institution's approach to equality, inclusivity and diversity. As a minimum, they must receive an annual equality monitoring report setting out work done by the institution during the year, identifying the achievement of agreed objectives and summarising the data on equality, inclusivity and diversity that they are required to produce and publish. The report needs to consider any significant differential educational outcomes by protected groups. For most institutions, an Equality Impact Assessment and proposals for widening participation in, and increasing access to, HE will be included in report. The governing body must routinely reflect on its own composition and consider ways it can encourage diversity in all its forms, thus leading by example. This includes consideration of the impact of decisions on equality, diversity and inclusion. Each institution will decide how best to implement the Code and adopt a governance model which is proportionate and effective for their set of circumstances.

HIGHLIGHTS

- We launched our Institutional Anti-Racism Action Plan, following a collaboration between the Anti-Racism Working Group and central EDI Team.
- We currently hold an 1 Institutional Silver, 10 Bronze, 8 Silver and 2 Gold School-level Advance HE Athena Swan awards, with the Business School achieving Bronze this year and the Schools of Mathematics, Law, Physics, and Chemistry all achieving Silver.
- The Bristol Law School became our first non-STEMM School to hold a Silver Athena Swan award, in recognition of excellence in gender equality.
- We reviewed our Returning Carers' Scheme, making the eligibility of scheme broader and the application process less bureaucratic, resulting in an increased uptake of 167% from academic year 2022/2023.
- We were named Apprentice Employer of the Year at the City of Bristol College Apprenticeship Awards 2024.
- Our employment outreach activity reached over 1,200 11- to 16-year-olds in local schools.
- We recruited 17 new apprentices across Professional Services: 0.95% of our Professional Services workforce are now apprentices and we are on track to achieving our target of 1% of our workforce to be apprentices by 2025.
- We launched two new Staff Networks: the Women's Staff Network and the Disability and Wellbeing Network (DAWN).
- Our award-winning TheirStories programme – aiming to change culture and build empathy through storytelling – engaged a total audience of over 500 staff.
- 1584 (17%) of our staff belong to a Staff Network.
- 82% of staff have completed the Introduction to EDI online training module over the past academic year, which is an increase from 77% in academic year 2022-2023.
- We have had over 6,000 recorded engagements with our central staff EDI work in this academic year.
- We launched an enhanced transition and welcome programme for mature students, with 132 attendees across all events.
- We launched the Join the Dots programme in partnership with the Brilliant Club. The scheme supported 50 students from backgrounds that are most likely to face barriers in making a successful transition to university.
- 40 student Race Inclusion Advocates worked on 8 projects partnering with services across the University to improve the experience of global majority students at the University.
- The widening participation team supported over 200 outreach events with students from groups underrepresented at the University, including 50 academic taster sessions for schools and partners and 31 mature student information sessions.
- Over 200 students who participated on an intensive widening participation programme, such as Access to Bristol, enrolled with us in September 2024.

PROGRESSING OUR EDI STRATEGY

The central EDI Team

Based in Human Resources, the central EDI Team are expert practitioners building organisational and individual capacity to ensure that our university is a great place to work for everybody, regardless of background or circumstance. With a staff focused remit, the Team influences the University's strategic vision for EDI and translates this into innovative and impactful action, based on their extensive expertise and a deep understanding of people demographics, organisational culture, and the wider legislative and external contexts. The Team also leads on the development of central EDI policy, development programmes and institutional submissions for external equality accreditation schemes.

Action is structured across three core areas that the Team identifies as critical to the effective delivery of sustainable cultural and structural change to uphold our institutional values and support the aims of the University Strategy: an inclusive infrastructure; diversity of representation; and a culture of belonging.

The ultimate aim of the Team is to create an environment where individuals are valued and supported for who they are and for the unique contributions that they make to the success of the University. Diversity of thought and perspective are critical to our ability to continuously evolve and innovate, and we see EDI as an area that benefits everyone in the workplace.

EDI Strategic Pillars



- **An inclusive infrastructure**

We will identify, challenge and address barriers to inclusion within our policies, practices and structures, and build accountability across the organisation.

- **Diversity of representation**

We will attract, develop and retain diverse range of talented individuals who will be respected and valued for who they are.

- **A culture of belonging**

We will build and sustain an inclusive working environment that will support, respect and celebrate individual differences.

The Team creates and delivers a range of interventions designed to engage everybody in providing an equitable and inclusive workplace where we maximise each other's potential. Their work is informed by the experience of colleagues, with many initiatives to shape a culture of

intentional inclusion, psychological safety and belonging being co-created with our Staff EDI Networks. They work in partnership with colleagues across HR and the wider university to embed EDI across everything we do.



The Student Inclusion & Widening Participation Teams

Based in the Division of Education and Student Success, the Student Inclusion and Widening Participation Teams focus on student diversity and inclusion. The Widening Participation Team's mission is to diversify Bristol's student body by empowering and supporting prospective students from underrepresented or marginalised backgrounds to access the University. They deliver a range of innovative outreach programmes, including Bristol Scholars which supports local students and Next Step Bristol, an entirely virtual initiative for a national cohort. They collaborate with schools, colleges, educational charities and community organisations to raise attainment in the local area and support prospective students from underrepresented backgrounds. The Team also collaborates with colleagues in Faculties and the Admissions Team to ensure the University offers a diverse range of entry routes into undergraduate study, including a transparent contextual offer system, through our Foundation Years for learners with no traditional qualifications and through the sector-leading Bristol Scholars programme which provides tailored offers for students based on academic potential. The Student Inclusion Team promotes a culture of inclusion and belonging for current students, supporting students to reach their full potential and enjoy a positive university experience. Inclusion colleagues are involved in work to deliver on the University's Access and Participation Plan targets for student success including work to address the awarding gap. Their remit is broader than the Equality Act – for example, considering the needs of care-leavers, estranged students, students from refugee, asylum seeker or other forced migration backgrounds, and socio-economic

background. The Student Inclusion Team provides targeted support including support for the Bristol Scholars and Sanctuary Scholars, peer mentoring for new students, Peer Assisted Study Sessions, mentoring for trans and non-binary students, and support for mature students.

With separate but often complementary agendas, these three Teams work in partnership to address common challenges. For example, by extending our Stand Up Speak Out campaign to cover students as well as staff, and ensuring we consider anti-racism in applicant, student and staff contexts.

Action at Faculty, Divisional and School levels

Transformational change requires the engagement of multiple stakeholders across the institution. Faculty, Divisional and School EDI Committees are vital to ensuring that the aims of our university strategy translate into action that supports the experiences of our staff and students. They shape and deliver on their own EDI priorities, based on an understanding of their own local evidence base, disciplines and operating contexts. Operating in this way provides the Committee with the agency to choose their own areas of focus (albeit within the strategic framework), which in turn builds ownership and accountability. Members of the central EDI Teams continue to partner with colleagues via a range of working groups and committees, providing expert advice on all matters connected to EDI and encouraging alignment with our central university strategic aims.

STRATEGIC FRAMEWORK



Fostering equality, diversity and inclusion is a cross-cutting theme of our Vision and Strategy 2030. Our EDI sub-Strategy aims to clarify our ambitions and articulate Bristol's broad ambition to create a university community where everybody feels able to be themselves and do their best. As a cross-cutting theme there is an expectation that EDI is visibly committed to and manifested across all areas of work.

Strategic aims and objectives

We have set specific EDI aims to help drive the transformational cultural and structural change that is fundamental to providing a caring and inclusive environment to students and colleagues, no matter who they are or where they come from. These aims are supported by equality objectives that seek to embed EDI across the range of the University's activities, translating our strategic aims into action. This Report will describe our progress against these aims.

The aims of our EDI Sub-Strategy

AIM 1: Go beyond statutory compliance to ensure equitable outcomes for our students and staff through tackling discrimination and embedding equality of opportunity across our institution. EDI Governance structure.

AIM 2: Attract, recruit and retain students and staff with different experiences, backgrounds and perspectives because diversity - of people and ideas - remains integral to our success.

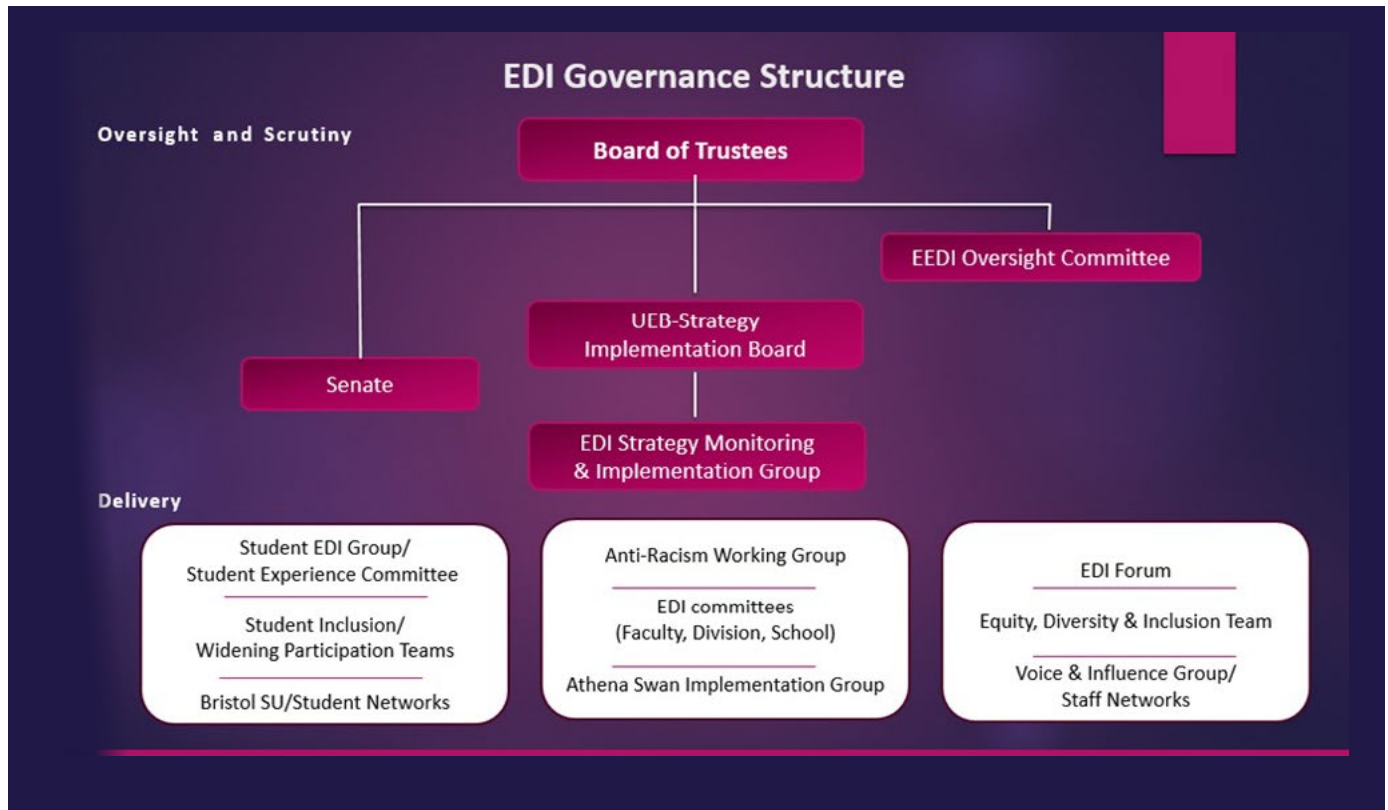
AIM 3: Engage all members of our University community in building a culture of inclusion and belonging, where all students and staff feel connected, empowered and respected.

AIM 4: Develop deeper and mutually beneficial relationships with a diverse range of stakeholders across our vibrant city to build confidence and trust in the University as an employer and provider of education and strengthening our position as a civic university delivering a brighter future for Bristol's people.

EDI Governance structure

An evolving robust governance structure is in place to progress the aims of our strategy, oversee compliance with the Equality Act 2010 and maintain oversight of wider EDI

initiatives to ensure they are suitably aligned. This structure is regularly audited to ensure that it maximises our ability to effectively coordinate the Strategy rollout and ensure our goals are achieved, as well as maintaining oversight of wider EDI initiatives to ensure they are suitably aligned and legally compliant.



PROGRESS AGAINST OUR STRATEGIC AIMS

Our strategic aim for EQUALITY is to go beyond statutory compliance to ensure equitable outcomes for our students and staff through tackling discrimination and embedding equality of opportunity across our institution.

Launching an institutional anti-racism action plan

Established in 2023 as a thematic sub-group reporting to the EDI Strategy, Monitoring and Implementation Group, the Anti-Racism Working Group (ARWG) is charged with supporting the implementation of the University's strategic objective to anti-racism. The ARWG is mandated to ensure the implementation of this strategic objective and has launched

an evolving institutional anti-racism action plan. The action plan aims to advance race equity, with the aim of improving the representation, experiences, progression and success of staff and students from racially minoritised backgrounds.

The focus for 2023/24 was on finalising a framework for action leading to the launch of the institutional anti-racism action plan to achieve long-term and sustainable change.

The concept of 'changemaking conversations' has been

Anti-racism action plan: priority areas identified for action



Build awareness and accountability



Build trust and confidence that the University will respond fairly, timely and effectively to racist incidents



Improve staff representation and opportunities for career development



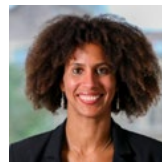
Enhance student representation, experience and outcomes



Review and improve services, policies and processes

introduced to facilitate the co-creation of impactful solutions to address existing bias and barriers that limit racial equity. The anti-racism action plan will therefore evolve, as actions are co-created with the changemakers (process/function owners), on the basis that they have the power to effect sustainable and impactful change within their spheres of influence.

Evidence-based, the action plan also responds to the findings of the Equality and Human Rights Commission 2019 inquiry: Tackling racial harassment: universities challenged, and the subsequent recommendations made by Universities UK on tackling racial harassment in higher education. The ARWG will ensure that the evolving action plan reflects emerging sector best practice on free speech and protected beliefs from Advance HE, the Office for Students and other sources to create an environment where intellectual engagement with sensitive or controversial issues is enabled but discriminatory behaviour and harassment is not tolerated.



“It was vital that the priority areas identified in our institutional anti-racism action plan were evidence-based and informed by the experiences of staff and students of colour. I am confident that we have co-created a framework for action that will lead to long-term and sustainable change – supporting and advancing our university’s strategic commitment to anti-racism. Working in collaboration with our ‘changemakers’, we will focus on transformational systemic change that will ensure that the University is a fair and inclusive place for everybody.”

Dr Jane Khawaja, Director of Bristol Innovations (Programmes) and Chair of the Anti-Racism Working Group



Building awareness and accountability

A total of 487 staff engaged with sessions held under the Being Anti-Racist development programme, bringing the total number of engagements with this programme since it launched in 2020 to 2,074 (22% of staff).

Two focused workshops were delivered by the Real and Authentic Representations of Africans and Caribbeans (RARA) Education Project, supporting staff on their journey towards becoming actively anti-racist: one was open to all staff, and one was targeted at leaders.

“The ‘Antiracism in the Workplace: A Guide For Leaders’ workshop represents a significant step forward in the University of Bristol’s journey toward systemic change. The commitment and enthusiasm demonstrated by participants highlight the workshop’s impact and the potential for lasting transformation within the institution.”

Extract from Client Impact Assessment produced by the RARA Education Project



Eva Poliszczuk
Associate EDI Partner,
Human Resources
and **Chiedza Ikpeh**,
Lead EDI Consultant
at the RARA Education
Project CIC

“I believe that the primary value of this workshop was in how it encouraged participants to think about their individual power, and how they can use this to support anti-racism at the University. I think that it is easy for people to feel that if they do not hold a leadership or managerial position, they cannot contribute towards equity, diversity and inclusion aims. However, this workshop made it clear that everyone has power in some capacity, and that we can use this to support anti-racism at the University.”

“The RARA workshop was thought-provoking and Chiedza invited a safe space for attendees to discuss lived experiences, as well as to discuss and challenge each other’s opinions and thoughts respectfully. Through attending the workshop, I believe that I have an increased awareness and sensitivity to recognising microaggressive behaviour and an increased confidence also in being able to challenge such behaviour in the workplace.”

Feedback from participants



Professor Udy Archibong MBE
Professor of Diversity, and Pro Vice-Chancellor for Equality, Diversity and Inclusion at the University of Bradford

Professor Uduak (Udy) Archibong MBE, Professor of Diversity, and Pro Vice-Chancellor for EDI at the University of Bradford, delivered a lecture on leading individual and institutional anti-racism. This lecture, entitled 'Leading individual and institutional Anti-Racism', discussed the role of leaders in influencing anti-racism within organisations, explored how leadership goes beyond titles and requires individuals to take authority over their actions to enlist positive change. A recording of this lecture was added to the Being Anti-Racist digital repository where recorded staff training sessions, discussions, and additional resources can be accessed by staff at any time.

We continued our workshops on Everyday Exclusions: Understanding and Managing Racial Microaggressions, which is designed to improve awareness of racial microaggressions, the impact they have, and how to manage them when they occur. Dr Nilufar Ahmed, who is based in our Dental School as an Associate Professor, and also is a multi-award-winning Accredited Psychotherapist and Diversity and Inclusion trainer and consultant, continued to deliver sessions on understanding and managing racial microaggressions with 100% positive feedback from participants.

"The Everyday Exclusion sessions has made me more aware of my behaviour(s) both inside and out of work. I now notice when I drift from speakers in meetings and "bring myself back" so I ensure that I am engaging in active listening to all colleagues. I'm also more aware of my body language and how this presents to colleagues. I find myself now uncrossing my arms so that I do not look like I'm putting up a barrier. The session has positively impacted me and taught me that everyone exhibits these behaviours but that I can take personal steps to mitigate these."

Feedback from attendee



Dr Nilu Ahmed
Associate Professor of Psychology and Inclusion

Being anti-racist: Career Coaching Programme for Professional Services staff of colour

Jayne Saul-Paterson, Director of GSP Coaching Ltd, delivered a career coaching programme for staff of colour in Professional Services that aimed to create a space for people of colour to come together and explore their career within the University. With the programme combining practical elements related to career progression and ideas for self-reflection and growth, it successfully created long-lasting, supportive, relationships by forming a 'safe space' of belonging. Activities helped the cohort better identify microaggressions in the workplace and analyse how racism impacts their position in the workplace, offering support on how to challenge this. Attendees reported feeling empowered to be open and honest and have embedded their learnings into their work, to positive results.



Jayne Saul-Patterson
Director GSP Coaching Ltd

"I applied for the coaching programme as I felt very lost and isolated in my university career, [due to racism and the lack of trust those experiences generated in the University and its leadership]. I am really glad that I was selected for the coaching programme as the course that Jayne delivered was excellent. I felt that it combined practical elements related to career progression, identifying professional goals and ambitions with really supportive activities and ideas for self-reflection and personal growth. Since the coaching programme, I have been able to put some of the elements from the programme into practice apply for opportunities that I would not have done so previously. It has helped me feel in control of my career."

Feedback from a participant

Reparative Futures Programme

In November 2023, after extensive consideration, the University Executive Board announced its intention to retain and explain the building names included in the almost year-long public consultation (Building Renaming Consultation). A decision was also made to remove Edward Colston's dolphin emblem from the university logo. Colston was a 17th century investor in the slave trade whose statue was toppled into Bristol Docks during a Black Lives Matter protest in 2020.

At the same time, the University Executive Board committed to investing £10million over 10 years into a new long-term Programme, Reparative Futures. Overall, the feedback from the consultation highlighted that whilst building names are important to many, improving the experiences of people from Black African & Caribbean diaspora had greater significance.

We have ambitious aims for Reparative Futures to enable the University in making transformational change which moves the dial in permanently removing racial inequities and inequalities. This means taking a different approach and initially taking time to understand; what existing successes can be built upon, where more support is needed, where we need to dismantle and redesign to deliver more inclusive outcomes, and where any gaps are.

This work started in February 2024 as part of the 'Mobilisation' phase of the Programme. This means developing the frameworks we need to ensure we keep to a principles first approach and stay focused on our aims, even when things feel uncomfortable or difficult. Co-creation will be core to our success, and we recognise we don't have all the answers.



The University of Bristol's refreshed logo

An important early milestone towards this is the appointment of 7 Accountability Partners and 20 Accountability Associates. These roles are held by an inspiring set of individuals with lived experience and a diverse range of expertise relevant to areas such as education, research, inclusion, governance, youthwork, and engagement, to name a few. The Partners will form part of the core governance of the programme, whereas the Associates will contribute according to their specific expertise linked to the programme deliverables. All roles will provide direction, constructive challenge and influence, while holding us to account for delivering what we have committed to as part of Reparative Futures.

Our next step is to create a similar bank of students and staff to also help shape and deliver this programme and collectively hold the University to account.

Alongside all of this, we've started the work to contextualise the buildings from the consultation. Colleagues are collaborating and are working to develop creative and thought-provoking designs that go beyond signage. We are excited about this and the other progress we will be sharing in the 2024-25 report.



Remembering the Bristol Bus Boycott

In 2023/24 the Global Lounge ran 'Beyond Black History Month', a year-round programme of events celebrating our students and staff of colour. The series was launched in October, with events including panel discussions, film screenings, quiz and a Black Students' Network ball – Spring Soiree. All events were open to all students and staff, and some were also open to public, in line with University's civic agenda. The most prominent event hosted was held on 7 November 2023: Remembering Bristol Bus Boycott, which honoured 60th anniversary of this important historic event.

Race Inclusion Advocates

The Race Inclusion Advocates work in partnership with teams and services across the University to create holistic and strategy-driven change that supports the development of more inclusive services and communities.

The aim of the Advocate programme is to help create a university environment where global majority students have a stronger sense of belonging, are less likely to experience discrimination, and are more likely to graduate with a good degree and future prospects. The programme also supports the professional development of the advocates as aspiring future leaders, equipping them with skills for their future careers.

In academic year 2023/2024 the Advocates have worked on projects to:

- ✔ improve the University's Community Induction Module, improving its reach and impact, including raising awareness of acceptable behaviour and improving students' awareness of how to tackle, report and disclose incidents of harassment or sexual misconduct and the support available when they do;
- ✔ review how the University communicates with students about racism and hate crimes before and after they report an incident;
- ✔ develop inclusive communities within university residences, and improve the experiences of LGBTQ+ students of colour in residences;
- ✔ improve how wellbeing staff navigate conversations about racialised experiences when students access wellbeing services;
- ✔ improve transition support in the School of Economics; and contribute to decolonisation work through a project with Bristol Institute of Learning and Teaching.



Be More Empowered for Success Postgraduate Research Student Programme

Established in 2021 and led by Bristol Doctoral College and Dr Myles-Jay Linton, this programme plays a key role in influencing positive change for Global Majority postgraduate researchers (PGRs). The programme is co-created and co-developed with PGR Advocates who are recruited annually. This year, the programme has delivered a wide range of events, with a focus on community building, skills development and reducing barriers to access, including 'Beyond Boundaries' in June 2024 – an event to celebrate diversity in academia, showcasing personal stories of success.

"It was a great group of like-minded peers and it felt like a safe and friendly environment."

Event participant (Bowling Night)

"A very informative event - I feel like I know a lot more about postdoctoral funding now"

Event participant (Introduction to Postdoctoral Funding)

Opportunity Bristol Scholarships

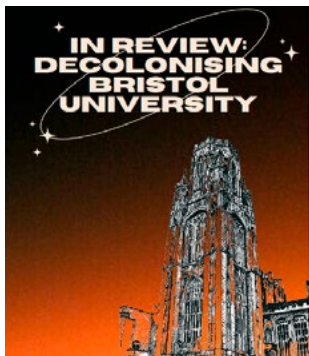
Opportunity Bristol has been running since 2020 and supports UK domiciled Home fee students from Black backgrounds to bridge the gap between undergraduate and doctoral studies. The Scholarship provides full funding for research-related Masters and offers an opportunity to experience a research environment, develop critical research skills, and consider the possibility of a research career in academia. The scheme is part of the University of Bristol's Black Bristol Scholarship Programme which seeks to address the lack of representation of the Black community at every level of study in higher education. Fifteen scholars have completed their Masters since the programme began; four of these are currently enrolled on PhD programmes and one more has an unconditional offer to start at Bristol in Autumn 2024. Six former OB students are in professional posts which relate directly to their Masters experience.

"A Masters was always something I wanted to do but realistically it was unaffordable. This scheme gave me the chance: to learn more, to study more and to become more well-rounded in my area of interest."

Imogen Clarke, Opportunity Bristol Scholar, 2021-22

Ringfenced PhD Scholarships for Applicants of Black Heritage

In 2023-24, the university launched a new series of ringfenced University of Bristol PhD Scholarships for Home fee, UK domiciled applicants of Black African, Caribbean, mixed or other Black Heritage. These scholarships provide support for UK-resident PhD candidates within the Faculties of Life Sciences, Arts and Social Sciences and Law. The first cohort of scholars will begin in 2024/25 and will also be supported by a wider programme of activities (including networking opportunities and skills development).



Decolonising Bristol University
Zine, Evelyn Miller

Evelyn Miller (BILT Student Fellow, 2022-23) published *In review: Decolonising Bristol University Zine* that highlights the breadth of work throughout the University and *The Uni Reimagined* by Ethel Ng (BILT Student Fellow, 2023-24)

Decolonising the curriculum

Work towards decolonising the curriculum, supported by the Bristol Institute for Learning and Teaching (BILT), has continued. Important work has been undertaken by the BILT Decolonising the Curriculum Student Fellows.

platformed the imagination of students of colour to envision beyond the concessions of quick wins within decolonial work and add to a culture of radical transformative thought and reparative futures.

Students of colour expressed desires for a cultural shift of what common knowledge is and, of particular poignancy, were the lived experiences that clearly informed the need for change.

“I think it boils down to I hope that students of colour in the future, have the audacity to speak up, to walk into a room and take the centre chair, and to not have to feel like they have to assimilate or be on the outskirts.”

Quote from participant in The Uni Reimagined project

The School of Biological Sciences conducted the fourth iteration of their Student Decolonisation Partners project this academic year. In this initiative, student partners collaborate with staff to decolonise and diversify the curriculum, gaining valuable insights from both staff and students.

This year, the student partners have concentrated on the experiences of international students and those from the global ethnic majority. Through surveys and focus groups, they gathered feedback on these students' experiences at the University, developed a list of recommended actions for the school.



Dr Lara Mosunmola Lalemi
Equality, Diversity & Inclusion
Officer, School of Biochemistry,
delivering the 'Equality and
Inequality in Science' workshop

Recent research in the Biomedical Sciences Schools led to the '3Rs framework' for decolonising the curriculum: Rediscovery, Representation and Readiness. This framework was used to develop a new undergraduate workshop in response to student feedback. 'Equality and Inequality in Science' was introduced for all second-year students across the three Biomedical Sciences Schools and has been taken by around 300 students to date. The workshop gave time and space for students to work together to explore challenging topics linked to decolonising their field. Students reported significant gains in their understanding about decolonising and diversifying the biomedical sciences after attending the workshop. Most students enjoyed (84%) and valued (86%) the workshop and felt it broadened their views about science and scientific practices (84%). The workshop will continue to be a core part of the curriculum and ongoing research is investigating how attitudes to decolonising the curriculum are shifting.

The Bristol Medical School continues to undertake work on decolonising healthcare education with some very positive examples emerging in the Undergraduate programme, such as Dr Nazanin Rassa's work on anti-racism in the curriculum. The School continues to develop workshops to support educators in both Undergraduate and Postgraduate education to consider how to embed this work, and are

developing a new sector-leading framework to help with this. Additional work on decolonising the School's research culture is starting and, to hold the School to account, decolonisation goals will be included in the development of any future Medical School strategies.

In the summer of 2023, Bristol Dental School held a series of externally facilitated town hall meetings involving students and staff, funded by the BILT Decolonising the Curriculum catalyst fund, allowed scoping out of what decolonisation means in a dental school context and explore the changes that could be brought into their teaching and clinical practice. These discussions lead to a drafting of a decolonising the dental curriculum action plan, which is currently in consultation with students and staff, with planned adoption in academic year 2024/5.

Bristol Dental School also hosted Dr Eleanor Fleming, Clinical Associate Professor of Dental Public Health and Assistant Dean for Equity, Diversity, and Inclusion at the University of Maryland School of Dentistry in West Baltimore, Maryland, under the Bristol 'Next Generation' Visiting Researcher Programme scheme, for six weeks in early 2024. In her capacity as an EDI and decolonising the curriculum expert Eleanor acted as a critical friend with the drafting of the action plan as well as leading student, School and faculty-facing talks on anti-racism and decolonising dentistry.



Dr Eleanor Fleming
Clinical Associate Professor of
Dental Public Health, University of
Maryland School of Dentistry



Members of the Africa Charter Steering Group

Top row (left to right): **Samuel Fongua** (CODESRIA), **Emmanuel Adu-Danso** (ARUA), **Damtew Teferra** (UKZN), **Farai Kapfudzaruwa** (University of Pretoria), **Divine Fuh** (UCT), **Earnest Aryeetey** (ARUA)

Bottom row (left to right): **Josiane Taley Sossou** (AAU), **Olusola Oyewole** (AAU), **Isabella Aboderin** (University of Bristol), **Puleng Segalo** (UNISA), **Eyob Balcha Gebremariam** (University of Bristol)



Dr Lawrence Hoo
delivering his
"A Journey of
Discovery" poem

Perivoli Africa Research Centre (PARC) – Update on the Africa Charter

The Africa Charter had a very successful launch in Namibia, in July 2023, as a result of a collaboration between major African Higher Education institutions and the Perivoli Africa Research Centre and its core partners, the Institute for the Humanities at the University of Cape Town and the Chief Albert Luthuli Research Chair at the University of South Africa. The Charter serves to promote an equitable and transformative research collaborations between the continent of Africa and Global North, that undoes the multiple layers of systemic power imbalances in such joint inquiry, which derive from legacies of colonial histories. Drawing on African intellectual thought, the Charter includes 12 principles to redress the multi-layered power imbalances and 6 aspirations for policy change, including funding bodies and individual Higher Education Institutions.

Over the past academic year, PARC have been involved in a programme of work and engagement across the University and beyond, to raise awareness of the work of the Charter, to give opportunities for reflection, and sharing of best practice. As part of this work, PARC commissioned a poem written and delivered by local poet, educator and activist, Dr Lawrence Hoo - A Journey of Discovery.

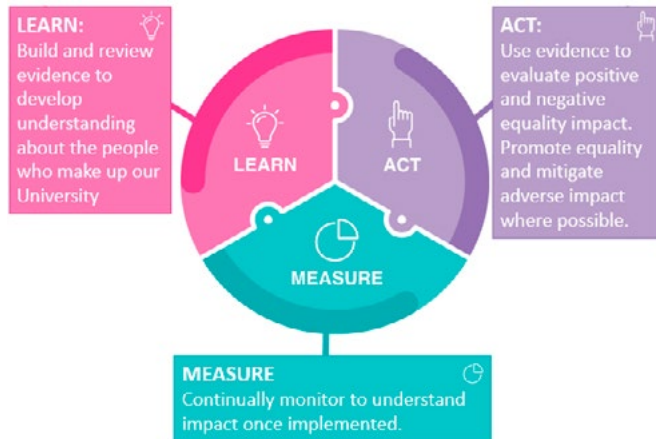
With more than 100 signatories of the Charter, the plan for the next phase of the work is a three-year foundational phase of multi-functional critical review, learning and interventions to generate the further insights and knowledge needed to propel and sustain attempts to translate the Charter principles and aspirations into practice.



A Charter for Co-Production through an Anti-Racist Lens

The Research Action Coalition for Race Equality (RACE) is an equal partnership between Black South West Network (BSWN) and the University of Bristol to address concerns regarding co-production as a research process in a manner informed specifically by anti-racist and equitable co-production practices. Funded by the Brigstow Institute, the process of creating the Charter was in itself an example of equitable co-production. The Charter is designed to provide a valuable opportunity to redress these imbalances through an equitable redistribution of power within and across the research process via greater transparency and shifts in recognition of who holds formally and conventionally valued knowledge. The toolkit, approaches and practices recommended in this Charter are for anyone who is working on co-produced research pieces or any other type of research/work that involves communities.

The cover of the document is red. At the top left is the Black South West Network logo (three white circles). At the top center is the RACE logo (a white grid pattern). At the top right is the University of Bristol logo. Below the logos is a black and white photograph of a person's hands holding a white, folded piece of paper. Below the photograph, the year '2024' is written in white. The title 'A Charter for Co-Production Through an Anti-Racist Lens' is written in large white font. Below the title, the subtitle 'The 'Three-Legged RACE' Approach' is written in white font.



Enhancing our approach to Equality Impact Assessment

We have improved and strengthened our approach to equality impact assessment (EIA).

Our **LEARN-ACT-MEASURE** model and resources ensures that colleagues are equipped to fully embed an assessment of equality impact into any decisions, policies or activities that may impact on people thus ensuring that these are inclusive by design. This means that we can pre-empt issues by anticipating impact at early stages, identifying potential discrimination and removing it. This approach ultimately supports the University in demonstrating ‘due regard’ to the aims of the equality duty and we have worked with our Governance Team to integrate this into committee-based decision-making. Additionally, the Open Research Working Group, Change Team, Strategic Programmes and Projects, Reward and Policy, Continuous Professional Development (CPD) Task and Finish Group have all been assisted in implementing Equality Impact Assessments and adopting the LAM model into their work, amongst others.

During 2023/2024 the following policies and processes were impact assessed:

- Carers Leave
- Continuing Professional Development guidelines
- Open Research Policy
- Returning Carers’ Scheme
- Volunteering
- Paternity
- Bereavement/emergency care/long-term carers
- Flexible working
- Emeritus
- Honorary/associates
- Pregnancy loss guidance

Equality Impact Assessment (EIA) drop-in sessions were delivered to 50 members of staff with responsibility for policy development across the organisation to further embed this process as business-as-usual activity.



“Having a framework for conducting an Equality Impact Assessment (including a clear, simple and structured form to complete) means we can be certain we’ve adequately considered relevant EDI issues. It also provides us with a document we can return to, for example, when we review our policies every year, and help to identify actions we need to take.”

Professor Marcus Munafò, Associate Pro Vice-Chancellor-Research Culture

CONTINUED ENGAGEMENT WITH THE ATHENA SWAN CHARTER

The University continues its engagement with the Advance HE Athena Swan Charter for Gender Equality, with 5 successful awards this past academic year (Business School, School of Physics, School of Mathematics, Bristol Law School and School of Chemistry).

We now hold an institutional Silver award, along with 10 Bronze, 8 Silver and 2 Gold School-level awards, which is an increase from the 12 Bronze, 6 Silver and 1 Gold School awards held last year.



GOLD

School of Biochemistry
School of Biological Sciences

SILVER

School of Cellular and Molecular Medicine
School of Chemistry
School of Earth Sciences
School of Law
School of Mathematics
School of Physics
Bristol Dental School
Bristol Medical School

BRONZE

School for Policy Studies
School of Economics
School of Education
School of Geographical Sciences
School of Physiology, Pharmacology and Neuroscience
School of Sociology, Politics and International Relations
School of Psychological Science
School of Humanities
Business School
Bristol Veterinary School

Spotlight on.....**Bristol Law School**

Bristol Law School awarded Athena Swan Silver

Bristol Law School became the first non-STEMM subject within the University to receive a Silver Athena Swan award in recognition of its advancement of gender equality. Conferred by Advance HE in February 2024, the award will span over five years, during which time the Law School will carry out an action plan that aims to address the gender equality and wider EDI issues highlighted during a comprehensive self-assessment process.

The action plan was commended, along with the clear progress the School has made since their last application through the suite of actions the School has in place, including ensuring that less economically advantaged students are supported to gain work experience beyond funded internships in large corporate firms.



“Bristol Law School has a clear, consistent and multi-faceted commitment to gender equality and EDI. This award reflects the extent to which these values are central to all of our work, policies and strategies for future development. While we are thrilled to celebrate this achievement, we are also keen to do more. The Silver Award Application sets out a clear vision for how we can continue to improve, and we look forward to translating that vision into reality over the next five years.

This Silver award reflects the commitment of many colleagues who have worked hard over the years to ensure that the Law School is a positive and supportive place to work and to study.”

Professor Catherine Kelly, Head of University of Bristol Law School





“It’s been fantastic to see the progress towards gender equality that has happened over the past year. The work on our institutional action plan is advancing and we are ensuring this remains relevant, particularly in light of learnings from our engagement with the WHEN 100 Black Women Professors NOW! Programme. We continue to endeavour to have a positive impact on the sector and city, engaging in events run by Advance HE and the Bristol Women in Business Charter, including hosting their Gender Bias in AI event, to share best practice and learn lessons from others. Linking to the EDI Caucus gives us a unique opportunity to provide more support and normalise conversations around menstruation, the perimenopause and menopause and we have already taken action in this area, with more to come. Over the coming academic year, the Swan Implementation Group will continue to drive forward actions to tackle gender inequalities wherever they persist, and I thank all members of the group for their engagement and enthusiasm.”

Professor Palie Smart, Chair of the Swan Implementation Group

Earlier in March, we were invited to be part of an expert panel - Athena Swan: The importance of core structures and innovation in achieving genuine change - at the Advance HE national EDI Conference in Liverpool, where Dr Caroline McKinnon, Deputy Head of the central EDI Team and the strategic lead for Athena Swan, collected the University’s Silver Athena Swan Award. Dr Neha Chandarana, Lecturer, School of Civil, Aerospace and Design Engineering (Faculty of Science and Engineering), presented a poster at this conference on the Ca-Pow! Project, which serves to develop a means to capture, understand and support intersectional students to overcome alienating educational experiences. We were also invited by Advance HE to take part in an Athena Swan Theory of Change workshop in March 2024, to inform any future evaluation of the Charter’s impact.



Left to right: Dani Glazzard (Head of Athena Swan, Advance HE), Dr Caroline McKinnon (Deputy Head of EDI), Dr Neha Chandarana (Lecturer, School of Civil, Aerospace and Design Engineering), Kirsten Horne (Access and Inclusion Assistant, Engineering Faculty Office)



University of Bristol Athena Swan award



As part of our institutional Athena Swan action plan for gender equality the University is working in collaboration with the EDI Caucus, a multidisciplinary team led by Professor Kate Sang (Heriot-Watt University Business School)

funded by the ESRC, AHRC, BBSRC, EPSRC, Innovate UK and the British Academy. We are engaged with the work of the Caucus as a test site looking at how to increase support for staff and students who experience problematic menstruation and symptoms of the perimenopause or menopause. From the preliminary meeting, hygiene packs, which include sanitary products as standard, are issued to all participants on fieldtrips.

Risk Assessments are being modified to take into account symptoms of menstruation and the (peri)menopause and we are looking at a wider body of work for further support for staff and students throughout the University.



“The work being done through the EDI Caucus has brought vital attention to menstrual health and (peri)menopause in field course environments and this collaborative effort has already led to positive interventions. Fieldwork is at the heart of a lot of our School’s activities, and by having these essential conversations we can work to ensure that our field courses are considerate of diverse needs, support a culture that destigmatises menstrual health and menopause, and empowers students and staff to fully participate and thrive during fieldwork.”

Dr Dave Lawson, School of Biological Sciences

Navigating matrescence: The Journey into Parenthood



Katie Cooper
The White Flamingo

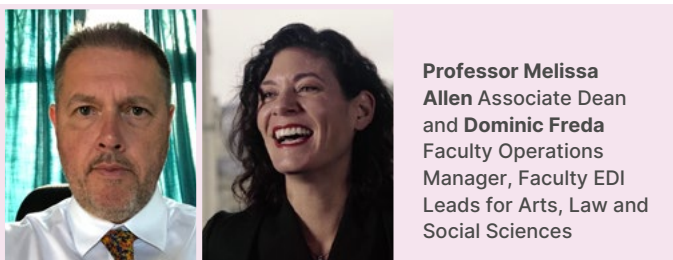
In collaboration with our Parents and Carers Staff Network, an event focussing on matrescence, the journey into motherhood, was held to discuss the social, physical and emotional shifts that new parents (birthing and non-birthing) experience. Katie Cooper, from The White Flamingo facilitated a warm and non-judgemental environment that helped parents navigate the profound changes of early parenthood, whilst normalising and celebrating the diverse experiences of matrescence. With 65 engagements over the period of one month, feedback from the session was positive and emotional and this event forms part of the permanent resources held on the University’s Inclusion Matters Library SharePoint page.

“This was the best session I’ve attended, I’m literally in tears knowing that I’m not alone. Every parent should attend this training.”

Feedback from attendee

FACULTY AND DIVISIONAL EDI COMMITTEES

Arts Law and Social Sciences



Professor Melissa Allen Associate Dean and **Dominic Freda** Faculty Operations Manager, Faculty EDI Leads for Arts, Law and Social Sciences

After successfully combining the committees from the old faculties, the new Faculty of Arts, Law and Social Science EDI Committee has continued to work in close partnership with the Central University EDI Team in developing our strategic and operational approaches to EDI. The Faculty has had success with Athena Swan Silver awarded to the Law School and Athena Swan Bronze awarded to the Business School, with a number of Schools and Centres across the Faculty developing plans for both higher level and bronze accreditation.

All Schools were active in celebrating International Women's Day and senior colleagues from the Faculty have been involved in supporting the 100 Black Women Professors NOW! programme organised by the Women in Higher Education Network. In addition, a number of Schools have started to pilot inclusive interviewing in their recruitment processes and members of the Faculty attended the Shifting the Dial – Positive Action one day conference in Leeds with colleagues from the central EDI Team, sharing the good practice with Faculty Board.

We are proud that all Schools and Centres have an active agenda of hosting and promoting EDI related events. For instance, the Department of Music within the School of Arts recently launched a series of events titled "Black and Global Majority Meet Up," aimed at providing a safe space for colleagues and students to network and socialise, and other Schools in the Faculty have held anti-racism events, together with events designed to create a strong sense of community for both staff and students.

In term of our future plans, these are broadly defined as follows:

- 1. Inclusivity** – We will look to pilot and incorporate acceptable behaviour and inclusive culture training for students in all our Schools and Centres to create a culture of belonging, acceptance, and respect.
- 2. Diversity of representation** – We aim to diversify our workforce of academic and professional services colleagues, focusing on opportunities to support and attract members of the Global Majority.
- 3. Inclusive interviewing protocol** – We will aim to adopt an inclusive interviewing protocol across all Schools and Centres to attract and support colleagues from a range of different backgrounds and circumstances.

Faculty of Health and Life Sciences

Since merging into the Faculty of Health and Life Sciences, we have established a unified EDI committee. This integration allows us to share best practices and collectively advance our EDI agenda. Our new faculty strategy, extending to 2030, prominently features EDI as a centrally-running theme, with a dedicated section detailing our key goals and actions, developed by the FHLS EDI committee.

We launched our first faculty-wide Postgraduate EDI training, a comprehensive two-week programme aimed at immersing PG students in a variety of EDI-related topics. This initiative included two discussion workshops and a variety of training materials and resources. A new, focused EDI strategy was launched within the Medical School.



**Dr Dave Lawson and
Dr Giovanni Biglino**
Faculty EDI Leads Life
and Health Sciences



Our faculty also marked several significant events. The LGBTQ+ in STEM Day half-day conference featured impactful talks from staff and students, including a keynote by Dr Ross Brooks who has been researching the queer history of science since 2006 and has published on the subject in leading journals including Archives of Natural History, Journal of the History of Medicine and Allied Sciences, and the Zoological Journal of the Linnean Society.

Our video project, “Embracing Our Neurodiversity,” spearheaded by Lara Lalemi and Ames Mosley, highlights themes of self-acceptance and championing neurodivergent individuals.

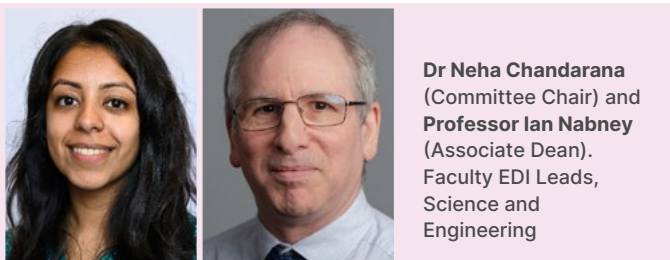
Looking ahead, our faculty is dedicated to continuing our collaborative efforts to mark key dates, address awarding gaps, review recruitment procedures, and implement the actions outlined in our recent faculty EDI strategy. These initiatives will ensure that we remain at the forefront of creating an equitable and inclusive environment for all members of our community.

Faculty of Science and Engineering

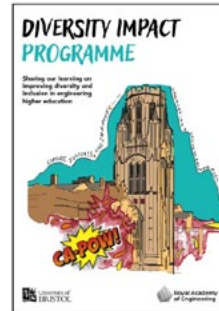
Bringing together the joint Faculty of Science and Engineering

2023-24 saw the merger of the former Science and Engineering Faculties to create a joint Faculty of Science and Engineering (FSE), which includes nine schools: Chemistry; Civil, Aerospace, and Design Engineering; Computer Science; Earth Sciences; Electrical, Electronic, and Mechanical Engineering; Engineering Mathematics and Technology; Geographical Sciences; Mathematics; and Physics.

Two joint EDI committees have been established: the Staff and PGR EDI Committee, and the Student EDI and Widening Participation Sub-committee. These committees will work on a range of projects, some of which consist of top-down initiatives, and others that use a bottom-up approach to work on issues brought to the committee by members of our community.



Notable achievements and activities



- The Ca-pow! team hosted the inaugural Royal Academy of Engineering Diversity Impact Programme Community of Practice in Wills Memorial Building in November 2023, attracting over 50 attendees representing more than 30 Universities, local industry, and local community organisations. A live illustrator captured the key themes discussed during the event, and a booklet capturing the key findings of all projects was published.
- As part of Ca-pow! 11 undergraduate engineering and computer science students worked with Dr Neha Chandarana and Dr Matt Jacobs (Wide Open Voices) to co-create workshops that aimed to raise awareness of the impact of intersectional disadvantage on student experience and to give student-facing staff members the opportunity to explore how they can use their role to support students. 50 staff members from across the university engaged in the 2x2-hour workshop sessions that were delivered by the UG students in February 2024.
- A workshop was run following the publication of the Black Engineers' Student Experience Report, commissioned with Louisa Adjoa Parker and Louise Boston-Mammah (The Inclusion Agency) as part of Professor Steve Eichhorn's EPSRC EDI Fellowship. Key recommendations were presented, and follow-up actions were identified for improving student experience.



Engineering Includes Me Wall – Launched 2024

- The Inspirational Bristol Scientists Board was relaunched in 2023, celebrating the achievements of undergraduate and postgraduate students from historically underrepresented backgrounds in STEM. The finalists were selected through an open call for nominations. The Engineering Includes Me Wall was launched in Queen’s Building. An open call led to over 40 nominations of inspirational individuals working in the fields of engineering, science, and technology.
- Earth Sciences awarded Brigstow Institute Partnership Seedcorn Funding in 2024 for a project entitled ‘Migrating Rocks – Intercultural Research and Exchange around the Use and Repatriation of Rock Samples’ which looks at how the histories and related indigenous worldviews of rocks and samples in geological collections can help us to better understand our relationships with the land and planet, our global past and future, and our cultural and natural heritage. The School also launched an EDI-focused tutorial for Year 1 undergraduate students. The one-hour tutorial includes an introduction to EDI, unconscious bias, and microaggressions.
- Geographical Sciences participated in a new Work Experience Week with Geography Lab Technicians aimed at young adults interested in a technical career.
- The School of Mathematics ran a Levelling Up in Maths programme that bridges the gap between school and university, enabling Year 12 and 13 students to engage in Maths sessions prior to joining the University. The School is also applying a more inclusive approach to encourage and develop mathematical expertise through the rebranded “Underrepresented Genders in Maths” Conference.
- The School of Physics have created the “Physics in a Box” activity for Year 6 school pupils to have the opportunity to run physics experiments. Trialled successfully in a local school and now expanding to more schools.
- The Engineering Access and Inclusion Team engaged with around 1200 young people (aged 8-18) from underrepresented backgrounds. The team worked with UG and PGR Student Ambassadors to deliver 13 initiatives including one-day experience events for women, community summer schools, and sustained engagement activities, including a 12-week programming course and Year 10 work experience week.
- The Faculty launched a First-Generation Network with the aim to create a more supporting environment for those with less inherited knowledge of university and academic life. The network is open to students and staff across all stages and currently has 140+ members.
- Around 100 students attended the Faculty’s Intercultural Mingle, a transition event to welcome new undergraduate students and provide them with the opportunity to network and learn about the services and student societies aimed at them.

As a joint faculty we are currently working on defining our key objectives for the upcoming academic year, which will include initiatives in support of the University's Anti-Racism Action Plan. Priorities across the Faculty and Schools include decolonisation and diversification of curricula, improving academic staff diversity through a range of strategies, developing clear guidance on reporting inappropriate behaviour, supporting academic team leads in their new roles, improving support for Postdoctoral Research Associates (PDRAs), audit of barriers to neurodivergent students and staff, academic support for students recruited through foundation programmes, monitoring the EDI impact of changes to programmes and the structure of the academic year.

Campus Division

Nominating a New Membership

We have successfully identified and nominated new members to join the committee, ensuring diverse viewpoints and fresh perspectives within the division. All three areas of Campus Division are represented: Campus Operations, Innovation and Development. We thank our old and new members for their support and commitment to improving the workplace experience for all colleagues.

Refreshing Terms of Reference

As a newly selected committee, we have conducted a comprehensive review and refresh of our terms of reference, aligning them with current best practices and University Vision and Strategy 2030.

Inclusive Recruitment

Our members have collaborated with HR Business Partners to develop and implement more inclusive recruitment practices, aiming to attract a broader range of candidates and promote diversity within the division. This includes advocating for a more targeted use of apprenticeships across Campus Division. We are also organising an inaugural Campus Discovery Day where pupils from five local schools will be invited to explore the careers and opportunities that we offer.

EDI Committee Feedback Sessions

We have held facilitated feedback sessions with divisional colleagues, providing a platform for open discussion and input on EDI initiatives. We have received valuable feedback regarding the best way to engage with our teams and their understanding of our role in the division. Communication remains a priority area with feedback highlighting the need to use different mediums of communication for different areas of the division – one size does not fit all.

Framework of Behaviours Development

Our committee has been developing a new framework of behaviours that supports our Acceptable Behaviour's Policy and promotes respect within the division. This framework is set to be launched soon, marking a significant step towards embedding inclusive principles in everyday practices.

Finance Services

The EDI Group within the Finance Services division was formed to ensure Finance Services adopts a culture of inclusion and belonging, where everyone feels able to be themselves and achieve their full potential, no matter who they are or where they come from and ensure that barriers to

participation are removed, discrimination is tackled, and an equity of opportunity is enabled. The group meets monthly to oversee progress on a range of activities to improve EDI across the following themes: Recruitment & Progression, Civic (including volunteering & community engagement), and Staff culture and engagement.

Recruitment & Progression

Job descriptions for roles across the division have been reviewed through an EDI lens. The requirement for essential qualifications were considered and, wherever possible, removed to open up our roles to a broader range of candidates. Recruitment statistics are reviewed by the group on a regular basis, with a focus on diversity and understanding how demographics change through the recruitment process. This insight is used to consider potential changes to the recruitment process to further improve diversity of representation.

We have started to look at where Apprenticeships can be implemented across Finance and started by creating an Internal Audit apprentice. The Finance team will work towards the University's 1% by 2025 target aspiring to create two further Apprentice roles during 24/25.

Civic (including volunteering & community engagement)

We have recently worked with Malcolm X Community Centre (MXCC), a community centre based in inner City Bristol serving an intergenerational community that are racially diverse, with a focus on those from African and Caribbean backgrounds. Members of the finance EDI group worked with MXCC Board of Trustees to agree key priorities, before then engaging wider members from Finance Services to support the centre on delivery.



Staff from Finance Services with colleagues from Malcolm X Community Centre

Left to Right: Tom Loader, Nuno Bundo Lopes, Bev Salmon, Nardia Ferguson, Amirah Cole, Jade Royal, Piotr Lisowski

This involved a number of initiatives, including:

- redefining and recruiting a new finance officer to enable the Centre's financial operations to be more efficient
- providing an awareness of tax requirements relevant to the charity
- calculating revised costings for room hire
- supporting with procurement activity and ensuring contracts reflect the needs of the charity

Staff Culture & Engagement

We regularly monitor diversity within the Finance Services Division, looking at HR data to inform the current make up of Finance Services staff and using this to inform our other activities. Regular updates on the group's activities are shared with the Division through the monthly Finance Town Halls, as well as more in-depth sessions with the Finance Senior Leadership Team to update on progress.

TARGETED LEADERSHIP DEVELOPMENT OPPORTUNITIES

Elevate

This year saw the fourth cohort of the award-winning Elevate programme, with 30 participants from across the now six partner universities of Bristol, Bath, Bath Spa, Cardiff, Exeter and UWE. Developed in partnership with the Ubele Initiative, Elevate brings together women from racially minoritised groups in a transformational environment which centres the lived experiences of the participants.

Whilst evaluation of the 2024 programme is still underway, initial feedback from participants demonstrates significant impact; not only in terms of career progression and achievement, but also enhanced confidence, self-awareness, and developing powerful networks.

The Elevate Alumni community now totals approximately 120 colleagues, who continue to be supported via an Alumni network and events.

“I found the Elevate programme to be a transformative experience, significantly shaping my personal, professional, and societal contributions for the long term.”

Elevate participant



Dr Daniella Jenkins (right), Senior Lecturer, Centre for Innovation with **Hyacinth Fraser**, Elevate Programme Facilitator

elevate



Fli – our leadership initiative for women



Following a record number of applications, 61 women and non-binary colleagues joined this year's programme. Participants engaged in an extensive blended programme, encompassing: online seminars, in person workshops, 360° feedback, Action Learning, mentoring,

independent activity and self-reflection. An important element is the opportunity to learn from peers as well as guest speakers and facilitators.

A significant proportion of participants have reported that the programme has increased their confidence, motivation and preparedness to apply for academic promotion or a new role. Beyond career success, we also see much more wide-ranging impacts of the programme, including:

- Increased confidence
- Self-awareness and recognition of strengths
- Network and community-building
- Ability to actively contribute to inclusive environment
- Enhanced interpersonal and communication skills
- Increased reflexivity
- 'Stepping into' leadership with greater proactivity
- Participants sharing their learning with colleagues and 'paying it forwards'
- Establishing self in existing role or seniority level
- Clearer sense of own leadership style and identity

"I have grown in confidence in myself, my contribution and am consciously aware of the need to actively participate and value my own voice and opinions."

Fli participant

The Bristol Women's Mentoring Network

The Bristol Women's Mentoring Network saw 93 new mentoring pairs and 8 mentoring circles matched this year, comprising colleagues from across Professional Services and academic pathways. The Network provides opportunities for quality conversations to support and develop leadership and career progression.

Key areas covered within mentoring include:

- Reviewing career options, planning, promotion, and progression
- Developing interpersonal skills and working relationships
- Understanding the expectations and requirements of your current role
- Working out work-life balance, wellbeing and managing flexibility

Planning is underway to pilot an expansion of the scheme to a wider selection of roles and grades in 2024-25.

“My mentor has been incredibly helpful. She helped me to reflect and identify my strengths and boost my confidence. She helped me gain perspective and map out career opportunities. It has been an incredibly valuable experience.”

Bristol Women’s Mentoring Network mentee



“This Network was created to help foster women’s career development across the University of Bristol. We launched the pilot of this scheme in February 2019

as part of our commitment to eradicating the gender pay gap and creating gender equality in our workplace. I am delighted that over 208 women now belong to the Network, with further expansion planned for this academic year.”

Professor Judith Squires, Deputy Vice Chancellor and Provost, and co-Chair of the University EDI Strategy Monitoring & Implementation Group



Building 'Psychological Safety' Workshop

The central EDI Team organised a Psychological Safety Workshop delivered by Pearn Kandola. The workshop was aimed at colleagues with leadership and management responsibilities who have the influence to directly shape our workplace culture and learn about the importance of staff being open and feel safe to speak up, linking to two of the University's Vision and Strategy Values - 'Listening & Learning' and 'Caring and 'Inclusive'. With over 50 people in attendance, the workshop explored what Psychological Safety means, what can be done and how managers can help to create an inclusive culture. Feedback from attendees was positive, with managers feeling empowered to have more open and honest conversations within their teams and accept feedback in return.

Themes of empathy and inclusion are embedded throughout our leadership and management development interventions, with a particular focus on self-awareness and accountability. We draw on key themes such as psychological safety, exploring individual influence and impact upon the climate and culture at all levels of our organisation. This will be further developed as we roll out active bystander training and Stand Up Speak Out Workshops for staff over the coming year.



“The session I attended before Christmas on Psychological safety was really interesting and engaging. Understanding what psychological safety is and how important it is to ensure that this is something in place across the teams you lead is critical to making sure that all voices and perspectives are heard. I learnt a lot about how to make sure this was in place and also to understand best practice from others across the University and wider.”

Feedback from Lucinda Parr, Chief Operating Officer and University Secretary

DIVERSITY

Our strategic aim for DIVERSITY is to attract, recruit and retain students and staff with different experiences, backgrounds and perspectives because diversity - of people and ideas - remains integral to our success.



Language Café in the Global Lounge

Language Café at the Global Lounge

This year saw the 5-year mark since Global Lounge launched its flagship programme – Language Café. The weekly sessions run throughout term time and are delivered by our student and staff volunteers, who give their time to share their languages and cultures with the participants. In 2023/24 over 250 volunteers signed up, helping others learn and practise over 40 different languages. The Language Café is known for creating sense of belonging for our students and helps building community along likeminded individuals. 150-250 students and staff attend the two sessions (English Language and All Languages) each week.

Widening Participation team's outreach work and sponsored partnerships

Work continues to attract a diverse cohort of students to the University, both through our Widening Participation team's outreach work, and through sponsored partnerships, to ensure we actively engage with learners from different communities and backgrounds. This is complemented by our inclusive approach to Admissions and programme portfolio, which helps to remove potential barriers to access and supports equality of opportunity for diverse applicants.



The Next Step Bristol programme

We have developed a range of initiatives which seek to engage with prospective global majority students and to increase the proportion of Black and Asian students at the University.

This includes the Next Step Bristol programme which was co-developed with current global majority students and student cultural societies. Now in its fourth year, the programme supports around 250 participants from Asian and Black backgrounds each year. The programme is delivered in small, subject-specific groups hosted by current students. These forums provide a space for prospective students to engage in transparent, authentic conversations about the lived experiences of students of colour at Bristol.

“To be acknowledged for my circumstances by such a great university and those circumstances be acknowledged as not being barriers to academia but rather a strength, has instilled a sense of belonging that no other university has striven to do. The fact that I was given an opportunity to be on a programme like Next Steps Bristol in the first place has made me feel seen more than any other university prior to even getting an offer.”

Next Step Bristol participant

The Destinations Conference

Developed in collaboration with The Afro-Caribbean Society, this annual event enables prospective Black, Asian and mixed heritage applicants in Year 12 to attend an academic taster session, hear from cultural societies and talk to students of colour at Bristol. This virtual conference gives participants the opportunity to:

- find out more about life in our city and at the University of Bristol
- hear directly from current students of colour
- attend a short academic session giving an insight into academic study at Bristol
- meet representatives from some of our student societies

The next Destinations Conference will take place in May 2025.

“Hearing from the students of colour about their select experiences and accomplishments... helped me to envision the roles and opportunities that I may take on during my time at University of Bristol. As a black woman, I was especially overjoyed to hear from 3 other black women who have made their unforgettable mark, also.”

Destinations Conference attendee

Initiatives for offer holders

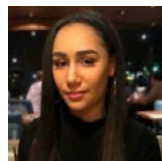
In addition to the outreach programmes detailed above the University also delivers initiatives for offer holders. These include *Belonging at Bristol* where global majority offer-holders can opt into a seven-part communication series includes student stories, information about bespoke support services, cultural societies and a live Q&A with a panel of current global majority students. Over 600 offer holders opted into this programme in 2023/24. Another offer holder activity was a pilot programme with Causeway Education to provide A Level Maths and Further Maths tuition to 60 University of Bristol offer-holders of predominantly Black African or Black Caribbean heritage.

eXcelBristol Apprenticeships

Apprenticeships offer paid employment, on-the-job training and a qualification. Our flagship apprenticeship programme, eXcelBristol Apprentices, provides career entry points across our Professional Services divisions. Open to anyone over the age of sixteen, apprenticeships are not only a way to attract and develop new talent for people from a diverse range of backgrounds but also provide an alternate way of learning.

We currently have a total of 39 apprentices across a range of professional service standards, ranging from GCSE to Master's equivalent. Since launched in January 2020 we have employed 64 apprentice and in the past year, we recruited 17 apprentices across Professional Services, including our first Environmental Health (integrated degree) apprentice, across a range of locations including the Department for Research, Enterprise and Innovation and the Campus Division.

Currently 0.95% of our Professional Services workforce are apprentices and we are on track to achieving our target of 1% of our workforce apprentices by 2025. 22 apprentices have progressed on to open ended employment with the University.



"I am a Solicitor Apprentice in the Research Contracts & Compliance team within RED. My day-to-day work is largely centred around working with academics

and external parties to draft various types of Research Agreements. I also complete some work in Compliance which involves ensuring projects are in line with legislation, and advising on how projects can comply with legislation including advisories on applicable licences. Alongside this, I am completing my LLB in Law over a 5-year period and will go on to qualify as a Solicitor upon completion of the SQE. I am really enjoying both the learning and working aspect of my apprenticeship and really believe it is the best route to qualification."

Olivia Bomani - Solicitor Apprentice Division of Research, Enterprise and Innovation



University recognised as Apprentice Large Employer of the Year 2024



Award City of Bristol College Annual Apprenticeships

Part of the central EDI Team is dedicated to improving representation across our Professional Services workforce through developing our apprenticeship offer and promoting the University as employer of choice across local schools and across our city. The work of Niah Rhoden-Edwards and Rebecca Scott MBE (our Apprenticeships and Employment Outreach team Team) to expand our apprenticeship provision was recognised at the City of Bristol College Apprenticeship Awards when the University of Bristol won the Apprentice Employer of the Year award.

Since January 2020 the University has employed and supported 56 businesses and shared apprenticeship levy to support the creation of 92 apprenticeship roles across a range of small and medium sized enterprises and other businesses that would not have otherwise been able to access the levy. This demonstrates how we not only value apprenticeships as a way to provide for our future workforce needs, but also as a way to make a civic contribution to the skills and employment needs of the region.

“Thank you to all colleagues across the University for hiring and supporting apprentices as a part of their team structures - this award would not have been possible without you!

Last but by no means least, thank you to City of Bristol College for recognising how far the University of Bristol has come on our apprenticeship journey.”

Rebecca Scott MBE, Employability and Opportunities Manager

WHEN 100 Black Women Professors NOW! Programme



The EDI Team and the Bristol Doctoral College are supporting the University's participation in the 100

Black Women Professors NOW programme, a pioneering systemic change programme developed and delivered by the Women in Higher Education Network (WHEN). Recognising that systemic barriers inhibit the career progression of minority ethnic colleagues, this unique 12-month programme aims to propel equity of opportunity for Black women academics, researchers and PhD students and to deliver a step change in progress for the sector by working with individuals throughout the academic pipeline as well as institutions, managers and leaders.

Ten Black women; six PhD candidates and four early-mid career academics, are participating in the programme. It aims to drive systemic change by involving various senior stakeholders, including the Vice Chancellor; the participants line managers/supervisors; senior sponsors appointed by the Vice Chancellor; the Chief People Officer; Head of EDI; Head of the Bristol Doctoral College; and Research Directors. Actions that are being highlighted as the scheme progresses are being embedded into our institutional Anti-Racism Action Plan and Athena Swan Action Plan, as we take an intersectional approach to this work.

“The programme represents a real willingness from the University to candidly engage with the scale of its institutional inequality, which I appreciate. We’ve had the privileged opportunity to have open and honest discussions with university leaders, and I look forward to seeing how figures like the Vice-Chancellor work to really enact change as the programme enters its next phase.”

WHEN cohort member



“The WHEN100 scheme has given us the opportunity to learn more about the lives and experiences of a remarkable group of early-career researchers. I’m very grateful to the Black women who have given their time and energy to the scheme, and for the profile that they bring to the University through their research.”

Professor Harry Mellor, APVC PGR and WHEN Vice Chancellor-nominated sponsor

Promoting disability and neuro-inclusion

Launch of improved guidance for line managers and Workplace Adjustment Plans

Following consultation with key stakeholders, including the Disability and Wellbeing Network (DAWN) and Neurodiversity Staff Network, the central EDI Team refreshed the Workplace Adjustment Plan template - a living record of workplace adjustments agreed between a colleague and their line manager. It provides a framework to discuss, agree and review any support that may be required at work.

New guidance was produced for line managers about workplace reasonable adjustments and adjustments during recruitment aiming to build managers' confidence in making workplace adjustments, helping to provide a consistent experience across the University for current employees and interview candidates.

Managing and supporting neurodivergent colleagues

Over the past academic year, we continued to work with Inclusive Change to deliver an online workshop designed to help line managers support neurodivergent colleagues.

During 2023/24 five workshops were held, with 171 Line Managers attending the sessions that covered topics such as building the understanding of strengths and challenges for neurodivergent staff in the workplace, discussion of the law relating to neurodiversity in the workplace, exploring reasonable adjustments and identifying practical strategies that could be implemented to create an inclusive work culture.

Mental Health Awareness Week



As part of Mental Health Awareness Week, the central EDI Team ran an event for staff and PGRs who have young people in their lives in some capacity. This could be as parents, carers, relatives, or professionals.

The interactive workshop was delivered in-person by Off The Record (OTR), a mental health social movement by and for young people aged 11-25 living in Bristol and South Gloucestershire, and explored young people's mental health, the importance of maintaining our own positive mental health in order to better support young people, and the range of services and support that young people can access.

"I found the session really informative and rushed straight home to tell my son about it. I thought it was brilliant and such a great service."

"I have never come across Off The Record and it was really reassuring to know that I have somewhere that I can signpost my son to if he ever needs it... Knowing that OTR are there as safety net with all their experience is just so good to know. The leaders on the course were such wonderful human beings. They obviously love their work. It was good to share experiences with the other course attendees too in such an inclusive and safe environment."

Feedback from attendees

Specialist counselling services for staff and students

As well as central counselling and wellbeing support, we continue to offer specialist support for specific groups in our community. We continue to offer culturally appropriate counselling to minority ethnic staff and students from a local provider, Nilaari. Twenty-five students and twenty-two members of staff accessed this service during academic year 2023/2024.

A further twenty-eight colleagues chose to access a specialist LGBTQ+ counsellor for staff who may be struggling with issues relating to sexuality or gender identity. The Student Counselling Service offer therapeutic groups for trans, non-binary, gender non-conforming and questioning students; women; and a cultural transition and adjustment group for Mandarin-speakers delivered in Mandarin.

Returning Carers' Scheme

In the past year we took on board staff voices to review our Returning Carers' Scheme. The scheme aims to help academic colleagues re-establish their independent research careers, including pedagogical research, following a period of extended leave for caring or parental responsibilities. Following consultation, we implemented a broader remit for the scheme and uses for the funds and streamlined the application process. During the academic year 2023-24, the scheme has supported twenty-four colleagues (twenty-two women and two men), with £211,489.65 total funds allocated (£9,613.17 mean per applicant).

Maternity/Adoption/Paternity/Partner (MAPP) Coaching Service

The Maternity, Adoption, Paternity and Partner (MAPP) coaching service continues to provide invaluable support and reassurance to colleagues who are preparing to take, or have taken, maternity, adoption, paternity or partner leave. Eighty-four colleagues accessed the service during 2023/24, seventy-seven women and seven men.

Support for staff as they go through the transition to becoming a parent and then to becoming a working parent is crucial. This is a time of huge upheaval in all areas of life including identity, confidence, workload, time pressure, cognitive changes, relationships (home and work) and more. The feedback from clients is overwhelmingly positive: 100% reported that MAPP coaching had a positive impact and 100% would recommend the service to a colleague.



Carers Week 2024: 'Putting Working Carers on the Map' with Carers UK

With research showing that carers often feel invisible, overlooked and discriminated against, we wanted to highlight the support available within the University and beyond for working carers. This coincided with recent changes to legislation that saw the introduction of the Carer's Leave Act, which is separate to the emergency dependents leave offered by the University, and states that carers can take up to one week of unpaid leave each year to provide or arrange care for a dependent with a long-term care need. During Carers Week, in June 2024, the central EDI Team and Parents and Carers Staff Network were delighted to welcome the team from Carers UK to speak more about what it means to be a carer, how we can support the people we work with who are carers, and where colleagues with caring responsibilities can go for support. Over 56 staff and PGRs have engaged with the event so far, which is a permanent resource on our Inclusion Matters Library.

"I now have more understanding of carers' leave and have gained the confidence to identify as a carer."

Feedback from attendee



INCLUSION

Our strategic aim for INCLUSION is to engage all members of our university community in building a culture of inclusion and belonging, where all students and staff feel connected, empowered and respected.

Encouraging our people to Stand Up and Speak Out



As a major cultural change vehicle, our Stand Up Speak Out campaign continues to encourage and equip people to take action against exclusionary behaviours.

Stand Up Speak Out Advocates

We recognise that many people aren't willing or able to speak up as they don't feel safe and fear retaliation, or they do not believe that their experiences will be taken seriously. Often simply having somebody validate your experience and acknowledge how you feel can give you the confidence to challenge these behaviours yourself. Having a constructive and purposeful conversation where you share your experiences confidentially with a colleague who is independent and impartial can be incredibly powerful and can provide you with the agency to take action yourself. This is where a Stand Up Speak Out (SUSO) Advocate comes in.

Supported by the central EDI Team, they are part of a specially trained network of 21 members of staff who support colleagues in identifying ways to address unacceptable behaviours they may experience or witness in the workplace. The Advocates received 20 referrals during 2023/24, supporting staff who were facing microaggressions and unacceptable behaviours at work. Advocates meet with the central EDI Team a few times a year for upskilling and training sessions aimed at supporting Advocates in their role.

Being an active bystander

The Being an Active Bystander video was launched as part of the Stand Up Speak Out campaign, as a precursor to workshops that will be rolled out during academic year 2024/25. It provides staff and students with an introduction to the tools that can be used to be an active bystander and challenge unacceptable behaviour.



Formal Complaints

We continue to monitor and publish high-level HR data on formal complaints of unacceptable behaviours and summaries of action taken. This was partly in response to the UUK Report Tackling Racial Harassment in Higher Education which recommended that institutions collect data on reports of incidents and share regularly with senior staff and governing bodies. Note: - Some of the complaints we receive are multi-faceted, e.g., bullying and discrimination so, where this has occurred these single complaints have been recorded in both relevant categories.

Type of Complaint	Number	Outcome (e.g. upheld, not upheld, partially upheld, management action)
Bullying	15	0 Upheld 4 Not upheld 4 Partially upheld 6 Case still ongoing / case not completed 1 Management Action
Race Discrimination	7	0 Upheld 3 Not upheld 0 Partially upheld 3 Case still ongoing / case not completed 1 Management Acton
Sex Discrimination	3	0 Upheld 1 Not upheld 0 Partially upheld 1 Case still ongoing / case not completed 1 Management Action
Disability Discrimination	6	0 Upheld 1 Not upheld 1 Partially upheld 4 Case still ongoing / case not completed 0 Management Action

Demystifying the Complaints Process

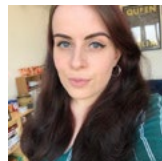
A recorded session was developed for staff to clarify the policy framework for making complaints about behaviours at work. Stela Holder, Head of HR Business Partnering in the Faculty of Health and Life Sciences, developed a session - Demystifying the Complaints Process - that explains the different policies and procedures that complaints can be made under, what happens when a complaint is made, the difference between a formal and an informal complaint and the support available to staff. Seventy-five staff have accessed the recording so far and this will be further promoted as we roll out the active bystander workshops this coming year. Further work in this area is also planned with our Staff Networks.

Spotlight on.....the Festival of Research Culture

The third Festival of Research Culture was held at M-Shed in July 2024, showcasing the work underway throughout the whole institution to establish a more positive research culture. With 100 attendees, including academic staff, technicians, professional services, postgraduate students and partnership organisations (such as artists), 10 interactive workshop sessions covered topics such as; working effectively as research teams, how we can bring creativity and imagination into our everyday work, effective leadership, encouraging leadership for everyone at any career stage, how to support postgraduate students with their careers and developments and how we can be open and transparent in our research.



Dr Caroline McKinnon Deputy Head of EDI, facilitating the "Inclusivity in Research" workshop



"We are proud of what has been achieved to date in terms of enhancing research culture at the University and beyond, and with the launch of our strategic plan for research culture in September 2024, we are excited about future work in this area and the positive impact we can make."

Ms Yasmine Rhoseyn, Research Culture Strategy Manager



Artist impression of the Temple Quarter Enterprise Campus

Temple Quarter Enterprise Campus

Work on the Temple Quarter Enterprise Campus is well underway with an EDI consultant as part of the external Design Team who has advised on the design requirements for the building and public realm. The building (CM1) has been designed with different accessibility requirements in mind, including a range of toilet facilities throughout the building, a changing places facility, induction loops in key spaces, mobility scooter charging, disabled parking and neurodiversity-aware colours/internal design. There is a low distraction entrance and four bookable low distraction student study rooms. The emerging TQ Transport Plan will take into account and plan for the accessibility needs of different users of the building. There is a multi-Faith room and Muslim prayer room with separate male and female ablution facilities. The ground floor has a mix of single sex male and female toilets and gender-neutral toilets and all toilets on levels 2-5 are gender neutral.

The Civic Engagement and Social Purpose workstream is working with a range of partners and local community groups to ensure CM1 facilities are open to a range of users (including via dedicated spaces such as the Bristol Rooms, Story Exchange, and advice clinic spaces) and that those facilities are actively engaged with and used by communities across east, south, and other adjacent parts of the city where there are multiple barriers to accessing higher education (including via micro-campus initiatives in key locations).

Delivering our Digital Strategy

Delivery of our Digital strategy is vital for the success of our 2030 vision. The strategy aims to provide the technologies that help create a dynamic teaching and learning environment. Where possible we aim to use these technologies to enable every student, no matter their location, to learn actively, be creative and solve problems. Students will be able to draw on the best combination of in-person and online learning and support, with colleagues empowered to harness the power of technology to teach.

Within our Modern network programme, we are looking to enhance our Wi-fi network across 229 University buildings. This will in turn then provide a platform worthy of our world-class campuses, enabling innovative research, creative teaching and inclusive learning for our communities. We are also looking to provide better access through our Virtual Desktop Infrastructure (VDI) project. This aims to provide our users secure, global, remote access to fast and standardised computing services inside the security of the University's IT environment, irrespective of the user's connecting device. Whether accessed on campus or remotely, this will help drive digital equity for all.

Data collection and analysis to listen to staff voices

Bristol Counts is our campaign to ensure that we have an accurate picture of the individuals who make up our staff community, so that we can better understand and remove barriers, ensuring that each of us has the best possible staff experience. Staff are periodically asked to review and update their diversity data, and our MyERP platform allows for self-disclosure. Our most recent communication, in June 2023, has resulted in an increase in staff who have shared their personal data with us: disability (99%); ethnicity (92.5%); gender identity (64%); gender (47%); religion or belief (82%); sex (100%); and sexual orientation (81%). These increases allow us to produce more accurate datasets for our work, or evidence for positive action.

Our Staff Experience Survey was launched in March 2024 to provide a more in-depth picture of what our staff think it's like to work at the University of Bristol. 45% of our colleagues provided responses to the survey to give their views on topics under the broader themes of Leadership and Management, Job Satisfaction, Our Relationships and Culture, Personal Development, Wellbeing and Work-life balance, and Change. These results will be disaggregated by different groups to enable deeper and more nuanced insight into how staff experience the workplace.

Mitigating bias at recruitment and promotion

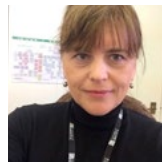
Rather than have stand-alone 'unconscious bias' training, we integrate bias awareness into wider HR initiatives to debias people-related processes themselves. Guidance

on disrupting bias in shortlisting, interview and promotion was enhanced to encourage a more consciously inclusive approach to decision-making. This encouraged colleagues to adopt the Pause to Reflect model when making decisions, which has been well-received in terms of simplicity and impact.

Pause to Reflect

Ask yourself, am I awarding this score because:

- X *They remind me of the previous post-holder*
- X *They would fit in well with our team*
- X *We have something in common e.g. same University, previous employment*
- ✓ **I can point to evidence that supports my decision in terms of how they meet the job criteria** *(this should be your answer)*



"The 'Disrupting bias during promotions process' guidance has been greatly appreciated by the Faculty of Life Sciences promotions committee. It was shared with the committee prior to the sitting of the Faculty Promotions Committee and the Dean also highlighted the main aspects of the guidance during introduction. The Committee and the observer commented afterwards that the guidance was well written and has served as a helpful reminder to all to keep those principles at the forefront of every aspect of the process."

**Stela Holder, Head of HR Business Partnering,
Human Resources**



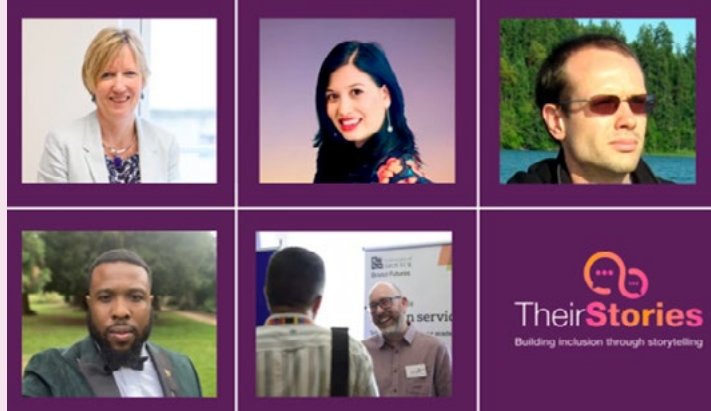
Changing culture through storytelling

Our award-winning TheirStories programme returned for this academic year with a series of five events where colleagues shared their personal journeys and experiences so far.

TheirStories uses personal storytelling as a vehicle for building workplace inclusion, improving employee engagement, challenging bias, countering stereotypes, and developing a culture of belonging. The idea for TheirStories was based on a need to look beyond the data that routinely informs EDI activity and adopt a more person-centred approach to challenging bias and countering stereotypes in the workplace. Storytelling is a hugely powerful way to drive culture change through raising awareness and building empathy and understanding. Our University is made up of brilliantly unique individuals, and we all have something to learn from each other.

To celebrate Pride, and in collaboration with our LGBTQ+ Staff Network, we held a TheirPrideStories event for the second year running, hosted by one of the co-chairs of the Network, Polly Clare-Hudson. In this in-person event, we heard from Simon Gamble, Head of Study Skills, Library Services, who told his personal story through the lens of Pride's history. In an entertaining, but also thought-provoking session, Simon explored the past and present challenges facing the LGBTQ+ community.





Top left to right Professor Tansy Jessop (Pro-Vice Chancellor Education), Dr Lata Nautiyal (Research Associate, School of Computer Science), Professor Rich Pancost (Professor of Biogeochemistry, School of Earth Sciences)

Bottom left to right Mictroy Mitchell (Leading Technician, Engineering Faculty Office), Dr Simon Gamble (Head of Study Skills, Library Services)

Creating a 'human library'

All events are recorded and uploaded to our TheirStories Library creating a 'human library' of personal stories to be stored and shared. Over 500 colleagues joined a TheirStories session over the past year and a total of 2876 staff have browsed the digital library. Colleagues have noted that the honest and reflective narrative from the speakers, highlighting not just the highs in their lives but also the lows, resonated that there are shared commonalities between us all, regardless of job title or role.

"I found this session really insightful; it resonated a lot with my socio-economic background and it's heartening to see someone from a similar background who is so successful....and who still actively advocates despite this success.

Feedback from an attendee at TheirStories events

"I am grateful to the TheirStories programme for allowing me to discuss navigating academia as a working-class, first-generation scholar. I've had trouble articulating this in EDI discussions - I am no longer working class, I am from a 'working class background', such that my current situation is much less entangled with my identity than if I were a woman, racial minority, disabled or LGBT+. Nonetheless, our current students struggle with these challenges, and it is vital that they are discussed. TheirStories provided the impetus to discuss my background and struggles - and to even explore how the legacy of those experiences still affects me. Crucially, the space and time that TheirStories afforded allowed me to explore tensions and intersections with other forms of marginalisation; that space was necessary for me to feel comfortable discussing these issues in a manner that was genuine."

Storyteller, Professor Rich Pancost, Professor of Biogeochemistry, School of Earth Sciences

Essential EDI Training

82% of our staff have completed the Essential EDI training over the past academic year. This is an increase from 77% in academic year 2022-2023. Going forwards, this module is being revised and updated, in preparation for its launch in the new academic year.

Staff Welcome and Engagement Events

The Staff Welcome and Engagement Event is an event for new and existing staff to meet colleagues from different departments. Two events were organised by the University's Staff Engagement Team during 2024/24 with over 200 attendees in total.

Members of the EDI team delivered a talk to colleagues at both of these events to give a more in-depth overview about the role of the central EDI team, to promote the Staff Networks, and to discuss the University's EDI Sub-Strategy.



The Staff Welcome and Engagement Fair 2024

Trans Awareness: The Basics by Gendered Intelligence

Gendered Intelligence delivered three Trans Awareness training sessions to 240 staff to increase awareness of how to support our trans staff and students.

“Thanks...for this really important and informative session that asked us to think more deeply about our experiences and the constructs around sex and gender.”

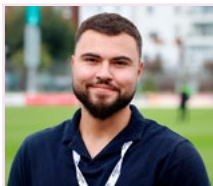
“That was a very useful and informative training session. I will definitely use the resources to make myself more confident around trans issues.”

“This was a great, informative session and I feel I have learnt a lot as well as starting to think about my own gender identity and how I express myself. It has also made me aware of how to be a better ally to the Trans community.”

Feedback from attendees



International Men's Day 2024



Lewis Wedlock
Creator of Mendable

To commemorate International Men's Day, Lewis Wedlock, an academic and social psychologist whose work centres around exploring and challenging societal structures, ran an event focussing on men's mental health. Lewis discussed the perceptions of masculinity and what this means with respect to men recognising the need for help, asking for help and where to seek help, particularly in relation to mental health.

Over 150 staff have engaged with the event with 94% positive feedback. In the coming academic year, Lewis will return to the University to facilitate a 3-part discussion and investigative series of workshops to support Postgraduate Research students to understand the complex mix of societal constructs of masculinity and lived experiences and explore these compassionately.

"Lewis gave a fantastic talk...It is one thing for men to engage in mental health conversations and another to talk about their own mental health. Lewis highlighted this in ways I've never thought about before. It was interesting to see everything in terms of masculinity."

Feedback from an attendee

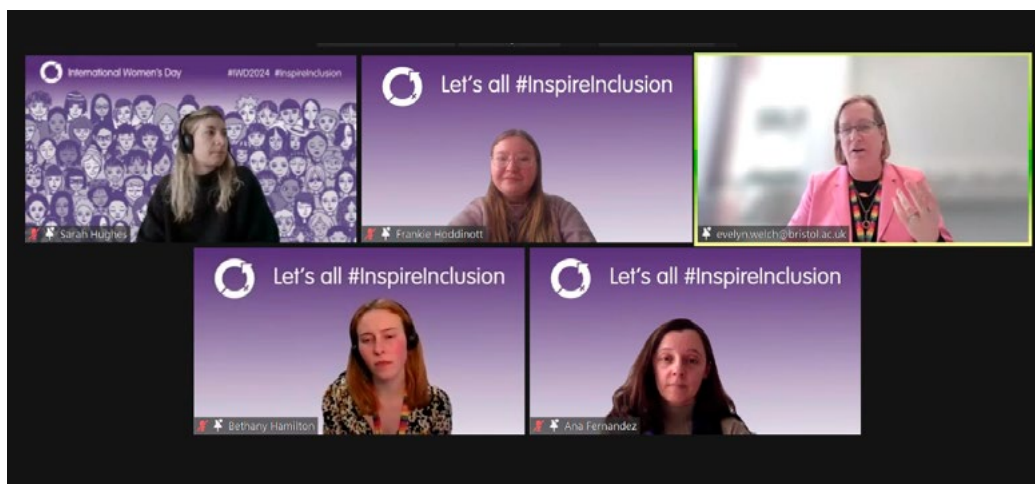


Staff and students in the chemistry department at University College Bristol, 1907-08

International Women's Day 2024

We celebrated International Women's Day with 477 staff and PGRs engaging with a programme of central events.

As the first Higher Education institute in England to admit women on an equal basis to men, the University has a proud history of giving women equal opportunities. To highlight and celebrate some key women in our history to the present day, an online mini-exhibition was curated via a central EDI Team and Special Collections collaboration. The exhibition will continue as a live project that will be updated as the University continues its work on sex and gender equality.



[Left to right] **Sarah Hughes** (WSN Events Rep), **Frankie Hoddinott** (WSN Comms Rep), **Vice-Chancellor and President Professor Evelyn Welch**, **Bethany Hamilton** (WSN Chair), and **Ana Fernandez** (WSN Co-chair).

Two events were held in collaboration with the Women's Staff Network. Dr Nilu Ahmed, Associate Professor, in Social Sciences, Bristol Dental School discussed her work and experiences of building inclusive research and teaching practices into Higher Education and how being a woman of colour in academia impacted this work.

Our Vice-Chancellor and President, Professor Evelyn Welch, presented an open online discussion alongside members of the Women's Staff Network on her experience working at the University, sharing how the University is championing inclusivity in the workplace and reflecting on the work still remaining.

LGBTQ+ History Month 2024

LGBTQ+ History Month is an annual month-long celebration of LGBTQ+ history which takes place during the month of February in the UK. LGBTQ+ History Month aims to increase the visibility of LGBTQ+ people, their history and experiences. It is an opportunity to reflect on the progress that has been made for LGBTQ+ rights, whilst also recognising the barriers that still exist and the importance of continuing to fight for equity.

The theme for LGBTQ+ History Month 2024 was “Medicine - Under the Scope”, which celebrated LGBTQ+ peoples’ contribution to the field of Medicine and Healthcare both historically and today.

Dr Jo Hartland (they/them) delivered a talk that explored the timeline of LGBTQ+ medical history over the past 90 years. They discussed the challenges that have existed for the LGBTQ+ community within medicine during this time, and the barriers that continue to exist today, including so-called conversion therapy. During this month, Jo and their work was also highlighted nationally and internationally by the LGBTQ+ History month charity.



Dr Jo Hartland (they/them)
Senior Lecturer, Bristol Medical
School (THS)

“Thank you to Dr Jo Hartland for bringing these issues to the forefront and ensuring that LGBTQ+ voices are heard within the University and the wider medical research field.”

Feedback from attendee



Supporting and Advocating for LGBTQ+ Children and Young People

As part of LGBTQ+ History Month, the central EDI Team, LGBTQ+ Staff Network and Parents and Carers Staff Network arranged an event focused on supporting and advocating for LGBTQ+ young people. The event aimed to support parents, carers, and relatives to feel more confident in discussing sexuality and gender identity, so that they could better support the young people in their lives.

The event involved hearing from representatives from FFLAG, a national organisation that aims to help parents and families understand, accept and support their lesbian, gay, bisexual and transgender family members. The speakers talked about their own experiences and outlined the support that families can receive from FFLAG. The event also benefited from having anonymous quotes from members of the LGBTQ+ Staff Network about their own personal experiences of realising their identity and coming out to friends, family and carers. They shared what they felt had gone well, what could have gone better and any advice they had for parents navigating this journey.

“It was great to hear from the members of FFLAG about their experiences of having LGBTQ+ children. I also appreciated reading the bits of advice that were pinned up on the wall from members of the Uni’s LGBTQ+ staff forum.”

Feedback from attendee

Black History Month

To commemorate Black History Month’s theme, ‘Saluting Our Sisters’, artist, and inspiring activist Dr Michele Curtis joined the EDI Team for a special lecture exploring the historical representation of Black Womanhood. This lecture highlighted the stigmas pitted against Black woman throughout history, and the importance of showcasing women who pioneered the American, Caribbean and British civil rights movement. The lecture further highlighted modern Bristolian women and the contributions they have made to the city.

“Raising awareness of this issue and learning about real life people and their stories and the history of real black women. Lovely to welcome back a University of Bristol alumni too and to hear on the work she has been doing around Bristol and making a real difference.”

Feedback from attendee



Dr Michele Curtis
Founder and Director of Iconic Black
Bristolians

Spotlight on... **BQIT Conference 2024 – Thoughts for Inclusive Networking**

Following a successful event last year, which looked at representation along the academic pipeline, the Bristol Quantum Information Technologies (BQIT) Conference repeated their stand-alone EDI-related session for over 100 delegates to hear about best practice and discuss how they can make professional networking more accessible within their research groups, institutions, and sector. Working in collaboration with the central EDI Team, the organising committee (Dr Jon Pugh, Dr Siddarth Joshi, Holly Caskie, Zulekha Samiullah and Oliver Green) gauged feedback from attendees on moving away from the traditional drinks receptions usually associated with conferences with the addition of a LaserFusion social event. Participants worked in small groups to identify tangible steps they could take to make networking more inclusive within their areas and Zulekha Samiullah (PhD student, Quantum Engineering Centre for Doctoral Training) also spoke about Quantum Squash, a non-competitive, nominal fee, sports social club that she set up that has been so successful it has seen Zulekha recognised for her work in the Bristol SU:50 Most Influential 2024 list.

“A selfless force of influence on campus, Zulekha has been recognised as going out of her way to build a sense of community for her cohort. In creating a Squash Club this academic year, she has provided a welcoming environment for PhD students to spend time with one another. Within the sessions, Zulekha volunteers much of her time teaching beginners so that ability is not a barrier to participating. It’s clear that Zulekha’s impact in Bristol has touched the lives of many – and her influence is rare, but so important to those that are lucky to have her as a colleague.”

With some excellent ideas and suggestions emanating from the discussions, the BQIT Conference Organising Committee shared a summary of the event with delegates, for positive steps to be taken for future conferences and in their day-to-day work.

Apprentice Staff Network



Mary Millard
Executive Director of Faculty Operations
Senior Executive Sponsor for the
Apprentice Staff Network

“I’m really proud to be the Senior Executive Sponsor for the Apprentice Staff Network. I’ve had the chance to support and develop a number of apprenticeship schemes across the University over the years, and it’s been a brilliant way to recruit and train some fantastic colleagues. I’m keen to work with the Network to understand how we can best support and expand our apprenticeship offering. We have a great opportunity to deliver on our civic mission and grow our reputation as an excellent employer in the region.”

Mary Millard

The Apprentice Staff Network (ASN) is a community of 31 members in technical and non-technical roles across multiple divisions and faculties within the UoB. It’s not just a Network but a safe space where all apprentices within the UoB can unite, share their unique experiences, and stay connected throughout their career journeys, fostering a sense of belonging and support.

The ASN met quarterly online and biannually in person for training and development days. The ASN chair also arranged drop-in career progression sessions and 1-2-1 meetings quarterly or when needed to ensure the apprentice’s apprenticeship (work and tuition provider) was all going well. If any issues did arise (with the apprentices’ consent), the ASN chair raised the problems with the apprentice’s appropriate HR advisor and Employability and Opportunities Team to resolve the issue.

At the end of 2023, the Network underwent a restructuring as founder and Chair Niah Rhoden-Edwards stepped down after serving two years. With this restructuring, the Network has split into two sections: one to support Technical apprentices and another to support Non-Technical and Professional Services Apprentices. The new Network Co-chairs, Rowan Kinsella, Georgia Stockford, and Charlie Hardwell will meet throughout the year to assess Network members’ priorities and how best the Network can improve apprentices’ experiences.

Over the next year, the ASN will arrange several in-person and online opportunities for Network members to get together and share experiences to support them during their apprenticeship and further career progression.

Disability and Wellbeing Network (DAWN)



Lucinda Parr

Chief Operating Officer, Registrar &
University Secretary

Senior Executive Sponsor for the
Disability and Wellbeing Network (DAWN)

“I am delighted to become the Senior Executive Sponsor for the Disability and Wellbeing Network (DAWN). It is incredibly important that we all feel able to bring our whole selves into work and have the right support and understanding to enable us to thrive at work. I hope to support the Network in its mission to raise the visibility and understanding of the challenges that disabled members of our University community experience, and to work together to find solutions that are impactful.”

Lucinda Parr

The Disability and Wellbeing Network, with currently 24 members, supports disabled and chronically ill staff by providing staff with a space to talk openly about disability, and to work with the university to ensure that disabled voices are heard. The network has a growing number of members from across the university including academics, professional services staff, and PGR students. This year also saw Lucinda Parr, Chief Operating Officer, Registrar and University Secretary join as executive sponsor.

The 23/24 academic year was the first full year of the network and the co-chairs have focused on working with the EDI and other relevant teams to advocate for policy changes that will benefit disabled staff. So far, we have: advised on An Introduction to Workplace Adjustments form for UoB staff and Line Managers, changed the University’s policy regarding the use of Apple products for disabled users, and been involved with ensuring new building designs at the University are suitable for disabled staff and students. The Network has also collaborated with the Neurodiversity Staff Network to raise the profile of the Access to Work Scheme and to highlight issues that affect members across both Networks.

LGBTQ+ Staff Network



Paula Coonerty

Executive Director for Education and Student Success

Senior Executive Sponsor for the LGBTQ+ Staff Network

“I am honoured to be the Senior Executive Sponsor for LGBTQ+ staff at the University of Bristol. I seek to be a strong voice for staff and students who identify as LGBTQ+ to make sure they can be their best selves in their work or studies because our university is a richer place to work and study because of all that they bring. As the senior director with responsibility for education and student support, I work to ensure that university activities and services are inclusive of all, particularly LGBT+ members of the university community, and am committed to ensuring that colleagues and fellow students are supported to understand and undertake acts of allyship.”

Paula Coonerty

The LGBTQ+ Staff Network creates space for all staff members who identify as LGBTQ+ to celebrate and support one another. The Network organises regular social events, newsletters and communications within the membership; hosts events open to all University staff and PGR members, co-ordinates Pride and LGBTQ+ History Month activities; and works with the University in an advisory capacity across a range of policy areas. The Network has over 320 members across academic, technical, and professional services staff and PGR students.

During 2023/24 the Network held a range of activities and has been pleased to have had a focus on continuing and strengthening activities with fellow staff networks to build solidarity and community in the knowledge that many LGBTQ+ people live at intersections of marginalisation. The Network has organised wellbeing ‘lunch and doodle’ sessions with the Neurodiversity Network and a visit to an exhibition on disabled artists at Bristol Museum with the Neurodiversity and the Disability And Wellness Networks. We have also built on the success of previous collaboration with the Parents and Carers Network and hosted events for staff who are parents of LGBTQ+ children as well as regular meetups for LGBTQ+ parents and future parents. The Network thanks all committee members from all the Networks for co-ordinating these valuable events.

Over the last year we have grown our committee and now have ten members as well as our Trans and Non-Binary Voices group, and through the hard work of our brilliant committee members we have seen our Network flourish this year. Our Communications Reps keep the Network informed with a monthly newsletter, as well as special editions for LGBTQ+ History Month and Pride Month. Our three Socials Reps have worked tirelessly to arrange two different monthly socials for all Network members as well as ad hoc events

like climbing trips and quizzes. Our outputs for LGBTQ+ History Month were much more comprehensive this year and included a talk on the history and current use of so-called conversion therapy, a pub quiz on LGBTQ+ history, and creating and sharing of twice-weekly profiles of queer historical figures.

Pride continues to be an important celebration of LGBTQ+ people and their ideas, joys, and achievements, as well as an opportunity to channel pain, fear, and anger at rising hateful rhetoric into the energy to continue fighting for liberation for all. We celebrated Pride at Bristol Pride and with the second special edition 'TheirStories' event where Simon Gamble, a previous co-chair, was interviewed by the current co-chair Polly Clare-Hudson on his own experiences through the lens of Pride's history.

The Network co-chairs have also been pleased to feed into University conversations and policy through avenues such as the Athena Swan Implementation Group, the Mental Health and Wellbeing Steering Group, and meeting directly with the Vice Chancellor. At a time when trans people and their rights are under political attack both globally and in the UK, the Network continues to find and create all possible opportunities to advocate for active and confident celebration of trans people. The Network is working with the Students' Union and the Student Inclusion Team to develop resources to make it clear to all staff that Trans and Non-Binary people are valued at the University of Bristol.

The Network stands in solidarity with all members of the LGBTQ+ community and continue to call on all members of the University to do the same.

Neurodiversity Staff Network



Barra Mac Ruairi
Chief Property Officer
Senior Executive Sponsor for the
Neurodiversity Staff Network

"I am delighted to take on the role of Senior Executive Sponsor for the Neurodiversity Staff Network. I appreciate the vital role that the Network plays in supporting the neurodiversity of our staff and addressing the day-to-day challenges that our neurodivergent colleagues face. In undertaking this role, I hope to increase awareness and understanding of neurodiversity among my peers, and ensure that neurodivergent voices are heard, understood and responded to effectively."

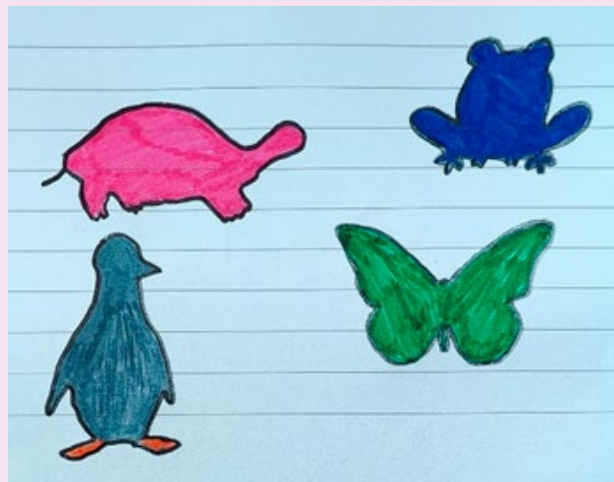
Barra Mac Ruairi

The Neurodiversity Staff Network's new Co-chairs, Teresa Patten and Zosia Beckles, and new Deputy Chairs, Ben Blakemore, Lily Roff and Lucy Armstrong, are actively shaping the future of the Network. The Network has had continued to engage with our 238 members by having online meetings complemented by face-to-face events over the past year.

The Neurodiversity and LGBTQ+ Networks have run joint lunchtime Lunch & Doodle events – these provide a relaxed, informal, no-judgement, supportive space for members to make art.

The Neurodiversity and Parents & Carers Networks ran a joint online event in May 2024 for parents and carers of neurodivergent (ND) children and/or adults. Guest speaker Dr Melea Press talked about "Ghost Parents" – a term she has developed for parents of ND children who put a huge amount of energy into supporting their children to thrive in a challenging world. An active Teams channel has emerged from this event where parents and carers can share experience, tips and advice.

We have run events in the Sky Lounge at the top of the Life Sciences Building which has space for refreshments, a quiet area, Lego, games and an outside space which offers great views over Bristol.



Artwork created by Lunch & Doodle participants
Lego creation from a Sky Lounge event

Parents and Carers Staff Network



Jon Hunt

Executive Director, Research & Enterprise,
Senior Executive Sponsor for the Parents and Carers Staff Network

“I am delighted to have been asked to act as Senior Executive Sponsor for the Parents and Carers Staff Network. We all are coming to terms with what it means to be a good parent. As a dad of neurodiverse children, it is especially important to show care whilst applying correction. It makes us learn what good behaviours are...and try to role model. You'd hope that makes us better managers...But being part of this Network is also about helping others and accessing vital information – it plays a key role in establishing a dialogue for a more inclusive approach to parenting.”

Jon Hunt

The Parents and Carers Network is for UoB staff who have caring responsibilities. We support colleagues who are making the transition into parenthood or welcoming a new addition to the family, as well as those who are balancing work with their new or ongoing caring responsibilities for their family or other dependents.

We have over 780 members on our Viva Engage group, which provides a forum for members to connect with each other and share knowledge and experiences. We surveyed members in early 2022 about the support they want the network to provide and have continued to work on the areas highlighted by the survey. We are looking to run a similar survey in 2024/25. For the current academic year, we have organised in-person and virtual ‘meet the network’ events bringing network members and the network committee together, also providing an opportunity for members to share any feedback, helping to inform planning for 2024/25.

We have organised joint events with the LGBTQ+ and Neurodiversity staff networks and looking to have more collaborations with other Staff Networks in the new academic year. We worked with the EDI team to host an event for National Carers Week in June, highlighting the experiences of carers and the support available, as well as an event in the summer focusing on the transition to parenthood and the challenges this can present.

We continue to work with HR policy team to improve our policies for parents and carers, sharing feedback, helping to communicate relevant policy changes and supporting Network members.

Women's Staff Network



Palie Smart

Associate Pro Vice-Chancellor for Global Civic

Senior Executive Sponsor for the Women's Staff Network

"It is a privilege to be supporting the newly formed Women's Staff Network. As a Senior Executive Sponsor, I hope my personal and professional experiences will better shape their future success in the context of our University's commitment to gender equality. In addition, in my role as Chair of the Swan Implementation Group, I will engage members of the Network to champion their needs, with a focus on intersectionality, so that members can thrive in a globally competitive industry and become an inspiration to others like them."

Palie Smart

The Women's Staff Network (WSN) was launched in September 2023 to create a space where women (inclusive of cis and trans women) and non-binary staff members can come together to network, share their experiences and work together to improve the experience of staff in the workplace. In just nine months, the Network has flourished. Welcoming over 190 members, holding network events,

celebrating International Women's Day 2024, and appointing our Senior Executive Sponsor, Professor Palie Smart, are just a few of our achievements since we were established in September.

International Women's Day presented a fantastic opportunity for the Network to raise awareness of the obstacles still facing women in the workplace. To mark the occasion, the committee collaborated with the central EDI team to organise two talks around this year's theme 'Inspire Inclusion'.

However, our work extends beyond our International Women's Day events. We've actively been engaged in projects such as the EDI Caucus on menstruation and peri/menopause, and we are collaborating with colleagues in the EDI team to further our agenda items, such as calling for the provision of menstrual health products in staff bathrooms across campus. We are also working with the People Development team to feedback and get involved with their pilot mentoring scheme, which looks to expand the existing Bristol Women's Mentoring Network.

Furthermore, our executive sponsor Professor Palie Smart chairs the University's Athena Swan Implementation Group, of which our Network Chair Bethany Hamilton is also part. In this way, we're able to represent the voices of our Network members at an institutional level and ensure that the University progresses with its gender action plan.

Looking ahead to the next academic year, we envision continued collaboration with other Staff Networks, using our collective influence to drive meaningful change on behalf of our members. We also look forward to holding more events for our Network members to facilitate networking opportunities; furthering our agenda items; and representing our membership at meetings with the EDI team.

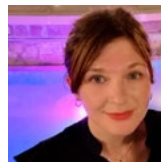
National Day for Staff Networks

National Day for Staff Networks is an annual, nationwide event dedicated to recognising the importance of staff networks in the workplace. To celebrate the day, and our fantastic Staff Networks, the EDI Team arranged a meet-and-greet event in the Global Lounge. At this event, staff were able to meet the Chairs, Co-Chairs, committee members and Senior Executive Sponsors of five of our Staff Networks and find out more about the work they do and how they can get involved.



Some attendees of the National Day for Staff Networks: Meet the Staff Networks event

Our Staff Networks are vital to the equity, diversity and inclusion work that we do at the University. By providing a safe space for staff with shared identities to connect and express their views, they ensure that the work we do is informed by the experiences of their members, which is essential to creating an inclusive culture where everyone feels like they belong.



“It’s fantastic to bring our brilliant Staff Networks together and give staff the opportunity to meet members and find out first-hand the brilliant work they are doing. It can often feel daunting starting something new, but I hope by coming along to the event, staff were able to see the impact our Networks have on our community.”

Emily Carter, Associate EDI Partner

DIVERSE CIVIC PARTNERSHIPS

Our strategic aim for Diverse Civic Partnerships is to develop deeper and mutually beneficial relationships with a diverse range of stakeholders across our vibrant city. This will continue to build confidence and trust in the University as an employer and provider of education and strengthen our position as a civic university delivering a brighter future for Bristol's people.

Bristol Women in Business Charter.

As founding signatories of the Bristol Women in Business Charter, the University was proud to be invited to take part as a panellist in their "Recruiting for Difference" event, to discuss ways the University is supporting neurodivergent applicants, and also host their "Challenging Bias in AI: A call for bolder action in Bristol STEM" Charter event. This was particularly pertinent given the news of the University being chosen to host Isambard AI, which will be the UK's fastest supercomputer.

"We appreciate the University of Bristol, as a founding signatory of the charter, in hosting such an important event and to Professor Phil Taylor who shared with us the power of the new Isambard AI supercomputer and what we can do to promote diversity and inclusion in STEM at not only the student level but across organisations."

Kristal McNamara, Director, Bristol Women in Business Charter



Left to right - Rebecca Dugdale, Joyann Boyce, Phil Taylor, Laura Aiken



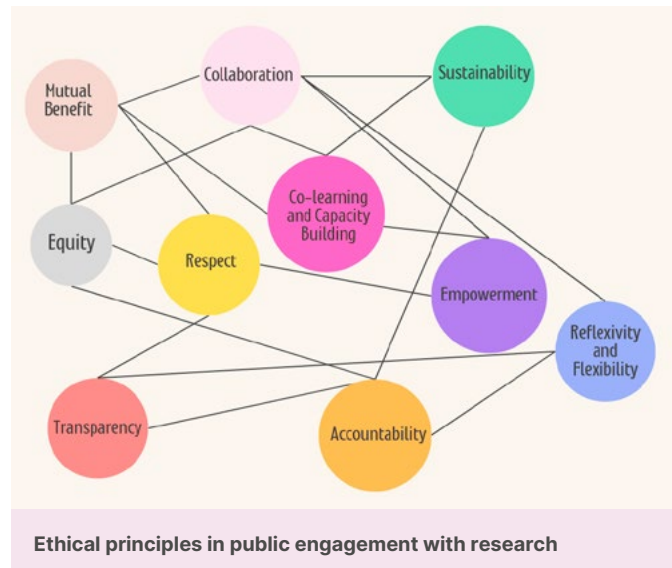
BRISTOL WOMEN IN
BUSINESS CHARTER

We're not just about gender.
Equity through an intersectional lens.

Spotlight on.... Ethical Engagement and Research Impact

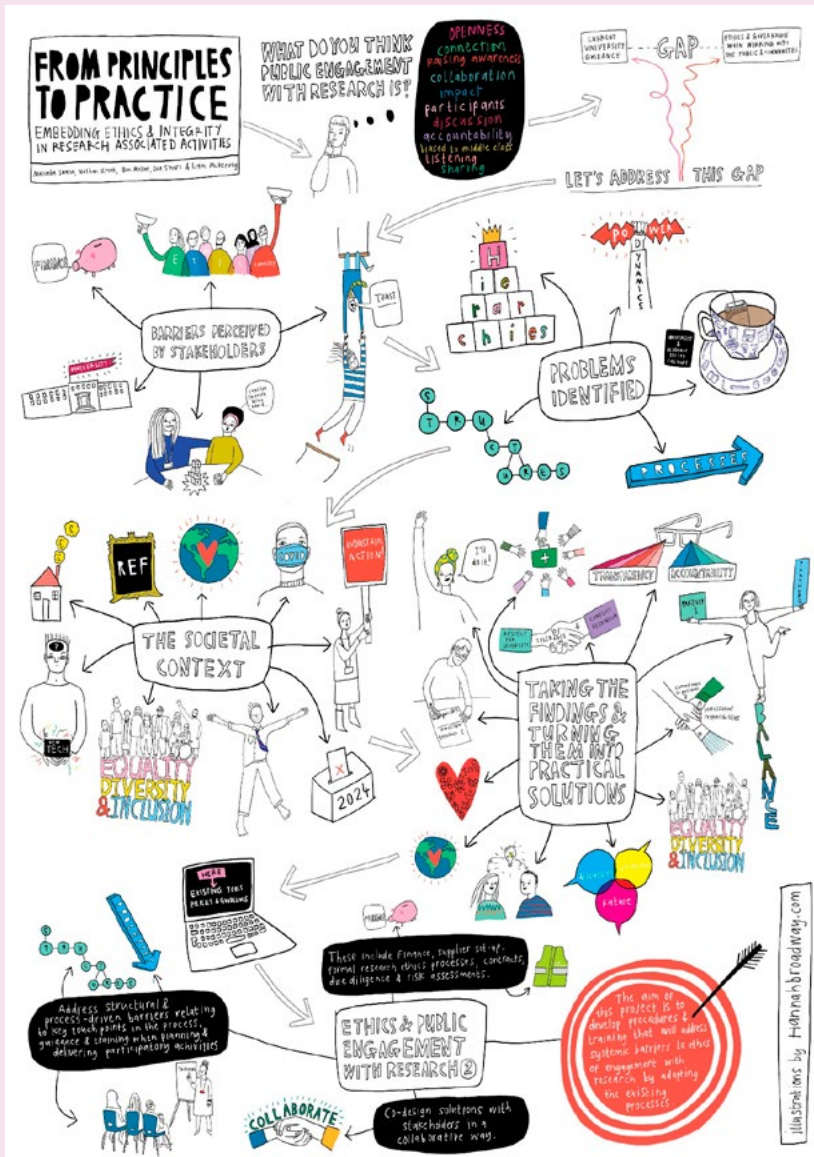
A recent collaboration of the Research Governance and Public Engagement teams in Division of Research Enterprise and Innovation (DREI), supported by an Enhancing Research Culture grant has developed resources to guide staff and PhD students in ethical and sustainable public engagement practices. This project responds to growing expectations from funders and universities for researchers to involve diverse voices in the research process, leading to wider impacts, and to incorporate meaningful engagement into their work from the outset.

A key focus of the project has been addressing a current gap in the University guidance and the ethics and governance processes for research-related activity. New resources offer guidelines for ethical engagement with non-academic partners, stressing the need for transparency, inclusivity, mutual respect and reciprocal benefit. This ethical framework helps researchers navigate the complexities of involving the public in research and impact while maintaining the integrity of their work.



The ethical principles will also be a helpful starting point for anyone working with communities outside the University, to build equitable, sustainable and diverse relationships. By equipping staff to embed ethical principles in their engagement work and providing practical resources, we are fostering an inclusive research culture within the University and more meaningful and impactful interactions with society.





Embedding ethics into research related activities

This work has been undertaken by Matimba Swana, a PhD student working with the Public Engagement and Research Governance teams. We would like to thank everyone who was involved, internally and externally to the University, that shared their experiences, needs and solutions. The project will continue into next year, developing practical interventions to make informed, ethical working as easy as possible.



Matimba Swana, PhD Student, School of Engineering Mathematics and Technology

Working with education providers

We are working with schools, colleges and alternative education providers to ensure students are aware of different careers at the University of Bristol and the pathways into those careers, such as apprenticeships. Over the past year we have delivered 4 JOIN US! Work experience sessions and 2 Careers Fairs reaching over 1200 year 9-11's.

Some of the education providers we worked with include:

- South Gloucester and Stroud College (SGS)
- City Academy
- St Brendan's College
- City of Bristol College
- St Mary Redcliffe
- Bristol Metropolitan Academy
- Merchant Venturer's Academy
- Cathedral School
- Learning Partnership West

Job events

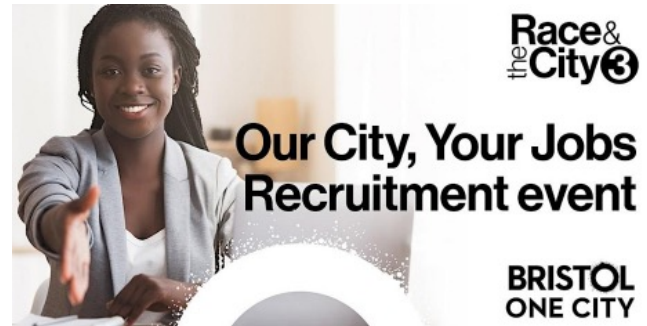


Janice Murphy

Payables Manager Race and the City, Our City, Your Jobs Fair

Each year we attend a range of job fairs and careers events. This year we have attended Administration and Catering focused job events hosted by Seetec, an employment agency working with the Department for Work and Pensions (DWP).

We also contributed to the annual Race in the City where colleagues from Finance came to share information on the many roles the University's Finance team has to offer.





#ShareToSupport

West of England Combined Authority's #ShareToSupport scheme, delivered by Western Training Provider Network, calls on large employers to pledge their unspent apprenticeship levy to support the recovery of small businesses across the West of England. Supporting our Global Civic University ambitions we have helped create 89 apprenticeships across 36 Small Medium Enterprises (SMEs) in the region, sharing 20% of our levy.



Left to right – James Bigwood, Dan Norris, Rebecca Scott MBE, Lucy Smith, Cameron Dicker

Widening participation

Age should never be a barrier to education and supporting mature learners to (re) engage with higher education at Bristol remains a key priority. Our mature intake increased to 5.2% in 2023, compared to 3.9% in 2022. We continue to employ our innovative Guaranteed Offer (or Interview) policy for students studying Access to Higher Education courses. This admissions policy is supported by a programme of innovative targeted information, advice and guidance (IAG) to local and national FE colleges. In 2023/24 IAG has been provided to almost 300 adult learners in local colleges and community settings including City of Bristol College, WEA (Workers' Educational Association) and at community learning sessions delivered by South Gloucestershire council).



This year we have delivered 6 JOIN US! Sessions, including 2 JOIN US! for an Archive Assistant role at the Barton Hill Micro Campus and The Gatehouse in Hartcliffe which was attended by 40 potential applicants. A total of 285 applications were received for this role and, despite an anonymous application process, 2 JOIN US! participants were interviewed.

We also worked with Western Training Provider Network, British Telecom and 1625IP to deliver a JOIN US! Apprenticeship session for six of their tenants to learn more about our Events Assistant and Property Management Apprenticeships.

JOIN US! and Employment Outreach

The JOIN US! programme is aimed at providing a supported route into employment for individuals from a diverse range of backgrounds, who might not otherwise enter employment in general or consider the University as a potential employer. It has been developed as a response to our engagement with local communities, in our work to develop the Temple Quarter Enterprise Campus.

The programme is designed to be flexible and to work with a range of communities that are currently under-represented across our workforce or that face barriers to employment. It aims to remove entry barriers to employment such as process knowledge and perceptions and expectations.

“The workshops themselves are clearly really successful – Sian, Laura and I thought the advice and opportunity to discuss and practice making a good application was excellent for people considering applying.”

Julian Warren Head of Theatre Collection

Working with Bristol and Beyond

Working collaboratively with a range of external partners and stakeholder, the central EDI Team represents the University on boards and committees across the city and on national EDI groups to address common challenges and share best practice. We contribute to a range of groups focused on improving representation and opportunity in employment, including:

- **Bristol Race Equality Strategic Leaders Group** - the multi-agency Bristol Race Equality Strategic Leaders' Group (BRESLG) looks at ways we can all work together as one city, to tackle some of the challenges we face and find ways to improve opportunities and experiences for our racially minoritised communities. BRESLG works closely with a range of sectors and includes representatives from local public sector organisations as well community groups and the voluntary sector.
- **HR Race Practitioners Group** – a cross city working group that supports Bristol's Race Equality Strategic Leaders Group, where organisations share best practice as well as delivered this year's job events such as Our City, Your Jobs.
- **Building Better** – a cross city strategic board that looks at how successful Bristol planning applicants can make a commitment to employment, skills and education, with a particular focus on areas of high deprivation.
- **Temple Quarter Recruiting Differently** – made up of some of the Temple Quarter Partners, this group share inclusive recruitment best practice and focuses on apprenticeships as a career path. The group hosts apprenticeship information sessions and connects potential apprentices with potential employers.
- **Bristol Future Talent Partnership** – cross city group providing work experience for those from minority ethnic backgrounds. This year we expanded on last year's offering at the Botanical Gardens and students got to spend time in Biological Sciences as well as hearing about traditional University pathways and apprenticeship pathways.

LOOKING AHEAD



James Bigwood,
Chief People Officer
and **Paula Coonerty**,
Executive Director
for Education and
Students

The University finds itself at a critical point in its history, striving to be established among the world's top 50 research-intensive universities and the top 10 in the UK by 2030, whilst navigating a very challenging environment for higher education. Our success will be determined in part by how successful we are at building a community founded on principles of equity, diversity and inclusivity.

As an institution that values and champions the academic endeavour, its freedoms, impact and power to create change, we have an unquestionable ethical case to be a leader in equality, diversity and inclusion. However, our moral obligation is not the only critical driver. In a world where the best talent is highly mobile, institutions that are successful in establishing a culture that reflects those principles will be more likely to attract and retain a broad base of students and staff. Those that do not and who cannot provide the reassurance that they are truly a place for everybody, will ultimately decline. In this context our approach to EDI is not simply about 'doing the right thing' but is also a key component in realising our strategy.

We are two communities in one. The first is our student body of thousands, ever changing, increasingly diverse, and with expectations of the institution that reflect a rapidly transforming society and global outlook. The second is our workforce made up of committed and talented staff, many of whom have years of service, diversifying more slowly but with a strong sense of engagement with the University and its purpose. The two exist within the context of a city that is itself changing rapidly, coming to terms with its history whilst transforming demographically and continuing to expand. These elements come together in a creative and exciting, if not always harmonious, culture and environment that we seek to harness successfully in pursuit of our vision.

In continuing to pursue our future ambitions around EDI, we will strengthen our current framework for EDI leadership and governance, with a clear and transparent focus on outcomes rather than activity. Experience and outcomes for disabled staff and Black staff will be a specific focus for 2024/25. For students there will be a focus on implementation of the University's 2025-29 Access and Participation Plan, with enhanced activity to address inequalities in student success. Diversification of our student and staff communities will remain a priority, and this will be connected to a co-ordinated approach to cultural and behavioural change to ensure that our university is a place where everybody belongs, can be themselves and do their best.

If you need all or part of this publication in an alternative format please contact the Equity, Diversity and Inclusion Team email:
edi-team@bristol.ac.uk

bristol.ac.uk