



## Athena SWAN Bronze department award application

**Name of university: University of Leeds**

**Department: Faculty of Environment**

**Date of application: April 30<sup>th</sup> 2014**

**Date of university Bronze Athena SWAN award: 2009 and renewed 2012**

**Contact for application: Professor Greg Marsden**

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**Departmental website address: <http://www.environment.leeds.ac.uk/>**

Athena SWAN Bronze Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline. At the end of each section state the number of words used.

### Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

#### **1. Letter of endorsement from the head of department: maximum 500 words**

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



Tel: 0113 343 1941

28 April 2014

Dear Athena SWAN Assessment Team,

I am delighted to confirm my support for our Faculty application and associated action plan for an Athena SWAN Bronze Award.

Activity associated with this application process has confirmed that there is a great deal of proactive support for the Athena SWAN agenda and that a range of good practice exists in the Faculty. There is a supportive and positive culture around flexible working arrangements in particular with a number of agreements being made on an informal basis around maternity leave and family commitments. I am particularly pleased to see that this flexibility is widely valued by Faculty staff as shown by our staff surveys, focus groups and by supportive letters provided to leaders in the Faculty and to the national media (see letter in THES from a PDRA and Lecturer recently returned from maternity leave periods <http://www.timeshighereducation.co.uk/comment/letters/its-right-to-take-a-break/2011818.article>). In this regard, the leaders in the Faculty regularly share best practices and an inclusive, supportive environment has been developed. However, we have more to do particularly to ensure that our good practices and options are well communicated to all our staff and students.

We are proud of our success stories. Three out of 10 of the University's Women of Achievement 2013 came from the Faculty and we strive to celebrate success of staff and encourage them to act as mentors for early career female staff from across the Faculty. The Women of Achievement awards recognized the excellence of our UG (Jennifer Rodley) and PhD students (Rawia El Rashidy) as well as for world-leading academic staff (Professor Liane Benning). Women (students and staff) play an important role in Outreach activities, such as Carol White (PhD student, Geography and the winner of "I'm a Scientist, Get me out of here!", Zirconium Zone in 2012) who recently led an activity at Leeds Festival of Science as part of the "Female Allstars" workshop for secondary school pupils.

We are committed to the development of female staff into future leadership roles. The Faculty has had excellent representation at the highest level including as Dean of Faculty (Professor Jane Francis from 2008-2013), Pro-Dean for Research and Innovation (Professor Marge Wilson, 2006-2013), Pro-Dean for Student Education (Andrea Jackson, 2013-) and within Schools (e.g. Pippa Chapman, Geography Director of Student Education; Anne Tallontire, Earth and Environment Director of Student Education; Samantha Jamson, Transport Studies, Director of International Activities). Our application demonstrates that women also lead many of our research activities in all schools. However, we are aware that women are underrepresented in higher grades and we are committed to supporting the career development of our existing staff and to reviewing our recruitment material and processes, as identified in the Action Plan.

We absolutely value the benefits that balanced representation has on the achievement of our strategic ambitions. The Faculty Action Plan has been designed to work with our strategic priorities and has my support and also the full support of the Faculty Executive Committee. Progress against the plan will be monitored by the Faculty Executive Committee and the Faculty Equality and Diversity Committee.

A handwritten signature in black ink, appearing to read 'A. Dougill'.

Professor Andy Dougill,  
Dean of Faculty of Environment

Word Count: 509 words

## 2. The self-assessment process: maximum 1000 words

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

There are fourteen members of the Faculty of Environment team (eleven female and three male) as set out in Table 2.1.

**Table 2.1 Faculty of Environment Self Assessment Team**

<b>Name</b>	<b>School</b>	<b>Role</b>	<b>Additional Information</b>
Professor Greg Marsden	Institute for Transport Studies	Director of Institute and Chair of SAT	He is married to an academic at the University of York and they have two primary school age children. He started work at Leeds as a Lecturer in 2003
Lynsey Cran	Faculty of Environment	Human Resources Officer	Lynsey has been supported by the University through the CIPD qualification. Lynsey sits on the University's Equality and Diversity committee and Athena Swan working group
Jo Squires	Faculty of Environment	Faculty HR Manager	Jo has been supported by the University to develop her career in HR including being supported through the CIPD professional qualification on a day release basis in 2002.
Samantha Haynes	School of Earth and Environment	Project Officer	Has worked for over 9 years on a number of UK government funded projects which supported the development, progression and promotion of women in STEM. She is also a member of the University's WiSET committee.
Rhian Rees-Owen	School of Earth and Environment	Postgraduate Researcher	Has previous experience setting up a mentoring scheme in the School of Chemistry, University of Bristol. Postgraduate rep on the Faculty Equality and Diversity Committee.
Dr Andrew Evans	School of Geography	Senior Lecturer	Chair of the ethics committee covering research in the faculty. Has a long-standing interest in gender disparities in science and technology. He is married to a school teacher and has three primary-age children.
Charlotte Kelly	Institute for Transport Studies	Senior Research Fellow	Charlotte has just returned to work at 80% FTE following being on maternity leave for her third child. She holds a joint post across two schools (ITS and AUHE).
Dr Jane Cahill	External (School of Healthcare)	University Athena SWAN Project Manager	Jane has 1 child aged 9. The School of Healthcare's flexible working arrangements made working f/t possible & contributed to a promotion to Senior Research Fellow.
Professor Rob Mortimer	School of Earth and Environment	Head of School	He is an environmental geochemist who works on water quality problems. He is married to an academic in the same school, and they have three secondary school age children.

Dr Andrea Jackson	School of Earth and Environment	Pro-Dean for Student Education	Senior Fellow of the Higher Education Academy (HEA). Awarded a HEA National Teaching Fellowship in 2013 and leading institutional initiatives related to induction, retention, transitions, and enhancing student engagement.
Dr Deirdre Conlon	School of Geography	Lecturer	Deirdre joined the school in September 2013 having worked in academia in the US. Deirdre's research examines critical human geographies of immigration, she is trained as a feminist geographer and in participatory research.
Dr Katy Rocoux	School of Geography	Lecturer	One child born summer 2012. Flexible working allowed by the school enables her and partner (also lecturer in Geography) to share the responsibility of child-care and to exercise the choice to not use nursery or child-minders.
Linda Forbes	SoEE & Lifelong Learning Centre	part time lab coordinator & chemistry tutor	Linda is the Equality officer for a campus union. Linda sits on the University's Equality and Diversity committee and the University's Athena Swan working group. Linda has one primary school aged son
Dr Louise Waite	School of Geography	Senior Lecturer	Louise is the Faculty Equality and Diversity Officer and works with the central Equality Service to communicate policies/good practice. She is partnered and has an adopted son of primary school age.

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

Following agreement at the Faculty Management Committee in December 2012 to seek Athena SWAN accreditation, a self assessment team was established with Professor Marsden as the Chair. The team (see a) above) was assembled through an open call for volunteers but with a view to seeking representation across all of the departments in the Faculty with support and pro-active participation from the Faculty Human Resources team (Jo Squires and Lynsey Cran) to ensure that the action plans are fully integrated with recruitment and staff management processes and subsequently the University's Athena SWAN Manager (Jane Cahill) and administrative support officer (Zarina Sutton). The self assessment team has met once a month since January 2013.

In late Autumn 2013, as the application took shape, presentations and information on the Athena SWAN Charter, principles and practice were given to senior management and staff meetings. Regular updates have been provided at the Faculty Executive Committee. Three focus groups were held on the topics of culture, mentoring & support and maternity leave to broaden discussion on key areas. There was active consultation with students and a range of staff on the analysis of the data and, importantly, the development of the action plan. This wide ranging consultation on the application and action plan has enabled embedding and understanding of Athena Swan principles and ensured that the self assessment process has been informed by local intelligence.

In addition the SAT has also reviewed successful Athena Swan applications from within the UoL and other Universities. We also sought external input from a range of professional institutions regarding work that had been conducted in the relevant sectors on gender and career

development including The Chartered Institution of Highways and Transportation, GoSkills and the Royal Geographical Society.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT team will be responsible for reviewing data and monitoring the implementation and effectiveness of the Action Plan, for integration of good practice and leading on matters of culture change. The Action Plan has been organized in themes which are directly aligned with key elements of our strategic planning and delivery functions. The actions are then owned, to a large degree by the Faculty Executive, School Management Teams (SMTs) and Faculty HR. This is a deliberate choice to ensure that the principles of Athena SWAN become embedded as everyday norms and part of on-going planning and delivery. Action 2.1 below shows our commitment to embedding the actions emerging from the Athena SWAN process as part of the normal way we do things.

The Self Assessment Team (SAT) will meet four times a year in the academic years 2014/15 and 15/16 and monthly in the period leading to the next submission. The SAT team will discuss how best to uphold and progress the Athena SWAN Charter principles, to review progress across the range of action areas, to consider developments and good practice across the University and to champion and celebrate progress. The SAT group will have overall responsibility for the Faculty Athena SWAN Action Plan and will report to the Faculty Executive, the Faculty Equality and Diversity committee and SMTs.

**Action 2.1 - Embedding:** By the start of academic session 2014/15 the Faculty Executive, Faculty Equality and Diversity committee and all School/Institute SMTs will include Athena SWAN progress as a standing item on their Agendas. This will ensure that progress is reported and minuted. Each SMT will also have an identified member with responsibility for Athena SWAN who will join the SAT and champion activities in each School/Institute.

**Action 2.2 – Profile Raising:** The Faculty will resource the upkeep of the Athena SWAN webpages which will publicise the achievements and evidence progress against the Action Plan and a series of Athena SWAN profile raising events.

Word Count: 529

### **3. A picture of the department: maximum 2000 words**

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Faculty of Environment, formed in 2003, brings together world leading expertise in the School of Earth and Environment, School of Geography and Institute for Transport Studies. The University of Leeds is a member of the Russell Group of Universities and is in the top 100 for the QS University rankings.

The Faculty offers a wide range of inspirational learning experiences from foundation courses, undergraduate degrees, Masters and PhDs, to professional development programmes, seminars and conferences. Our common interests are in research and education that make a difference to

key environmental and social challenges such as climate change, water management, social inclusion and the movement of people and goods. Currently, there are 512 staff in the Faculty, comprising 179 academic staff, 191 research staff, together with 49 professional & managerial, 28 technical support and 65 clerical staff, plus 1230 UG, 202 full time and 122 part-time PGT and 208 PGR students.

The Faculty is fully committed to a research-led ethos which ensures that we also provide a leading-edge experience for our students. The Faculty's research portfolio cuts across the science and social-science portfolio with Leeds being the largest recipient of NERC (including a recent DTC award) and ESRC funding across the campus as well significant income from EPSRC. Our role in training and developing research leaders for the future makes a commitment to diversity and inclusion critical to our success in attracting the most talented people, whatever their background.

For the purposes of the Athena Swan submission, the Faculty of Environment is considered as a "Department" because the financial and academic management, plus HR and other policies are determined and managed at Faculty level, and implemented consistently across the constituent Schools and Institute (hereafter referred to as Schools). We present data for the three constituent Schools where appropriate (e.g. student data) as they each have different national benchmarks and professional institutional alignments which provide a more nuanced analysis of our position.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

#### **Student data**

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

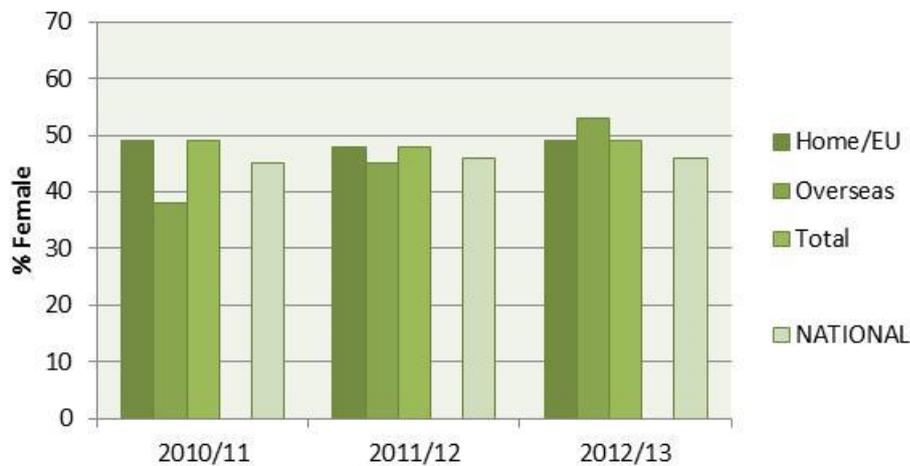
The Foundation students are admitted by the Life Long Learning Centre and 2012-2013 is the first year that these courses have been offered. In 2012/13 there were 8 students on the Earth and Environment foundation year (1 Female and 7 Males). We will continue to monitor these numbers going forwards with Lifelong Learning who run all of the science foundation courses.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

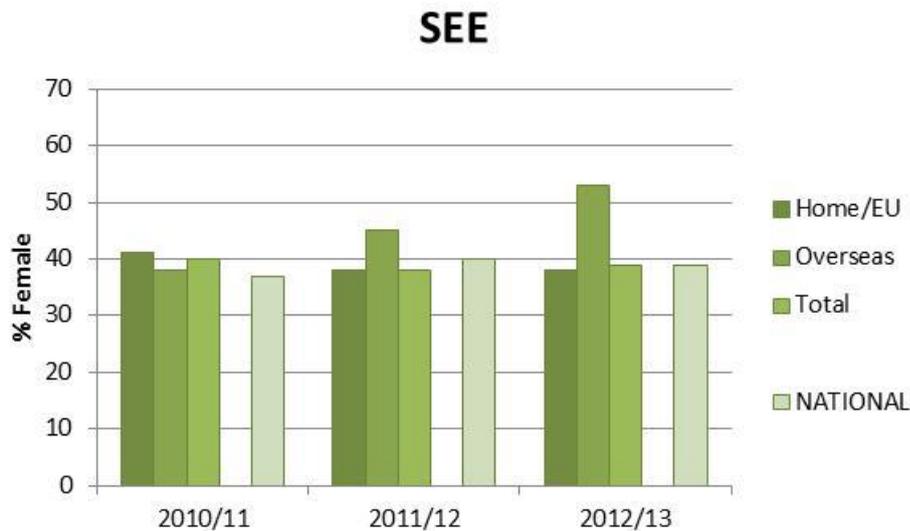
**Table 3.1 Full Time Undergraduate student numbers**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Male	Female	% F	Male	Female	% F	Male	Female	% F
SEE	Home/EU	372	259	41	400	245	38	376	230	38
	Overseas	32	20	38	18	15	45	18	20	53
	Total	404	279	40	418	260	38	394	250	39
E&E National		7072	4153	37	6788	4525	40	6484	4146	39
GEOG										
GEOG	Home/EU	261	360	58	253	364	59	234	352	60
	Overseas	-	-	-	-	-	-	-	-	-
	Total	261	360	58	253	364	59	234	352	60
GEOG National		14992	13773	48	15005	13850	48	12589	12096	49
Faculty										
Faculty	Home/EU	633	619	49	653	609	48	610	582	49
	Overseas	32	20	38	18	15	45	18	20	53
	Total	665	639	49	671	624	48	728	602	49
Faculty National		22064	17926	45	21793	18375	46	19073	16242	46

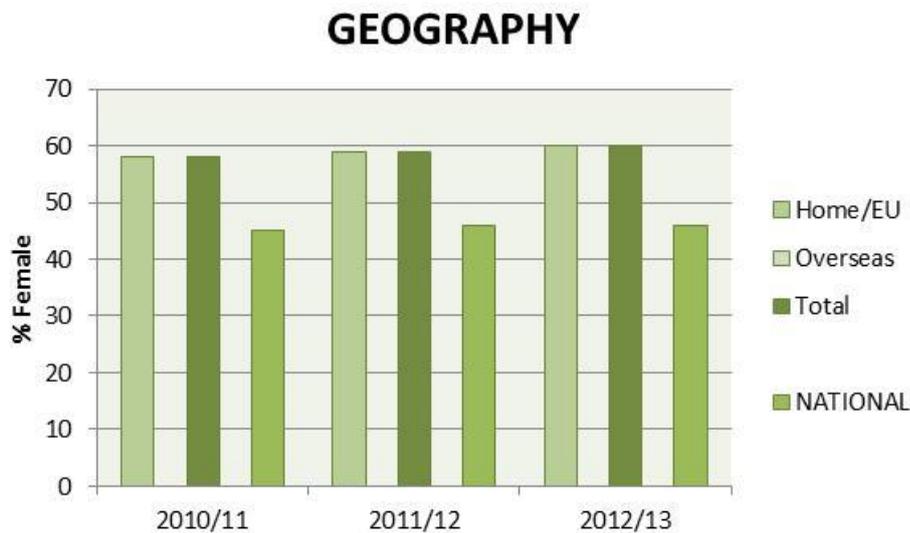
### Faculty of Environment



**Figure 3.1: % Female undergraduate students Faculty of Environment**

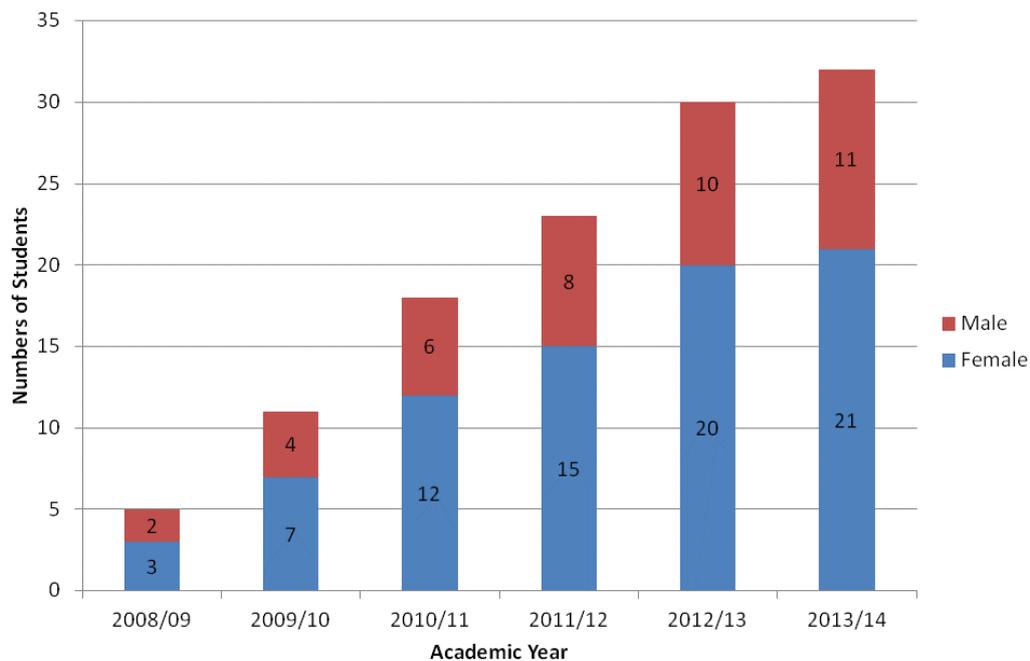


**Figure 3.2: % Female undergraduate students School of Earth and Environment**



**Figure 3.3: % Female undergraduate students School of Geography**

The overall Faculty average for female undergraduate students has been fractionally under 50% for the three year period 2010-11 to 2012-13. The School of Geography has a stable average of 60% of female undergraduates which compares very favourably with a national benchmark figure of 48%. The Institute for Transport Studies does not parent any undergraduate programmes. The School of Earth and Environment has a lower percentage of female undergraduates (stable at around 39% over the period) which is broadly in line with the national benchmark figures for the area. Within this figure there is a much higher proportion of female students studying on the integrated undergraduate masters programmes as shown in Figure 3.4. This is averaging around 65% across the period and represents a very high quality intake with good employability outcomes.



**Figure 3.4: Female and Male Students on Integrated MEnv programmes in School of Earth and Environment**

In 2010-2011 there was a total of 2 students registered on part time undergraduate courses in the School of Earth and Environment (1 Female, 1 Male). In 2011-2012 there was 1 male student registered on a part time undergraduate course in the School of Earth and Environment. In 2012-2013 there was 1 Male student registered on a part time undergraduate course in Geography.

The good performance relative to national benchmarks is attributed to, in the last three years, female staff and students in all schools having had high visibility in recruitment activities (e.g. Open Days, applicant interviews) and school outreach activities (see Section 4) providing positive role models for aspiring females (Dr Fiona Gill (Royal Society Research Fellow), Christine Rogers (Daphne Jackson award holder and now visiting researcher) and Linda Forbes (SAT team member) as well as two female students from the Cohen environmental science group).

**Action 3.1 – Student Recruitment:** Reviewing all marketing materials to ensure they send positive messages to both genders and demonstrate learning from Open Day feedback by gender (UG, PGT and PGR)

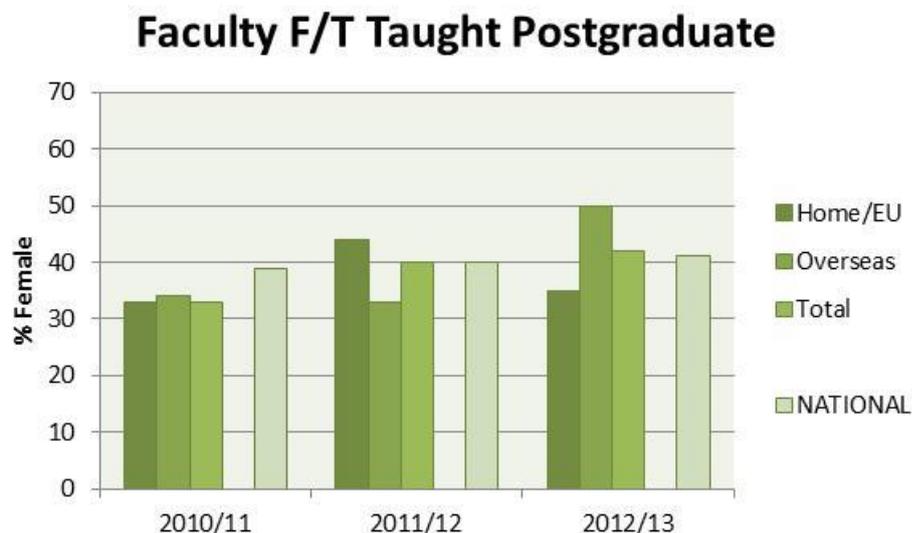
**Action 3.2 – Student Recruitment:** Work with admissions teams to ensure staff involved in selection procedures undertake training in equal opportunities and gender bias (UG, PGT and PGR)

- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Postgraduate taught student education is an important part of the educational missions of all Schools in the Faculty. For the Institute for Transport Studies these are the only programmes for which they are the host department.

**Table 3.2: Full Time Taught Postgraduate student numbers**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Male	Female	% F	Male	Female	% F	Male	Female	% F
SEE	Home/EU	86	38	30	70	57	45	46	27	38
	Overseas	29	19	40	26	20	39	13	21	62
	Total	115	57	33	96	77	43	59	48	46
SEE National		1836	1329	42	1702	1338	44	1220	920	43
GEOG	Home/EU	19	18	49	14	15	52	12	3	20
	Overseas	8	5	38	7	4	36	6	3	33
	Total	27	23	46	21	19	48	18	6	25
GEOG National		3884	3731	49	3320	3190	51	1538	1667	52
ITS	Home/EU	26	10	28	18	7	28	15	7	32
	Overseas	30	10	25	33	11	25	27	22	45
	Total	56	20	26	49	20	26	42	29	41
ITS National		4717	1573	25	4425	1475	25	2261	924	29
Faculty	Home/EU	131	66	33	102	79	44	71	39	35
	Overseas	67	34	34	66	35	33	46	46	50
	Total	198	100	33	168	114	40	117	85	42
Faculty National		10413	6657	39	9230	6180	40	5033	3497	41



**Figure 3.5: % Female full-time postgraduate students Faculty of Environment**

### SEE F/T Taught postgraduate

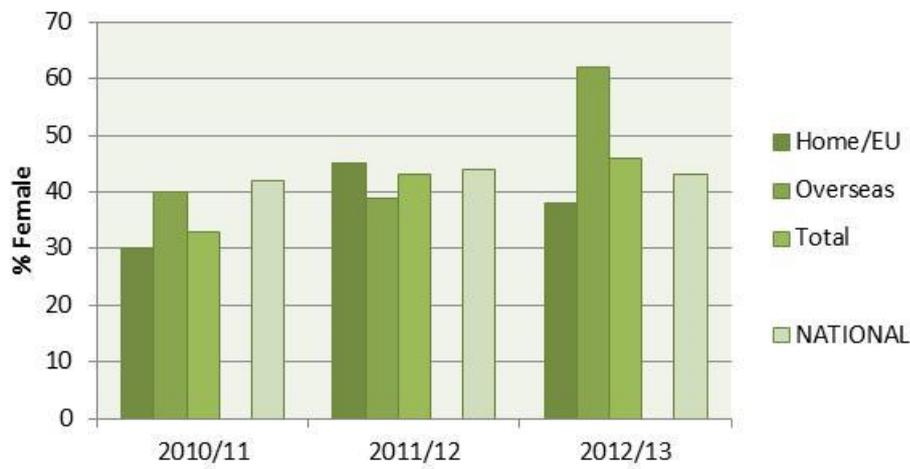


Figure 3.6: % Female full-time postgraduate students School of Earth and Environment

### GEOG F/T Taught Postgraduate

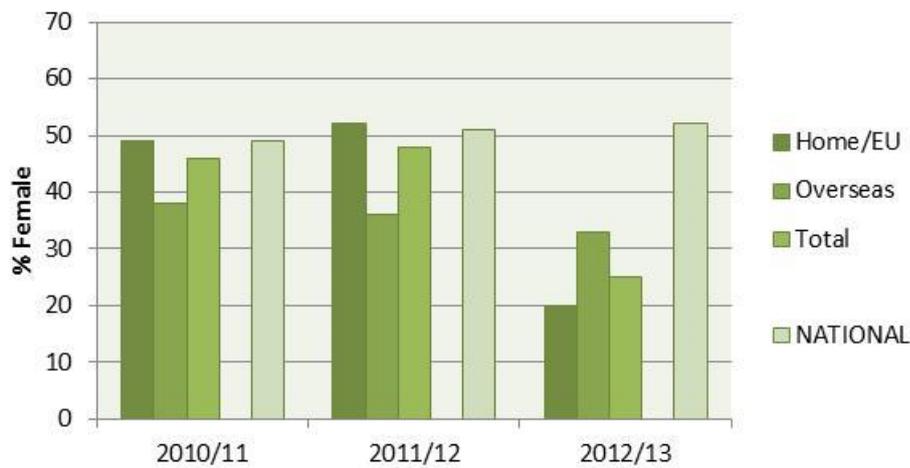
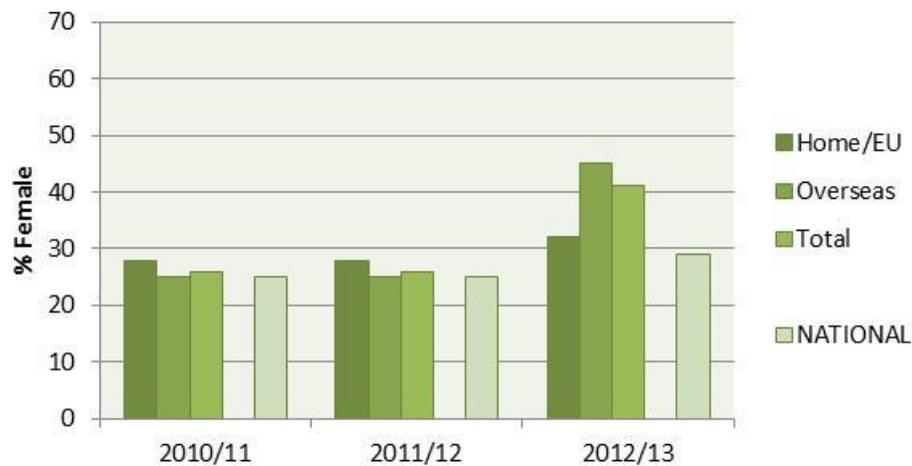


Figure 3.7: % Female full-time postgraduate students School of Geography

## ITS F/T Taught Postgraduate



**Figure 3.8: % Female full-time postgraduate students Institute for Transport Studies**

The Faculty has a much smaller number of part-time students. The data are presented below.

**Table 3.3: Part Time Taught Postgraduate student numbers**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Male	Female	% F	Male	Female	% F	Male	Female	% F
SEE	Home/EU	5	6	55	8	6	43	9	5	36
	Overseas	-	-	-	-	-	-	1	0	0
	Total	5	6	55	8	6	43	10	5	33
GEOG	Home/EU	25	14	36	32	16	33	31	22	42
	Overseas	18	11	38	32	15	32	25	10	29
	Total	43	25	37	64	31	33	56	32	36
ITS	Home/EU	24	6	20	23	5	18	16	3	16
	Overseas	-	-	-	-	-	-	-	-	-
	Total	24	6	20	23	5	18	16	3	16
Faculty	Home/EU	54	26	33	63	27	30	56	30	35
	Overseas	18	11	38	32	15	32	26	10	28
	Total	72	37	34	95	42	31	82	40	33

### Faculty P/T Taught Postgraduates

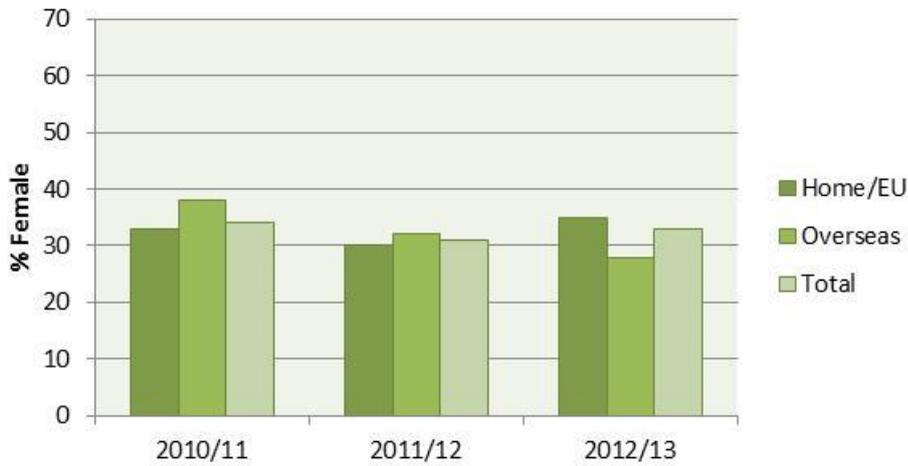


Figure 3.9: % Female part-time postgraduate students Faculty of Environment

### SEE P/T Taught Postgraduate

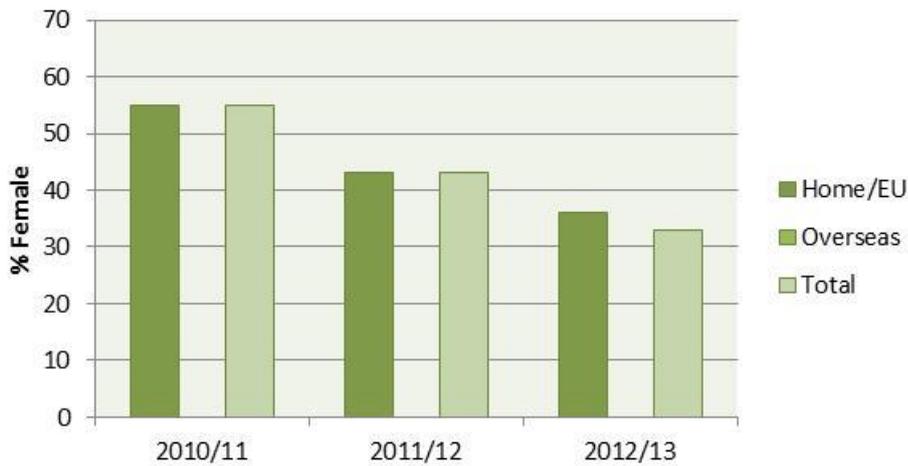


Figure 3.10: % Female part-time postgraduate students School of Earth and Environment

### Geog P/T Taught Postgraduate

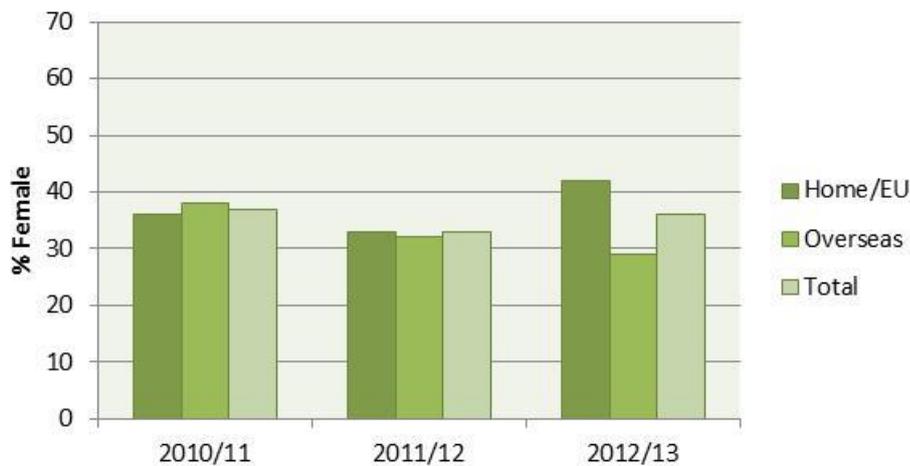


Figure 3.11: % Female part-time postgraduate students School of Geography

### ITS P/T Taught Postgraduate

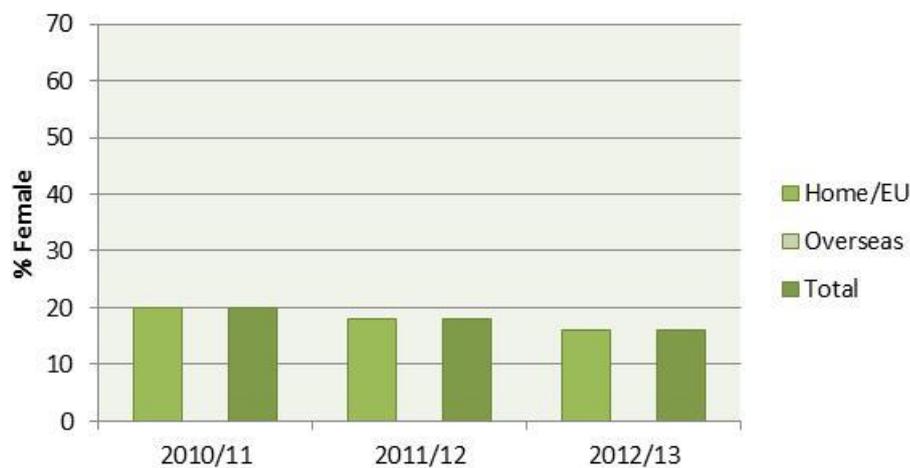


Figure 3.12: % Female part-time postgraduate students Institute for Transport Studies

Numbers studying for postgraduate full-time courses are smaller than for undergraduate courses. Overall the proportion of females studying for PGT is lower than for UG in both the School of Earth and Environment and School of Geography but these are in line with the national benchmark for full-time students. The School of Geography runs an MSc in GIS via on-line distance learning and therefore this school has relatively high proportions of part-time study. Whilst this is a specific course, the proportions of females on the course is higher than the average for other similarly computational Geography programmes. The Institute for Transport Studies takes its Masters students from a range of disciplines but predominantly engineering. The Institute is also in line with the national benchmark although saw a significant rise in 2012/13.

The proportion of female students is changing. For example, the School of Earth and Environment took the first ever female Saudi UG students that Saudi Aramco had sent anywhere in the world and there has begun to be progression to an MSc. Our portfolio of Masters programmes is also

changing and this provides opportunities to re-design programmes and materials with greater gender diversity at the forefront.

**Action 3.3 – Student Recruitment:** Ensure that market testing exercises for new programmes assess the appeal of new programmes to both genders across home and international markets.

- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

**Table 3.4: Full Time Research Postgraduate student numbers**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Male	Female	% F	Male	Female	% F	Male	Female	% F
SEE	Home/EU	50	43	46	43	45	51	48	49	51
	Overseas	23	10	30	25	9	26	21	7	25
	Total	73	53	42	68	54	44	69	56	45
SEE National		946	714	46	961	819	46	880	720	45
GEOG	Home/EU	20	15	43	19	19	50	23	16	41
	Overseas	9	6	40	4	5	56	5	8	62
	Total	29	21	42	23	24	51	28	24	46
GEOG National		1113	1027	48	1120	1050	47	894	826	48
ITS	Home/EU	13	2	13	17	2	11	12	3	20
	Overseas	7	4	36	11	6	35	10	6	38
	Total	20	6	23	28	8	22	22	9	29
ITS National		1046	449	30	1059	476	31	918	412	31
Faculty	Home/EU	83	60	42	79	66	45	83	68	45
	Overseas	39	20	38	40	20	30	36	21	37
	Total	122	80	40	119	86	42	119	89	43
Faculty National		3105	2190	42	3140	2435	42	2897	1953	42

### Faculty F/T Research Postgraduate

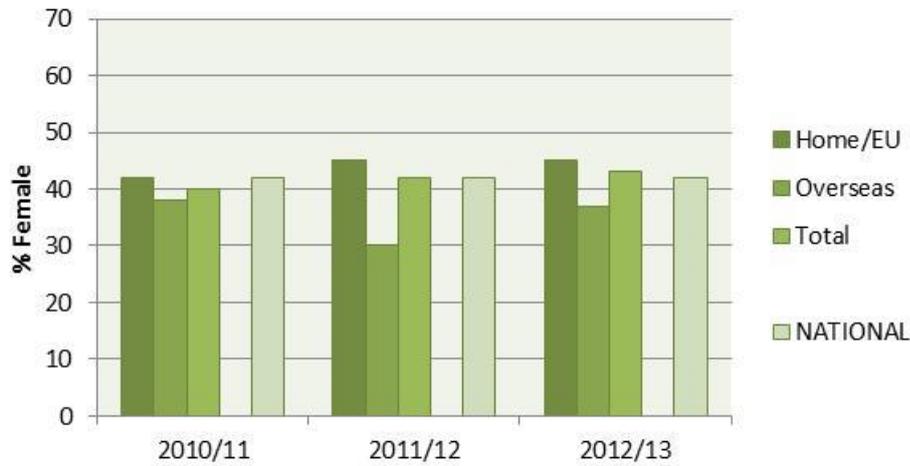


Figure 3.13: % Female full-time postgraduate research students Faculty of Environment

### SEE F/T Research Postgraduates

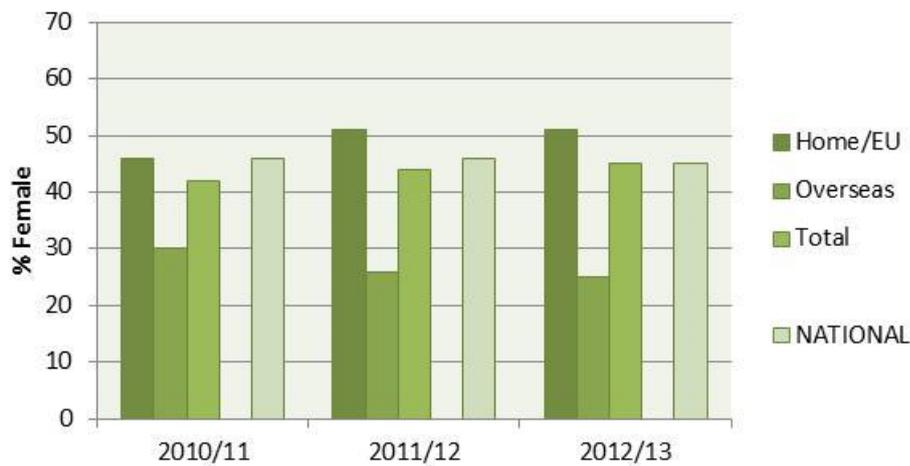


Figure 3.14: % Female full-time postgraduate research students School of Earth and Environment

## GEOG F/T Research Postgraduate

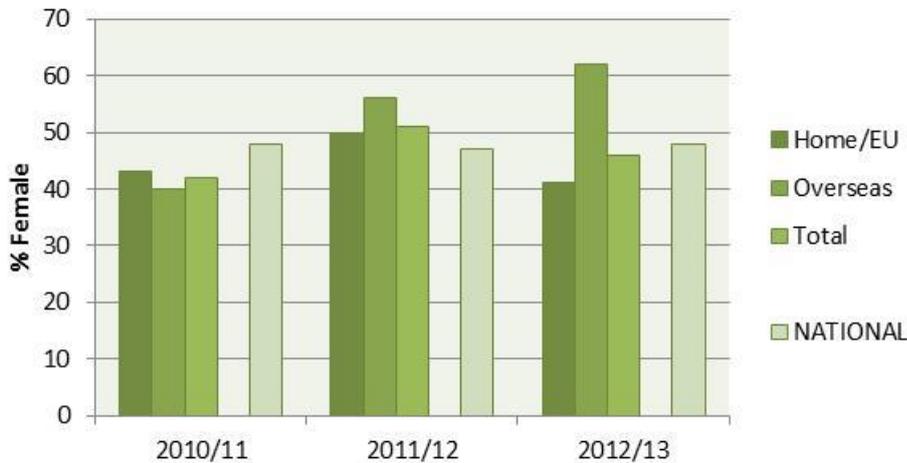


Figure 3.15: % Female full-time postgraduate research students School of Geography

## ITS F/T Research Postgraduates

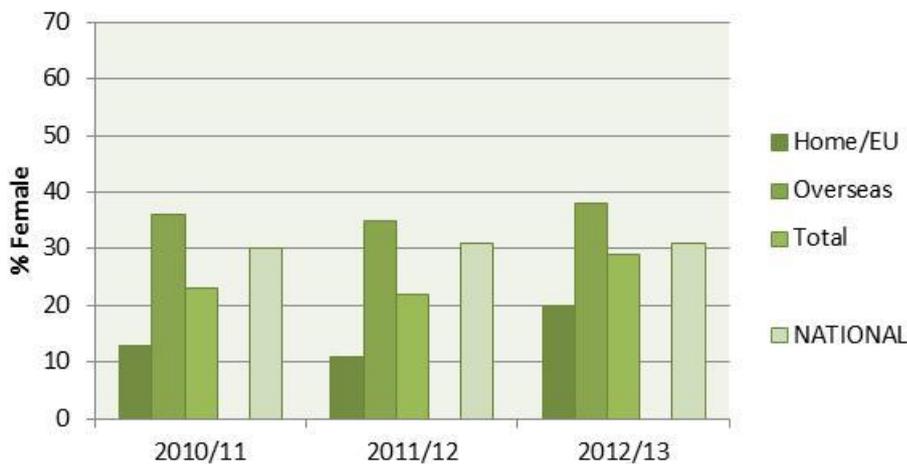


Figure 3.16: % Female full-time postgraduate research students Institute for Transport Studies

The proportions of female students studying for postgraduate research degrees full-time is typically higher across the Faculty than for postgraduate taught degrees which suggests that across the Faculty progression and recruitment to PGR is encouraged. The proportion of female students across the Faculty also appears to be on a slow upwards trajectory. The Schools of Earth and Environment and Geography have good visibility of PGR success stories for female staff. Transport Studies has a lower proportion of female full-time PGRs than the other Schools in the Faculty and, for home/EU students also lower than the national benchmark. This may be the result of the different profile of funding opportunities which the Institute has, with fewer RCUK funded opportunities but requires further investigation. Within the Institute there is good representation of female staff in PGR activities with the current PGRT being female and two of the three student reps being female.

**Action 3.4 – PGR Recruitment:** Engage the PGR cohort in the Institute for Transport Studies to review the details and potential reasons for the comparatively low numbers of female PhD students.

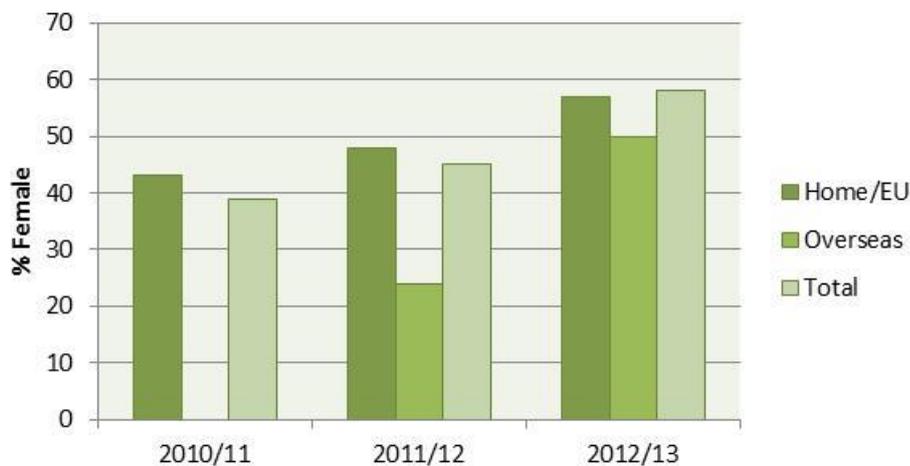
**Action 3.5 – PGR Recruitment:** Proactively promote case studies of female students through the websites of each School.

**Action 3.6 – PGR Recruitment:** Review PhD topic areas promoted by research groups to maximise their appeal to both genders.

**Table 3.5: Part Time Research Postgraduate students**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Male	Female	% F	Male	Female	% F	Male	Female	% F
SEE	Home/EU	6	2	25	5	8	62	5	9	64
	Overseas	1	0	0	1	1	50	1	2	67
	Total	7	2	22	6	9	60	6	11	65
GEOG	Home/EU	2	5	71	2	3	60	1	3	75
	Overseas	1	0	0	1	0	0	1	0	0
	Total	3	5	63	3	3	50	2	3	60
ITS	Home/EU	6	0	0	6	1	14	4	1	20
	Overseas	-	-	-	1	0	0	-	-	-
	Total	6	0	0	7	1	13	4	1	20
Faculty	Home/EU	14	7	43	13	12	48	10	13	57
	Overseas	2	0	0	3	1	24	2	2	50
	Total	16	7	30	16	13	45	12	15	56

**Faculty P/T Research Postgraduate**



**Figure 3.17: % Female part-time postgraduate research students Faculty of Environment**

### Faculty P/T Research Postgraduate

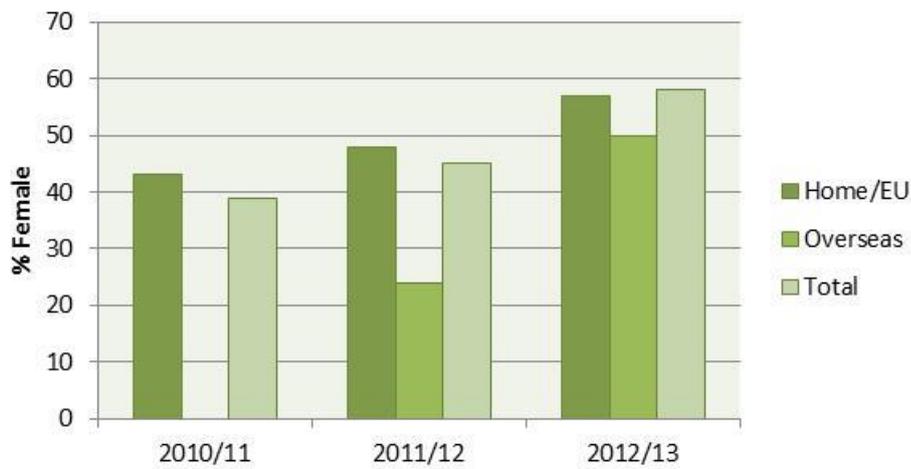


Figure 3.18: % Female part-time postgraduate research students School of Earth and Environment

### GEOG P/T Research Postgraduate

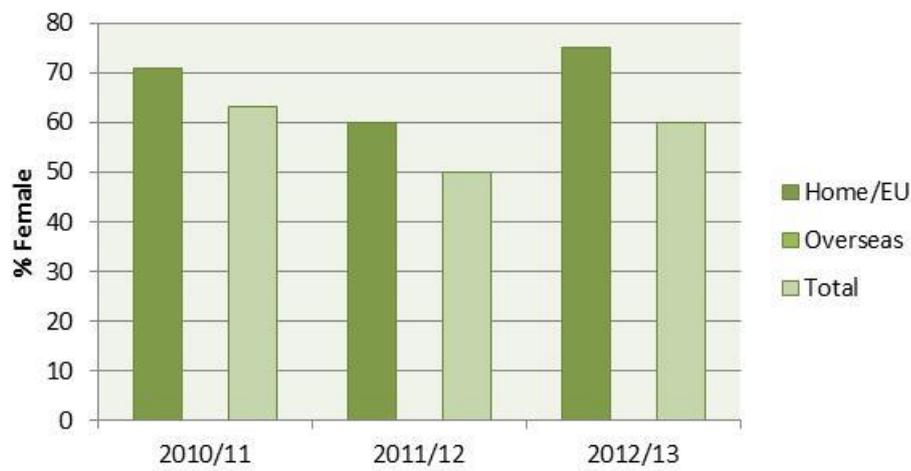
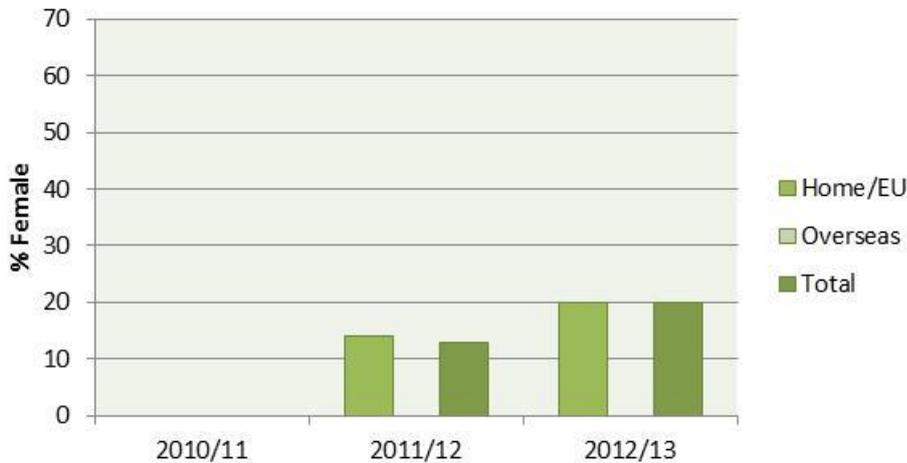


Figure 3.19: % Female part-time postgraduate research students School of Geography

## ITS P/T Research Postgraduate



**Figure 3.20: % Female part-time postgraduate research students Institute for Transport Studies**

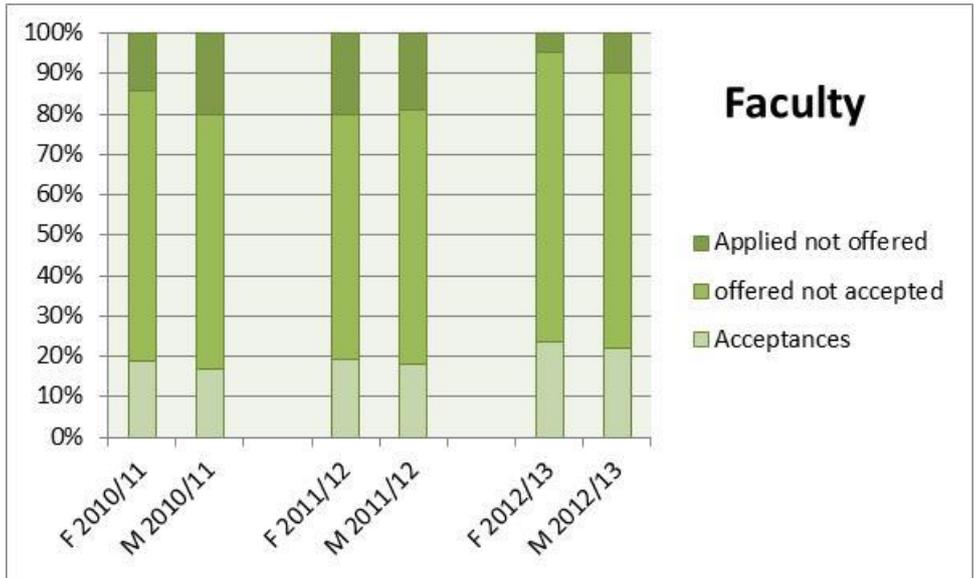
Numbers of part-time PhD students are relatively small across the Faculty. Females are more highly represented in part-time study than full-time study and form the majority of part-time students in the School of Earth and Environment and the School of Geography. Part-time overseas study for a PhD is unusual but there appear to be opportunities to build on with the Home/EU market. Completion rates for part-time students are lower than for full-time study, partly due to conflicts of work and changes to personal circumstances over what can be a five year period.

**Action 3.7 – PGR Completion:** Review support mechanisms for part-time PhD students and see what can be done to improve completion rates and make part-time study a more attractive proposition.

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –** comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

**Table 3.6: UCAS applications, offers and acceptances (Full time students only) Leeds and National Benchmark**

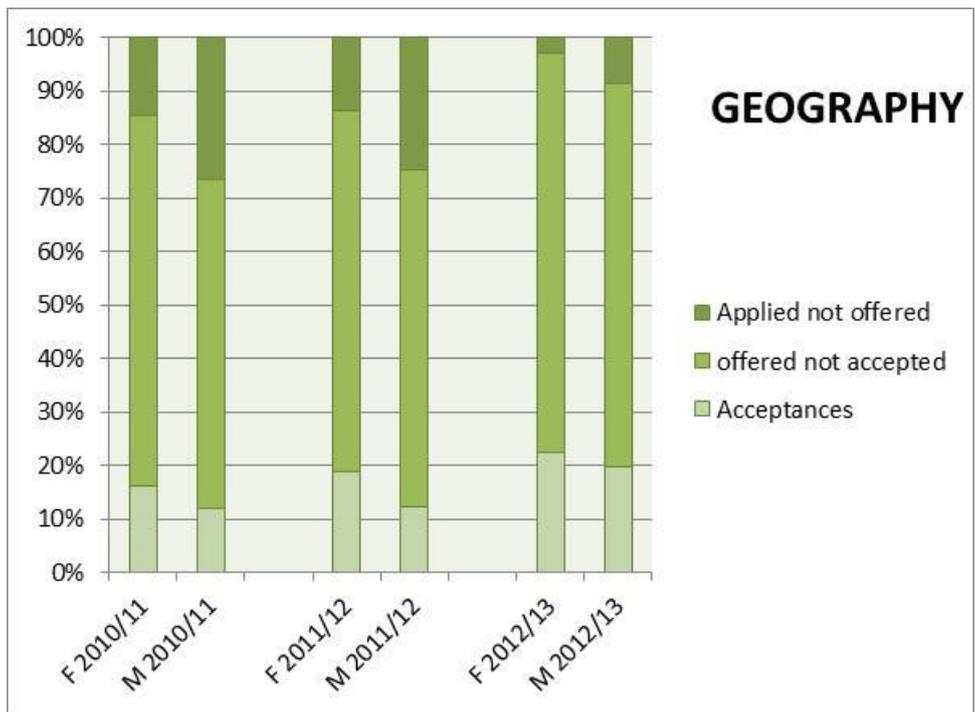
Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
SEE	Applications	397	592	40	337	511	40	317	507	38
	Offers	345	518	40	229	442	40	294	452	39
	Acceptances	95	133	42	67	125	35	81	120	40
National E&E	Applications	5750	8970	39	5730	9430	38	6100	9580	39
	Acceptances	1230	1880	40	1140	1845	38	1185	1910	38
GEOG	Applications	754	689	52	589	528	53	500	392	56
	Offers	643	506	56	509	398	57	485	358	58
	Acceptances	122	83	60	110	64	63	112	77	59
National Geog	Applications	17270	18205	49	17005	17465	50	16565	16365	50
	Acceptances	3210	3255	50	3130	3065	51	3075	2955	51
Faculty	Applications	1151	1281	47	926	1039	47	817	899	48
	Offers	988	1024	49	738	840	47	779	810	49
	Acceptances	217	216	50	177	189	48	193	197	49
National Faculty	Applications	28360	51900	35	27980	51240	35	27555	45730	37
	Acceptances	5510	9745	36	5275	9470	36	5160	8735	37



**Figure 3.21: % Application Statistics for Undergraduate Degrees Faculty of Environment**



**Figure 3.22: % Application Statistics for Undergraduate Degrees School of Earth and Environment**



**Figure 3.23: % Application Statistics for Undergraduate Degrees School of Geography**

The overall picture for the Faculty of Environment is positive. The School of Earth and Environment is at or slightly above the national benchmark. The School of Geography is above the national benchmark for applications and sees an increasing proportion of females at offer and acceptance, again outperforming the national benchmark. The proportions of female students accepted to those that applied is slightly higher than for male students in every year for the School of Geography and for two out of three years for School of Earth and Environment.

We believe that these results are in part a result of our proactive outreach activities (see Section 4), having good representation from female staff at admissions events and post application open days and attractive gender neutral website materials. The increasing proportions of female students through the admissions process will continue to be monitored.

**Table 3.7: Taught Postgraduate applications, offers and acceptances<sup>1</sup>**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
SEE	Applications	439	828	35	477	827	37	380	686	36
	Offers	312	525	37	328	501	40	262	365	42
	Acceptances	86	198	30	111	191	37	96	153	39
GEOG	Applications	114	213	35	123	202	38	83	185	31
	Offers	79	132	37	90	120	43	49	89	36
	Acceptances	26	53	33	30	50	38	11	35	24
ITS	Applications	97	265	27	95	301	24	153	375	29
	Offers	80	212	27	81	237	25	129	290	31
	Acceptances	27	88	23	26	92	22	44	100	31
Faculty	Applications	650	1306	33	695	1330	34	616	1246	33
	Offers	471	869	35	499	858	37	440	744	37
	Acceptances	139	339	29	167	333	33	151	288	34

The overall picture for the Faculty of Environment is that the percentage of female offers is greater than the percentage of female applications. Across the three schools this is not always matched with acceptances but there is significant year on year variation here, particularly in Geography and ITS where the numbers are smaller. Within the constituent schools in the Faculty, the School of Earth and Environment has seen the biggest shift towards improving its offer and acceptance proportions for female candidates. This is partly down to an enhanced Open Day experience where applicants see the new building and, as with our undergraduate Open Days, meet a mix of male and female staff and students.

**Action 3.8 Student Recruitment:** All Schools to review the content and gender representation of Open Days to ensure a good representation of the diversity within the disciplines in the Schools.

<sup>1</sup> Leeds data only as no national benchmark data available

**Table 3.8: Research Postgraduate applications, offers and acceptances**

Subjects		Academic Session								
		2010/11			2011/12			2012/13		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
SEE	Applications	149	284	34	146	270	35	118	245	33
	Offers	41	64	39	46	65	41	41	52	44
	Acceptances	21	41	34	24	35	41	26	38	41
GEOG	Applications	74	118	39	52	91	36	76	91	46
	Offers	33	46	42	22	28	44	26	39	40
	Acceptances	15	23	39	11	11	50	12	16	43
ITS	Applications	20	70	22	21	84	20	23	71	24
	Offers	9	32	22	9	26	26	13	71	24
	Acceptances	5	21	19	3	13	19	8	11	42
Faculty	Applications	243	472	34	219	445	33	217	407	35
	Offers	83	142	37	77	199	39	80	110	42
	Acceptances	41	85	33	38	59	39	46	65	41

The overall picture for the Faculty is one of an increase in the proportion of acceptances over the period from females. Numbers are small enough for there to be significant yearly fluctuation. However, in general the picture is also one of a higher proportion of offers to applications for female students and, in the past two years therefore a higher proportion of acceptances from female candidates. Examples of good practice include five female examples out of the six postgraduate student profiles on the School of Geography website, three of the five 'Success Stories' on the School of Earth and Environment website being female and two of the three female postgraduate representatives in the Institute for Transport Studies being female.

**Action 3.9 PGR Recruitment:** Institute for Transport Studies to include some female 'Success Stories' in its postgraduate student web pages

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

**Table 3.9: Degree Classification by Gender - University of Leeds**

Academic session													
Subjects		2010/11				2011/12				2012/13			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
SEE	1 <sup>st</sup>	16	21	15	13	18	20	16	13	15	21	17	16
	2i	46	61	62	55	53	59	69	56	46	65	68	64
	2ii	14	18	32	28	12	13	28	23	9	13	18	17
	3 <sup>rd</sup> /O	0	0	4	4	7	8	10	8	1	1	3	3
GEOG	1 <sup>st</sup>	18	16	5	6	3	17	3	4	16	15	12	15
	2i	80	70	51	64	54	75	54	71	81	76	56	72
	2ii	16	14	21	29	17	9	17	22	9	8	10	13
	3 <sup>rd</sup> /O	0	0	1	1	2	0	2	3	1	1	0	0
Faculty	1 <sup>st</sup>	34	18	20	10	37	18	19	10	31	17	29	16
	2i	126	66	113	59	138	68	123	62	127	71	124	67
	2ii	30	16	55	28	22	11	45	23	18	10	28	15
	3 <sup>rd</sup> /O	0	0	5	3	7	3	12	6	2	1	3	2

**Table 3.10: Degree Classification by Gender – National Benchmark**

Academic session													
Subjects		2010/11				2011/12				2012/13			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
SEE	1 <sup>st</sup>	250	22	240	16	270	23	245	16	275	22	325	17
	2i	570	50	730	48	605	53	770	49	680	54	875	46
	2ii	275	24	465	30	240	21	470	30	265	21	570	31
	3 <sup>rd</sup> /O	45	4	100	7	35	3	75	5	45	3	115	6
GEOG	1 <sup>st</sup>	480	15	295	10	520	16	345	11	700	18	490	13
	2i	2000	64	1695	55	2075	64	1790	57	2445	63	2270	58
	2ii	580	19	935	30	575	18	895	28	635	16	1005	26
	3 <sup>rd</sup> /O	55	2	145	5	55	2	115	4	75	2	145	4

### Faculty (Leeds)

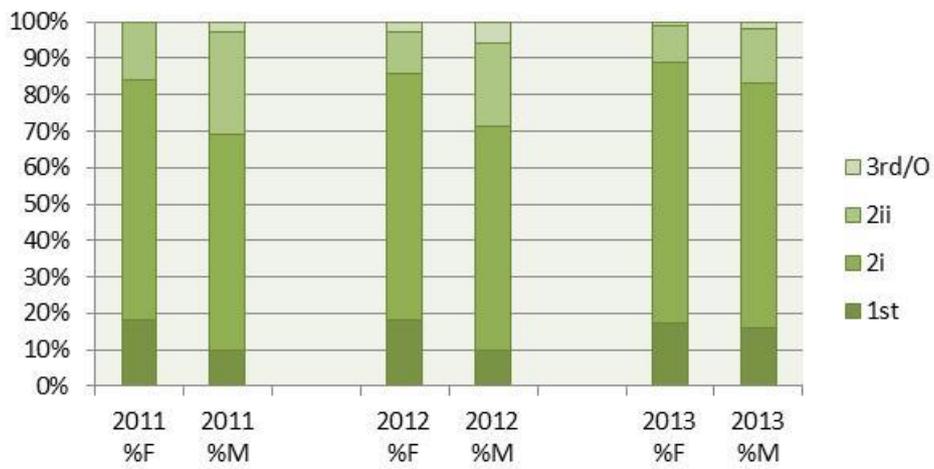


Figure 3.24: Undergraduate proportions of female students by degree classification for Faculty of Environment

### SEE (Leeds)

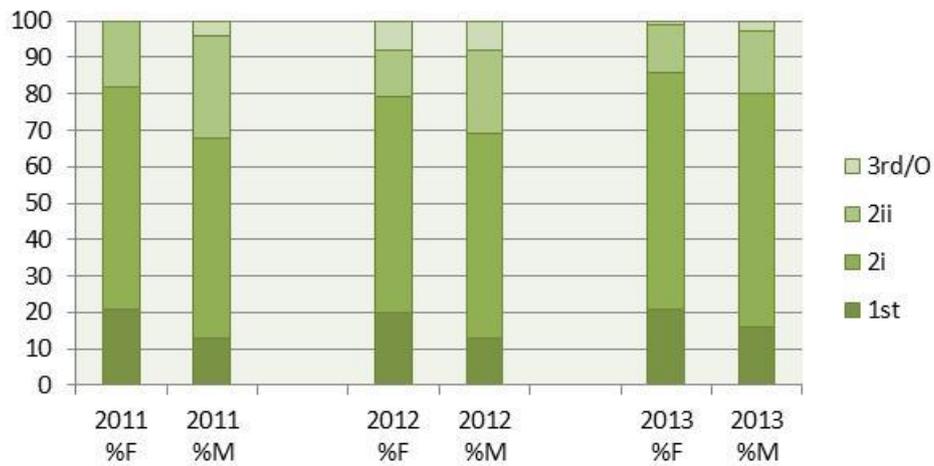
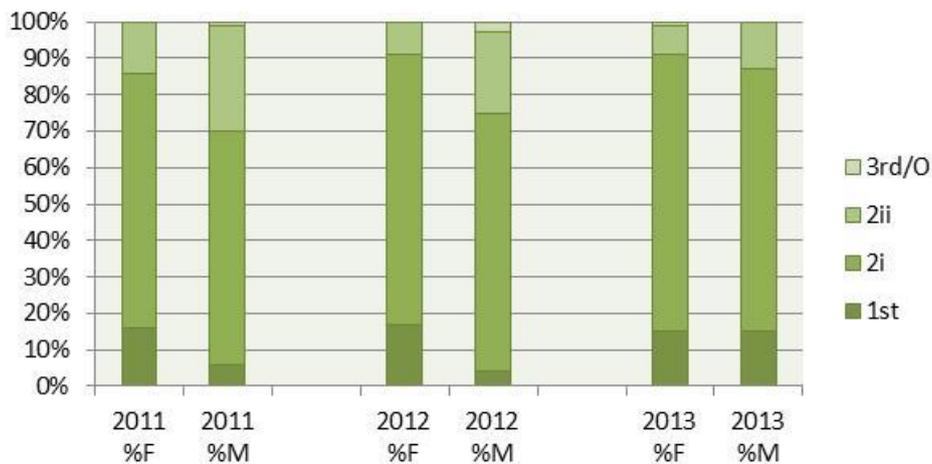


Figure 3.25: Undergraduate proportions of female students by degree classification for School of Earth and Environment

## Geography (Leeds)



**Figure 3.26: Undergraduate proportions of female students by degree classification for School of Geography**

The results suggest that the proportions of females attaining a 1<sup>st</sup> and 2i degree classification at Leeds is higher than the national benchmarks in both Geography and the School of Earth and Environment. In both schools the proportions of women achieving these classifications is higher than for males. An analysis of the NSS surveys and year 1 programme surveys reveals very little difference between responses for males and females. In both the School of Geography and School of Earth and Environment first year female students were more likely to say that they quickly felt part of the school community (71% vs 61% and 77% versus 59% respectively). This suggests a need to explore the relative performance of the male students with the aim of driving up the culture of achievement across the board.

**Action 3.10 – Inspire our Students:** Explore the performance of male undergraduate students and develop actions to drive up the culture of achievement across the board at undergraduate level.

The School of Geography awards the Dorothy Wharton Prize to the most meritorious female geography student in any year each year. Otherwise, all prizes are open to all students as are opportunities such as internships and funding opportunities to present at conferences.

### Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

**Table 3:11 Total Staff in Faculty of Environment**

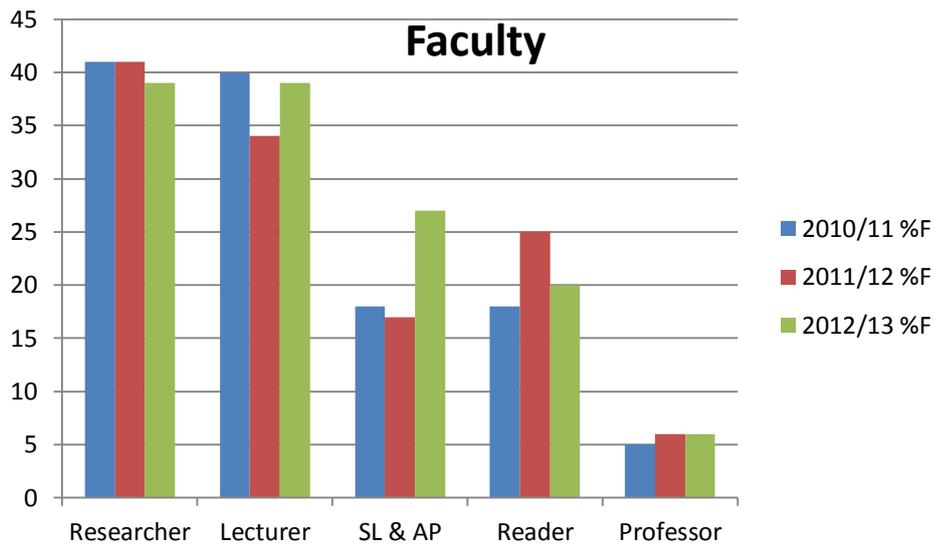
Year	Female	Male	Total	% Female
2010/11	101	228	329	31
2011/12	106	242	348	30
2012/13	114	256	370	31

**Table 3.12 Percentage of female staff in Faculty of Environment by staff category**

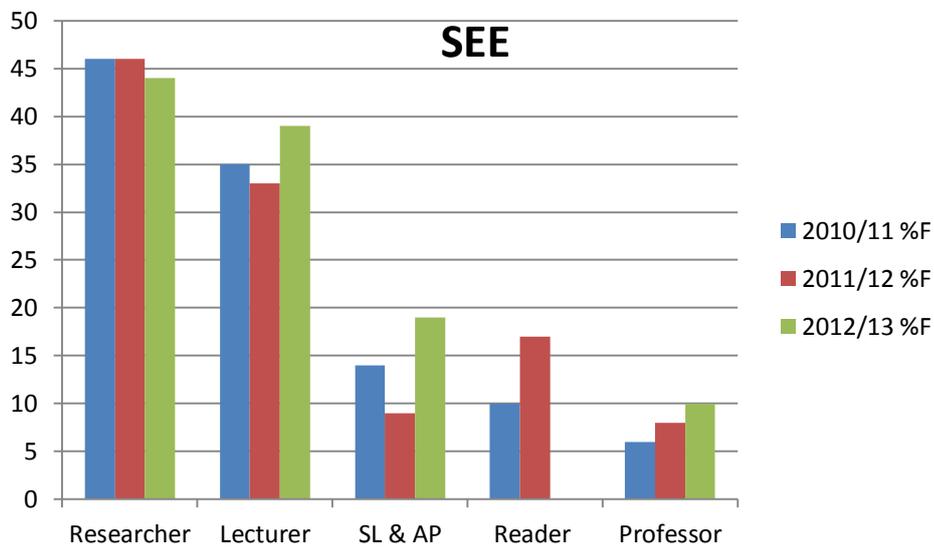
Staff Category	2010/11	2011/12	2012/13
Research	41	41	39
Lecturer	40	34	39
Snr Lecturer & Associate Prof	18	17	27
Reader	18	25	20
Professor	5	6	6

**Table 3.13 Staff by grade and role for each School**

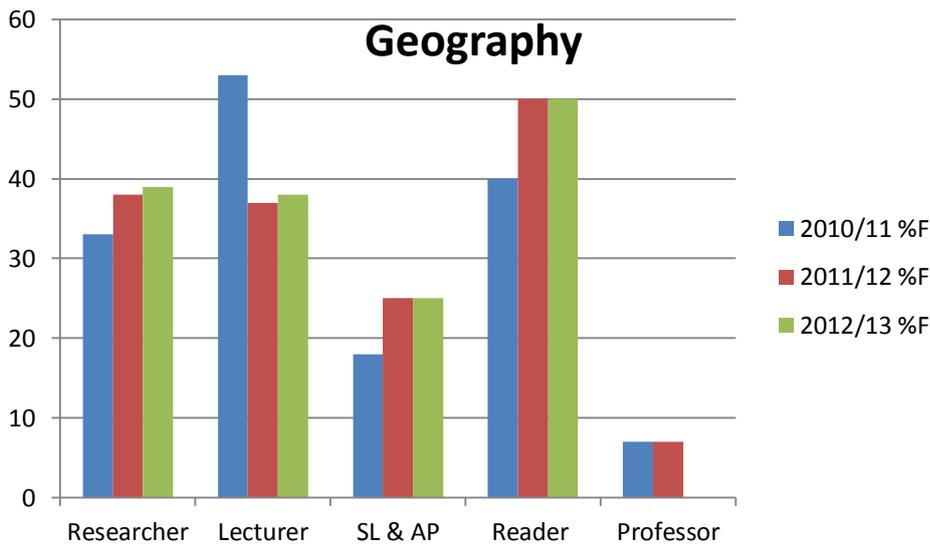
School	Staff Category	2010			2011			2012		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
SEE	Research	48	57	46	54	64	46	58	75	44
	Lecturer	12	22	35	10	20	33	11	17	39
	Senior Lecturer & Associate Prof	3	19	14	2	20	9	5	22	19
	Reader	1	9	10	1	5	17	0	5	0
	Professor	2	29	6	3	34	8	4	35	10
	TOTAL	66	136	33	70	143	33	78	154	34
GEOG	Research	10	20	33	13	21	38	11	17	39
	Lecturer	9	8	53	7	12	37	9	15	38
	Senior Lecturer	2	9	18	3	9	25	3	9	25
	Reader	2	3	40	2	2	50	2	2	50
	Professor	1	13	7	1	14	7	0	15	0
	TOTAL	24	53	31	26	58	31	25	58	30
ITS	Research	9	20	31	8	23	26	5	25	17
	Lecturer	0	2	0	0	1	0	1	1	50
	Senior Lecturer & Associate Prof	2	5	29	2	5	29	5	4	56
	Reader	0	2	0	0	2	0	0	1	0
	Professor	0	10	0	0	10	0	0	13	0
	TOTAL	11	39	14	10	41	12	11	44	20
School	Staff Category	2010			2011			2012		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
FACU LTY	Research	67	97	41	75	108	41	74	117	39
	Lecturer	21	32	40	17	33	34	21	33	39
	Senior Lecturer & Associate Prof	7	33	18	7	34	17	13	35	27
	Reader	3	14	18	3	9	25	2	8	20
	Professor	3	52	5	4	58	6	4	63	6
	TOTAL	101	228	28	106	242	28	114	256	31



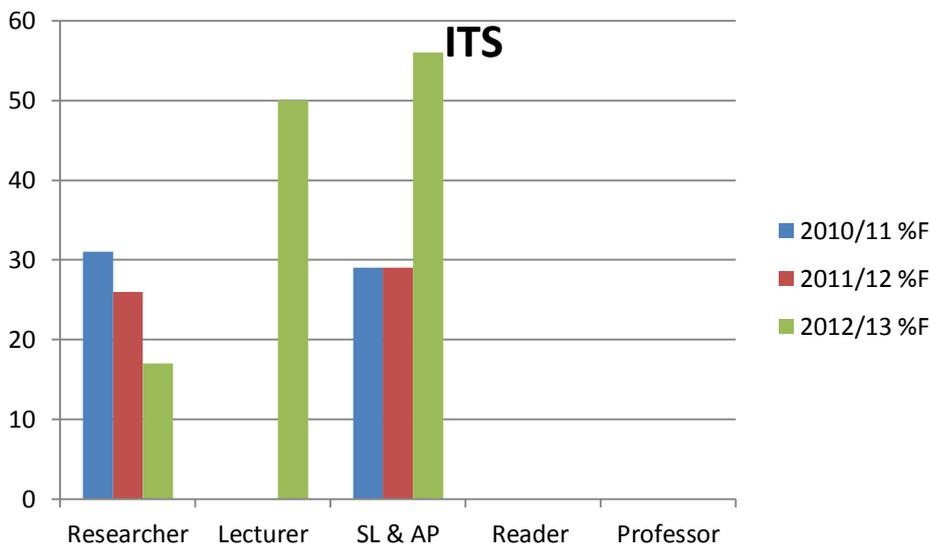
**Figure 3.27: % female staff by category for Faculty of Environment**



**Figure 3.28: % female staff by category for School of Earth and Environment**



**Figure 3.29: % female staff by category for School of Geography**



**Figure 3.30: % female staff by category for Institute for Transport Studies**

The staff data show an overall growth in the number of females from 2010-11 to 2012-13, notably in the School of Earth and Environment. This reflects overall growth in the school with no significant change in proportions of female staff.

There is a slight shift in the balance of seniority of female staff over the three year period, particularly in the Senior Lecturer/Associate Professor category. Within the Institute for Transport Studies there have been notable promotions from the research category to the Associate Professor category which explain the shift in proportions of staff. However, there is still an imbalance across the grades with fewer women in all categories of staff than can be found at lecturing level and the drop off being very substantial for Professorial staff in particular. Table 3.14 shows the national benchmark data. The total proportion of female staff across the Environment discipline nationally is very similar to the total proportion of female staff within the Faculty of Environment and within each School. At Professorial level the proportion of females in all Schools is lower than the national position. Also, whilst the national figures do not set out Readers as a

separate category, there is a big difference in the percentage numbers of female staff across the national category 'Senior Lectures & Researchers (G9)' when compared with our 'Senior Lecturer & Associate Professor' & 'Reader' categories. This reinforces the priority action to tackle issues around career progression. We address the actions below under Section 4.

**Table 3.14 National female staff in Environment by staff category**

School	Staff Category	2010/11			2011/12			2012/13		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
SEE	Researchers (G6-8)	490	735	40	505	765	40	520	800	40
	Lecturers (G7-8)	295	300	50	340	330	51	295	345	46
	Senior Lecturers & Researchers (G9)	360	1140	24	335	1130	22	355	1150	24
	Professors (G10)	45	370	11	45	385	10	55	390	12
	Other grades	0	5	0	0	0	NA	5	15	25
	TOTAL	1190	2550	32	1125	2610	32	1230	2700	32
GEOG	Researchers (G6-8)	430	565	43	425	580	42	445	555	45
	Lecturers (G7-8)	435	870	33	445	855	34	425	840	34
	Senior Lecturers & Researchers (G9)	1025	2590	28	1050	2530	29	1075	2530	30
	Professors (G10)	90	510	15	110	525	17	110	490	18
	Other grades	0	10	0	0	5	0	10	5	67
	TOTAL	1980	4545	30	2030	4495	31	2065	4420	32
ITS	Researchers (G6-8)	120	325	27	140	345	29	135	315	30
	Lecturers (G7-8)	55	180	23	55	240	19	60	190	24
	Senior Lecturers & Researchers (G9)	140	810	15	165	850	16	165	860	16
	Professors (G10)	10	195	5	15	195	7	60	190	5
	Other grades	0	0	NA	0	0	NA	5	25	17
	TOTAL	325	1510	18	375	1630	19	425	1580	21
Faculty	Researchers (G6-8)	1040	1625	39	1070	1690	39	1100	1670	40
	Lecturers (G7-8)	785	1350	37	840	1425	37	780	1375	36
	Senior Lecturers & Researchers (G9)	1525	4540	25	1550	4510	26	1595	4540	26
	Professors (G10)	145	1075	12	170	1105	13	175	1070	14
	Other grades	0	15	0	0	5	0	20	45	31
	TOTAL	3495	8605	29	3630	8735	29	3670	8700	30

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Overall turnover is low for the faculty, averaging 38 staff across the three schools for the three year period (12% of the 2012/13 staff total) and so the analysis is not broken down further by School. Approximately 5% of turnover each year is as a result of the expiry of fixed term research contracts. In 2010/11 and 2011/12, slightly more female research staff left as a result of the expiry of their contract (53% and 56% respectively). This fell to 41% in 2012/13.

**Table 3.15: Turnover for Faculty of Environment 2010/11**

	Headcount			Leavers			%Turnover		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Researcher	97	67	164	13	12	25	13	18	15
Lecturer	32	21	53	1	5	6	3	24	11
Senior Lecturer	33	7	40	0	1	1	0	14	3
Reader	14	3	17	3	0	3	21	0	18
Associate Professor	0	0	0	0	0	0	0	0	0
Professor	52	3	55	2	0	2	4	0	4
Total	228	101	329	19	18	37	8	18	11

**Table 3.16: Turnover for Faculty of Environment 2011/12**

	Headcount			Leavers			%Turnover		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Researcher	108	75	183	12	13	25	11	17	14
Lecturer	33	17	50	2	0	2	6	0	4
Senior Lecturer	31	7	38	2	0	2	6	0	5
Reader	9	3	12	0	0	0	0	0	0
Associate Professor	3	0	3	0	0	0	0	0	0
Professor	58	4	62	2	1	3	3	25	5
Total	242	106	348	18	14	32	7	13	9

**Table 3.17: Turnover for Faculty of Environment 2012/13**

	Headcount			Leavers			%Turnover		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Researcher	117	74	191	22	13	35	19	18	18
Lecturer	33	21	54	5	1	6	15	5	11
Senior Lecturer	28	9	37	1	0	1	4	0	3
Reader	8	2	10	0	0	0	0	0	0
Associate Professor	7	4	11	0	0	0	0	0	0
Professor	63	4	67	1	2	3	2	50	4
Total	256	114	370	29	16	45	11	14	12

In 2010/11 there was a notably higher proportion of female leavers in the lecturer and senior lecturer grades. In 2011/12 Professor Gill Valentine left her post as Head of the School of Geography to take a more senior role as Pro-Chancellor – Social Sciences at the University of Sheffield. In 2012/13 two of the four professorial leavers were female. The previous Faculty Dean, Professor Jane Francis, has been seconded to become the first female Head of the British Antarctic Survey whilst Professor Marjorie Wilson (Pro-Dean for Research and Innovation) retired. Whilst we see these cases as positive career development they reinforce the current shortfall at this level.

**Action 3.11 Valuing and Developing Staff:** Ensure exit interviews take place for all departing staff and analyse responses – taking remedial action if indicated

Word count: 2137

#### 4. Supporting and advancing women's careers: maximum 5000 words

##### Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
  - (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Recruitment data were collected by the Equality Service up to 2007, at which time it was decided to implement an e-recruitment system and data collection was suspended. Due to delays in the project, the e-recruitment system was not implemented until February 2011 and as such there is a gap in our data.

The information in the recruitment tables (4.1. to 4.3 below) relates to staff categories of Academic and Research only; unfortunately we are unable to break down the categories further as this information is not available. The information relating to grade by Schools is also not available. Please note there are a large number of applicants with an "unknown" gender throughout the recruitment stages because it is not mandatory for applicants to declare this information therefore we do not have a full picture of the number of female applicants for posts. The data shows that in all three Schools the numbers of female applicants are low in comparison to male applicants.

Although female applications are low, the 'conversion' rates of applications to those appointed implies that there is no apparent gender bias in "hired" numbers as a percentage of total applicants for the Faculty. For example, the total number of applicants hired in 2012-2013 was the same percentage of 2.42%, in 2011-2012 the figures were close in that 3.71% appointed were male and 2.06% were female and in February 2011-September 2011 2.17% of male applicants were appointed compared to 2.31% of females. There is a positive story identified within the School of Earth and Environment in 2012-2013 as although the number of female applicants (170) was significantly lower than the number of male applicants (476) the total number of females appointed (21) was higher than the number of males appointed (16) so there is no gender bias in the recruitment process.

**Action 4.1 - Valuing and Developing Staff:** Monitor and analyse recruitment data; bring significant areas of concern to Faculty Exec and continue to develop and revise remedial actions to rectify gender balance across all grades and specifically at the senior positions.

**Table 4.1: Recruitment Data for School of Earth and Environment**

Feb 2011-Sep 2011						2011-2012						2012-2013					
	Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F
<b>Applications</b>						<b>Applications</b>						<b>Applications</b>					
Academic	101	33	36	170	19	Academic	113	66	54	233	28	Academic	105	35	18	158	22
Research	154	58	30	242	24	Research	178	107	30	315	34	Research	371	135	56	562	24
Total	255	91	66	412	22	Total	291	173	84	548	32	Total	476	170	74	720	24
<b>Interviews</b>						<b>Interviews</b>						<b>Interviews</b>					
Academic	13	2	1	16	13	Academic	12	11	2	25	44	Academic	12	5	5	22	23
Research	25	11	2	38	29	Research	25	22	0	47	47	Research	70	28	98	196	14
Total	38	13	3	54	24	Total	37	33	2	72	46	Total	82	33	5	120	28
<b>Appointments</b>						<b>Appointments</b>						<b>Appointments</b>					
Academic	3	3	1	7	43	Academic	6	3	3	12	25	Academic	2	4	3	9	44
Research	7	8	15	30	27	Research	22	16	0	38	42	Research	14	17	0	31	55
Total	10	11	1	22	50	Total	28	19	3	50	38	Total	16	21	3	40	53

**Table 4.2: Recruitment Data for School of Geography**

Feb 2011-Sep 2011						2011-2012						2012-2013					
	Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F
<b>Applications</b>						<b>Applications</b>						<b>Applications</b>					
Academic	107	29	18	154	19	Academic	100	68	22	190	36	Academic	104	68	38	210	32
Research	59	46	18	123	37	Research	82	57	17	156	37	Research	45	18	13	76	24
Total	166	75	36	277	27	Total	182	125	39	346	36	Total	149	86	51	286	30
<b>Interviews</b>						<b>Interviews</b>						<b>Interviews</b>					
Academic	20	6	0	26	23	Academic	21	8	3	32	25	Academic	9	4	3	16	25
Research	17	10	2	29	34	Research	17	18	2	37	49	Research	13	2	1	16	13
Total	37	16	2	55	29	Total	38	26	5	69	38	Total	22	6	4	32	19
<b>Appointments</b>						<b>Appointments</b>						<b>Appointments</b>					
Academic	2	1	0	3	33	Academic	4	2	2	8	25	Academic	2	3	2	7	43
Research	2	4	0	6	67	Research	1	3	1	5	60	Research	4	0	1	5	0
Total	4	5	0	9	56	Total	5	5	2	12	42	Total	6	3	3	12	25

**Table 4.3: Recruitment Data for Institute for Transport Studies**

Feb 2011-Sep 2011						2011-2012						2012-2013					
	Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F		Male	Female	Unknown	Total	%F
<b>Applications</b>						<b>Applications</b>						<b>Applications</b>					
Academic	1	1	0	2	50	Academic	14	5	9	28	18	Academic	25	9	14	48	19
Research	0	0	0	0	0	Research	49	17	9	75	23	Research	36	36	12	84	43
Total	1	1		2	50	Total	63	22	18	103	21	Total	61	45	26	132	34
<b>Interviews</b>						<b>Interviews</b>						<b>Interviews</b>					
Academic	1	1	0	2	50	Academic	1	2	0	3	67	Academic	5	1	1	7	14
Research	0	0	0	0	0	Research	15	1	0	16	6	Research	9	6	15	30	20
Total	1	1	0	2	50	Total	16	3	0	19	16	Total	14	7	1	22	32
<b>Appointments</b>						<b>Appointments</b>						<b>Appointments</b>					
Academic	1	0	0	1	0	Academic	0	2	0	2	100	Academic	0	1	1	2	50
Research	0	0	0	0	0	Research	4	0	0	4	0	Research	3	0	0	3	0
Total	1	0	0	1	0	Total	4	2	0	6	33	Total	3	1	1	5	20

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

The total number of applications for promotion in each of the years 2010/11 to 2012/13 has been low (9, 15 and 13) representing less than 4% of all staff. Separating out gender differences is therefore not easy. Nine females applied from the 37 applications (24% just under the 30% of females in the Faculty) of which five were successful and four were unsuccessful. Twenty six males were successful however with only two being unsuccessful. This suggests that there is a need for further mentoring and support around the proposals that are submitted by female staff. This process has been pro-actively supported by the Dean of Faculty and each of the Heads of School are now tasked with reviewing promotion applications to Grade 9 and 10. Whilst it is early to suggest that this has had positive results, three of four applications to Associate Professor or Professor level by female staff were successful in 2012/13.

The University also runs an annual contribution pay process which allows staff to apply for, or managers to recommend cases for accelerated and discretionary increments and one off payments (Table 4.1). Numbers of applications by School are small in the research and academic categories. The total numbers of applications in the years 2010/11 through to 2012/13 were 22 (5 of which were from female staff), 21 (8 from female staff) and 18 (5 from female staff). Overall, this represents 30% of all applications, which is the percentage of females in the Faculty. Each year, 100% of female applications have been successful suggesting that there is not a bias on the Reward and Recognition Committees. Male applications are not as successful, 76% in 2010/11, 54% in 2011/12 and 77% in 2012/13. The disparity in success rates however may suggest that women are not as keen to put themselves forward which we address under actions around promotion below.

**Table 4.4: Contribution pay application and success rate by gender in the Faculty of Environment 2012/13**

2012/13	Number applications			% applications female	Number successful applications			% success rate		
	Female	Male	Total		Female	Male	Total	Female	Male	Total
<b>Faculty</b>										
Researcher	0	3	3	0	0	2	2	Na	67	67
Lecturer	3	2	5	60	3	2	5	100	100	100
Senior Lecturer	2	6	8	25	2	4	6	100	67	75
Reader	0	0	0	Na	0	0	0	Na	na	Na
Associate Professor	0	2	2	0	0	2	2	Na	100	100
<b>Total</b>	<b>5</b>	<b>13</b>	<b>18</b>	<b>28</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>100</b>	<b>77</b>	<b>83</b>
<b>ITS</b>										
Researcher	0	3	3	0	0	2	2	na	67	67
Lecturer	0	0	0	Na	0	0	0	na	na	na
Senior Lecturer	0	0	0	Na	0	0	0	na	na	na
Reader	0	0	0	Na	0	0	0	na	na	na
Associate Professor	0	0	0	Na	0	0	0	na	na	na
<b>Total</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>na</b>	<b>67</b>	<b>67</b>
<b>Geography</b>										
Researcher	0	0	0	Na	0	0	0	na	na	na
Lecturer	1	1	2	50	1	1	2	100	100	100
Senior Lecturer	1	4	5	2	1	2	3	100	50	60
Reader	0	0	0	Na	0	0	0	na	na	na
Associate Professor	0	0	0	Na	0	0	0	na	na	na
<b>Total</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>29</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>100</b>	<b>60</b>	<b>71</b>
<b>SEE</b>										
Researcher	0	0	0	Na	0	0	0	na	na	na
Lecturer	2	1	3	67	2	1	3	100	100	100
Senior Lecturer	1	2	3	33	1	2	3	100	100	100
Reader	0	0	0	Na	0	0	0	na	na	Na
Associate Professor	0	2	2	0	0	2	2	na	100	100
<b>Total</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>38</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>100</b>	<b>100</b>	<b>100</b>

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The Faculty of Environment applies the University’s Recruitment and Selection policy with the aim of ensuring, through consistent procedures and fair criteria, that the best person is appointed who meets the requirement of a vacancy. Equality and diversity principles are integral to every aspect of recruitment practice.

In response to our low numbers of female applicants we have recently introduced initiatives such as:

- the inclusion of a paragraph promoting our commitment to Athena SWAN and the University’s family friendly policies in our job advertisements;
- reviewing recruitment documents to ensure that wherever images are used on advertisements, they show a gender balance; and
- checking that the requirements of the person specification do not disadvantage female applicants.

All appointing panels have at least one female member and all those acting as Chair on appointing panels have received equality and diversity training. When considering the potential field that might be encouraged to apply for new posts, additional effort is made to ensure that we receive applications for female candidates and this will continue.

However, there is much more that could be done to reinforce some of the good practice which is on going in the Faculty and to be clearer to potential external applicants why Leeds will provide a positive and supportive environment.

**Action 4.2 – Valuing and Developing our Staff:** Review recruitment literature to ensure it is female friendly and mention of the University’s family friendly policies.

**Action 4.3 – Valuing and Developing our Staff:** Advertise posts as having the possibility for job sharing unless otherwise approved by the Head of School

**Action 4.4 – Valuing and Developing our Staff:** Ensure all staff on interview panels have undertaken Equality and Diversity training

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The Faculty of Environment is a keen promoter of various University wide initiatives which are specifically targeted at supporting the career development of women. The Women in Science, Engineering and Technology (WiSET) Network has been running since autumn 2010. WiSET runs a regular monthly network meeting which allows the opportunity to network with female colleagues from across disciplines and includes invited speakers to offer advice, support and share their experiences of developing a career as a woman in SET. The University also has a Springboard programme which is run by the Staff and Departmental Development Unit as a reflexive programme aimed to set goals and develop confidence and assertiveness skills.

The Faculty is particularly committed to the development of female staff into future leadership roles. The Faculty has had excellent representation at the highest level (Dean of Faculty (Professor Jane Francis), Pro-Dean for Research and Innovation (Professor Marge Wilson), Pro-Dean for Student Education (Dr Andrea Jackson) and within Schools (Dr Pippa Chapman, School of Geography Director of Student Education; Dr Anne Tallontire, School of Earth and Environment Director of Student Education, Dr Samantha Jamson, Institute for Transport Studies, Director of International Activities). Women also lead our research activities in all schools (in Transport Studies Dr Natasha Merat (Safety and Technology) and Frances Hodgson (Sustainable Transport Policy) in School of Earth and Environment (Professor Lindsay Stringer, Sustainability Research Institute) and School of Geography (Sara Gonzalez (Cities & Social Justice) and Ayona Datta (Citizenship & Belonging)).

The Faculty is an active promoter of female participation in the University's 'Tomorrow's Leaders' programme. From the programme's inception in 2003 to 2010 4 of the 21 Faculty participants (20%) were female. Since 2010 13 of the Faculty's 26 participants (50%) were female. The programme covers all aspects of strategic development, includes intensive 360 degree feedback, the adoption of a mentor and collaborative action learning sets to put the lessons into practice.

Despite some positive initiatives, there seems to be a comparative reluctance of female staff to bring forward applications for promotion and potentially rewards and recognition which we will address through the following action.

**Action 4.5 – Valuing and Developing Staff:** Create peer groups for women at key career transition points and support the development of promotion applications with senior academic input.

### **Career development**

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
  - (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The cornerstone of the appraisal and development process for the Faculty is the Staff Review and Development Scheme which is an annual reflection on progress and an opportunity to set goals and identify training needs for the coming year. This is a key forum where progression to the next grade is discussed with this being a mandatory part of the discussion for staff within one increment of the top of their current pay scale.

A development since 2011 has been a one-to-one Annual Academic Meeting with the Head of School and/or the Directors of Research and Innovation and Student Education. This forum helps the staff members to see how their role fits within the overall vision for the school and allows staff to raise issues regarding workload and portfolio balance with those that are able to most directly influence that (SRDS being conducted by senior staff that can provide an overall career development perspective). The one to one meetings also feed in to the SRDS meetings by identifying areas of good performance and of developmental need relative to colleagues in the School. Examples of outcomes of these meetings include the rescheduling of departmental meetings, reallocation of teaching workload and a reduction in the range of academic expectations on a part-time member of staff.

**Action 4.6 – Valuing and Developing Staff:** Ensure individual annual academic and SRDS meetings are carried out in a consistent and transparent way to focus on promotion and career development and that reviewers are aware of positive action initiatives such as Springboard and WiSET.

**Action 4.7 – Valuing and Developing Staff:** Review the length staff remain at the top of their grades and develop further actions if any gender biases are indicated.

**Action 4.8 – Valuing and Developing Staff:** Raise the visibility of promotions advisors across the Faculty

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The Schools all offer a similar approach to induction and training. A generic programme of School level induction is offered with the pathway varying a little by nature of the role. For research staff, probation objectives are set by the PI. For new academic staff the probation objectives will be set by a senior probationary advisor. All staff also have opportunity to have additional research and teaching mentors. All new staff take the University's ULTRA programme except where the appointee is a very experienced academic. This provides a broad introduction to how the University works as well as teaching and research facing training. All new staff are given a staff development account fund to help them with networking, conference attendance, equipment etc to support their research. Flexible working approaches are agreed with individuals. For example, in the Institute for Transport Studies recent appointee Dr Charisma Choudhury was allowed to delay her start date and phase her fte uptake as she had her first child between interview and appointment. Nonetheless, it is not apparent how mechanisms such as flexible working are promoted in a consistent manner during induction.

**Action 4.9 – Valuing and Developing Staff:** Materials promoting the various policies for flexible working, networking and development opportunities will be developed for adoption in all schools as part of the induction process.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor.

Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

All postgraduate students (taught and research) receive an induction that includes a video on Equality and Diversity in student education and University life. The School of Earth and Environment has developed a pioneering “Step up to Masters” website and communications programme to help students prepare for postgraduate study at Leeds (<http://www.see.leeds.ac.uk/stepup/>). However, the site does not specifically address issues surrounding equality and diversity and could be further extended. All Masters students either have a personal tutor or, on smaller programmes, a regular series of meetings with their Programme Leaders. In years where there has been no female programme leader in the Institute for Transport Studies a female student coordinator has been put in place.

Research postgraduate training is provided jointly with the Faculties of Environment, Mathematics and Physical Sciences and Engineering. The programme covers a wide range of topics and skills such as: research methodologies and data management; techniques for information search and organisation; personal effectiveness and professionalism throughout the research process; strategy, project planning and management; ethics and intellectual property and good communications. The University Graduate Training and Support Centre also provides general training on time management, ethics and preparing for various stages of the PhD.

The Faculty actively encourages all female staff and PhD students to participate in WiSET (described earlier). Topics for the meetings are very varied, and have included role models and visibility: promoting STEM as a career path for women; developing assertiveness and working with confidence; travels with my family – work/life balance on four continents and gender statistics: what do they really mean? The WiSET monthly meetings are considered a “safe space” in which female staff and students can air any concerns or fears, or seek support on a particular issue that may be troubling them. Its cross-faculty nature also allows for genuine networking and sharing of experiences. Currently monthly meetings have approximately 30 to 35 participants but through active support from the STEM faculties this should continue to increase, especially where faculties can provide larger meeting spaces.

The Faculty celebrates the success of its PGR students through our annual Faculty PGR conference, through best poster awards at other events such as the ITS research days and through putting forward our best candidates for central awards. Rawia El Rashidy a PhD student in the Institute for Transport Studies was one of 10 winners of the Women of Achievement awards at the University of Leeds in recognition of her gold medal in the Young Researchers in Europe competition, 2012.

Our seminar programmes are designed to be inclusive and to attract a good mix of speakers internally and externally that can help inspire our students and staff to continue their careers. There is an opportunity to use this route more proactively.

**Action 4.10 - Inspire our students:** Encourage all female PGR students to join WiSET

**Action 4.11 – Inspire our students:** Ensure seminar programmes are inclusive and attract the best female talent

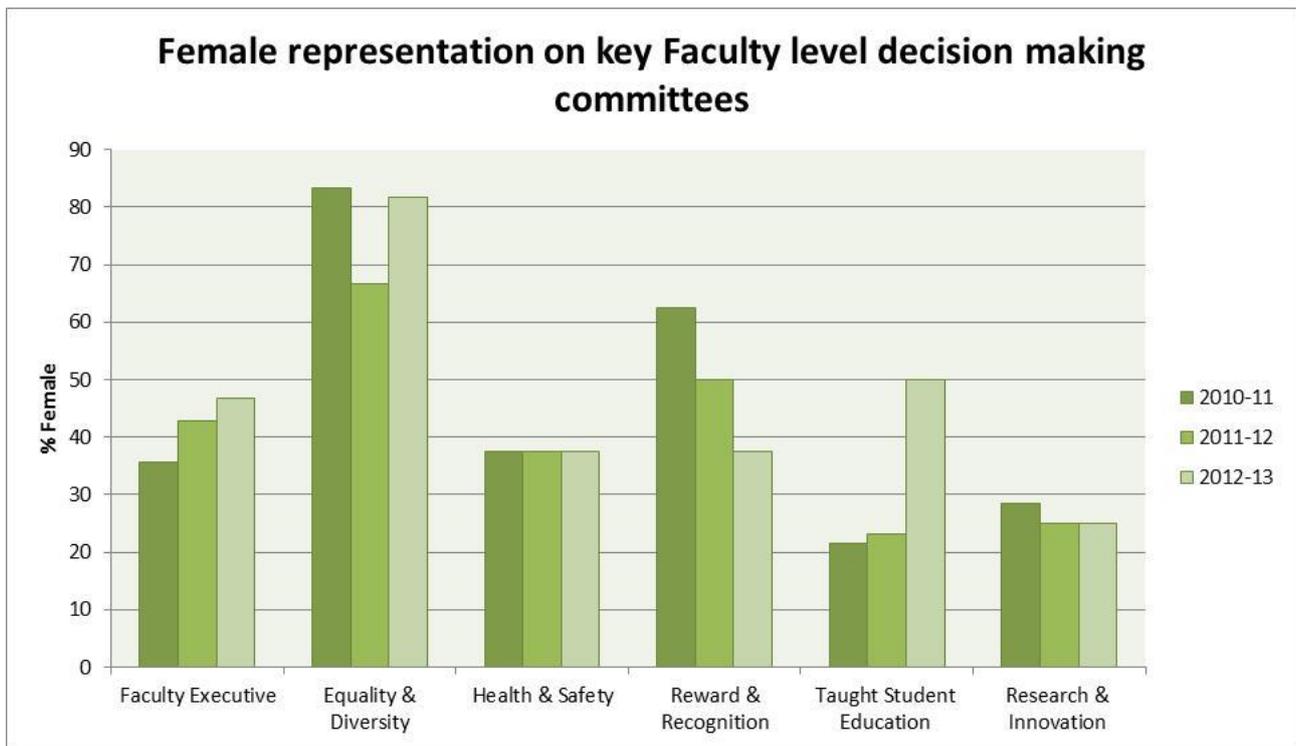
## Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Table 4.5 and Figure 4.1 show the percentage female representation on Faculty Committees. Representation should be seen against the benchmark figure of 38% females in academic and research positions in the Faculty. In general the position for the Faculty is good with females achieving greater relative representation on Faculty Executive and Equality and Diversity committees. Representation on Health and Safety committees is static and matches the proportions of females in the Faculty. Whilst in 2012/13 the proportion of women on rewards and recognition reflects the proportion of females in the Faculty this has fallen from 63% two years previously. Whilst this does not seem to have influenced the success rates for women (Table 4.1) the balance of all committees will be monitored and corrective action taken where required. Representation on Taught Student Education Committee has increased. Representation on some of these committees (Faculty Executive, Health and Safety, Taught Student Education, Rewards and Recognition and Research and Innovation) is largely shaped by the nature of the key role holders within the individual schools as well as at Faculty level. In this context, performance is encouraging.

**Table 4.5: Male and female representation of Faculty level decision making committees 2012-13**

Committee	Male	Female	% Female
Faculty Management	8	7	47
Equality and Diversity	2	9	82
Health and Safety	5	3	38
Research and Innovation	5	3	38
Taught Student Education	7	7	50
Reward and Recognition	3	1	25
<b>Total</b>	<b>30</b>	<b>30</b>	<b>50</b>



**Figure 4.1: Proportion of female staff on key Faculty Committees**

The positive position at the Faculty level appears to be mirrored also at a School level as shown in Table 4.6. All School Management Committees have a greater proportion of female staff on them than female staff in the Schools. Representation on Taught Student Education Committees is a little low whilst the proportions on school Staff:Student fora are generally high with the exception of Geography in 2012-13. Whilst the proportions on Health and Safety Committees appear comparatively low, this is in part due to the Union representatives on some Committees (e.g. Institute for Transport Studies) being all male.

It is pleasing that 11 out of 15 of our Faculty Student Representatives have been female. Over the last two years, 4 out of 5 of our Faculty Undergraduate Research and Leadership Scholars have been female (these are alumni funded scholars that are high quality students). One of these has gone on to present at conferences and won a prize from the Mineralogical Society.

**Action 4.12 – Inclusive organisational development:** Collect, record and review data on gender representation on committees as part of standard processes

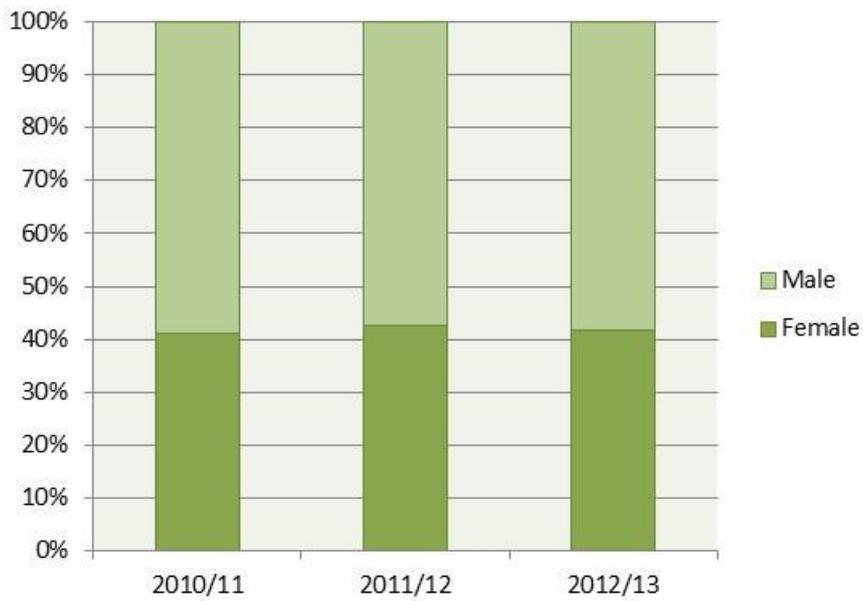
**Table 4.6: Male and female staff representation on key committees 2012-13**

<b>School Executive/Management Committees</b>			
	<b>Male</b>	<b>Female</b>	<b>%F</b>
E&E	4	3	43
GEOG	8	6	43
ITS	6	4	40
Total	18	13	42
<b>Health and Safety Committees</b>			
	<b>Male</b>	<b>Female</b>	<b>%F</b>
E&E	8	3	27
GEOG	4	6	60
ITS	7	1	13
Total	19	10	34
<b>Reward and Recognition Committees</b>			
	<b>Male</b>	<b>Female</b>	<b>%F</b>
E&E	4	3	43
GEOG	4	4	50
ITS	5	3	38
Total	13	10	43
<b>Taught Student Education Committees</b>			
	<b>Male</b>	<b>Female</b>	<b>%F</b>
E&E	15	7	32
GEOG	11	3	21
ITS	11	4	27
Total	37	14	27
<b>School Staff/Student Forums</b>			
	<b>Male</b>	<b>Female</b>	<b>%F</b>
E&E	17	25	60
GEOG	11	7	39
ITS	8	5	38
Total	36	37	51

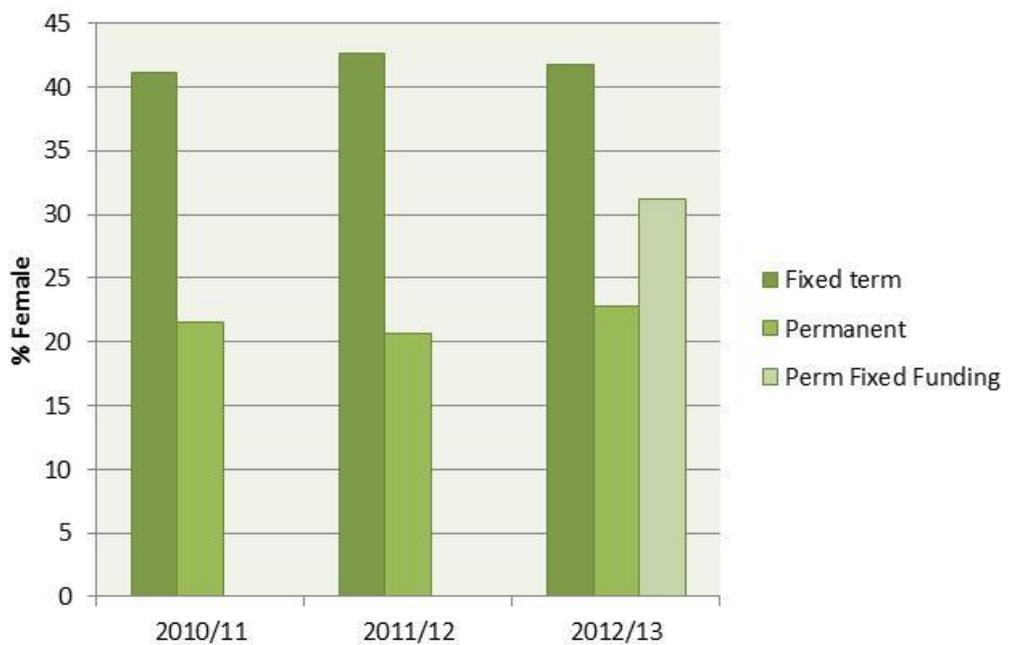
- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

In April 2012, the University introduced a procedure to support the employment security of staff on fixed funding or fixed term contracts in line with the commitment to ensure the appropriate use of employment contracts irrespective of funding streams and avoid the use wherever possible of successive fixed term contracts. For subsequent contracts that extend employment beyond three years, fixed term contracts are not used other than in exceptional circumstances. The category 'open ended - fixed funded' reflects a position where staff have open-ended status but where the salary is underpinned with fixed funds. Six to nine months before the end date of the funding source, staff enter into a process whereby Schools provide a high degree of support to the

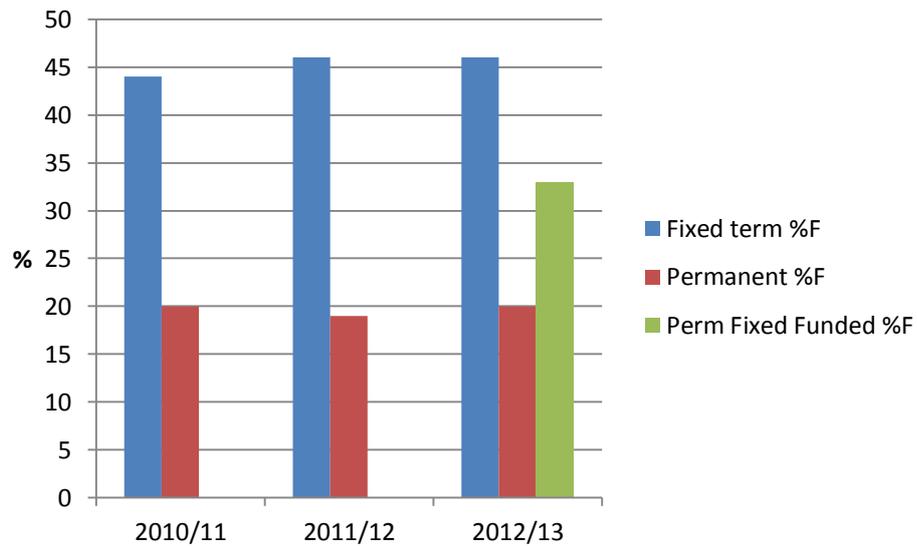
individual in order to source alternative funding or to find suitable redeployment opportunities. Full redundancy rights are also available to these staff.



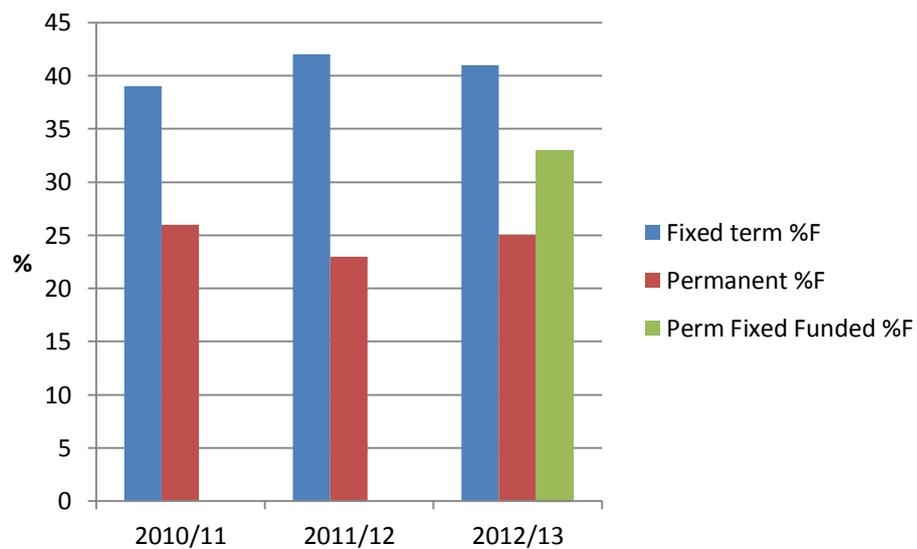
**Figure 4.2: Gender breakdown of total fixed term staff in Faculty of Environment**



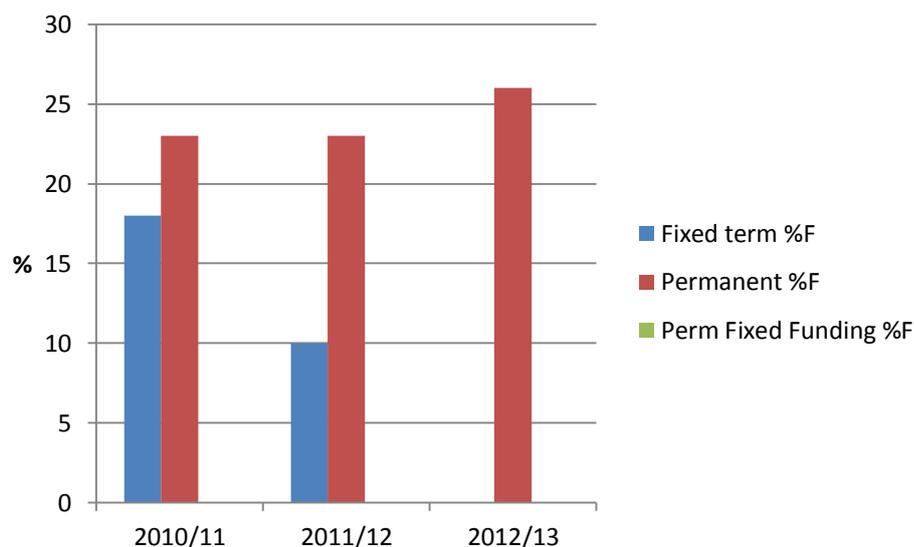
**Figure 4.3: Percentage of female fixed term staff in Faculty of Environment by category**



**Figure 4.4: Percentage of female staff on a fixed term, permanent and permanent fixed funded basis in the School of Earth and Environment**



**Figure 4.5: Percentage of female staff on a fixed term, permanent and permanent fixed funded basis in the School of Geography**



**Figure 4.6: Percentage of female staff on a fixed term, permanent and permanent fixed funded basis in Institute for Transport Studies**

The overall picture on fixed term, permanent and staff employed on a permanent basis (full employment rights) but linked to specific external funding streams shows that for the School of Geography and the School of Earth and Environment that the proportions of female staff on fixed term contracts is far higher than those on permanent contracts. The Institute for Transport Studies however has a far greater proportion of female staff on a permanent basis. This reflects quite different employment histories within the three schools. The Institute for Transport Studies was an early adopter and shaper of the University's policy on early career researchers who had been working at the University continuously for periods of 4 years or more. The high proportion of female permanent staff to a large degree reflects a successful transition of junior research staff to permanent research facing positions. There is now a University wide policy on this and we would anticipate the position shifting for Earth and Environment and Geography as the research success in these schools makes such positions viable (reflected in the new category of open ended – fixed funded in 2012/13). Of six five year research fellowships (funded by the University and NERC) in the School of Earth and Environment, half have been won by women and it is anticipated that these posts will become permanent academic posts at the end of the period. This is seen as a positive recruitment tool to attract the best talent to the Faculty.

**Action 4.13 - Valuing and Developing Staff:** All Schools to look to develop longer-term research fellowship positions which offer permanent posts at the end of the period to attract the highest quality candidates

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
  - (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

The data from Tables 4.5 and 4.6 suggest that representation on Committees is balanced. All major departmental roles are subject to open calls for applications and open selection processes if there are multiple applicants. Committee representation and esteem activities and their interaction with workload are discussed with the Head of School or delegate at the Annual Academic Meetings. Workload adjustments are made to avoid overloading in the long-run. Whilst representation on committees is relatively high in the Schools and Faculty we do not see committee overload as an issue. However, we would anticipate that the administrative responsibilities being taken on by females should soon begin to translate themselves into further promotion applications to more senior levels, concomitant with the level of strategic input being provided. Workload allocations for senior staff include additional resources to support external committee participation and roles such as Journal Editorships.

Whilst we have identified a number of female research leaders in the Faculty, this is, as yet imbalanced.

**Action 4.14 - Valuing and Developing Staff:** Encourage the development of female research leaders across the full range of research interests.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

Each of the Schools within the Faculty pro-actively manage staff workloads. Transparent allocations of workload for different roles are provided. Where significant administrative tasks are taken on, concomitant reductions in teaching commitments or research income generation expectations are introduced. Workload commitments and balance are reviewed a minimum of once a year through the one-to-one meeting with the Head of School or their senior delegate. The Faculty is currently participating in a University wide workload model pilot project to ensure that our procedures and processes are consistent with those in other areas, which is important for parity in promotion prospects and opportunities to participate in broader University agendas.

The rotation of roles is treated on its merit. Some roles are normal expectations for a particular grade and will therefore be incorporated within the workload allocation. Others may involve a very intensive commitment which clearly has a potential detrimental impact on the balance of a portfolio. In such instances staff have been offered sabbaticals (3 months for DoRI in ITS). It is also standard practice to ensure that Head of School and Dean positions have a funded research fellow support position.

**Action 4.15 – Valuing and Developing Staff:** to utilise data and outputs from the Workload model pilot project to benchmark and then monitor gender balance across the various types of activity and to take remedial action as required.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

There is no clear Faculty norm with regards to 'core hours'. However, each of the Schools has made adaptations to their practices of holding meetings to accommodate part-time staff and those with caring responsibilities at either end of the day. Such practices are beneficial to all members of the School as they typically avoid disadvantaging people with particular teaching commitments. The Institute for Transport Studies for example schedules management meetings between 10am and 4pm and has, since 2012 cycled these types of meetings and departmental meetings across the week. The research seminar series also cycles round Tuesday, Wednesday and Thursday lunchtime. Formal social gatherings are all scheduled during the working day. The School of Earth and Environment runs its School Management Committee and Steering Committee between the hours of 10am and 4pm and also cycles its programme of departmental meetings. It moved its Christmas Social from an evening event to a lunchtime event and this has increased participation. The School of Geography holds its meetings on a fixed day so that part-time staff can plan for attending the meetings.

Our culture focus group recognised the progress has been made on planning better for meetings but identified the need for this to be put into practice across all meetings.

**Action 4.16 – Inclusive organisational development:** Ensure that each department reviews how the meeting cycle and planning arrangements work for its staff and consult on the operation of core hours.

**Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The School of Earth and Environment launched a communications, culture and staff engagement project towards the end of 2012 aimed to deliver the key supportive enabler from its strategy map of 'Efficient and strong support services and fair and transparent management systems'. They held three consultation events with staff (one with the leadership forum, one with academic staff, one with support staff) to collectively identify ways of improving communications, culture and staff engagement within the school with a living action plan. The plan has a series of actions identified under the three themes of Collegiality and Culture, Structures and Communication. One of the outcomes was that staff wanted to embed a culture of mutual respect where everyone feels valued which led to a School Mutual Respect Charter, posted in the foyer.

The School of Geography has, as part of its strategy to "value and develop all members of the School of Geography" and also has aims to communicate effectively to different audiences and to foster a strong and vibrant sense of community and enhance wellbeing. There is also a Mutual Respect Charter which includes a general assumption of equality and respect for diversity and the School has strong representation on the Faculty Ethics and Equality and Diversity Committees, currently chairing both.

The Institute for Transport Studies has recently had a wave of staff with children and has many more advocates for family friendly and flexible working practices. In 2012, ITS consulted on and adopted a set of values for the Institute that include recognising and respecting diversity. Recent appointments to Lecturer and Associate Professor level have all been female and there are more advocates for gender equality. Nonetheless, progression of the top Associate Professors to full Professor is a necessary next step for equality.

There are elements of what we do which are still not sufficiently female-friendly. More guidance and support could be given on lone-working in threatening environments. A particular issue from the culture focus group was the difficulties of continuing field work when you have a family where the risk calculations may change and where the risks of domestic emergencies have to be factored in. Emergency funding could be made available to support staff being brought back rapidly from the field and/or joined by a colleague with experience of the area where necessary.

In addition, it was suggested that student field trips would also benefit from greater thought to inclusivity where there is a general culture that women should cope with the lack of privacy associated with field classes in the same way as male colleagues.

**Action 4.17 – Inclusive organisational development:** Each School to explore the issues regarding field work for female staff and to consider the case for a field work contingency fund

**Action 4.18 – Inclusive organisational development:** Female staff to write a guide on female-friendly field-classes and more female staff to be supported to attend field classes

- (iv) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Our outreach activities are largely based around regional feeder schools, largely between years 9 and 13. We have specific outreach officers and people tasked within the Schools of Geography and Earth and Environment to undertake outreach. The leadership roles on outreach have workload attached to them. 70 male staff and 79 female staff in the School of Earth and Environment and 18 male and 29 female staff from the School of Geography and Institute for Transport Studies were also involved in various school based presentations and activities. A particularly good example is the establishment of the local Geographical Association by Katy Rocoux which hosts workshops, events and field trips for teachers. Participation in outreach activities is taken to be part of the overall departmental citizenship within the workload model and arguably relies therefore on goodwill of staff to undertake this. However, participation in outreach is also part of the promotion criteria.

**Action 4.19: Valuing and Developing our Staff** - Ensure that participation in outreach activities is encouraged across the Schools and that it is properly valued in promotions and rewards and recognition processes.

### **Flexibility and managing career breaks**

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Fifteen members of staff took maternity leave in the last three years, including six Lecturers, eight Researchers and one Teaching Fellow. The data in Table 4.7 indicate that, for the majority of staff

who take maternity leave, on completion of their leave they opt to return to their employment with the Faculty. The one member of staff who didn't return to work left through the university's voluntary leavers scheme. Five people requested to return to work on a part time basis and have done so. These figures are based on the number of formal applications received, however all Schools support flexible working on the return from maternity leave which is often an informal arrangement between the individual and the Head of School and therefore not recorded by HR. These arrangements typically involve gradually increasing hours back to the normal working pattern over a number of months, flexible start and finish times and occasional home working. This is discussed further in section b).

**Table 4.7: Environment Faculty Maternity Return Rates**

Maternity/Adoption Leave Start Date	Number of staff taking leave	Number of returners	Comments
2010-2011	6 people	5 people	3 Lecturers and 3 Researchers took maternity leave during this period. 3 people returned to work part time. 1 person left through the Voluntary leavers scheme.
2011-2012	5 people	5 people	2 Lecturers, 2 Researchers and 1 Teaching Fellow took maternity leave during this period. 2 people returned to work part time.
2012-2013	4 people	4 people	3 Researchers and 1 Lecturer took maternity leave during this period.

- (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

**Table 4.8: Environment Faculty Paternity Leave**

Paternity Leave Start Date	Number of staff taking leave
2010-2011	8 people
2011-2012	2 people
2012-2013	3 people

Thirteen members of staff have taken up paternity leave in the last three years; including four Professors, two Senior Lecturers, three Lecturers, three Researchers and one Technical member of staff. Paternity leave is supported by the School and wider University as an important mechanism to manage work life balance.

The above data only refer to ordinary paternity leave. Only one member of academic staff applied for additional paternity leave during the three academic sessions. This period of additional paternity leave was taken by a Lecturer in the School of Geography for a period of 4 months.

The data show a decline in the number of applications made for paternity leave over the last three years. It is not clear whether the decline is due to the lack of awareness of the policy or because

this is granted via informal agreements. Given this decline the SAT are of the view that there needs to be greater awareness of this policy.

**Action 4.20: Valuing and Developing our Staff** – Awareness of paternity leave support to be communicated proactively

There have been no applications for adoption leave in the Faculty during the last three years. University policies for adoption leave do allow the same benefits as maternity leave and the principles of support for staff on maternity leave would also be applied for adoption leave. There are also no records of applications for parental leave. Action is recommended under section b).

(iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

**Table 4.9: Flexible Working Applications across the Faculty of Environment**

Grade	Male 2010- 2011	Female 2010- 2011	Male 2011- 2012	Female 2011- 2012	Male 2012- 2013	Female 2012- 2013
Grade 6		1				
Grade 7	1	2	1	2		1
Grade 8	3	3		3	1	1
Grade 9			1	1	2	
Grade 10			1		1	
<b>Total</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>2</b>

The above table shows the number of formal flexible working applications received in the three year period. All applications received were successful; we have no record of, and are not collectively aware of, requests for flexible working being turned down.

The table shows that 14 applications were received by females and 11 applications by males. The high number of male applications indicates a good understanding of the University policy on flexible working. Although the figures for formal applications received seem to be relatively low there were 24 (13 female and 11 male) additional changes in FTE made for academic, research and technical staff made over the three year period via informal agreements.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The University of Leeds has a formal policy in place to support all members of staff who wish to request flexible working. This comprises clear application and appeals procedures together with guidelines to provide staff with information relating to a range of flexible working arrangements such as part-time working/reduced hours, working hours, term time only, working from home, job share and career breaks. The implementation of this University policy is the responsibility of each Head of School in consultation with line managers of those staff concerned. All formal applications are considered by line managers and heads of schools in liaison with Faculty HR.

Whilst we have 25 formal arrangements on record and a further 24 changes in FTE on record, this is by no means representative of the degree of flexible working which goes on in the Schools. Flexible working is often an informal arrangement between the individual and Head of School and therefore not recorded by HR. All Schools confirm that flexible working is encouraged for men and women and accommodated where possible, including working from home and flexible hours. Examples of these types of working arrangements are thought to be relatively common in all three schools.

The Institute for Transport Studies will be revisiting its policies for flexible working in 2014/2015 as part of a new building project that will require a decant to smaller premises and then a move back to a new and improved building which will have a different configuration.

A bigger issue to be addressed relates to the relationship between part-time working and promotion. The University works on a pro-rata basis for the allocation of workloads and the attainment of promotion criteria. However, working part-time does not reduce everything pro-rata. There is still a need to follow teaching QA procedures and updates and to keep on top of communications. The uptake of administrative roles is a part of demonstrating that promotion criteria have been met. Our focus group suggested that rather than adopting pro-rata approach to all activities it would be better to reduce the expectations on the number of areas to achieve in during that period and to adjust the promotions criteria accordingly. This is a matter beyond Faculty policy but is critically important.

**Action 4.21 – Inclusive organisational development:** Work with the University to ensure that promotion criteria for part-timers reflect the realities of part-time work

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Arrangements for workload cover during the period of leave are made on a case by case basis and is provided as appropriate to the role. Work can also be distributed amongst the wider teaching staff of the appropriate areas as a way of covering the workload. Attempts are made to ensure that research commitments are able to be continued by other staff or that formal support is provided to request extensions from funders such as the research councils. During maternity leave both Line Managers and Heads of Schools are encouraged to discuss with staff the opportunity for them to engage in up to 10 'keeping in touch' days should they wish to. They are also encouraged to make reasonable contact with members of staff during the period of leave; the frequency and format of this is agreed with the individual in the lead up to the maternity leave.

Our maternity and flexible working focus group suggested good levels of support for flexible working and phased returns to work are in place. This included examples of keeping in touch days, gradual phasing of a return work and agreeing readjusted workloads prior to return. Heads of School are highly supportive of phasing return to the desired fte, even over long periods. The benefits to the School and the staff members far outweigh any imagined costs. Our focus group suggested that whilst these experiences are currently good the information that exists about such options is fragmented. It was suggested that a 'parenting induction' be set up to guide people through the options and a return to work meeting be set up specifically to notify the staff of changes to policies and practices.

**Action 4.22 – Inclusive organisational development:** A guide which integrates the opportunities to prepare for maternity leave and the return to work to be produced. Parenting inductions to be offered as well as a return to work meeting to discuss policy changes.

**Action 4.23 – Inclusive organisational development:** The Faculty will also explore whether the introduction of a mentoring system/buddy system for members of staff returning from maternity and adoption leave will be useful.

Staff also reported generally high levels of support for the handover process, including providing support for research projects and handing over teaching. Greater attention to clear reporting and audit trails of decisions was felt to be helpful to ease the hand back process. In general however, the support for new parents was seen to be good. There is a remaining issue of the extent to which the period of maternity leave leads to a loss of momentum in a career. This can be compounded by the extra difficulties of working across European Union projects or attending international conferences for some.

**Action 4.24 – Valuing and developing staff:** Develop a faculty policy on the support options available to staff on return from maternity/adoption leave which allow for research momentum to be maintained/re-established

Word Count: 5145

## 5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The Athena SWAN application process has provided the Faculty of Environment with the opportunity to reflect on its current position on gender equality and the promotion of diversity in working practices. It has helped us to identify what we know but sometimes did not review (e.g. transition across degree levels and in to future research careers) and what we should know but currently struggle to access (e.g. our recruitment system has not been easy to interrogate). We have found many areas of good practice across the Faculty (the profile of female leaders) and areas where we collectively underperform (e.g. in encouraging timely promotion applications from female staff). Equally valuable has been an understanding of some of the different things which go on in each of the constituent schools which allows us to share and learn from inclusive practices

(e.g. in showcasing postgraduate students on the web and in having Open Day teams that are truly representative).

Whilst we have made every attempt to generate high levels of awareness and buy-in to the Athena SWAN submission, this is the beginning of a process and not the end. Schools will need to adopt and help deliver on the Action Plans and we will have to adapt our data collection processes. For example, we interrogated our annual staff survey (the People Management Framework) which asks about how staff feel in the organisation, whether they understand their roles and whether they think the Schools are being run in an inclusive fashion. This has not provided us with the insights we feel we need for Athena SWAN and therefore will alternate this survey with the HE STEM Staff Culture Survey starting in Summer 2014 to allow us to track progress with our broader culture change goals. We will also make greater use of the CROS (careers in research on-line) and PIRLS (Principle Investigator) surveys which, for example, give us more detail on the need to support transitions from research to academic posts.

**Action 4.25 – Inclusive organisational development:** Run the HE STEM Staff Culture Survey biennially from Summer 2014

The culture of supporting equality of opportunity is really inspiring. On top of the three members of the Faculty recognised in the 2013 University Women of Achievement Awards it is pleasing to reflect that academics from the School of Earth and Environment have been active in contributing to the public debate about women in science and flexible careers (Dr Caroline Peacock <http://www.telegraph.co.uk/women/womens-life/9617344/Women-in-science-rarely-hit-the-glass-ceiling.html>) and Dr Kirsty Pringle and Dr Lucie Middlemiss <http://www.timeshighereducation.co.uk/comment/letters/its-right-to-take-a-break/2011818.article> ). Taken together with the comparative lack of steer from the various Professional Bodies that the three Schools face, suggests that Leeds could play an important part of steering national initiatives in this area.

**Action 4.26 – Championing equality and diversity:** Support staff to engage with national initiatives and to use Leeds' profile to influence the debate

As well as driving forward our own Action Plan we will be active contributors to shaping the University of Leeds Athena SWAN approach, and have already contributed to the formation of a new cross-University team of Athena SWAN leads and the creation of clearer reporting lines.

Word Count: 478

## 6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

## Faculty of Environment – Athena SWAN Action Plan

	Responsibility	Progress – To be kept updated	Timescale	Success
<b>Student Recruitment</b>				
<b>Action 3.1 (p.9) – Student Recruitment:</b> Reviewing all marketing materials to ensure they send positive messages to both genders and demonstrate learning from Open Day feedback by gender (UG, PGT and PGR)	Faculty Marketing Manager (Lead) Programme Leaders	Underway	Annual review of UG materials. All PGT programmes to be looked at over 3 years. PGR to be looked at in 2014/15	Increased application rates from females
<b>Action 3.2 (p.9) – Student Recruitment:</b> Work with admissions teams to ensure staff involved in selection procedures undertake training in equal opportunities and gender bias (UG, PGT and PGR)	Faculty Student Education Manager (Lead) Admissions Staff	Underway	Review of training in 2014/15 and rolling programme of personal development.	Increased conversion of female applicants
<b>Action 3.3 (p.15) – Student Recruitment:</b> Ensure that market testing exercises for new programmes assess the appeal of new programmes to both genders across home and international markets.	Faculty Marketing Manager (Lead) Programme Leaders	Not currently explicit	As new products come to market	Above national or peer benchmark recruitment levels for females
<b>Action 3.4 (p.17) – PGR Recruitment:</b> Engage the PGR cohort in the Institute for Transport Studies to review the details and potential reasons for the comparatively low numbers of female PhD students.	ITS PGRT and PGR student reps	New student reps to take up post in May 2014	2014/15	Increased application rates and conversion for females

<b>Action 3.5 (p.17) – PGR Recruitment:</b> Proactively promote case studies of female students through the websites of each School, particularly improving the ITS website	PGRT for each school	Already well developed in SOEE and Geography	Continuous with priority for ITS in 2014/15	Increased application rates and conversion for females
<b>Action 3.6 (p.17) – PGR Recruitment:</b> Review PhD topic areas promoted by research groups to maximise their appeal to both genders.	Research Cluster Leaders	Underway	As topic lists are revisited	Increased application numbers across the board
<b>Action 3.8 (p.24) Student Recruitment:</b> All Schools to review the content and gender representation of Open Days to ensure a good representation of the diversity within the disciplines in the Schools	Faculty Marketing Manager (Lead) Programme Leaders	Underway	Annual cycle of Open Day planning and Review	Increased application rates from females and conversion for all students from post-application Open Days
<b>Action 3.9 (p.25) PGR Recruitment:</b> Institute for Transport Studies to include some female ‘Success Stories’ in its postgraduate student web pages	ITS Resources and Marketing Manager	Alumni pages have a better gender balance	2014/15	Increased proportion of female applicants
<b>Enhancing the Student Experience</b>				
<b>Action 3.7 (p.20) – PGR Completion:</b> Review support mechanisms for part-time PhD students and see what can be done to improve completion rates and make part-time study a more attractive proposition.	Faculty Director of PGR and School PGRTs	New Faculty Director in post May 2014	2014/15	Increase in completion rates in 5 years
<b>Action 3.10 (p.28) – Inspire our Students:</b> Explore the performance of male undergraduate students and develop actions to drive up the culture of achievement across the board at undergraduate level.	School Directors of Student Education	Considered in examiners board	2014/15	Reducing the gender attainment gap with net increases in higher level degree classifications

<b>Action 4.10 (p.42) - Inspire our students:</b> Encourage all female PGR students to join WiSET	School PGRTs	Programme is in place	2014/15	Increased proportion of PGRs attending WiSET
<b>Action 4.11 (p.42) – Inspire our students:</b> Ensure seminar programmes are inclusive and attract the best female talent	School Seminar Programme Organisers	Underway	2014/15	Increased proportion of female speakers
<b>Valuing and Developing our Staff</b>				
<b>Action 3.11 (p.33) - Valuing and Developing Staff:</b> Ensure exit interviews take place for all departing staff and analyse responses – taking remedial action if indicated	Faculty HR Manager	Underway	Increasing across all three years	Minimum of 75% of staff having an exit interview
<b>Action 4.1 (p.34) - Valuing and Developing Staff:</b> Monitor and analyse recruitment data; bring significant areas of concern to Faculty Exec and continue to develop and revise remedial actions to rectify gender balance across all grades and specifically at the senior positions.	Faculty HR Manager	Athena SWAN submission is benchmark	Annual	Improvement in gender balance across all grades in all Schools.
<b>Action 4.2 (p.39) – Valuing and Developing Staff:</b> Review recruitment literature to ensure it is female friendly and mention of the University’s family friendly policies.	Faculty HR Manager	Update with best practice	Annual	All roles to have best practice inclusivity material in advert
<b>Action 4.3 (p.39) – Valuing and Developing Staff:</b> Advertise posts as having the possibility for job sharing unless otherwise approved by the Head of School	Faculty HR Manager and Heads of School	Limited application of practice	2014/15	Increase in numbers of roles advertised

<b>Action 4.4 (p.39) – Valuing and Developing Staff:</b> Ensure all staff on interview panels have undertaken Equality and Diversity training	Faculty HR Manager and Heads of School	Currently only required for Panel Chairs	On-going throughout period	All Faculty Staff on interview panels to have been trained for 2016/17
<b>Action 4.5 (p.40) – Valuing and Developing Staff:</b> Create peer groups for women at key career transition points and support the development of promotion applications with senior academic input	Faculty HR Manager (peer groups) and Heads of School (promotion mentoring)	Mentoring opportunities in place but ad-hoc	2014/15	Increased proportion of women applying for promotion. Increase in female representation in senior grades.
<b>Action 4.6 (p.41) – Valuing and Developing Staff:</b> Ensure individual annual academic and SRDS meetings are carried out in a consistent and transparent way to focus on promotion and career development and that reviewers are aware of positive action initiatives such as Springboard and WiSET	Faculty HR Manager	Build into existing reviewer training	2014/15 onwards	Increase in participation in WiSET and uptake of Springboard. FoE to offer to act as host for 2 WiSET lunchtime meetings a year
<b>Action 4.7 (p.41) – Valuing and Developing Staff:</b> Review the length staff remain at the top of their grades and develop further actions if any gender biases are indicated.	Faculty HR Manager	Part of SRDS process	2014/15 review	Actions developed if review identifies issues
<b>Action 4.8 (p.41) – Valuing and Developing Staff:</b> Raise the visibility of promotions advisors across the Faculty	Heads of School	Promotions Advisors are available	2014/15	All staff to be aware of promotions advisors

<p><b>Action 4.9 (p.41) – Valuing and Developing Staff:</b> Materials promoting the various policies for flexible working, networking and development opportunities will be developed for adoption in all schools as part of the induction process.</p>	Faculty HR Manager	Policies are already in place	2014/15	All new staff to be aware of the options available
<p><b>Action 4.13 (p.48) - Valuing and Developing Staff:</b> All Schools to look to develop longer-term research fellowship positions which offer permanent posts at the end of the period to attract the highest quality candidates</p>	Heads of School	Underway in 2014 planning process	Across all three years	A greater proportion of research staff retained into longer term posts
<p><b>Action 4.14 (p.49) - Valuing and Developing Staff:</b> Encourage the development of female research leaders across the full range of research interests.</p>	Heads of School and Directors of Research and Innovation	Underway	Across all three years	A representative proportion of female research cluster leaders
<p><b>Action 4.15 (p.49) – Valuing and Developing Staff:</b> to utilise data and outputs from the Workload model pilot project to benchmark and then monitor gender balance across the various types of activity and to take remedial action as required.</p>	Faculty HR Manager and Workload Model Coordinators	Requires specifying	2015/16	Actions derived from initial review
<p><b>Action 4.19 (p.51) - Valuing and Developing Staff: -</b> Ensure that participation in outreach activities is encouraged across the Schools and that it is properly valued in promotions and rewards and recognition processes.</p>	Heads of School and Directors of Student Education  Faculty HR Manager	Underway	Across all three years	Overall increase in outreach activities across males and females

<p><b>Action 4.24 (p.55) – Valuing and Developing Staff:</b> Develop a faculty policy on the support options available to staff on return from maternity/adoption leave which allow for research momentum to be maintained/re-established</p>	Heads of School	Planned	2014/15	Formalise a support policy
<b>Culture</b>				
<p><b>Action 2.1 (p.5) - Embedding:</b> By the start of academic session 2014/15 the Faculty Executive, Faculty Equality and Diversity committee and all School/Institute SMTs will include Athena SWAN progress as a standing item on their Agendas. This will ensure that progress is reported and minuted. Each SMT will also have an identified member with responsibility for Athena SWAN who will join the SAT and champion activities in each School/Institute.</p>	Faculty Dean Heads of School Chair of Equality and Diversity Committee	Planning in process	2014/15	Standing Item on all agendas.  SAT Champion for each school
<p><b>Action 4.12 (p.44) – Inclusive organisational development:</b> Collect, record and review data on gender representation on committees as part of standard processes</p>	Senior School Administrator	Benchmark data for Athena SWAN submission	Annual Review	Gender representation remains fair
<p><b>Action 4.16 (p.50) – Inclusive organisational development:</b> Ensure that each department reviews how the meeting cycle and planning arrangements work for its staff and consult on the operation of core hours.</p>	Heads of School	Underway but needs broadening	2014/15	Meetings cycle round days unless otherwise agreed

<b>Action 4.17 (p.51) – Inclusive organisational development:</b> Each School to explore the issues regarding field work for female staff and to consider the case for a field work contingency fund	SAT team	Part of module reviews	2014/15	Action plan agreed by end of 2014/15
<b>Action 4.18 (p.51) – Inclusive organisational development:</b> Female staff to write a guide on female-friendly field-classes and more female staff to be supported to attend field classes	SAT team	Follows from 4.17	2014/15	Guide produced by end of 2014/15
<b>Action 4.20 (p.53) – Inclusive organisational development:</b> Awareness of paternity leave support to be communicated proactively	Faculty HR Manager	Underway	Across all three years	Paternity Leave taken by all eligible staff
<b>Action 4.21 (p.54) – Inclusive organisational development:</b> Work with the University to ensure that promotion criteria for part-timers reflect the realities of part-time work	Faculty HR Manager, Dean, Heads of School	Discussions underway	By 2015/16	Cross Campus Consultation on improved criteria
<b>Action 4.22 (p.55) – Inclusive organisational development:</b> A guide which integrates the opportunities to prepare for maternity leave and the return to work to be produced. Parenting inductions to be offered as well as a return to work meeting to discuss policy changes.	Faculty HR Manager	Core documents in place	2014/15	Guide produced by end of 2014/15
<b>Action 4.23 (p.55) – Inclusive organisational development:</b> The Faculty will also explore whether the introduction of a mentoring system/buddy system for members of staff returning from maternity and adoption leave will be useful.	Faculty HR Manager	Not started	Pilot with returners in 2014/15	Decide on scheme roll out 2016

<b>Action 4.25 (p.56) – Inclusive organisational development:</b> Run the HE STEM Staff Culture Survey biennially from Summer 2014	Faculty HR Manager	Planned	June 2014	Establish baseline in 2014 and make progress by 2016 survey
<b>Action 4.26 (p.56) – Championing equality and diversity:</b> Support staff to engage with national initiatives and to use Leeds’ profile to influence the debate	Dean of Faculty Heads of School All Staff	Underway	Across the period	Involvement in all relevant key national subject level reports