

2024-25 EDI priorities for Department of Life Sciences, submitted by Josh Hodge

Priority	Planned actions	Rationale (including baseline data)	Responsible	Timeline (including milestones)	Measure of success (including key metrics)	End of year review and update (RAG rated)
1. Exploring the staff survey in greater detail	- Run focus groups with PTO and research staff to understand better dissatisfaction in “better involvement in departmental decisions”.	PTO (30%) and research staff (27%) showed greater dissatisfaction in being involved in departmental decision. Anecdotally, PTO have reported Departmental staff meeting cater for academics and education but not the broader staff community.	Josh Hodge	January 2025 recruitment; February-March focus groups and analysis; May report to Management committee; Dissemination of results and actions in summer 2025	- Improvement in the next staff survey regarding these actions. Ideally, shifting from dissatisfaction to >50% satisfaction.	
	- Work with POD to develop ARC manager guidance on discussing workload, especially with respect to approval of workload changes for academics.	Academics (including TFs) reported the ARC process and career development, ARC and workload discussions as key aspects.	Josh Hodge	January-February 2025 brainstorm ideas with Nichola Stallwood to discuss the ARC process for discussing career development and workload.		
2. Demystify the academic promotions process	- Conduct recorded interviews with recently promoted academic staff member	A key action from our Athena Swan Action Plan was to better support women’s progression in the Department. Through focus groups, we gleaned misinformation holds women back from applying for promotion as “excellence” become engendered.	Cris Banks-Leite, Josh Hodge and Emily Govan.	January 2025 source list of academics promoted in last 3 years; February-March invite for interview; April editing of videos. June-September gather feedback on the videos and implement ready for promotions cycle starting in November 2025.	- Engagement statistics of the videos. - NetPromoter scoring of videos to understand the proportion of promoters and detractors. - Positive feedback from academic viewing parties in the academic promotions cycle.	

3. Define and automate procedures for disabled students	<ul style="list-style-type: none"> - Assemble Disability Working Group including Chair of EDI, Undergraduate Liaison Officer, Departmental Disability Officer, Senior Tutors etc. - Map workflows for the mitigating circumstances procedures. - Map workflows for applying for and granting reasonable adjustments. - Develop with Faculty automated PowerApps to streamline and record data. 	<p>With increasing numbers of disabled students, the Department needs to take a more proactive approach to reasonable adjustments, especially in light of Abrahart vs University of Bristol. A key aspect of this is transparency and consistency for both students and staff to ensure reasonable adjustments are taken into consideration in all aspects of departmental student experience.</p>	<p>Amelia Barron, Departmental Disability Officer, Josh Hodge</p>	<p>September 2024 assemble Disability Working Group; October 2024 to March 2025 map the mitigating circumstances and reasonable adjustments workflows – highlight points of data recording and use; April-October work with Faculty team to develop a PowerApp for disabled students to trigger and report on disabilities during the student life cycle.</p>	<ul style="list-style-type: none"> - Transparent procedures regarding mitigating circumstances and disabled communicated to staff and students. - All or at least 80% of disabled students registered using the PowerApp. 	
4. Incorporate EDI learning analytics in education decisions	<ul style="list-style-type: none"> - Create data models incorporating data from the Unified Data Platform and local departmental data (protected characteristics and exam/assessment data). - Prototype PowerBI dashboard for exam boards. - Run staff-student partnership projects to evaluate PowerBI dashboards for exam boards and prototype teaching committee dashboard (for example on attendance and mitigating circumstances). 	<p>Incorporating EDI data to explore differential outcomes at exam boards is largely missing. Analyses are considered generally at the end of a degree but whether disparities exist at different stages in our degrees is unknown. For example, how do widening participation students perform in the first exams they take vs the end? Are MCQs disadvantages any groups of students? These are some of the key educational questions we want to answer and provide data to answer.</p>	<p>Amelia Barron and Josh Hodge</p>	<p>January-March 2025 understand how exam and protected characteristics data is collected and recorded in the Department; January-March 2025 work with central and Faculty learning analytics teams to start prototyping an exam board PowerBI page. March-July evaluate prototype with Chair of Board of Examiners, Director of Undergraduate Studies and present to external examiners for feedback. July-August work with two sponsored students to prototype teaching committee dashboards.</p>	<ul style="list-style-type: none"> - Development of two prototypes. - Positive evaluation of the prototype to launch for exam boards 2026. 	

<p>5. Develop inclusive pedagogies library</p>	<ul style="list-style-type: none"> - Run a London-wide workshop on inclusive pedagogies/practices concentrated on fieldwork. - Create a library for field-based STEM subjects, such as ecology and earth sciences, based on the workshop. 	<p>Fieldwork is a key aspect ecological and environmentally based teaching and research. However, the inclusivity and accessibility of this work needs to be improved, especially for those who are disabled. Proactiveness in pedagogical planning is of paramount importance to ensure all students and staff have equitable experiences in fieldwork experiences.</p>	<p>Amelia Barron and Josh Hodge, and the EDI Committee.</p>	<p>January 2025 form inclusive fieldwork working group, incorporating members of the departmental EDI committee, the Department of Life Sciences and Earth Sciences to plan a London-wide workshop on inclusive pedagogies/practices for disabled people to run in April/May 2025. Run workshop in early May 2025 and write-up practices and recommendations for the library and consider publication through the British Ecological Society and associated journal.</p>	<ul style="list-style-type: none"> - Run workshop and use questionnaire to evaluate workshop experience. - Positive evaluations of the workshop. - Create fieldwork pedagogy library from workshop. 	
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