

ID	Planned Objective	Rationale	Actions Already Taken	Actions Planned	Owner	Milestones	Timeframe		Success Criteria	Institution Sub Strategy/ Policy
							Start	End		
1. Supporting and Enhancing Women and BME Staff Careers										
AP2023 1.1 [AP5.5.8]	Increase awareness of policies relating to parental leave and share stories to demonstrate positive impact on work life balance	Staff demographic includes significant number who may want families. 30% women believe parental leave may damage career. Low uptake of shared parental leave (men).	Facilitate on site attendance KIT days/ when childcare not available	Share parental leave stories in bulletins/ newsletter; monitor time to regrade for those who take parental leave	HoS; EDI chair; AD EDI FLS	Although relatively low staff %, at least 1 member of staff eligible takes parental leave each year	2023	2027	All staff eligible take parental leave	EDI sub-strategy; People Strategy. Family Friendly Campus Policy
AP2023 1.2 [AP5.5.1; AP5.5.3] [AP 5.6.2]	Increase awareness of policies relating to flexible working, part time options	Very few staff have taken up flexible or part time working. AS survey data indicates there is lack of awareness of the policies. Improving awareness of PT options could benefit staff		Share PT and flexible working stories in regular bulletins/ quarterly newsletter. Promote to staff with caring responsibilities	HoS, LMs	Lack of awareness falls in surveys each year	2023	2026	>90% awareness of policies; Uptake of formal flexible working by all staff who request it	EDI sub-strategy; People Strategy
AP2023 1.3 [AP5.5.1; AP5.5.3]	Improve transparency on fairness of regrade process for all staff	Male and BME staff reported perceived lack of fairness of the regrade process through Bradford Academic	Focus groups to identify barriers or perceived barriers	Case studies of success from FLS where there are examples	HoS, AS BME/ race champion	1 promotion success for BME and or BME/woman staff member in 2024	2023	2027	100% Male, BME and BME/Women staff understand regrade process to have better opportunities of succeeding	REC Bronze Award AP
			Targeted support in developing promotion cases for BME and BME/ women staff	Case studies of success from SCB and wider FLS	HoS, AS BME/ race champion					
2. Developing School Culture										
[AP3.1.1] AP2023 2.1a	Increased staff engagement	below 80%target on AS and PULSE surveys. Need to understand challenges women and BME staff	Action plan for 23/24 presented to School in Jan2023, implementation started	Make sure PULSE, student and AS survey periods don't overlap to prevent questionnaire fatigue	HoS and Chairs of SCB committees	3% increase each year surveys are circulated to staff	2023	2027		People Strategy
				Use regular PULSE and AS survey data to improve staff engagement	HoS; EDI chair; LMs				85% staff return rate of staff surveys (PULSE; AS surveys)	
			EDI on all committee agendas as standing item. Regular updates provided on bulletins and in staff meetings	Disemination about institutional forums and staff encouragement to join (CHECK WHICH ONES) and report to staff meetings./ newsletters	HoS; EDI chair				SCB staff represented on all institutional forums and communicating actions to School through staff meetings	
			Multiple social opportunities introduced in core hours	Increase opportunities for staff to gather socially	HoS, EDI Chair, LMs					

AP2023 2.1b	Use regular PULSE and AS survey data to identify gender and/or intersectionality gaps and implement solutions	Interventions successful for gender but BME staff are mainly graded at lecturer/ Assistant Professor and perceive lack of fairness of regrade process reported.	Identification of gender gaps; encouragement of women to apply for promotion has improved grade gender gap	Gender balance in LM team means women LMs can provide constructive advice on promotion to direct reports	EDI chair; Line managers	2024 BME intersectionality gaps identified 2024-2027; LMs encourage cases to be put forward each year	2024	2027	Gender balance at each grade to more closely represent gender split in SCB;	EDI sub-strategy; People Strategy; REC Bronze Award AP
AP2023 2.2	Increase mandatory and voluntary training relevant to Transformed AS charter agenda: Unconscious bias; Diversity in workplace; Personal Resilience; managing own self care and wellbeing; mental health champion	Staff appropriately trained and aware of unconscious bias in recruitment (staff and students), student interactions and have the tools to look after their own mental health and that of others.	Unconscious bias training above 90%; new mandatory training in diversity in workplace introduced		HoS and LMs	Completion rates: Diversity in the workplace 80% 2024, 85% 2025; 90% 2026	2023	2025	>100% staff completion of Unconscious bias; Diversity in workplace; >80% staff completion of Personal Resilience; managing own self care and wellbeing; >50% staff completion of mental health champion training	People Strategy; EDI sub-strategy
AP2023 2.3	Improve staff perceptions of SCB decision making	Significant % staff (more men than women) currently feel SCB decision making lacks transparency	Positive action to balance gender on SCB decision making committees	Deliver training on effective communication to influence decision making, particularly to men	HoS; EDI chair; LMs	2024-25: LMs add objectives of	2023	2027		
				Challenge perceptions of lack of transparency in decision making	HoS; LMs	training to PDR for direct reports where required;			75% survey respondents agree SCB decision making is transparent	
AP2023 2.4	Improve fixed term staff and ECR staff sense of voice and influence in SCB	ECR staff and those on short term contracts do not feel they have influence in the School. Improving this will boost pipeline of career development for these staff	ECR staff representative on SLT and analysis of ECR feedback from PULSE/ AS surveys. Fixed term staff encouraged to apply for academic posts where that is career plan.	Promote training and Development opportunities and monitor uptake and impact;	HoS; DoRs; Pis of research teams	2024-25 LMs monitor how Pis support career development for their ECRs	2024	2027	Uptake of training and development for ECRs >80%.	
AP2023 2.5	Grow research in SCB	Despite 55 % staff having 15% allocated research time in WLM, survey analysis and PDRs identified increased administration time as a barrier to utilising this allocated workload time	Appointment of Director and Deputy Directors of Research in FLS structure. Effective inclusion of time for research in WLM. SCB research seminars	Introduce efficiencies in administrative workload. Determine if women BME staff are disproportionately affected	HoS, DoR (F)	10% increase in overhead from grant income in each year to 2027	2024	2027	Evidence of grant bidding from all staff with significant responsibility for research (>15% Uni funded research time); for women and BME staff with responsibility for research, numbers of grants submitted and publications matches overall staff profile for FLS	Rresearch and Innovation sub-strategy

				School research events to promote collaboration						
				Signpost, support development fellowship applications eg FLF		by 2025 one application	2024	2026	Submission of at least one annual Fellowship application from SCB	Rresearch and Innovation sub-strategy
AP2023 2.6 [AP5.6.12]	Website improvements to reflect SCB	External representation of SCB is out of date and we want to promote our positive work on inclusion widely (externally)	Staffing in SCB and PGR opportunities/ course information is accurate. Requested training for EDI committee members to update EDI, Research aspects not yet actioned. Response from webteam to FLT about lack of capacity	Website training implemented to update research elements (link to AP2023 2.4)Feed into FLS EDI committee as part of AS silver objectives	EDI chair	Updates to research site to be made by FLS trained research lead. Training for SCB administrator in 23/24; training for EDI committee member in 24/25	2023	2026	SCB website is updated biannually by 2026	
3. Enhancing Student Experience and Reducing BME Achievement Gaps										
AP2023 3.1 [AP4.1.2]	Identify BME achievement gaps compared to sector and identify solutions	BME achievement gaps are recognised in the sector but with high proportion (up to >90%) BME student cohorts (UG and PGT) mean sector comparisons for Good Honours will be used as benchmark to ensure best career outcomes for SCB BME graduates	FoLS student attainment team (appointed from 2020) alongside academic and technical teams, supports students in developing discipline specific skills required to successfully obtain Good Honours degrees at Faculty level.	DoS to coordinate School analysis of data from PL at programme level. Identify solutions in conjunction with FLS student attainment team. PGR co-ordinator to extract data on BME achievement in PGR cohort and benchmark	DoS, PLs for UG, Mchem and PGT programmes	2024: identify and benchmark achievement gaps to sector; 2025-27 increase support to reduce gaps	2023	2027	BME acheivement gaps are below sector average for chemistry and Biological science	Access and Participation Plan
			Improved risk assessments to implement reasonable adjustments for laboratory users (MARILU)		EDI BME/ race champion	From 2023/24 academic yar	2024	2027	All students with disabilities have reasonable adjustments for laboratory working by end of Y1 sem 1.	
AP2023 3.2 [AP 5.3.8]	Improve feedback on how career development advice for students has enabled women and BME graduates to make informed decisions about their career.	Better understanding the destinations of our women and BME graduates and how it has been influenced by career development advice will positively impact on graduate destinations for these graduates.	Careers staff memebrrs FLS EDI & disseminate opportunities. Careers advisors deliver sessions all programmes	Use additional module question in module to collect data on effectiveness of interventions	Programme leads	20% increase student responses in module Qs annually. Increased employment data +5% in graduate jobs/ further study annually	2024	2027	>70% responses of students confirm career development advice fit for purpose OR Employment data demonstrates >80% good Honours students employed in graduate jobs or futher study	Access and Participation Plan

AP2023 3.3 [AP4.1.3] [AP4.1.4] [AP5.2.7]	Improve PGR student sense of voice and influence in SCB	Lack of PGRs response to AS survey means awareness of gender and intersectional issues relevant to Transformed AS unknown	SCB AS PGR surveys distributed and promoted	PGR seminar series to develop sense of School belonging from Oct 2023	PGR co-ordinator				2024	2027	>70% AS survey response rate will identify actions required	Research and Innovation sub-strategy
				National PRES survey outcomes analysed and themes acted on	PGR representative							

Increase participation of staff on external committees