## Athena SWAN Silver university award application

**Name of university:** University of Leeds

**Date of application:** April 2016

**Date of university Bronze award:** May 2009, renewed November 2012

**Contact for application:** Maria Ayaz

**Email:** m.ayaz@leeds.ac.uk

**Telephone:** 0113 343 7546

Applications at Silver university level should demonstrate a significant record of activity and achievement by the university in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze university award application, how the university has built on the achievements of award-winning STEMM departments, and what the university is doing to help individual STEMM departments apply for Athena SWAN awards.

### 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.

**List of Abbreviations:**

| | |
|---|---|
| AP | Action Plan |
| AS | Athena SWAN |
| ASSG | Athena SWAN Steering Group |
| BASSH | Business, Arts, Social Sciences and Humanities |
| BME | Black minority ethnic |
| E&I | Equality and Inclusion |
| ENG | Faculty of Engineering |
| ENV | Faculty of Environment |
| EPU | Equality Policy Unit |
| FBS | Faculty of Biological Sciences |
| FMH | Faculty of Medicine and Health |
| FTE | Full Time Equivalent |
| FTC | Fixed Term Contract |
| GEM | Gender Equality Mark |
| GEMSG | Gender Equality Mark Steering group |
| HE | Higher Education |
| HEIs | Higher Education Institutions |
| HT | Health Trust |
| IoP | Institute of Physics |
| ITS | Institute of Transport Studies |
| KIT | Keep in Touch |
| LFHE | Leadership Foundation for Higher Education |
| LIBACS | Leeds Institute of Biomedical and Clinical Sciences |
| LICAP | Leeds Institute of Cancer and Pathology |
| LTHT | Leeds Teaching Hospitals Trust |

| | |
|---|---|
| LUU | Leeds University Union |
| MaPS | Faculty of Mathematics and Physical Sciences |
| MRC | Medical Research Council |
| NED | Non-Executive Director |
| OEFF | Open Ended Fixed Funded |
| PGR | Post Graduate Research |
| PGT | Post Graduate Taught |
| QUB | Queens University Belfast |
| RG | Russell Group |
| RGIs | Russell Group Institutions |
| SAT | Self-Assessment Team |
| SoD | School of Dentistry |
| SofCEng | School of Civil Engineering |
| SoH | School of Healthcare |
| SoM | School of Medicine |
| SoP | School of Psychology |
| SPL | Shared parental leave |
| STEMM | Science, Technology, Engineering, Mathematics and Medicine |
| UAFs | University Academic Fellowships |
| UEG | University Executive Group |
| UKRC | United Kingdom Research Council |
| VCEG | Vice-Chancellor's Executive Group |
| WiSET | Women in Science Engineering and Technology |
| WaLN | Women at Leeds Network |
| WLB | Work Life Balance |
| WoA | Women of Achievement |

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**UNIVERSITY OF LEEDS**

13 April 2016

Sarah Dickinson
Head of Equality Charters
Athena SWAN Charter
Equality Challenge Unit 7th
Floor Queen's House 55-56
Lincoln's Inn Fields London
WC2A 3LJ

Dear Ms Dickinson

I am pleased to endorse the University's Athena SWAN silver application. This describes our achievements to date and reflects our ambition, and commitment to gender equality. The actions we have taken over the past three years are consistent with our strategy of continuous improvement, maintaining the highest standards of equality and inclusion and, when necessary, challenging our University culture and systems. All of our STEMM faculties and schools and my senior colleagues across the University are actively engaged with this process.

I believe that Athena SWAN is an important catalyst for improving the way we work with all staff and students, not only women. As Chair of the University Equality and Inclusion Committee, which oversees the development of all Athena SWAN activity, I feel that we have achieved significant progress, over a 10 year period, including:

- a 23% increase in academic staff (grades 7-10), including a 50% increase in the number of female academic staff (from 750 to just over 1100).
- in the STEMM disciplines, academic staff numbers increased by 50% with a significant increase in female staff of 84%.
- at grade 9 the ratio is 2:1 M:F and at professional level (grade 10) it is 4:1; although far from parity, these ratios are significant improvements on our starting position when we had 3:1 at grade 9 and more than 7:1 at grade 10.
- the number of female professors has more than doubled in 10 years from 51 to 128.

I am a long time champion of gender equality and, over the years, a sponsor and mentor of many leading women leaders in the NHS and the higher education sector. With no hint of complacency, I will personally drive change at Leeds.

I host the annual Women of Achievement awards every year, celebrating the accomplishments of women whose highly respected work has had a major

impact, both nationally and internationally. This year a booklet was produced highlighting the achievements of all 49 award holders, a clear message to all women who come to Leeds, students and staff members, that we are determined to create an environment which enables everyone to reach their full potential. Our awards ceremony, held as part of a wider programme for International Women's Day, attracted more than 150 attendees to celebrate the University's women of achievement. The booklet has been well received, with many hundreds circulated internally and externally.

We also remain focused on our commitment to address the imbalance of women in decision-making and leadership roles and to tackle the gender pay gap which exists not only in Leeds but across the sector and wider society. We will therefore continue to do everything in our power to ensure that our culture, systems and processes do not disadvantage women.

I trust that the information and evidence provided explains our strong commitment to the aims and principles of Athena SWAN and I look forward to hearing the outcome of our application for a Silver Award. At a personal level, my commitment to further improvement is guaranteed.


Yours sincerely



Alan Langlands
Vice-Chancellor

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

Describe the Self-Assessment Process. This should include:

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

| Members | Role | Relevant experience |
|---|---|---|
| Alan Langlands | Vice-Chancellor | Chair of University E&I Committee.<br>Long time champion of gender equality, sponsor and mentor of female leaders in the NHS and HE. |
| Ann Meredith | Director of Staff and Departmental Development Unit (SDDU) | Newly appointed.<br>Responsible for learning and development provision for University staff and postgraduate students including Springboard and Mentoring schemes |
| Anna Madill | Professor and Deputy Head of SoP | Single parent of 11 year old daughter.<br>Experience of return to work following 5 month absence for health reasons. |
| Anne King | Professor of Translational Neuroscience. | Dual career family with 2 adult children.<br>Works 0.8 FTE for WLB after career break for health reasons. |
| Cath Noakes | Professor and Director of Research for Civil Engineering | Dual career family with primary school aged child.<br>ENG AS SAT chair.<br>Chair of WaLN. |
| Christina Craven | Human Resources Manager for FBS and MaPS | 2 teenage children, 0.8 FTE.<br>Worked in job share and part-time roles in HR/HE/NHS since children born.<br>Dual career family. |
| Danielle Miles | Post-Doctoral Research Fellow School of Chemistry MaPS | Member of School/Faculty/University AS SATs.<br>Uses informal flexible working policies to maintain WLB and to pursue<br>3 month secondment opportunity. |
| Gemma Turner | Equality and Diversity Officer at Leeds University Union (LUU) | Student Exec officer representing the student voice.<br>Campaigner on liberation issues including gender<br>Uses flexible working when required for health reasons. |
| Greg Marsden | Professor of Transport Governance, Director of Institute | Dual career family with two children.<br>Advocator of working core hours.<br>Mentored female staff for promotion.<br>SAT Lead for ENV |
| Helen Gleeson | Professor and Head of the School of Physics and Astronomy | Member of School/University SATs.<br>Previously member of IoP Juno Awards Committee.<br>Received OBE in part for work encouraging |

| | | women into science. |
|---|---|---|
| Janet Hirst | Associate Professor in Maternal Care, Academic Unit Director within SoH | Full-time. Supports semi-retired husband following compulsory redundancy. Recruits staff ensuring effective development plans. Uses HR policies to meet staff' needs. |
| Jane Madeley | Finance Director | Works full-time, has 2 young children. NED and Audit Committee Chair for Community NHS Trust. Member of Yorkshire 2% Club Steering Group. |
| Jennifer Rodley | PhD Student in the School of Earth and Environment | As UG student was awarded a WoA Award. Has used HR policies to improve WLB due to existing health condition. |
| Judith Bell | HR Manager FoMH, Faculty HR lead on AS | Moved to part-time working 6 years ago to care for son. Happy with improvements to WLB that part-time working brings. |
| Kelvin Tapley | Senior Lecturer and Pro Dean for Student Education (MaPS) | Full-time with occasional flexible working (single parent). AS lead for MaPS. E&I Champion for Student Education. |
| Linda Mortimer Pine | Deputy Director of HR, heads the HR team which includes the EPU | Full-time, dual family career. Advises on HR policy and legislation. Active in promoting E&I agenda. Director of University Childcare Centre. |
| Maria Ayaz | University E&I and AS Manager | Full-time University E&I and AS lead Manager. Committed to attract, retain and support under-represented groups at the University. |
| Michael Manogue | Professor of Dental Education. Director of Student Education, School of Dentistry | Full-time, uses flexible working arrangements for childcare. Completed part-time MSc and PhD, supported by University, as a member of staff. |
| Paul Stewart | Professor of Medicine Dean of FMH | Clinical Academic nurtured through MRC career fellowships. SoM AS SAT Chair. 2 children. |
| Ruth Buller | Faculty Head of HR, Faculty of Medicine an Health | Previously worked job share and part-time whilst children were young, now back to full-time. SoM AS Silver application co–author. |
| Sarah Ward | Head of Internal Communications | Supports dissemination of AS, WaLN and WoA awards information across campus. Uses flexible working policies to care for elderly parents. |
| Stephen Scott *Chair | Dean of MaPS, member of the University Executive Group. Previously PVC for Staff | Chaired academic professorial promotions committees. Led review of promotions criteria. Established case for increased University childcare. Initiated first application for AS membership. |
| Zarina Sutton | AS Support Officer EPU | Works full-time on University AS project. Moved to Birmingham in 2014 and uses flexible working arrangements to continue role. |

b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation processes that were undertaken with STEMM departments that hold and/or are working towards Athena SWAN awards, and how these have fed into the submission
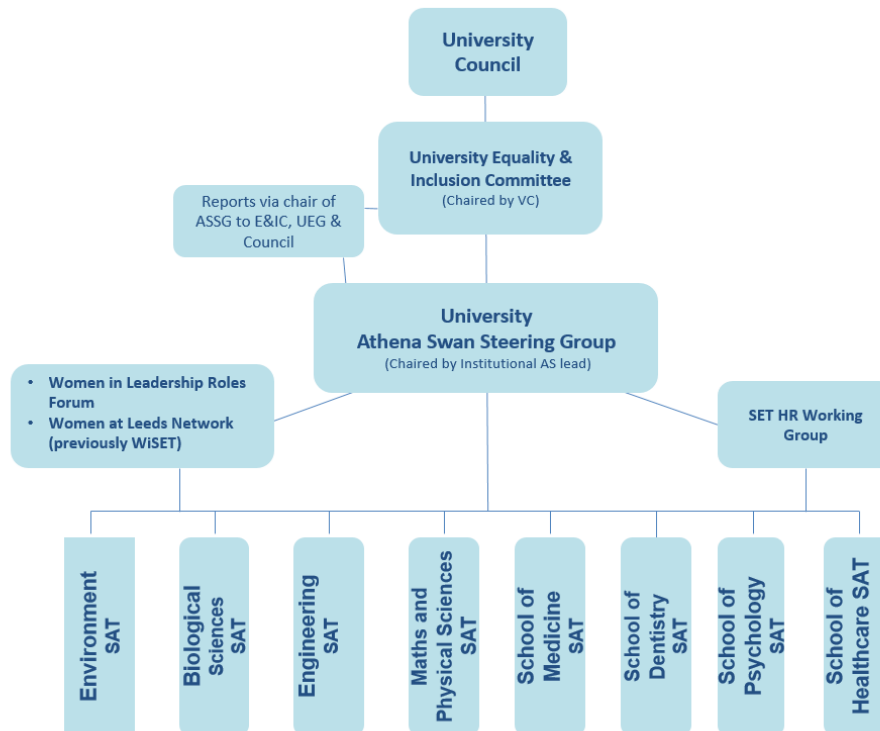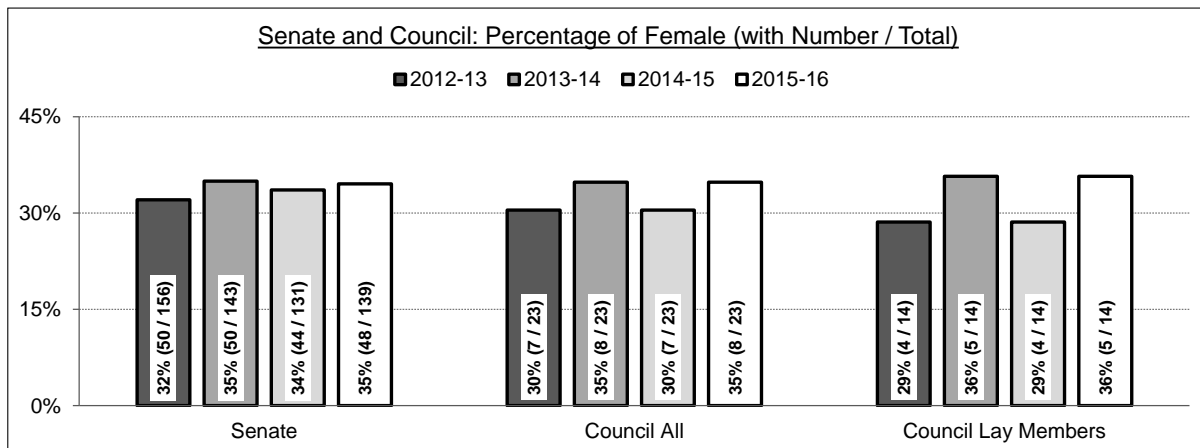


Fig 1: AS University structure

*University Self-Assessment Team (SAT) and Governance.*
The University ASSG (the SAT) acts as both a strategic group to stimulate action and promote good practice and as a consultative body, overseeing the development of the University and the departmental submissions, ensuring consistency and standardisation where appropriate.

The ASSG comprises of STEMM faculty/department SAT leads, representatives from the various staff and student networks and central HR services (fig 1). Professor Steve Scott, the Dean of MaPS, is the University AS lead. He both chairs the ASSG (SAT) and provides a direct link to UEG, the University Equality and Inclusion Committee and is closely supported by the Equality Policy Unit.
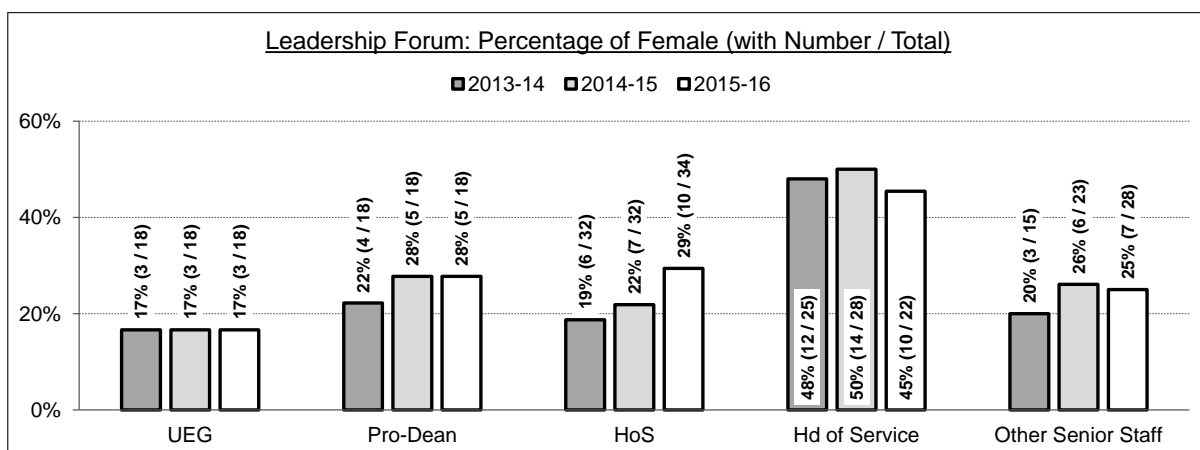
Since achieving a Bronze Award in 2012 the ASSG has met regularly, and since 2015 has been meeting on a monthly basis to provide extensive input to the development of the University submission and to ensure actions from the Bronze plan are fully embedded across University and STEMM faculty processes. The purpose and constitution of the group has evolved over time, from being a task and finish group to developing a strategic vision and gender equality priorities over the next 3 -5 years.

The University's most senior governance bodies are the Senate (academic governance) and Council (overall governance) and these have overall oversight of the progress under Athena Swan activities. The data below show the gender balance on these key committees:

7

**Senate and Council: Percentage of Female (with Number / Total)**

■2012-13 ■2013-14 □2014-15 □2015-16

| | Senate | Council All | Council Lay Members |
|---|---|---|---|
| 2012-13 | 32% (50 / 156) | 30% (7 / 23) | 29% (4 / 14) |
| 2013-14 | 35% (50 / 143) | 35% (8 / 23) | 36% (5 / 14) |
| 2014-15 | 34% (44 / 131) | 30% (7 / 23) | 29% (4 / 14) |
| 2015-16 | 35% (48 / 139) | 35% (8 / 23) | 36% (5 / 14) |

Council comprises a number of 'lay members' from outside the institution who are appointed through a formal process in which gender and other equality balance is of high importance: the remaining posts are ex officio (Vice Chancellor) or elected by staff within the institution.

A further senior grouping is the Leadership Forum which includes the UEG, Pro-Deans, Heads of Schools and Services and other senior staff (e.g. leaders of Research Themes). This is mainly used as a communication and discussion forum and does not make executive decision but is used for dissemination and early shaping of policy proposals. The gender balance for this group is given below.

**Leadership Forum: Percentage of Female (with Number / Total)**

■2013-14 □2014-15 □2015-16

| | UEG | Pro-Dean | HoS | Hd of Service | Other Senior Staff |
|---|---|---|---|---|---|
| 2013-14 | 17% (3 / 18) | 22% (4 / 18) | 19% (6 / 32) | 48% (12 / 25) | 20% (3 / 15) |
| 2014-15 | 17% (3 / 18) | 28% (5 / 18) | 22% (7 / 32) | 50% (14 / 28) | 26% (6 / 23) |
| 2015-16 | 17% (3 / 18) | 28% (5 / 18) | 29% (10 / 34) | 45% (10 / 22) | 25% (7 / 28) |

**Action B3. Identify mechanisms to increase diversity in governance and gender balance of membership of University key committees, faculty Executive Groups etc. For example beyond 'ex officio' membership. Monitor and target membership by academic v professional roles/ actively encourage female staff to become members of key university groups/enable shadowing opportunities**

*Consultation Processes.*
We have received feedback on our institutional approach to gender equality, our current AS submission and future priorities for action through a range of University wide and STEMM staff engagement activities:

- A significant proportion (>45%) of STEMM staff participated in the UKRC staff culture surveys which were carried out in 7 STEMM departments over 3 years. This has led to the development of school /department specific actions, which have fed into the University submission.

- A 'Forward Planning' workshop for the ASSG was held in April 2015. This workshop helped prepare for a Silver award submission and agree priorities, actions and an institutional vision to address issues of gender equality in our culture, systems and process. This has led to the development of the *Leeds Gender Initiative* (Section 4.a).
- Feedback and actions to consider on the key themes underpinning the Athena SWAN action plan have been sought from staff at key engagement events such as 1) the WaLN annual conference and 2) through the 'enhancing inclusiveness through the promotions system' workshops. SMART actions from these events have been incorporated into the Silver action plan.
- Common themes have also been identified from faculty / departmental submissions and action plan. Where appropriate, these have been aligned to the University Silver action plan. For example: the need for a systematic process to gather and analyse staff and student data to support faculties and departments applying for Athena SWAN/GEM awards has been identified.

> ***Achievements.***
> *Key actions progressed by the group in STEMM areas and across the University includes:*
> - implementation of a University-wide mentoring programme, including the opportunity for staff to engage in cross-faculty mentoring
> - development of a University wide 'Recognising Excellence' website, providing information, advice and guidance to staff on work life balance support, networking and development opportunities. This information has been cascaded to faculties and are linked to local websites
> - encouraged exit questionnaires and interviews to identify any gender related issues
> - direct input into the revised University promotions process
> - support of and connection between the range of networks and initiatives to support the career development of women
> - annual 'Women of Achievement' awards, celebrating the significant contribution and successes of our women at Leeds.

This breadth of activity has also led to the development of a Leeds owned Gender Equality vision and strategy supporting the University's E&I Framework (Section 6).

*Athena SWAN submissions across STEMM areas.*
The University is organised into nine Faculties, each led by a Dean and each comprising a number of Schools led by a Head of School. The STEMM areas are incorporated into five of these faculties. (Section 3 fig. 1).

At the time of our previous submission (2012), MaPS (Silver), and the SoH (Bronze) held awards. Now all the STEMM areas have awards: MaPS has a Silver award (application for renewal submitted April 2016), FBS and the FMH Schools have Bronze awards (Medicine resubmitting Silver application in April 2016). In April 2016 ENG received a Silver upgrade and ENV a Bronze, note the ENV award is not reflected in this analysis of data.

c) Plans for the future of the self-assessment team, such as how often the team will continue to meet and any reporting mechanisms.

The University ASSG will continue to meet regularly to progress the AS action plan, and support the implementation of our strategic vision to drive gender equality across the university (including the STEMM, BASSH faculties and services). Reports of the steering group meetings and progress against the Athena Swan Action Plan will continue to be reported to the University Equality and Inclusion Committee, which is chaired by the Vice-Chancellor. Progress reports will also be presented to the UEG.  This will ensure AS priorities are integrated across the institution alongside activities to attract, support, and develop staff and students from other under-represented groups.

**Action F2. Use the opportunity provided by the extension of Athena SWAN/GEM activity, particularly across BASSH faculties and services to ensure University-wide engagement with the Gender Equality Mark.**

**Action F4. The University ASSG to be relaunched as the GEMSG with ongoing leadership from the University Executive Group and reporting/advising the University E&I Committee: meet on a monthly basis to progress the action plan, and support the development of the Leeds Gender Initiative.**

Word count: 941 (excluding SAT profile table)

## 3. A picture of the university: maximum 1500 words
a) Provide a pen-picture of the university to set the context for the application, outlining in particular any significant and relevant features.
   (i)  Structure of SET departments/faculties:
   (ii) List of SET departments with valid Bronze, Silver or Gold awards. Give dates of each application, the year successful, and the date of renewal:

The University of Leeds is one of the largest HEIs in the UK with approximately 31,000 students and 7,000 staff, including 2,800 academic staff and researchers. It has a range of academic disciplines from Arts to Engineering, Social Science and Business to Medicine and Environment.

The University committed to the AS principles in 2006 and received a Bronze award in 2009. At our previous submission (2012), MaPS (Silver) and the SoH (Bronze) held awards. Now all the STEMM areas have either a Bronze or Silver award[1] (Fig1)
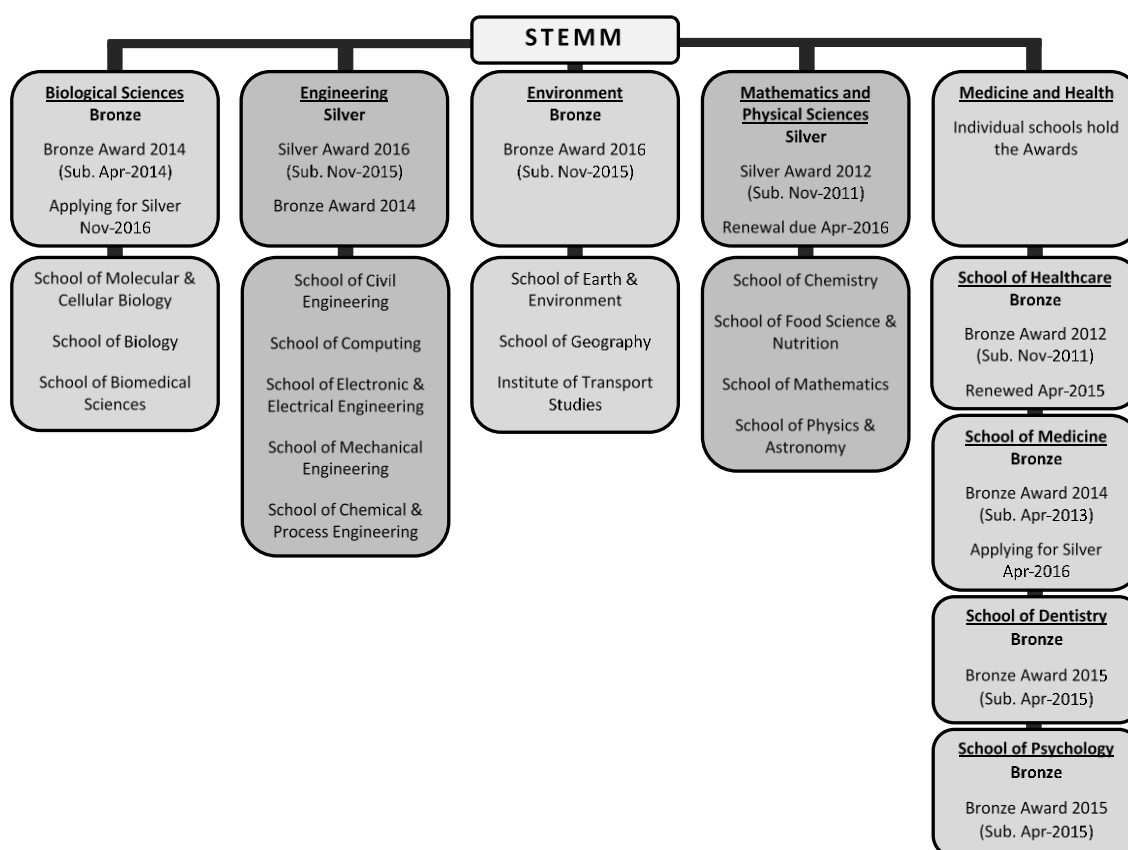


Figure 1: Structure of STEMM faculties with date and level of AS award

Since 2006 the academic staff of the University (including researchers) has grown by 23% with female staff growing by 50%. In STEMM the corresponding growth is 50% with an 84% increase in women.

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[1] At the time of this submission all STEMM areas have achieved Bronze/Silver awards (April 2016). However our data sets in general reflect an earlier census data used to analyse our staff/ student data, where some STEMM areas were awaiting results of awards.

Total student numbers across the University have risen by 4% since 2012 with a 7% increase in females: 60% of students across the University are female. For STEMM the growth in student numbers is 5% with a 6% growth in females across the same period: 53% of STEMM students are females. Some context-setting statistics are shown below:



40% of our 2,819 academic staff are **WOMEN**

**19** OF OUR 35 schools are in **STEMM** subjects

**31,000 STUDENTS** from 146 different countries

**60%** of our UG students are **FEMALE**

39% **819** staff in STEMM areas are **women**

**3rd** largest employer in Leeds supporting **14,000 JOBS**

All our STEMM departments have **ATHENA SWAN AWARDS**

Since 2006, our female academic staff has increased by **50%** and those in STEMM by **84%**

The number of **FEMALE STEMM STUDENTS** has increased by **OVER 5%** since 2012

**22** national teaching fellowships **MORE THAN ANY OTHER** university in England, Wales and Northern Ireland

WE HAVE MORE THAN **100** FEMALE PROFESSORS

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues. Data should be provided for SET departments that hold Athena SWAN awards in comparison with SET departments that do not hold awards, and in context of the university as a whole

**Student data**

(i) **Undergraduate male and female numbers** – full and part-time – comment on the female: male ratio and describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

*Full-time and part-time Undergraduates (UGs)*

Figure 2.a
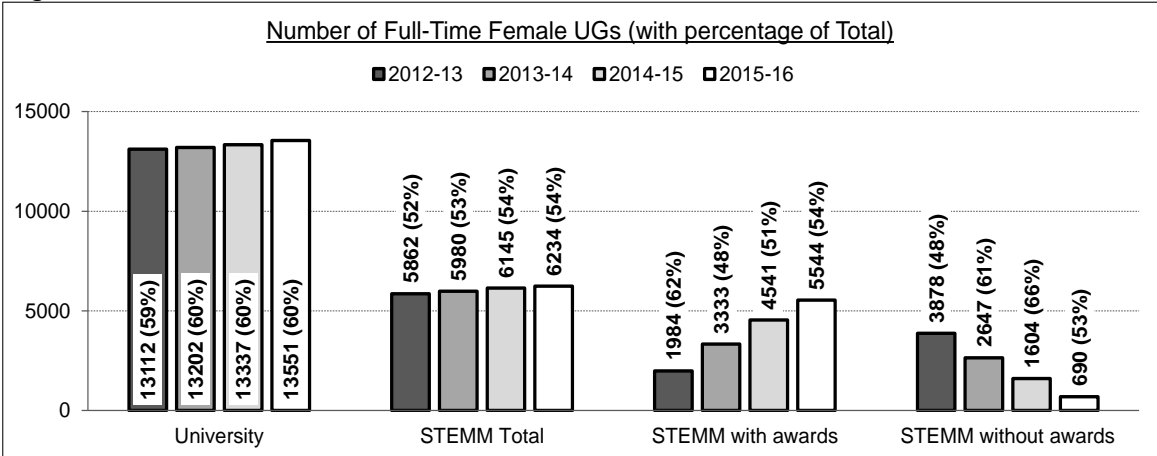


- Over the period 2012-16, university full-time undergraduates have remained steady at ca 22,000 with a slight growth in % female from 59% to 60% (Figure 2a).

- FBS received their award in 2014/15 increasing the number and proportion of women in STEMM with awards, which is currently 54% following the 2015/16 awards to SoP and SoD.

- In 2013/14, awards were received by ENG and SoM leading to a larger number of students included but reducing the %female to 48% due to the nature of the ENG profile.

Figure 2.b



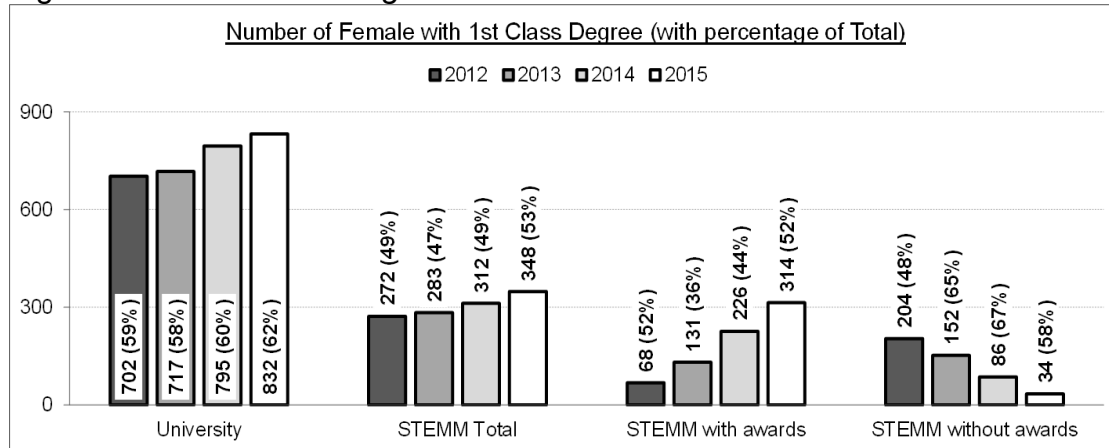Number of Part-Time Female UGs (with percentage of Total)
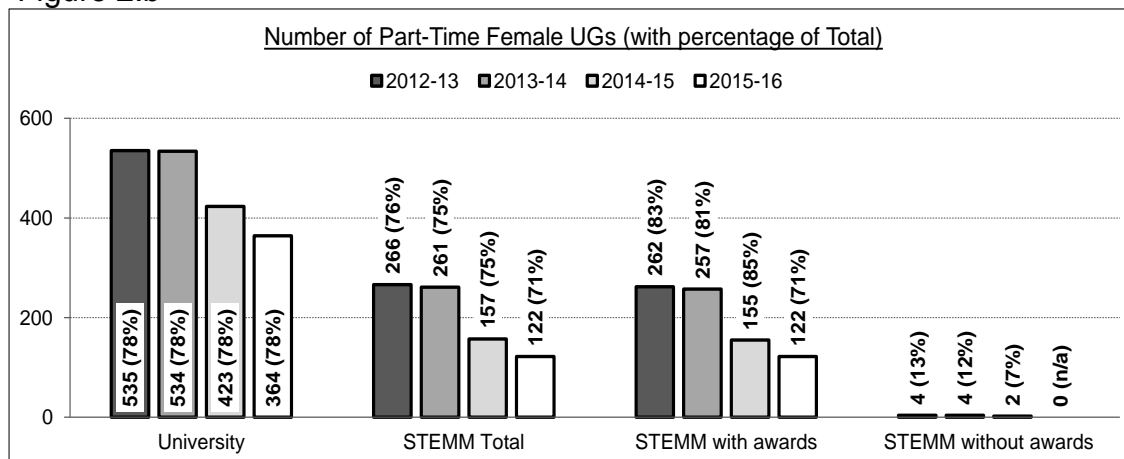
- Part-time students have fallen from 686 to 466 (78%F) possibly affected by the change in external fee regime (Figure 2.b).

- A similar picture holds for STEMM with full-time growing slightly from 11,285 (52%F) to 11,614 (54%F) and part-time falling from 348 (76%F) to 173 (71%F).

- The changes in distribution across departments 'with AS awards' and 'without AS awards' reflects our success in achieving AS awards over the last 3 years.

- In 2012/13 awards were held by MaPS and SoH covering 3,209 full-time (62%F) and 316 part-time (83%F - mainly in SoH).

**Action: D5. Deliver outreach campaigns and programmes to support gender representation objectives e.g. within the STEMM Outreach Programme**

**Action D7. All admissions tutors and student facing staff to receive baseline equality, inclusion and unconscious bias training.**
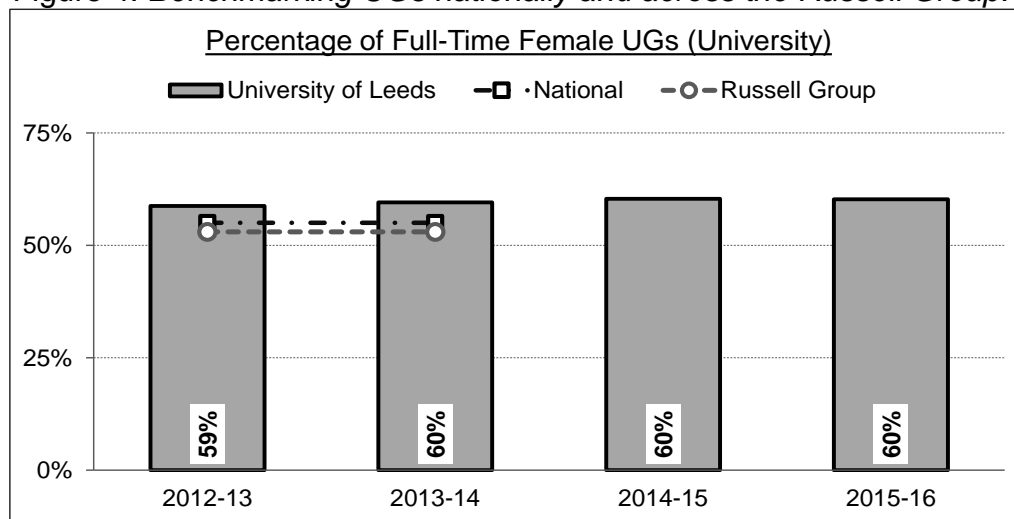
*:*

Figure 3: *Indicative UG degree outcomes for female students: first class awards*

**Number of Female with 1st Class Degree (with percentage of Total)**

■2012 ■2013 □2014 □2015

| Category | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| University | 702 (59%) | 717 (58%) | 795 (60%) | 832 (62%) |
| STEMM Total | 272 (49%) | 283 (47%) | 312 (49%) | 348 (53%) |
| STEMM with awards | 68 (52%) | 131 (36%) | 226 (44%) | 314 (52%) |
| STEMM without awards | 204 (48%) | 152 (65%) | 86 (67%) | 34 (58%) |

- The percentage of female students attaining a 1st-class degree matches closely the percentage of female students. Overall, female students are more likely to obtain a 'good degree outcome' (1st or 2(i)) than male students (Figure 3).

Figure 4: *Benchmarking UGs nationally and across the Russell Group:*

**Percentage of Full-Time Female UGs (University)**

University of Leeds ▪ National ▪ Russell Group

| 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| 59% | 60% | 60% | 60% |

*Benchmarking*: Leeds exceeds the national and RG benchmarks for full-time and part-time UG (Figures 4 & 5). STEMM also exceeds the full-time benchmarks (Figure 6) but are just below the RG benchmark for part-time (Figure 7).
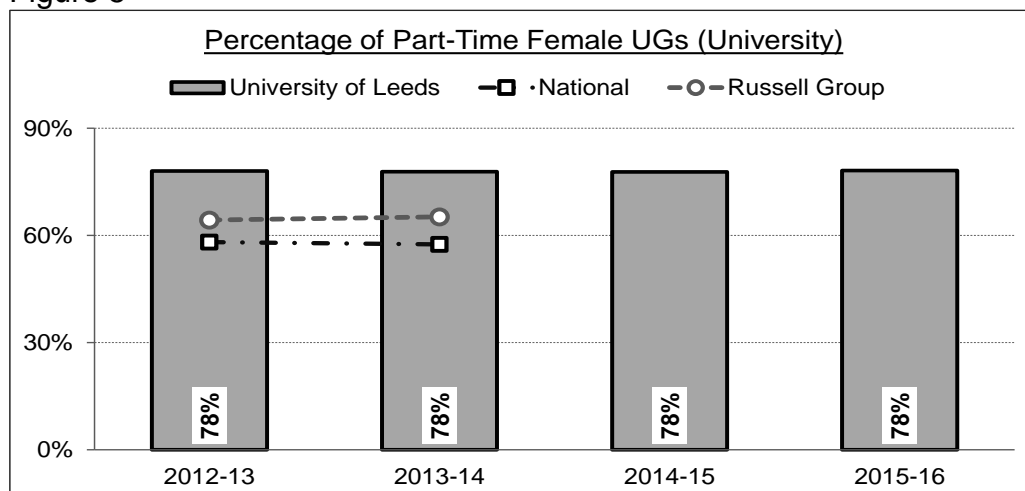
Figure 5

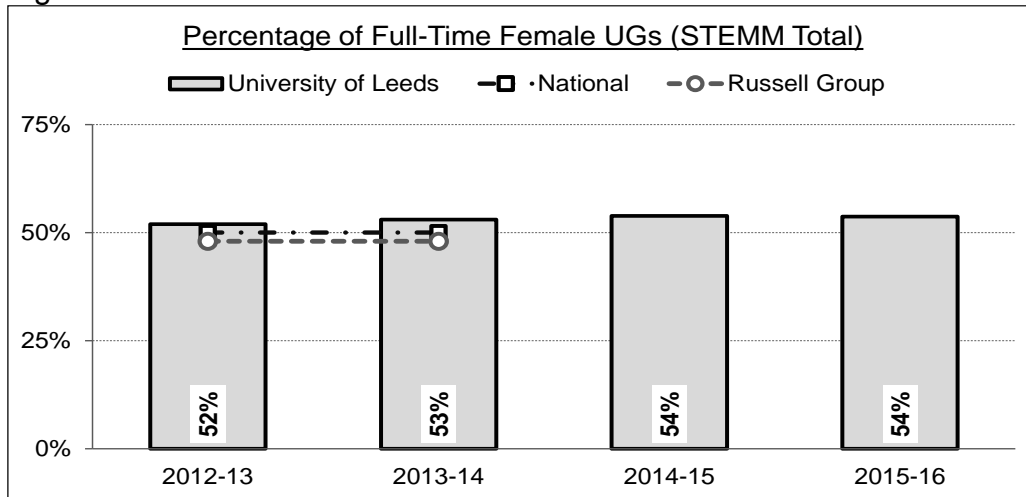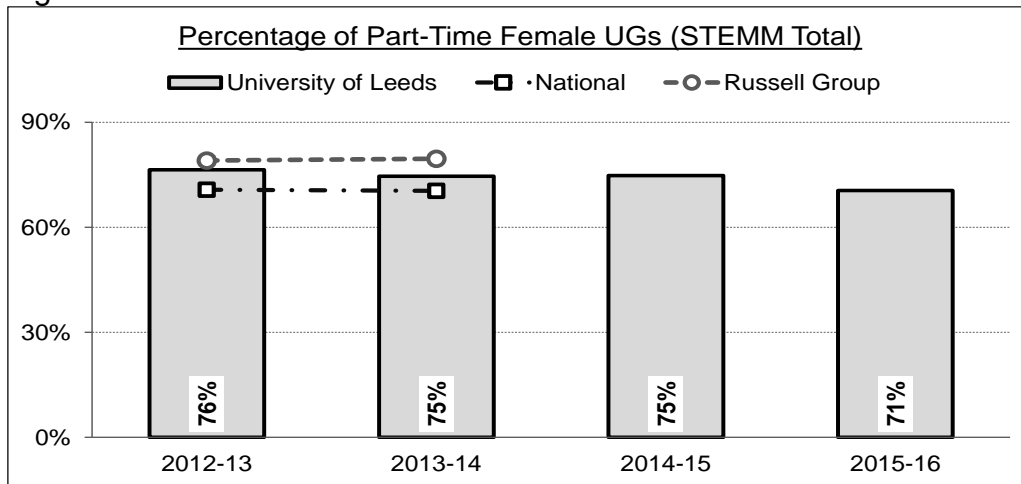**Percentage of Part-Time Female UGs (University)**

University of Leeds ▪ National ▪ Russell Group

| 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| 78% | 78% | 78% | 78% |

Figure 6

**Percentage of Full-Time Female UGs (STEMM Total)**

University of Leeds — National — Russell Group

- 2012-13: 52%
- 2013-14: 53%
- 2014-15: 54%
- 2015-16: 54%

Figure 7

**Percentage of Part-Time Female UGs (STEMM Total)**

University of Leeds — National — Russell Group

- 2012-13: 76%
- 2013-14: 75%
- 2014-15: 75%
- 2015-16: 71%

(ii)   **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

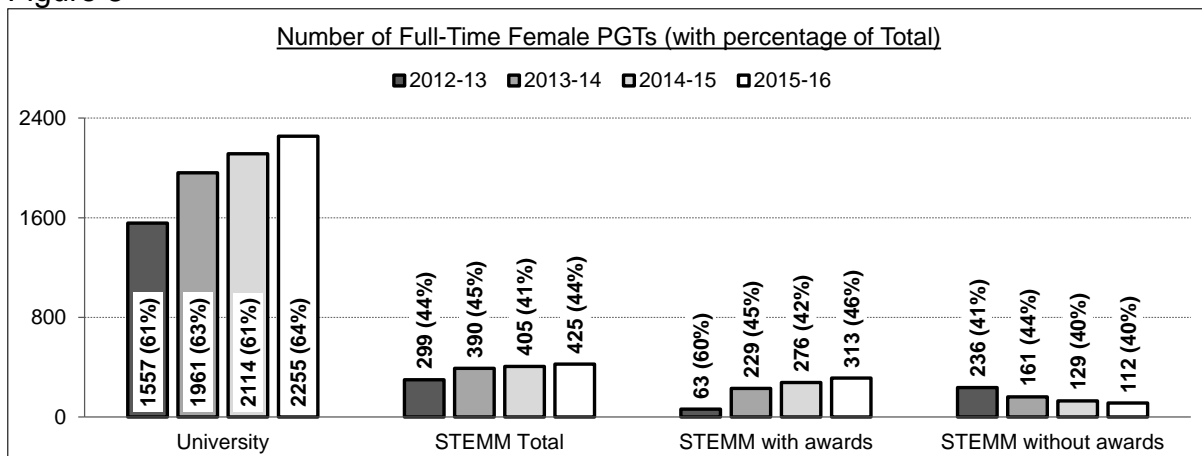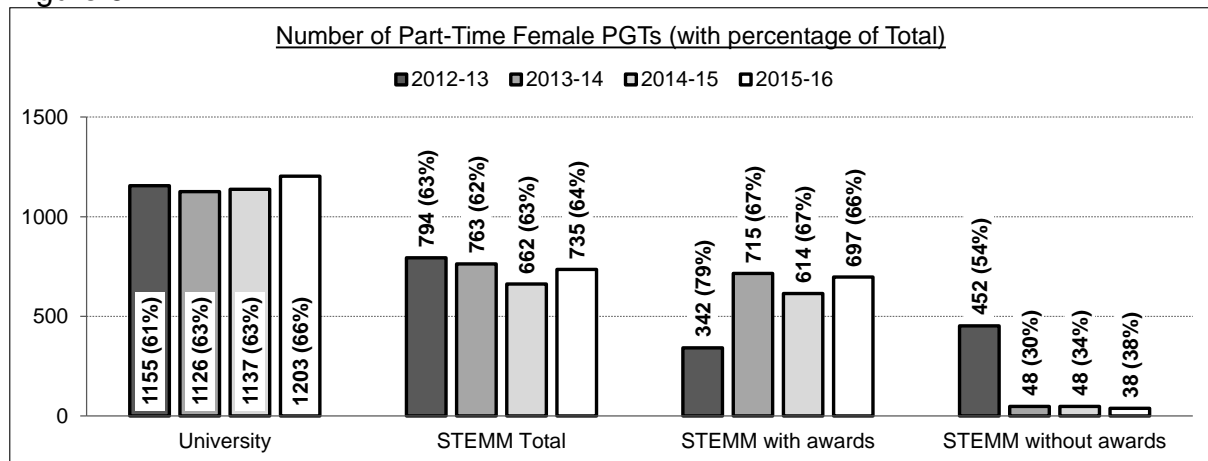*Full-time and Part-time Taught Post Graduate (PGT)*
Figure 8

**Number of Full-Time Female PGTs (with percentage of Total)**

2012-13   2013-14   2014-15   2015-16

| | University | STEMM Total | STEMM with awards | STEMM without awards |
|---|---|---|---|---|
| 2012-13 | 1557 (61%) | 299 (44%) | 63 (60%) | 236 (41%) |
| 2013-14 | 1961 (63%) | 390 (45%) | 229 (45%) | 161 (44%) |
| 2014-15 | 2114 (61%) | 405 (41%) | 276 (42%) | 129 (40%) |
| 2015-16 | 2255 (64%) | 425 (44%) | 313 (46%) | 112 (40%) |

Figure 9



Number of Part-Time Female PGTs (with percentage of Total)

■2012-13 ■2013-14 □2014-15 □2015-16

- Full-time PGT has grown from 2,557 (1557, 61%F) to 3,521 (2255, 64%F) reflecting a major strategic growth of this provision (Figure 8).

- Although there has been an overall drop in part-time PGT from 1,902 to 1,834, female part-time PGT has grown from 1,155 (61%) to 1,203 (66%) (Figure 9).

- Within STEMM, PGT full-time has increased from 682 (299, 44%F) to 957 (425, 44%F) in 2015/16. However, PGT part-time fell from 1,266 in 2012/13 to 1,059 in 2014/15 but has increased to 1,148 for 2015/6 (63%F throughout).

- The number of female students in STEMM with awards has increased in each year throughout the period although the %F changed significantly in 2013/14 due to the ENG award.

- The %F in departments with awards has exceeded that in departments without awards.

- *Benchmarking:* The % female full-time PGT at University level has exceeded national and RG benchmark (Figure 10), but is below these benchmarks for STEMM (Figure 12).

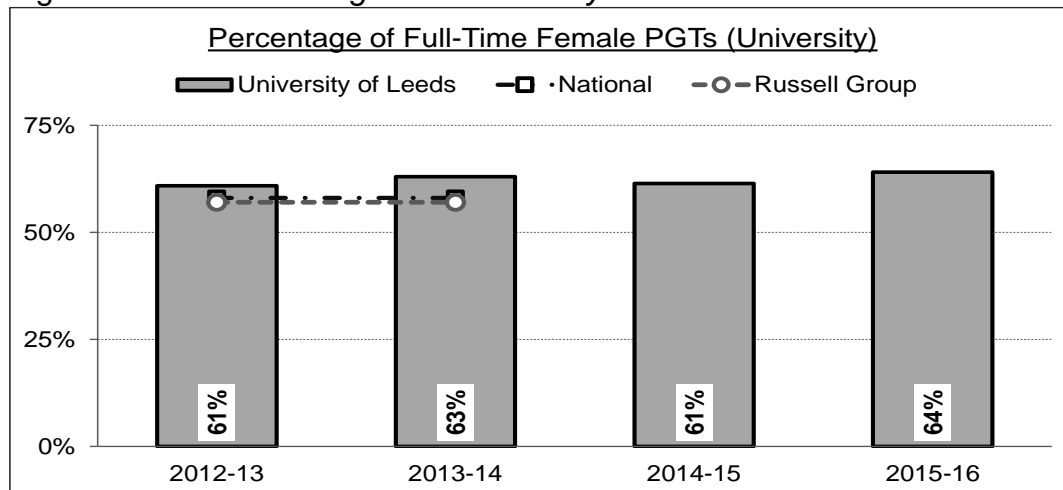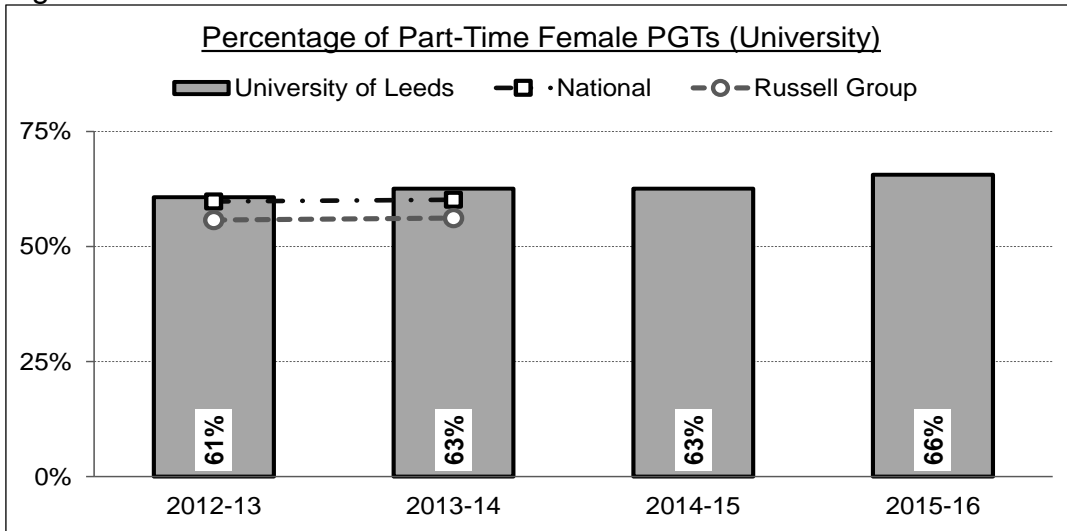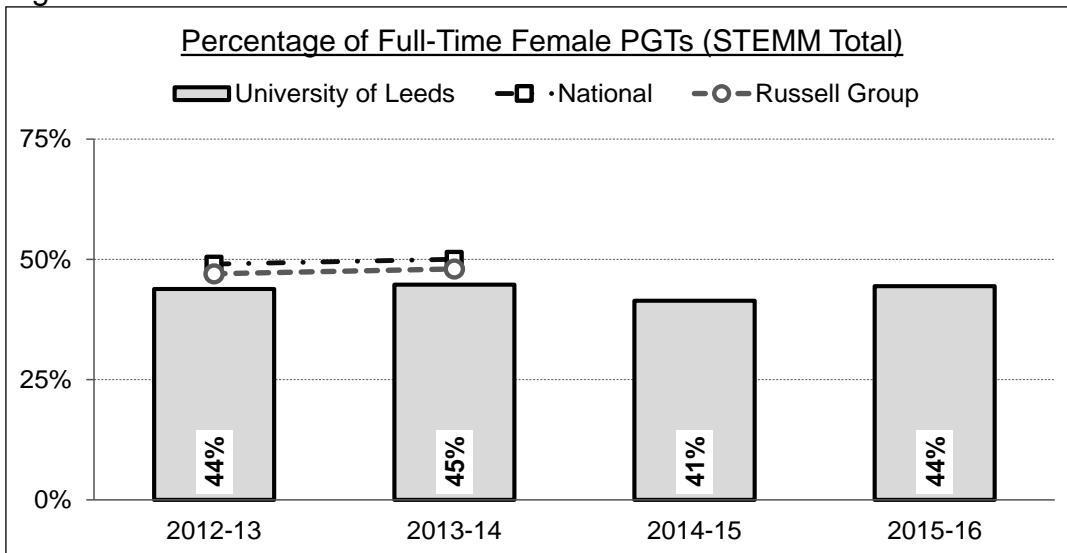Figure 10: *Benchmarking PGTs nationally and across the RG:*



Percentage of Full-Time Female PGTs (University)

University of Leeds  ━□· National  ━○━ Russell Group

Figure 11

**Percentage of Part-Time Female PGTs (University)**

University of Leeds — National — Russell Group

| Year | Percentage |
|------|-----------|
| 2012-13 | 61% |
| 2013-14 | 63% |
| 2014-15 | 63% |
| 2015-16 | 66% |

Figure 12

**Percentage of Full-Time Female PGTs (STEMM Total)**

University of Leeds — National — Russell Group

| Year | Percentage |
|------|-----------|
| 2012-13 | 44% |
| 2013-14 | 45% |
| 2014-15 | 41% |
| 2015-16 | 44% |

Figure 13

**Percentage of Part-Time Female PGTs (STEMM Total)**

University of Leeds — National — Russell Group

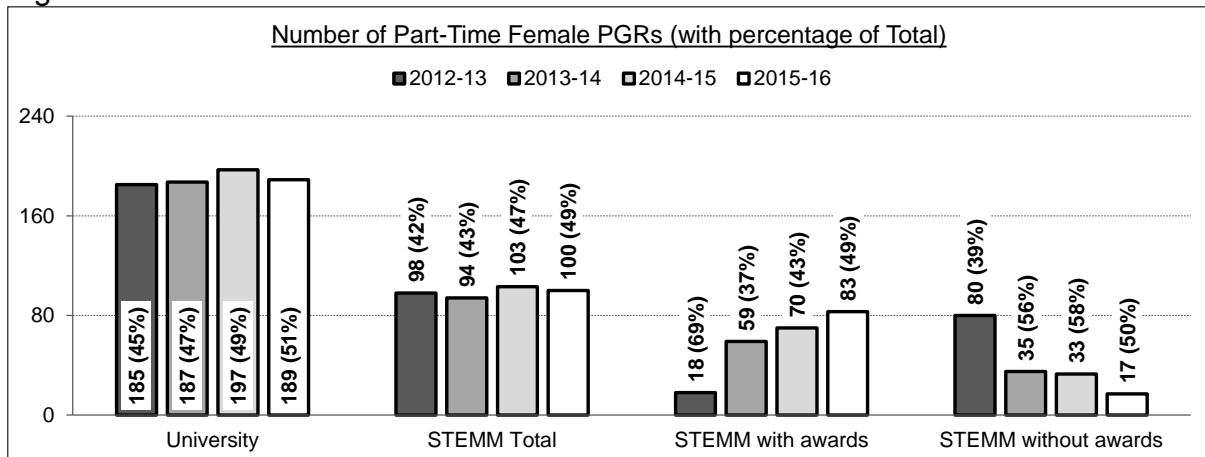| Year | Percentage |
|------|-----------|
| 2012-13 | 63% |
| 2013-14 | 62% |
| 2014-15 | 63% |
| 2015-16 | 64% |

(iii) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

*Full-time and Part-time Research Post Graduate (PGRs)*
Figure 14



Number of Full-Time Female PGRs (with percentage of Total)

■2012-13 ■2013-14 ■2014-15 □2015-16
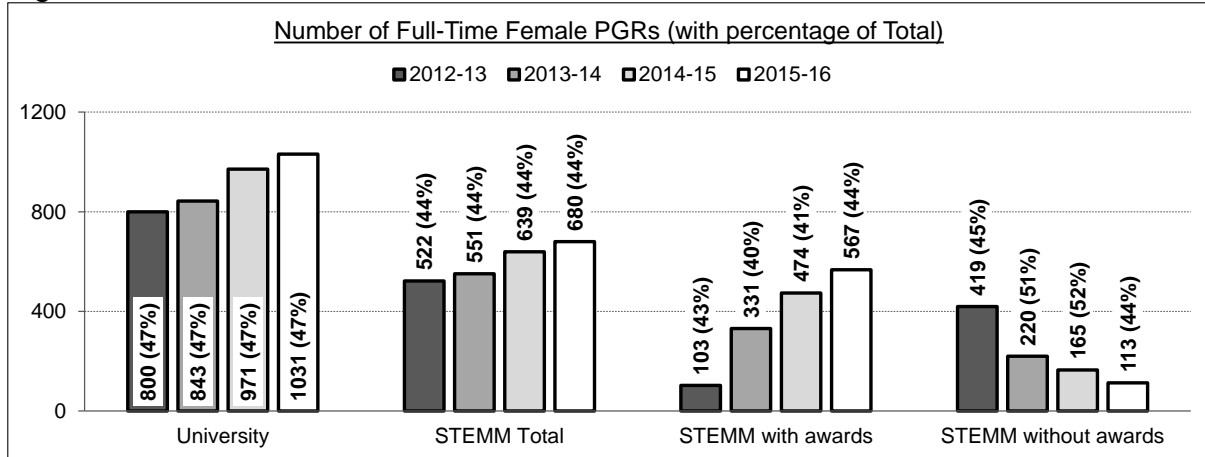
- At University level full-time PGR has grown from 1,718 (800, 47%F) to 2,183 (1,031, 47%F) reflecting investment in recent years (Figure 14).

- Within STEMM, PGR full-time has increased from 1,182 (522, 44%F) to 1,543 (680, 44%F) in 2015/16.

Figure 15



Number of Part-Time Female PGRs (with percentage of Total)

■2012-13 ■2013-14 ■2014-15 □2015-16

- Part-time PGR has fallen from 412 to 367. However, female part-time PGR has remained constant at 190 increasing from 45% to 51% of this cohort (Figure 15). STEMM PGR part-time has fallen from 233 to 204 but PGR part-time females have remained level (increasing from 42% to 49% of the cohort).

- The number of female students in STEMM with awards has increased each year throughout the period although the %F dropped slightly in 2013/14 with the award to ENG before recovering back to the STEMM norm 2015/16.

*Benchmarking PGRs nationally and across the Russell Group:*
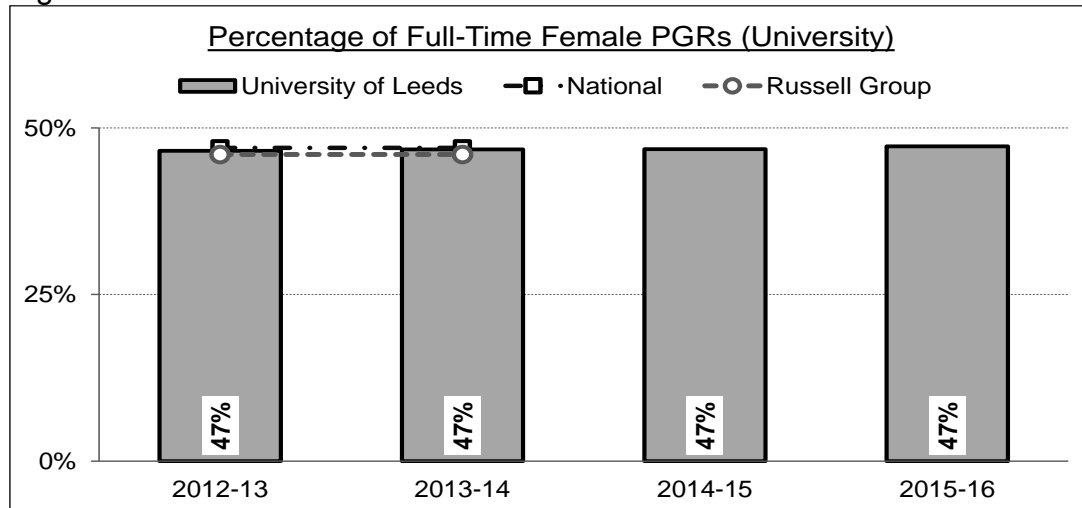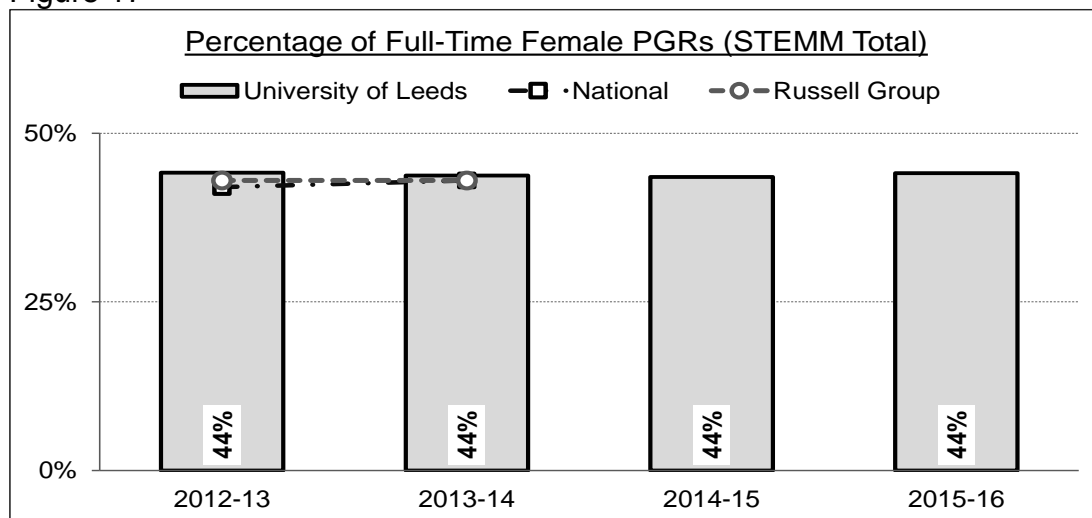Figure 16

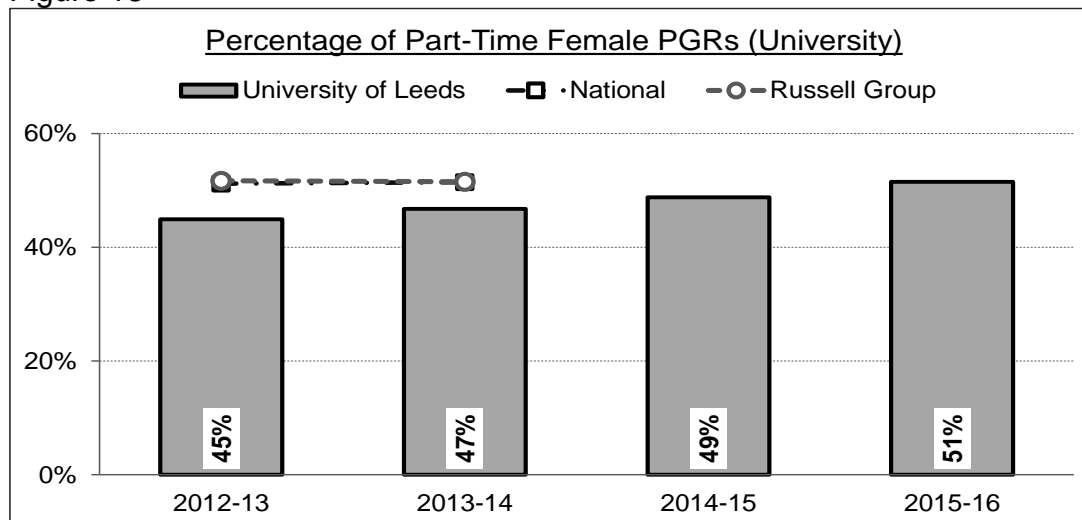**Percentage of Full-Time Female PGRs (University)**

Legend: University of Leeds | National | Russell Group

| 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|
| 47% | 47% | 47% | 47% |

Figure 17

**Percentage of Full-Time Female PGRs (STEMM Total)**

Legend: University of Leeds | National | Russell Group

| 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|
| 44% | 44% | 44% | 44% |

Figure 18

**Percentage of Part-Time Female PGRs (University)**

Legend: University of Leeds | National | Russell Group

| 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|
| 45% | 47% | 49% | 51% |

Figure 19



Percentage of Part-Time Female PGRs (STEMM Total)
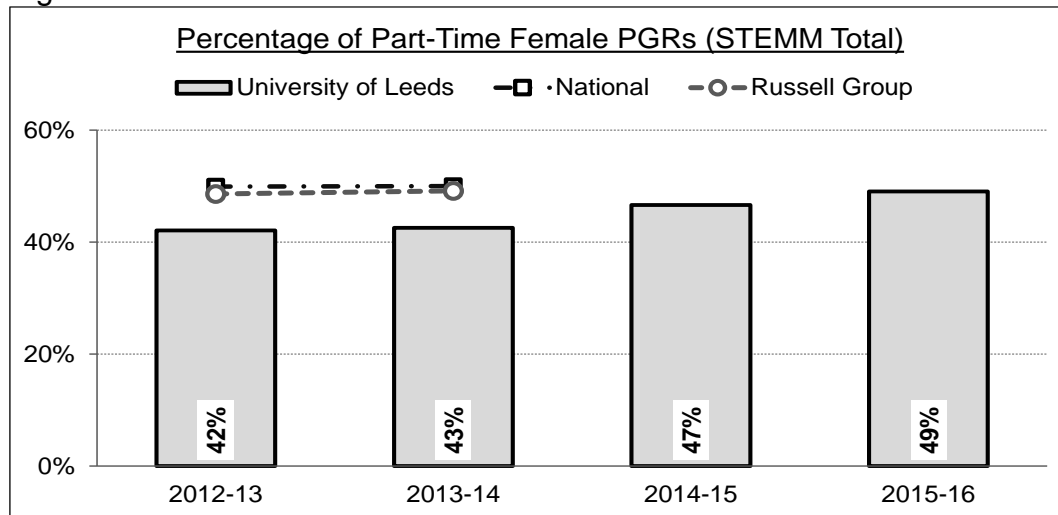
University of Leeds — National — Russell Group

- *Benchmarking:* University and STEMM PGR full-time sit at national and RG benchmarks (Figure 16 & 17) but part-time PGR are below benchmark at both University and STEMM levels (Figures 18 & 19).

- The growth in %F in 2014/15 and 2015/16 may bring us closer to these benchmarks when data is available.

**Action D9. University Alumni Network to act as role models to encourage students to consider careers in academia or other HE roles.**

**Action D10. Use best practice from across the University and outside to embed equality into new campus wide plans for PGR student, training, administration and career development. We will use the experiences of the 330 recently recruitment PGR students through the 'Leeds Anniversary Research Studentship' scheme plus Doctoral Training Centres across campus to understand needs and barriers to establish robust and inclusive process and support.**

**Staff data**

(iv) **Number of male and female staff (academic and research) at each grade** – 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.

Although the current submission period covers 2012-2015 it is helpful to view the longer context for staff data covering the 10 years of our engagement with Athena SWAN in this section.

Figure 20



Number of All Female Staff (with percentage of Total)
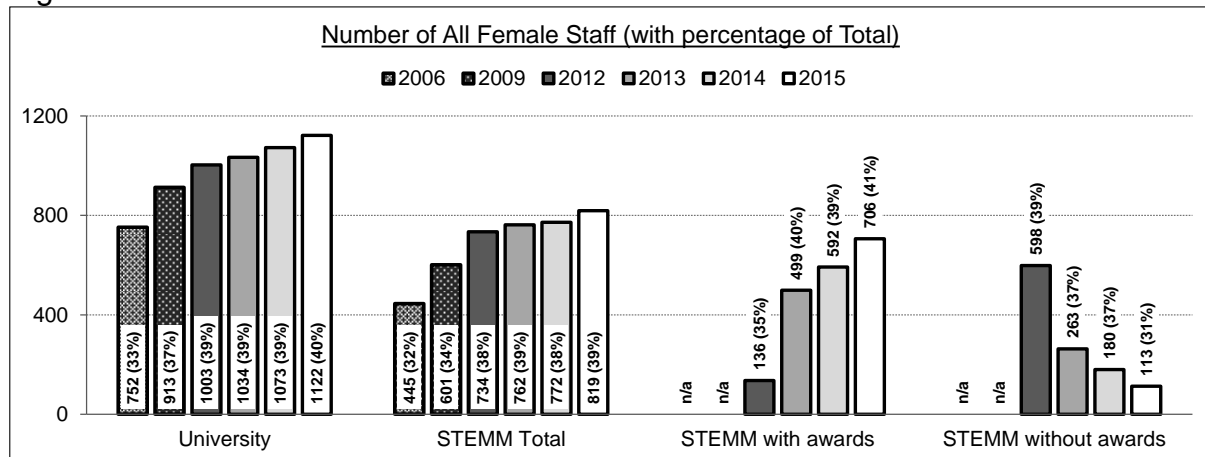
- The total number of academic staff including researchers grew from 2,283 in 2006 to 2,600 in 2012 and 2,819 in 2015.

- Over that period, the number of female staff grew from 752 (32%F) to 1,003 (39%F) in 2012 and 1,122 (40%F) in 2015 (Figure 20).

- Within STEMM, the total number grew from 1,384 (including 445 or 32%F) in 2,006 to 1,929 (734 or 38%F) in 2012 to 2,074 (819 or 39%F) in 2015.

- Over the period 2012-2015, an increasing number of departments have gained AS awards: in 2012, 389 staff including 136 (35%F) were in departments with awards: by 2015 this had grown to 1712 staff including 706 (41%F).

- STEMM departments with awards have outperformed the University as a whole in improving female representation.
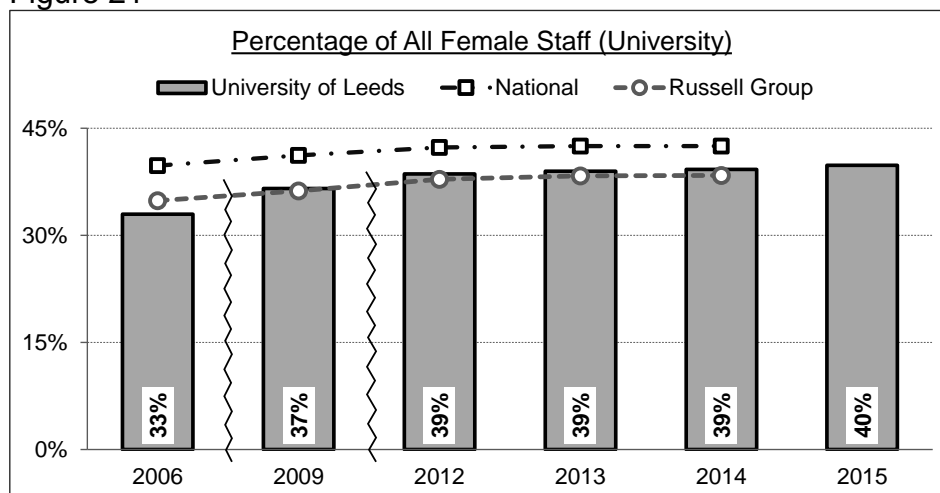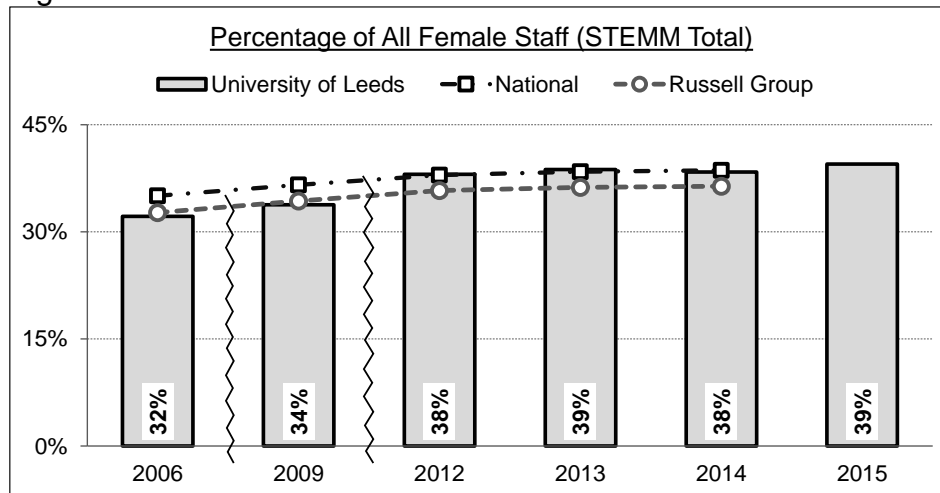
Figure 21



Percentage of All Female Staff (University)

Figure 22



**Percentage of All Female Staff (STEMM Total)**
University of Leeds — National — Russell Group

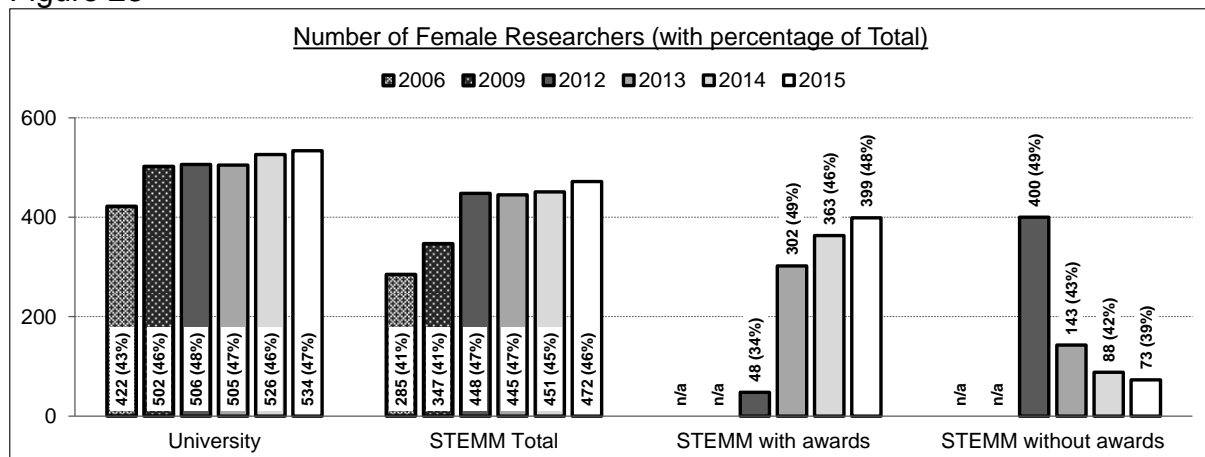| | 2006 | 2009 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|
| University of Leeds | 32% | 34% | 38% | 39% | 38% | 39% |

- *Benchmarking:* The University sits at the RG benchmark but below the overall national benchmark for female staff (Figure 21) but now matches the national and exceeds the RG benchmark in STEMM (Figure 22).

**Analysis by grade**

*Researchers*
Figure 23



**Number of Female Researchers (with percentage of Total)**
2006 2009 2012 2013 2014 2015

| | University | STEMM Total | STEMM with awards | STEMM without awards |
|---|---|---|---|---|
| 2006 | 422 (43%) | 285 (41%) | n/a | n/a |
| 2009 | 502 (46%) | 347 (41%) | n/a | n/a |
| 2012 | 506 (48%) | 448 (47%) | 48 (34%) | 400 (49%) |
| 2013 | 505 (47%) | 445 (47%) | 302 (49%) | 143 (43%) |
| 2014 | 526 (46%) | 451 (45%) | 363 (46%) | 88 (42%) |
| 2015 | 534 (47%) | 472 (46%) | 399 (48%) | 73 (39%) |

- The number of researchers has grown from 991 to 1,139. The number of female researchers has grown from 422 (43%) to 534 (47%) (Figure 23).

- Within STEMM, the total number grew from 697 (including 285 or 41%F) in 2006 to 1,018 (472 or 46%F) in 2015.

- In 2012, 142 staff including 48 (34%F) were in departments with awards: by 2015 this was 833 staff including 399 (48%F).

- STEMM departments with awards have outperformed the University as a whole in improving female representation.

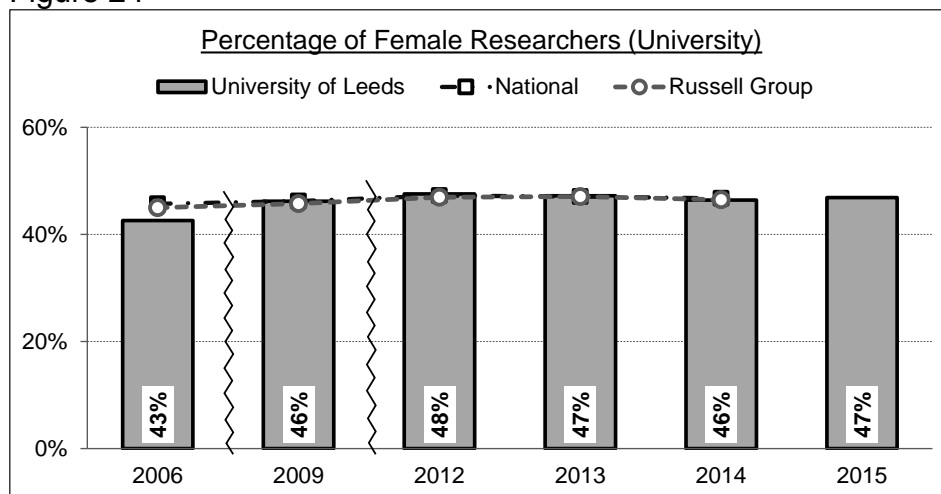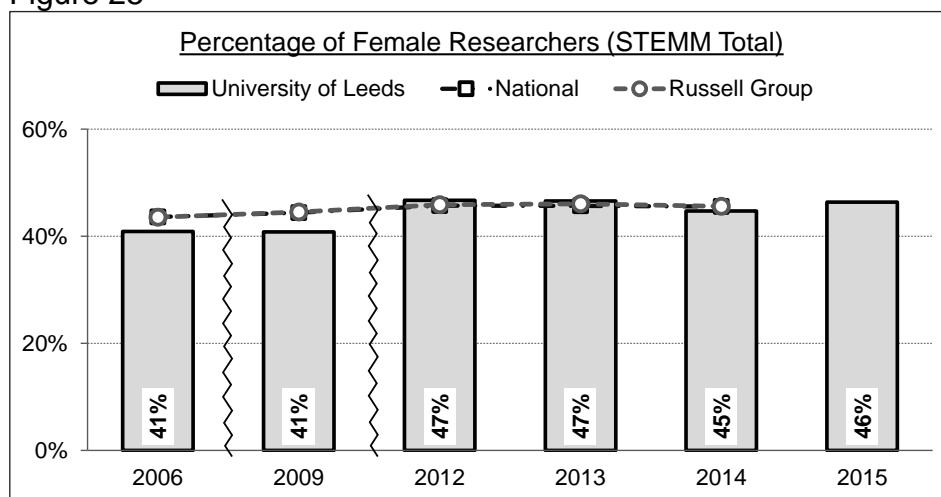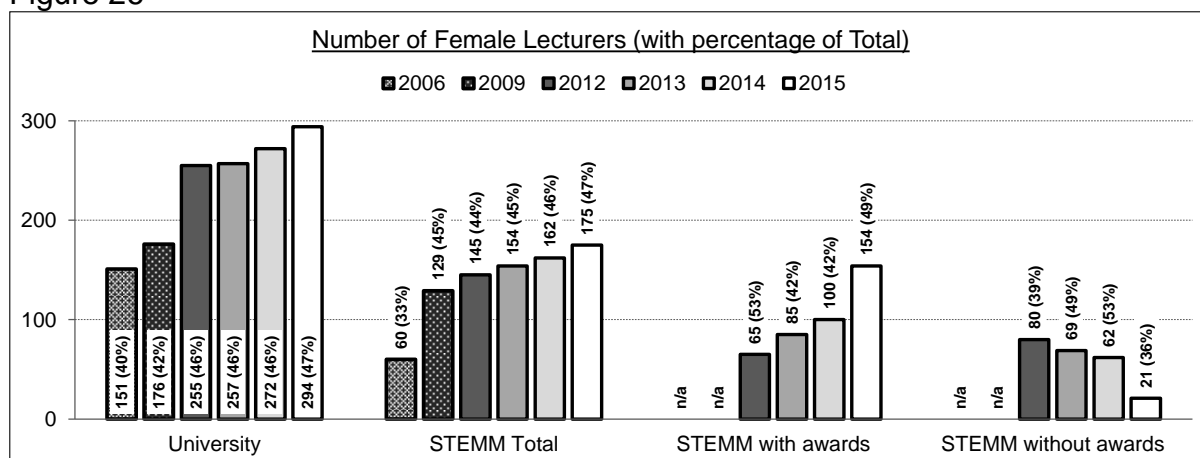*Benchmarking female Researchers nationally and across the RG:*
Figure 24



Percentage of Female Researchers (University)

University of Leeds — National — Russell Group

| 2006 | 2009 | 2012 | 2013 | 2014 | 2015 |
| 43% | 46% | 48% | 47% | 46% | 47% |

Figure 25



Percentage of Female Researchers (STEMM Total)

University of Leeds — National — Russell Group

| 2006 | 2009 | 2012 | 2013 | 2014 | 2015 |
| 41% | 41% | 47% | 47% | 45% | 46% |

- *Benchmarking:* The University and STEMM sit at the national and RG benchmarks (Figure 24 & 25).

*Lecturers (grade 8)*
Figure 26



Number of Female Lecturers (with percentage of Total)

2006 2009 2012 2013 2014 2015

University: 151 (40%), 176 (42%), 255 (46%), 257 (46%), 272 (46%), 294 (47%)
STEMM Total: 60 (33%), 129 (45%), 145 (44%), 154 (45%), 162 (46%), 175 (47%)
STEMM with awards: n/a, n/a, 65 (53%), 85 (42%), 100 (42%), 154 (49%)
STEMM without awards: n/a, n/a, 80 (39%), 69 (49%), 62 (53%), 21 (36%)

- The total number of lecturers has grown from 381 to 629.

- The number of female staff has grown from 151 (40%) to 294 (47%)(Figure 26).

- Within STEMM, the total number has grown from 180 (including 60 or 33%F) to 372 (175 or 47%F).

- In 2012, 122 staff including 65 (53%F) F were in departments with AS awards: by 2015 this had grown to 314 including 154 (49%F), demonstrating that in STEMM we are making sustained progress.

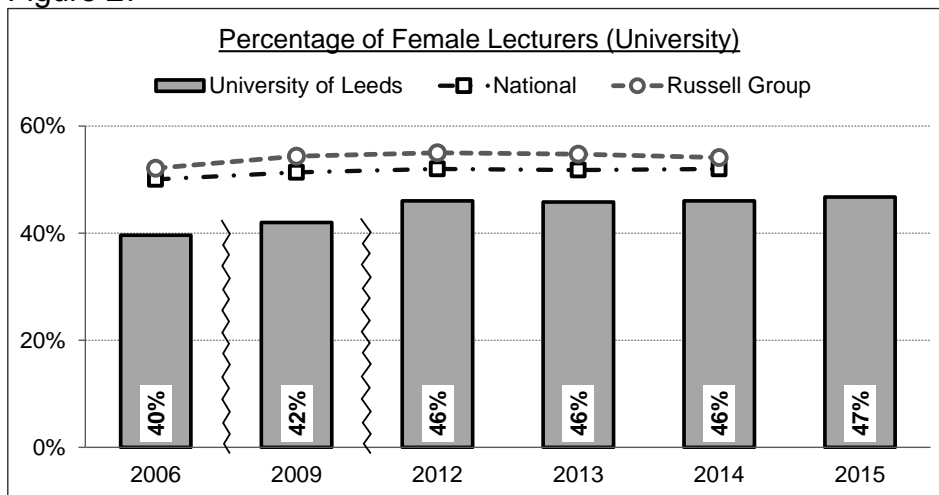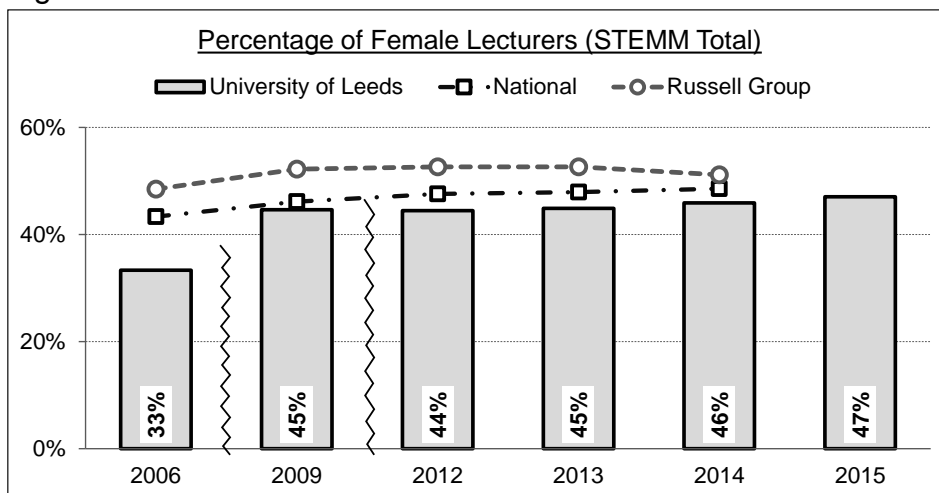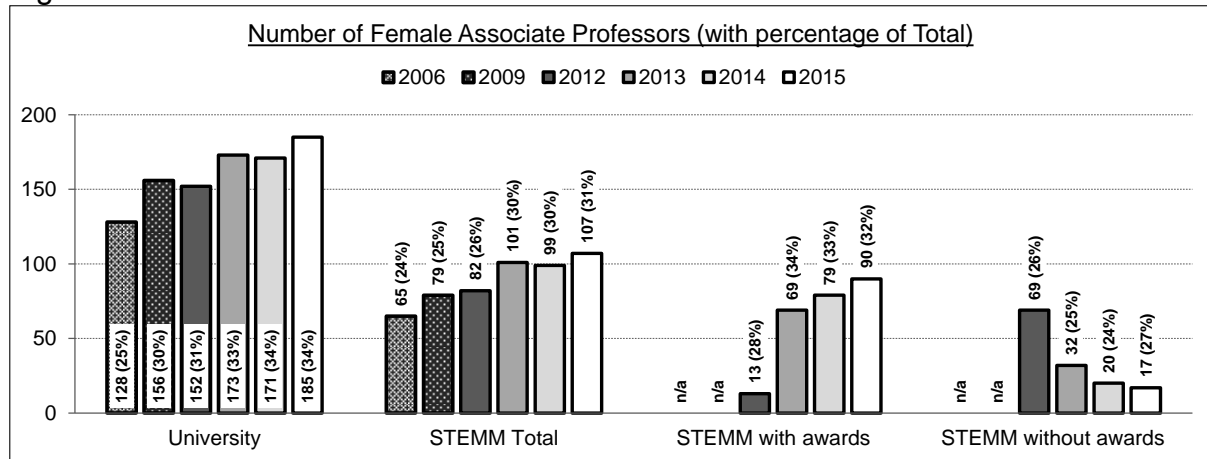*Benchmarking female Lecturers nationally and across the Russell Group:*
Figure 27



Figure 28



- *Benchmarking:* Starting from a position below the national and RG benchmarks, the %F in the University and STEMM are approaching benchmark levels (Figure 27 & 28).

*Associate Professors (grade 9)*
Figure 29



Number of Female Associate Professors (with percentage of Total)

- The total number of Associate Professors has risen from 503 to 544.

- The number of female staff grew by 45% from 128 (25%) to 185 (34%) while the number of male staff has decreased slightly (Figure 29).

- Within STEMM, the total number grew from 275 to 344 with a 65% increase in female Associate Professors, increasing the proportion from 24% to 31%.

- In 2012, 46 staff including 13 (28%F) were in departments with awards: by 2015 this had grown to 280 staff including 90 (32%F). All departments have shown significant improvement in female representation in this category.

*Benchmarking female Associate Professors nationally and across the RG:*
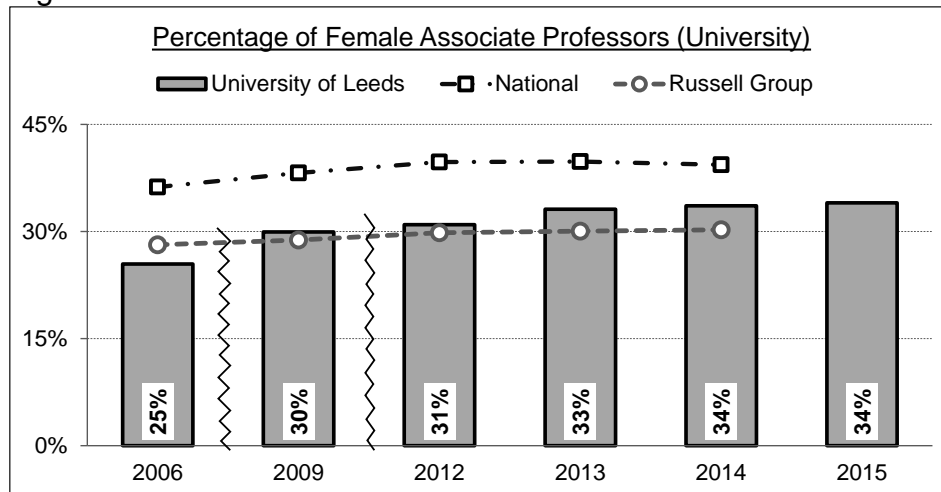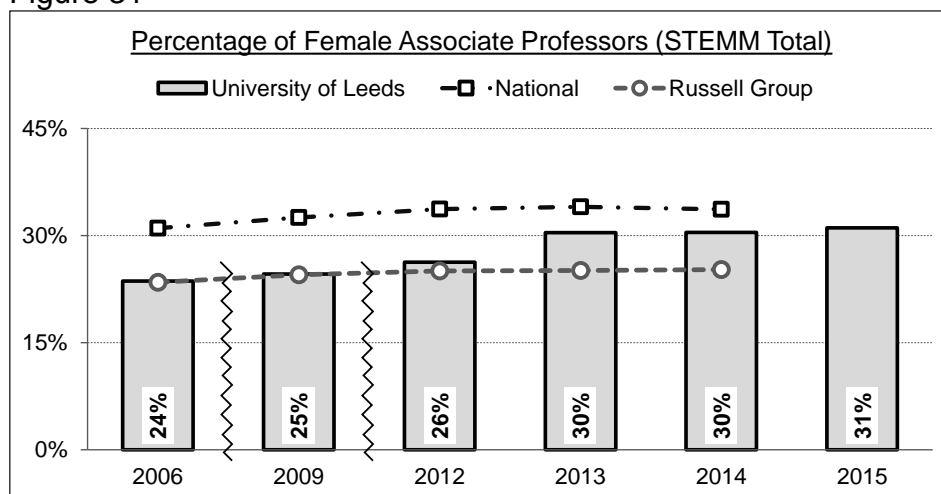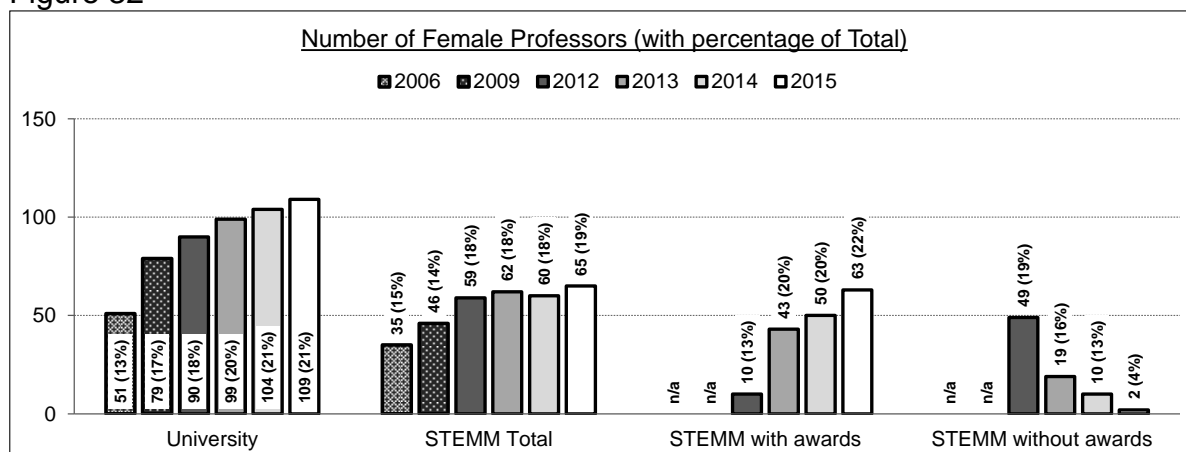Figure 30



Percentage of Female Associate Professors (University)

Figure 31



Percentage of Female Associate Professors (STEMM Total)

University of Leeds | National | Russell Group

- *Benchmarking:* The University lies below the national benchmark in this group but over the period has moved to exceed the RG benchmark (Figure 30). This is the case for STEMM although the gap to national is reducing (Figure 31).

*Professors*
Figure 32



Number of Female Professors (with percentage of Total)

2006  2009  2012  2013  2014  2015

- The total number of professors has grown by 25% from 408 in 2006 to 507 in 2015[2].

- The number of female professors increased by more than 100% from 51 (13%) to 109 (22%) in 2015 (Figure 32). The introduction of a revised promotions system with revised criteria over the period 2008 – 2010 (Section 4.1ii) and early STEMM level engagement with the principles of AS has contributed to this increase.

- Within STEMM, the total number increased from 232 (15%F) in 2006 to 340 (19%F) in 2015 with an 86% growth in female professors (from 35 to 65).

- In 2012, 79 professors including 10 (13%) females were in departments with awards: by 2015 this increased to 285 including 63 (22%) females.

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[2] As of 29th April 2016 the University of Leeds has 543 professors, including 128 (24%) female. An increase of 19 female Professors since the census date, used within this submission,

*Benchmarking female Professors nationally and across the Russell Group:*
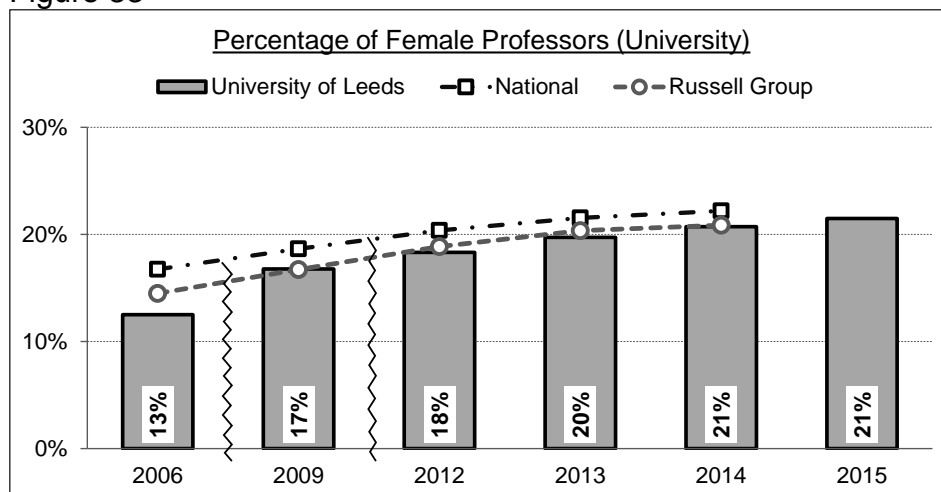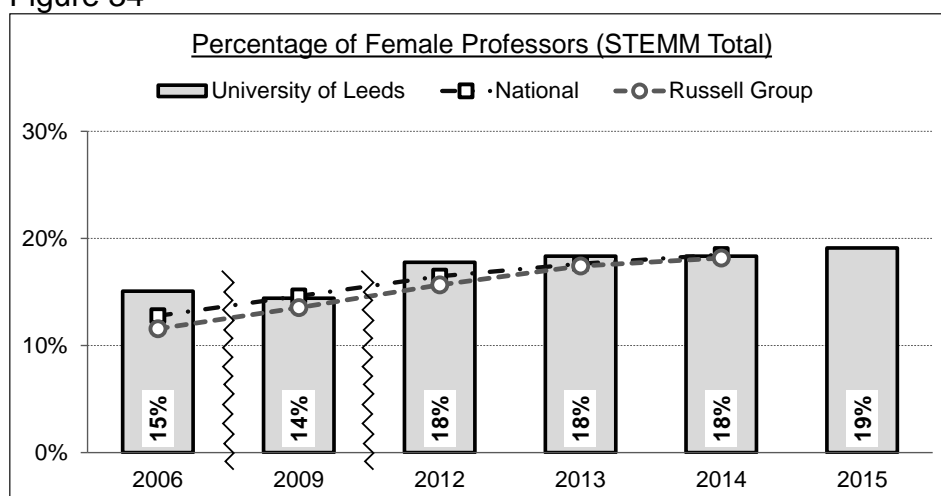Figure 33



Percentage of Female Professors (University)

Figure 34



Percentage of Female Professors (STEMM Total)

- *Benchmarking:* The %F at Chair level for the University has moved to the RG benchmark and is approaching the national benchmark (Figure 33): in STEMM it is comparable to both benchmarks (Figure 34).

Summary of STEMM highlights:

| Area | Staff Group | Change in F 2006 → 2015 |
|---|---|---|
| FBS | Professors | 5 → 10 |
| Engineering | Professors | 0 → 11 |
| ENV | Associate Professors | 8 → 17 |
| MaPS | Lecturers | 2 → 11 |
| | Professors | 0 → 5 |
| School of Healthcare | Lecturers | 4 → 58 |
| | Associate Professors | 5 → 16 |
| | Professors | 0 → 6 |
| Medicine | Researchers | 46 → 237 |
| | Lecturers | 3 → 28 |
| Dentistry | Lecturers | 9 → 33 |
| | Professors | 2 → 6 |
| Psychology | Lecturers | 0 → 10 |

**Action G1  Extend reporting of staff and student data via SharePoint site to cover all staff, students and all Schools on a consistent annual basis to meet GEM requirements. Data will be reported systematically to SATs along with sector benchmarking for analysis and then to School Management Teams with actions reported through Faculty E&I Committees through to University level**

**Action G2. Integrate analysis of individual data sets to allow richer analysis of patterns and factors leading to differential representation and disparities. Identify potential 'lead indicators' rather than reacting to events.**

1551 words (excluding infographic tables and charts)

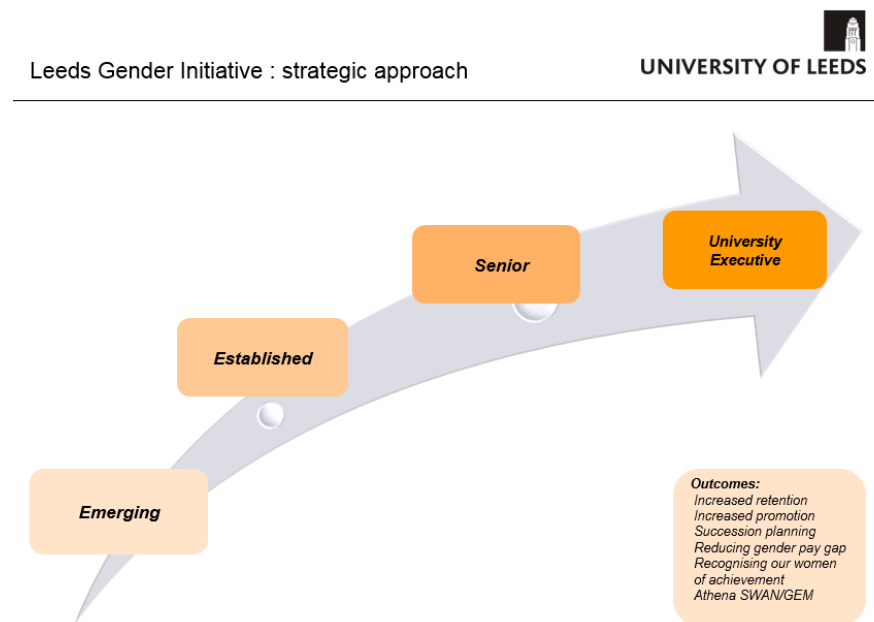**4. Evidence of the impact of university and department good practice: maximum 2000 words**

Provide evidence below on the evaluation and impact of university and department good practice initiatives on the following:
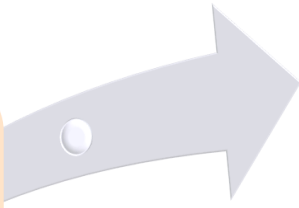
a)   The university as a whole, its ethos and working environment

**Major cross-institutional initiatives with organisational, STEMM and individual impact**

**A. 1 (i)  managing the career pipeline:**  Coherent and co-ordinated career development programmes

Below illustrates our approach to support the career pipeline for women at Leeds enabling opportunities for early, mid-career and senior female staff and evidence of impact and how the different schemes connect to provide continuing opportunities for development:



Leeds Gender Initiative : strategic approach — UNIVERSITY OF LEEDS

University Executive

Senior

Established

Emerging

Outcomes:
Increased retention
Increased promotion
Succession planning
Reducing gender pay gap
Recognising our women
of achievement
Athena SWAN/GEM

| Career stage | Opportunity | Impact |
|---|---|---|
| **Emerging** (Early Career)<br><br>*Emerging*<br><br>*Early career staff and those demonstrating leadership and management potential*<br><br>**Development opportunities:**<br>Springboard<br>Introduction to Leadership & Management programme<br>Mentoring<br><br>**Networking opportunities:**<br>Women at Leeds network<br>(including Women's conference and 1st Wednesday Club)<br>Technicians' network<br><br>**Leadership behaviours:**<br>Aligned to 'Emerging Leaders' within the Leadership Development Strategy | **WaLN** has become one of the most significant activities for supporting and championing women. The network started in 2010 supporting academic women in STEMM, but over 5 years has expanded, to PhD students and technical/support staff in STEMM and in 2016 to cover all faculties. WaLN now provides monthly network meetings, an email network, talks from "role models" and a voice back to the university. UoL funding awarded in 2014 had a significant impact, enabling the expansion of the network and establishment of an annual conference.<br><br>*"I joined the committee as a mature student… I found I was mixing with staff at all academic levels including the Vice-Chancellor! I was then co-opted into other committees."*<br>**PhD student**<br><br>**Action B6: Extend the scope, reach, capacity and strategic alignment of key internal networks (such as WaLN and the Women in Leadership Roles Forum)** | During 2013-2016 WaLN held 25 sessions with 876 attendees in total. Average attendance increased from 29 to >44 per event from 2013-2015.<br><br>The network has also had 2 conferences with a total of 175 attendees.<br><br>Popular sessions from WaLN 2013-2016: |

Popular sessions table:

| Theme | Total |
|---|---|
| Promotion & Career progression | 216 |
| Confidence & assertiveness | 40 |
| Feminism in the 21st Century | 64 |
| Mentoring | 35 |
| Mindfulness | 35 |
| Managing Parental Leave | 58 |
| Imposter syndrome | 88 |
| Personal Effectiveness | 68 |
| Work Life Balance | 108 |
| Reflections from senior role models | 98 |
| Early Career Researcher sessions | 66 |

| | | |
|---|---|---|
| | **Springboard**<br>Three-month personal development programme created to enable women (academic, support, managerial and research staff grades 6-8) to fulfil their potential in their work and personal lives. | Between 2012-15, **136** women from **STEMM** attended the Programme.<br><br>A participant from STEMM has led the development of a ***springboard network*** for her cohort.<br>Evaluations and achievements:<br>o *achieved external funding*<br>o *applied for a Master's degree*<br>o *working on a promotion application*<br>o *applied for a business grant*<br>o *meeting to ask for a pay rise* |
| **Developing Research Staff**<br> | **The Career Architect programme:** designed to support researchers working in all disciplines and currently considering a range of career options within and beyond academia. It combines coaching and workshops to help kick-start careers.<br><br>*"…helped me approach employers and talk about issues such as flexible working…The programme increased my confidence and my motivation to achieve better things. As a result, I secured a new permanent role at the University".* **Post-Doc, Scientist** | Female participant destination post-programme:<br>Total participants: 24 (female: 50%)<br><br>| Destinations of female staff following end of fixed term contract | |<br>|---|---|<br>| HE lectureship | 2 |<br>| Manager positions in HE | 2 |<br>| Research positions outside HE | 3 |<br>| Continuing post-doc position | 2 |<br>| New post-doc contract | 2 |<br>| Part-time teaching: | 1 | |

| Established Academics (Mid-Career) | Aurora Programme | |
|---|---|---|
| *Established* | **Aurora Programme**<br>A national, women only leadership development programme for HE. It encourages women in academic and professional roles to think of themselves as leaders. The University offers 8 places annually and provides role models and mentors. | • 18 women from STEMM have completed the programme since 2014.<br>• 5 of 6 table role models were from STEMM.<br>• Extended to professional services in 2016<br><br>Subsequently a STEMM participant has become a table role model and a part of the LFHE's BME Academic Leadership Programme<br><br>**Action A5. Develop a UoL Aurora network to continue the aspirations of Women in Leadership** |

*Established* box content:

*New and experienced managers and leaders who are established in their post*

**Development opportunities:**
Aurora programme
People Management Practices (suite)
Introduction to Leadership and Management programme
Leading and Managing in the New Academic Environment Programme
Mentoring
*New Leadership Development Programme*

**Networking opportunities:**
Networking via the Aurora Programme

**Leadership behaviours:**
Aligned to 'Established Leaders' within the Leadership Development Strategy

---

| Senior/Women in Leadership Roles | Women in Leadership Roles Forum | |
|---|---|---|
| *Senior* | **Women in Leadership Roles Forum**<br>Established in 2015 the forum brings together women in senior roles across the University. The bi-monthly events provide an opportunity to:<br>1) network with other women in similar senior roles<br>2) develop personally/professionally through inspirational journeys of external speakers<br>3) support and develop female talent.<br><br>**Action B6: Extend the scope, reach, capacity and strategic alignment of key internal networks (such as WaLN and the Women in Leadership Roles Forum)** | Membership has increased >100% (40–80 members) since the network launched 10 months ago.<br>30 forum members, including 10 Associate Professors and Professors from STEMM have become mentors since December 2015.<br><br>*"… invited as independent member of promotions interview panel…challenged the membership and layout of panel which did not have fair gender balance….resulted in the chair instigating changes to accommodate and make the panel meeting inclusive…''*<br>**Forum member** |

*Senior* box content:

*New and experienced leaders, heads of school or services driving academic excellence and professional services across all disciplines*

**Development opportunities:**
Tomorrow's Leaders Development Programme
Senior Leaders' Development Programme
Mentoring   (both mentor and mentee relationships)

**Networking opportunities:**
Women in Leadership Roles Forum
LTHT Leeds Female Leaders Network (Faculty of Med & Health only)
Pearls / Inspirational Journey  programme

**Research & collaboration :**
White Rose Women in Leadership Initiative

**Leadership behaviours:**
Aligned to 'Senior Leaders' within the Leadership Development Strategy

**Action B1. (a) UEG, HoS's and all other senior staff to actively promote the new Leadership Development programmes established within the University to encourage strong female participation articulate clearly the benefits of engaging with leadership development and taking on leadership roles**

**(b) Ensure that leadership programmes and related development activity have strong female representation in their planning, delivery and execution, showcasing female role models and their achievements as part of wider activity.**

**(c) Develop university-wide succession planning and talent management approaches providing transparent and inclusive access to related assessment and development. Initial focus to be on senior academic roles (e.g.Deans, Head of School/Services and Pro-Deans)**

**Action B5. Support managers to ensure that development planning arising from SRDS is better supported throughout the University with an enhanced focus on developing inclusive and creative approaches to support career development through SRDS training and support for managers**

**Action C7. Adopt and implement good practice recommendations from LFHE report for supporting 'mid-career academic women**

**(ii)  Promotion and Progression**

UoL introduced a new promotions system between 2008-2010 with revised criteria and procedures to address the strategic needs of the institution and the differential progression of different staff groups (in part informed by data collection/analysis under our initial AS activity). A major consultation exercise led by HR and EPU with staff – particularly under-represented groups – determined and addressed barriers perceived to promotion. A main aim was to improve the progression of staff into grades 9/10. The tables below show the success rates for female/male staff at different promotion stages under the new system compared to previously.
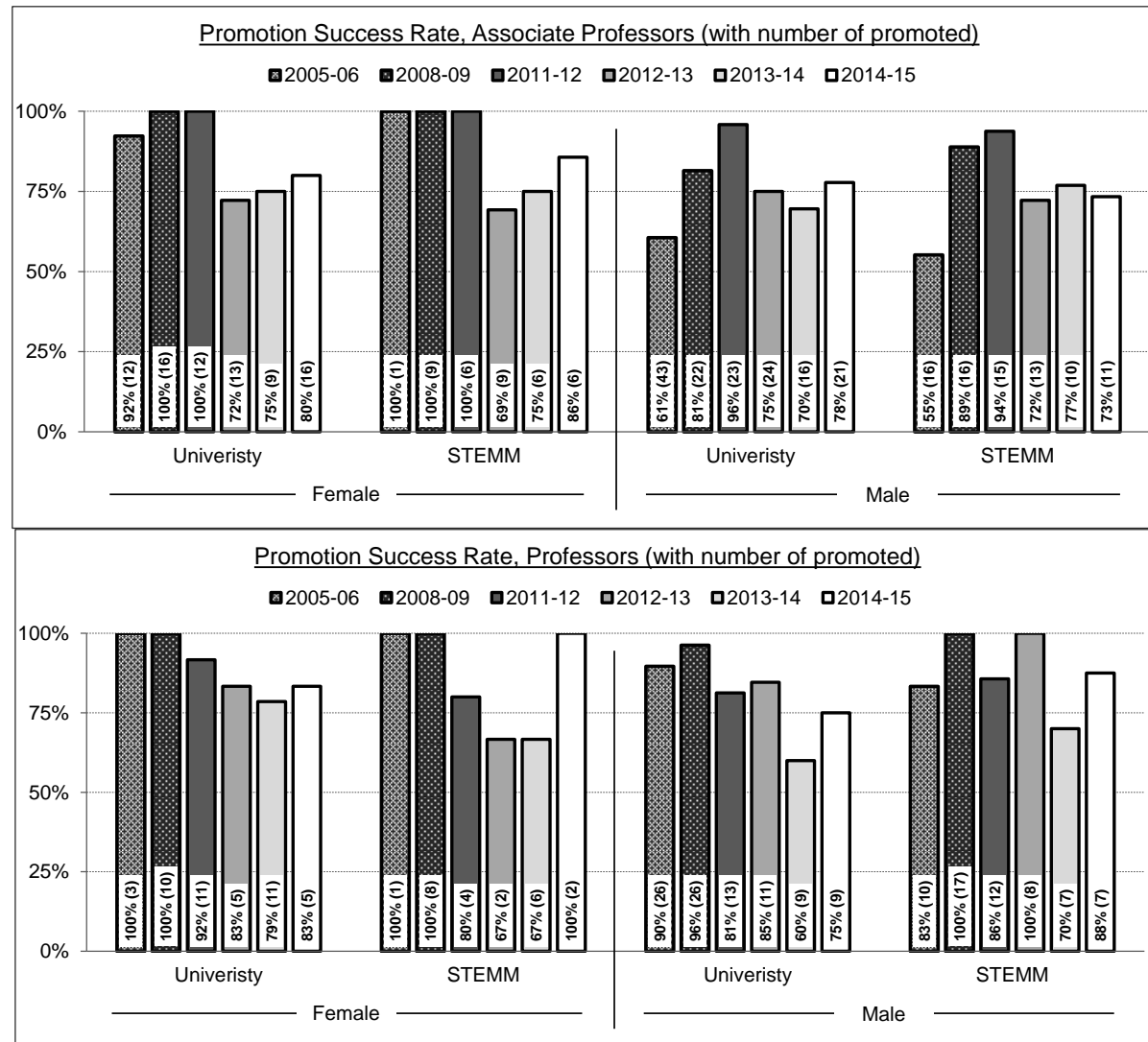
Following the introduction of the new scheme there has been an increase from 12 to 16 female staff progressing to G9. This has been sustained over the subsequent period. Within STEMM the increase is more significant (from 1 in 2005/6 to an average of ca 6 with two

peak years at 9). Male progression within STEMM has not changed through the new system. At G10, the new approach encouraged a major round of applications from female staff in 2008/9 addressing a backlog and numbers have typically remained higher since then. In 2013/14 the number of female promotions exceeded the male promotions for the first time.

A further revision of the criteria and processes was introduced this session, after a major, open consultation. This has simplified all processes, and now includes a clear 'teaching and scholarship' route enabling progression to grade 10 (Professor). The new criteria are designed to recognise a wider range of contributions, including some perceived to be more likely delivered by women, as well as encouraging interdisciplinary working and team building. In its first month, 3 female staff have been promoted to G10 with one application pending. Feedback has been positive, including comment from external referees on how progressive the process is. Annual open 'information and guidance' meetings will be held as we have already seen this encourages female applications.

During this session there has been an increase of 19 female professors (24% female of total professors)

**Action C1.  Deliver improved progression through new promotions systems.**
**Action C5. Through further consultation, develop guidance to ensure the new promotions system is inclusive for part-time workers, and review to determine its effectiveness.**

**(iii) University Mentoring Scheme: increasing knowledge and opportunity**

The University revised its approach to mentoring and builds on existing good practice whereby faculties/departments can adopt an approach that fits their priorities. There are now opportunities for staff to be mentored by:

- those in the same field/faculty/department
- someone else across the university
- external mentorship for senior staff
- group mentoring for those at the same stage of career
- short-term mentoring for those at critical points in their career
- leadership mentoring

The scheme is supported by the SUMAC system which allows mentors and mentees to be paired and to organise/record their mentoring sessions. There are currently 242 members signed up as either mentors or mentees. Of these >63% members are from STEMM. There are currently 81 successful mentoring partnerships in place.

| | | | | | |
|---|---|---|---|---|---|
| *Mentoring activity taking place in STEMM:* | | | |  *Extract promoting the new mentoring scheme:* | |

| STEMM area | Male members | Female members | Mentors | Mentees | Total |
|---|---|---|---|---|---|
| FBS | 15 | 18 | 19 | 14 | **33** |
| ENG | 9 | 15 | 12 | 12 | **24** |
| ENV | 5 | 19 | 13 | 11 | **24** |
| MaPS | 8 | 10 | 9 | 9 | **18** |
| FMH | 8 | 47 | 21 | 33 | **55** |



**People**

**Mentoring programme expands**

As part of its commitment to attracting, retaining and developing its staff, the University is making a significant investment in its mentoring scheme.

Professor Catherine Noakes and Dr Miller Alonso Camargo-Valero

**Action A4. Ensure all Research & Teaching staff have an awareness of the University's mentoring scheme which can provide dedicated career development support and guidance. Encourage all senior female colleagues to train and register as mentors. Monitor engagement and success due to the scheme.**

**(iv) Tackling the gender pay gap**

The University commissioned an Equal Pay Audit (2015) covering gender, age, disability and ethnicity to assess the impact of previous actions.

The report (by Capita) highlighted:

> "*no significant pay gaps when we analysed the average basic pay of male and female staff in the same pay grade for grades 2 – 9, the incremental grade 10 and Prof Zones 1 and 2…… ''.*

However the report identified that there is an uneven distribution of male and female staff by grade (a lower proportion of females in Associate Professor/Professor roles and VCEG members) and this is the cause of the overall gender pay gap of 19.0% within the University (reduced slightly from the previous audit). This reflects national patterns. It confirms that addressing this pay gap further is

strongly dependent on enhancing the progression of female staff between grades (see previous section) and improved recruitment of female staff into higher grade roles.

Further outcomes include: evidence that there is a gender pay gap within Professorial Zone 3; the average basic pay earned by female staff rises more slowly than for male staff, with this being particularly noticeable after 20 years' service rising to 24% after 20+ years' service and; that female earnings fall behind male earnings from the age of 40. The audit showed no significant starting pay gaps within each grade. The analysis has been extended to Faculty level where one example of a gender pay gap of more than 5% within a specific grade was identified.

**Action C4. Adapt the newly developed HR framework for reward to ensure equality in starting salaries and contribution pay activity.**

**(v)  Professorial Zoning**

The University introduced a new zoning structure for professorial staff on grade 10 in 2013 to provide more structured progression against clear criteria. Three 'zone's were introduced – zone 1 corresponding to the previous incremental scale and zones 2 and 3 providing progression beyond these. The data below indicate the effect of this over the period to April 2016 (excluding clinical staff):
Number of (non-clinical) female staff in zones:

| pay scale group | 25.4.16 | 29.6.15 | 1.6.15 | 1.6.14 |
|---|---|---|---|---|
| Zone 1 | 80 | 73 | 72 | 70 |
| Zone 2 | 23 | 15 | 15 | 13 |
| Zone 3 | 15 | 12 | 12 | 11 |
| **Total** | **118** | **100** | **99** | **94** |

| pay scale group | 25.4.16 | 29.6.15 | 1.6.15 | 1.6.14 |
|---|---|---|---|---|
| Zone 1 | 27% | 25% | 25% | 23% |
| Zone 2 | 18% | 14% | 14% | 14% |
| Zone 3 | 21% | 20% | 20% | 20% |
| **Total** | **25%** | **23%** | **22%** | **21%** |

Although work needs to continue, this shows positive progress in terms of numbers in zones 1 and 2.

**Action C3. Increase progression and recruitment of female professors into higher professorial zones to address the current under-representation in Zone 3 through raising awareness of criteria for progression and providing senior level mentoring to support professorial career development.**

**(vi) Attracting female academics to contribute to the University's academic performance**

UoL is in the process of recruiting **250 University Academic Fellows (UAFs)** who have the potential to make a major contribution to the University's academic performance http://250greatminds.leeds.ac.uk/. After successful completion of a structured five year development programme the UAFs will progress to Associate Professor. These future academic leaders will be contributing to the University's ambition to excel at REF 2020 and beyond.  This scheme has a strong STEMM emphasis (ca 75% of posts).
To attract staff from all protected characteristics we have ensured:
- advertising material has been inclusive and encourages applications from a diverse group of academics
- all recruitment panels completed equality, inclusion and unconscious bias training

| Gender split for cohort 1 (2015) | Gender split for cohort 2 (2015) |
|---|---|
| Applications (34% female) | Applications (30% female) |
| Shortlisted (32% female) | Shortlisted (31% female) |
| Successful applicants (45% female) | Successful applicants (45% female) |

Within MaPS an initiative to broaden the search procedures and target a wider range of advertising saw the %female appointments through this scheme increase from 25% in cohort 1 to 62% in cohort 2.



**UAFs Cohort 1:  VC's Welcome Event October2015**

**Action A2. Cascade across the whole University the approaches (piloted in MaPS) to deliver improved female application rates in cohort 2 of the UAF scheme to encourage female applications more generally in recruitment processes.**

**Action A3. Conduct annual focus group/surveys with individuals recruited onto the UAF scheme to understand their experiences of developing a career in UK HEIs and implement any gender specific actions that might be identified from that study.**
**Action C6. Support progression of University Academic Fellows (and similar early career staff) to enable strong performers to gain early promotion to Associate Professor.**

A. **2) initiatives with emphasis on individual impact: Inclusive access to University campus and promotion of a 'family friendly' campus**:

*Revised Car parking procedures:*

| New Criteria Introduced Nov 2015 | Number of applications |
|---|---|
| Applications on the grounds of pregnancy / caring responsibilities | 545 |
| Appeals on the grounds of pregnancy / caring responsibilities | 4 |
| Offer of purchasing permits on a daily basis | 3 |

*Supporting Childcare provision on University open days*

Funded childcare provision has increased involvement and representation of female staff and staff with caring responsibilities at University events such as Open Days, Science Week and the annual Staff Festival.

**Action E5. Further identify support and facilities beyond current provision: extension of current flexible provision of Bright Beginnings nursery places for specific events e.g. attending conferences / evening lectures and events outside core hours**

*Practical advice and support to Carers*
Drop-in information sessions for staff with caring responsibilities:    40 staff attended 8 drop-in sessions since 2014.

- *''…sessions are an excellent idea. It is very difficult to take time off and go down into Leeds to see someone. I really appreciate the University arranging this, I would encourage all staff who feel they need support from Carers Leeds to make an appointment"*

**Action E3. Raise the profile of the information and toolkits available on the Employers for Carers website. Continue to deliver and promote drop-in sessions for staff with caring responsibilities to support identified needs.**

*Provision of flexible and inclusive HR policies*:

These include the provision of SPL and are above the statutory requirements. For example our SPL provision mirrors our maternity/adoption leave provision in that it provides occupational shared parental pay and extends the contracts for those on FTC/OEFF contracts until the end of their shared parental pay period.  Data on the uptake of maternity/parental leave for University/STEMM is below:

**Maternity Leave STEMM Level: Percentage (Number / Commenced)**

Legend: 2005/06, 2008/09, 2011/12, 2012/13, 2013/14, 2014/15

| Category | 2005/06 | 2008/09 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|---|---|---|---|---|---|---|
| Did Not Return | 0% (0 / 2) | 11% (4 / 28) | 8% (3 / 28) | 23% (12 / 42) | 8% (4 / 36) | 2% (1 / 34) |
| Left Subsequent to Return | 0% (0 / 2) | 24% (9 / 28) | 3% (1 / 28) | 11% (6 / 42) | 12% (6 / 36) | 0% (0 / 34) |
| Part Time Before Maternity Leave | 0% (0 / 2) | 11% (4 / 28) | 14% (5 / 28) | 34% (18 / 42) | 33% (17 / 36) | 26% (11 / 34) |
| Part Time After Maternity Leave | 0% (0 / 2) | 29% (11 / 28) | 16% (6 / 28) | 72% (38 / 42) | 57% (29 / 36) | 55% (23 / 34) |
| Promotions After Maternity Leave | 0% (0 / 2) | 8% (3 / 28) | 3% (1 / 28) | 2% (1 / 42) | 6% (3 / 36) | 10% (4 / 34) |

A returner's scheme has been implemented to provide support to staff returning to work following maternity leave, adoption/surrogacy leave, paternity/partner leave, SPL and career break. Support includes:

- Planning for return to work;
- A return to work induction meeting;
- Flexible working;
- Phased return;
- Support to re-establish research activities;
- Extended breaks for breastfeeding/expressing;
- KIT days/SPL in-touch days;
- Access to our wellbeing services to help cope with the transition of returning to work.

At University/STEMM level, there is an increasing number of part-time staff taking parental leave and staff are increasingly taking the opportunity to return to part-time employment after leave.

Since the introduction of SPL 13 individuals have taken/about to take leave a further 18 have enquired about it (5 females /13 males).

**Action E1. Instigate a consultation and detailed analysis to raise further awareness of and identify any barriers to the uptake of flexible working opportunities and, in particular, parental leave opportunities: implement adjustments to address any such barriers.**

**Action E7. Create more effective means of promoting awareness of benefits of inclusive working practices and how to implement them effectively to managers via management development provision.**

## B. SET departments management and culture

*Engagement and Outreach Activities: encouraging female students to be involved in STEMM:*
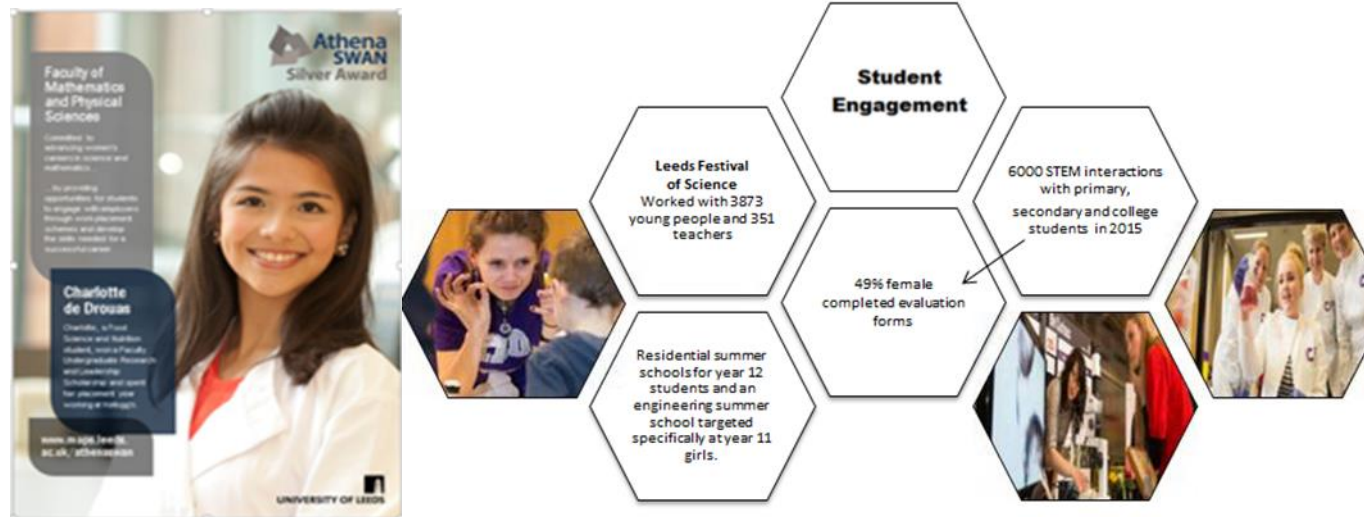
*AS engagement at educational engagement events:*



## B.   Individual staff working in SET

**Case study examples highlighting how university and faculty initiatives have had an impact:**

"*I was appointed as lecturer in 2007, in 2008 secured a 5 year fellowship for future leaders. I was promoted to Reader in 2010 and to Chair 2014.  I was actively supported by my HoS and by other experienced academics in school/faculty/university. At all stages I was encouraged to apply even though I was conscious I had less years of experience. I particularly benefitted from the central support scheme for fellowship applicants (which I now support with my own experience) and clear promotion criteria that specified quality over quantity.*"
**Professor, SofCEng**

"*I am a mature,* part-time *PhD student. I was already mum to one young child when I started my studies and took a suspension of studies to have a second child during my 3rd year. The University was extremely supportive and made the transition to stop and resume my studies very easy.*"
**Visiting Research Fellow, LIBACS**

*"I benefited from advice / guidance from my mentor. The programme helped me progress in my academic career, to become an independent researcher working as a lecturer and mentor PhD students in my role as postgraduate tutor"*
**Lecturer, SofCEng**

*"My maternity coincided with the end of my contract. Whilst on maternity leave I submitted a grant application, which was highly rated but unfortunately unfunded. However, the University offered bridging funds to allow me to come back to work on a* part-time *basis for 3 months to finish writing a paper and give me the chance to resubmit my application for funding."*
**Research Fellow, LICAP**

Word count: 2083 (excluding images, tables and graphs)

## 5.    Embedding Athena SWAN: maximum 2000 words

Explain how Athena SWAN has been embedded within the university, with particular reference to all SET departments, including:

a)  Describe the steps taken to encourage all STEMM departments, including those less advanced, to apply for Athena SWAN department awards

*Institutional AS lead*: The University ASSG has been revitalised to include 3 members of the UEG (the senior executive team) including the Vice-Chancellor and another UEG member as senior Institutional AS lead. This has allowed the group to develop a more strategic approach to gender issues in a broader institutional context. All the STEMM departments are represented on ASSG.  Since this change, 4 of the 8 STEMM departments have received their first award, while all other STEMM departments have progressed towards renewals and upgrades (section 2, fig.1) demonstrating a strategic influence in encouraging all STEMM departmental submissions.

*University strategy and policy:* University-wide engagement to achieve AS awards has been included within the University's Strategic Plan, the HR 'People Plan' and the University E&I Strategy Framework 2014[3]. Achievement of institutional and STEMM departmental AS awards is recognised as an output of the Strategy and Framework.

**Action F3. Use the institutional / strategic framework to progress gender equality to support developments through STEMM, BASSH faculties and services:**
- **All STEMM departments to apply for Silver award by 2019.**
- **All BASSH departments engage in Faculty/Departmental level Gender Equality Mark (GEM) submissions**

*Dedicated resource*: The University has provided central resources through the EPU. This includes a full-time AS Support Officer (grade 6) and E&I Manager (grade 8) and fixed term AS (data) officer (grade 7) who coordinate activities to support the institutional AS submission and provide support and guidance to departmental submissions. Since 2012 the University has committed to a £215k budget to support the delivery of activities and actions to complete the Bronze AP and support the development of a wider gender equality strategy. This is in addition to the resource allocation to the WiSET/WaLN network.

b)  What resources, skills and support does the university offer to assist STEMM departments with their submissions?

The EPU have provided central advice and guidance to support STEMM departments with their submission through:

*Central web and data resources*: Provision of a AS SharePoint and resource page including individual departmental AS submission pages which includes access to previous applications and local staff and student datasets and data templates which are supplied annually. This has proved a valuable resource to departments when progressing their submissions, particularly STEMM departments undertaking their first submission.

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[3] http://www.equality.leeds.ac.uk/downloads/policies/9400_EI_Report_Final_160114.pdf

A dedicated *'Recognising Excellence'* section on the HR website was launched mid-2015, which has had over 850 hits. These pages go beyond providing AS tools and submission information and also is a central resource for all staff to access information on policies, campus-wide facilities, networking and development opportunities for women and other under-represented groups at different stages of their career. The webpages have been promoted through local SAT teams and have presence on the corporate jobs pages and through the staff induction checklist.



*Recognising Excellence website and Athena SWAN publicity material*

*AS national judging panel*: 5 members of staff (2x EPU and 3x STEMM departmental SATs) have volunteered to be part of assessment panels, allowing for a University pool of expertise to advise on good practice and application writing. A top tips guide has also been produced which has been a crucial resource to those departments submitting their first application.

> *"Serving on an AS panel afforded an opportunity to gain an insider's view of the assessment process and exemplars of other institutions' practice* **"AS panel member 2014**

> *"…..has proved very valuable in acting as an internal critical friend to our STEMM departments"* **AS panel member 2014**

*AS HR Managers meetings:* HR managers supporting STEMM submissions meet on a monthly basis to ensure a coordinated approach to completing actions, provide peer review and support for their applications, and also provide updates on activities

to support the University application. Update reports are provided to the University ASSG.

*Equality and Unconscious Bias training:* All STEMM SATs have completed training delivered by an external facilitator. This has ensured all SAT members have a similar understanding and approach (Section 5.f).

*Networking and Engagement opportunities*
In 2014-15 WaLN supported 450 women from all faculties through 10 events, including 75 attendees at the inaugural conference, March 2015. The second conference, March 2016, was expanded to 100 places and was fully booked in less than 2 days. WaLN is run by a committee of volunteers from all career stages, functions and faculties, and this in itself provides a valuable support and development opportunity. Early career committee members have gained experience in organising and chairing events as well as informal mentoring from more experienced staff. Several members have used the experience in support for job and promotion applications, including the network chair 2013-16, Professor Cath Noakes. The success of the network has initiated related activities including a "satellite" network in SoD supporting staff who are off-site and a very successful technician's network open to men and women.

WaLN is key element in our future strategy and forms one of the primary support mechanisms, particularly for early to mid-career staff. It is important that the network retains independence, however we will commit to providing further funding and administrative support to enable activities to continue.
The University is also a member of the *Leeds Female Leaders Network.* Launched in 2014, the network is a Leeds Teaching Hospital Trust-University partnership which aims to bring together like minded people with the long term aim to develop, build and maintain strong female leaders across the health care and academic sectors in Leeds.

*"Being actively involved in this committee, to secure central university funding, was a fantastic opportunity for my leadership portfolio.  Being involved in an interdisciplinary network has encouraged me to step outside my own discipline from time to time - which has been really personally enriching in terms of my academic development."* **Senior Research Fellow, SoH**



*WaLN Committee and Women at Leeds Conference 2016*

**Action B6: Extend the scope, reach, capacity and strategic alignment of key internal networks (such as WaLN and the Women in Leadership Roles Forum)**

**Action F6. Continue to run the annual Women at Leeds Conference and host at least 2 regional/national events: use the White Rose/N8 networks as a basis but not restrict participants to this group.**

c) Describe the framework in place within the university that provides access to tools and processes for the self-assessment process.

In addition to access to on-line resources and tools available, practical support is available to support the self-assessment process through:

*Good practice events*: Since 2013, 6 AS information sharing events have been organised inviting all members of SAT teams and those who are exploring a first submission, upgrading or renewing their awards to exchange ideas and initiatives and seek support regarding the application process. Event topics have included: understanding staff and student data, using culture surveys, judging panel top tips, individual application feedback, submission guidance and resource. The events have led to useful feedback from departments in particular around the timing and quality of staff and student data sets.

*AS governance structure:* Representatives of all 8 STEMM departmental SATs are part of the University ASSG, providing an opportunity to share progress and seek peer support on the self-assessment process. The EPU are members of departmental SATs, providing advice, guidance and experiences from taking part in AS judging panels.

*STEMM staff culture survey*, including central template for departments

d) How does the university recognise, reward and celebrate the success of women and STEMM initiatives and departmental submissions?

*Women of Achievement Awards (WoA)*
Since 2012 the University has recognised and celebrated the success of women through annual WoA awards event. We have seen a five-fold increase in the number of nominations since the launch of the awards. The awards recognise the important contribution and impact our women, both staff and students, have made across all disciplines and services. The awards celebrate our women whose highly respected work has a significant impact within the University and across the world: socially, scientifically, culturally and environmentally.
The nominations process and open invitation to the awards event was publicised across campus via University webpages, the Staff *Reporter* magazine, twitter feeds, faculty and service briefings and the all staff e-newsletter. This year's event, hosted for the second time by the Vice-Chancellor, was celebrated with:

- the launch of the WoA booklet, featuring all 52 awards holders, past and present, over the last 4 years (http://www.leeds.ac.uk/download/340/women_of_achievement). 500 copies of the booklet were circulated internally and externally.
- a portrait exhibition of the 16 WoA 2016
- a special honour to the Pro-Vice-Chancellor for her outstanding work to enhance the academic and co-curricular experience of taught students

- a compelling lecture from our former Dean of ENV, Professor Jane Francis in her role as Director of the British Antarctic Survey
- a display featuring recent departmental AS awards

Over 170 staff registered to attend this year's awards event, which was also livestreamed[4] to allow those unable to attend to participate in the celebrations. The event was also publicised externally in the local media. To follow on the celebrations, the portraits and profiles of the individual WoA will be featured on the 'For Staff' webpages.



*WoA awards book and event programme*

This is one element of a strategic activity to address the historical gender imbalance of images around the institution. The photographs of all WoA winners are displayed together in two of the most high profile areas on campus: the VC and Executive Officer's floor next to the Council Chamber and the Parkinson Building foyer close to the Senate Chamber. Further imagery of female staff achievement is provided in each STEMM department. These form a highly visible and powerful statement of the way we value our female staff. Additionally, each winner is featured for a month on the University's intranet site.

Female staff and student achievements are celebrated in the selection of other stories that are given a high profile on 'For Staff'. Examples of such images and stories:

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[4] https://www.youtube.com/watch?v=DFbDFUWscYI

### Professor Sheena Radford lecture

The Vice-Chancellor is inviting staff to an event honouring Professor Sheena Radford who has been elected as a Fellow of the Royal Society.

The recognition is the highest accolade in British science and recognises Sheena's seminal contributions to understanding how proteins fold and function biologically. The event will also be an opportunity to celebrate the work of the Astbury Centre.

"Folding proteins – from Astbury to Amyloid and Ageing" is a public lecture on **Tuesday 11 November** from 4.30pm in the Great Hall. The lecture will be followed by a drinks reception in the Parkinson Court North from 5.30pm.

### PhD student championing the role of women in science

Maha Alsabbagh receives L'Oréal-UNESCO For Women in Science Middle East Fellowship.

The programme aims to encourage women to participate in science in the Middle East. The grant is awarded annually to women working in science in recognition of their achievements in the field.

Maha Alsabbagh, a PhD student in the Sustainability Research Institute (Earth and Environment) at the University, also lectures in Environmental Management at Arabian

### Professor Elaine Martin OBE

Professor Elaine Martin OBE (Head of School of Chemical and Process Engineering) has been elected to the Trustee Board of the Royal Academy of Engineering (RAE).

The Board comprises 13 trustees elected by and from the 1,500-strong Fellowship and is chaired by the President, Professor Dame Ann Dowling.

"I'm absolutely delighted to have been elected," says Professor Martin. "The RAEng is going through a period of change. It's becoming more transparent, focused and action-

### Three award-winning women from SEE

Three female researchers from the School of Earth and Environment have won 2016 Geological Society Awards.

Dr Tracy Aze has won the Lyell Fund Award;  Dr Anja Schmidt has won the William Smith Fund Award, and Professor Liane Benning has been awarded the Bigsby Medal.

Tracy is a Lecturer in Marine Micropalaeontology in the Earth Surface Science Institute. Her research is at the interface of palaeobiology and palaeoclimatology. Using the marine plankton fossil record she investigates evolutionary trends, the interactions

### News

## Suffrage Science Awards for Leeds academics

**Three University of Leeds academics have been honoured with Suffrage Science Awards, supported by the Medical Research Council and the Royal Society.**

Professor Anne Neville (School of Mechanical Engineering), Professor Ruth Wilcox (Institute of Medical and Biological Engineering) and Dr Lorna Dougan (School of Physics and Astronomy) have all been selected by current MRC Suffrage Award holders as outstanding researchers in science and engineering.

As part of the award, the winners receive jewellery which is passed down from one generation of leading female scientists to the next. The heirlooms were hand-crafted and designed by Central Saint Martins college of art and design, and are inspired by the jewellery awarded to women of the Suffrage movement in recognition of their campaign for equal voting rights.

Professor Neville was nominated by Dame Julia Higgins, Professor of Polymer Science at Imperial College, who says: "I chose to pass my jewellery to Anne because I have been constantly amazed by her innovative science. She draws inspiration

from the natural world to provide engineering solutions to a wide range of problems ranging from the oil industry to medicine."

Fellow Leeds academic and previous holder of the Award, Professor Eileen Ingham, nominated Professor Wilcox, saying: "Ruth leads a large group of both theoretical and experimental researchers and has a passion for cross-disciplinary working. Her high intellect, vitality and enthusiasm for research, together with her straightforward, considerate nature, is an inspiration to all who work with her."

Dr Dougan was nominated by Professor Dame Athene Donald, DBE, FRS, Professor of Experimental Physics at the University of Cambridge, who says: "Lorna is a deep thinker with a hugely positive attitude towards her science – and others working around her."

More information about the awards can be found at goo.gl/qn5lkDE.

## National Honour for IETSI Director

iETSI director Professor Anne Neville has been elected as a Fellow of the Royal Academy of Engineering, one of the most prestigious engineering academies in the world.

Anne joins some of the country's most eminent engineers who make up the Academy's fellowship, including Lord Alec Broers and Dame Julia Higgins.

Anne said:

"This is a great honour for me and one that has only been

"Surfaces and interfaces are key to any engineering

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**Action F7 Embed parity by gender and other equality characteristics into the University processes, to recognise and celebrate the achievements of its staff and the contribution made to the University.**

**Action D8. Promote the Diversity and Outreach Awards (part of the LUU Partnership Awards) widely with the University's Student Education community and key staff groups.**

*Celebrating STEMM initiatives and departmental submissions:*
The Director of Communications is a member of the University E&I Committee, and the head of internal communications is a member of the University ASSG. Since their appointment to these groups, we have seen the central communications team volunteer their time and expertise, and provide creative input to support activities such as the WoA awards, International Women's Day, and the WaLN. We have also seen evidence of an increase in the representation of women in internal and external communications activity, with the team proactively seeking the involvement of female colleagues. In addition, staff pages within the corporate university webpages have embedded the AS logo, as a marker of good equality practice. Success of departmental submissions are also celebrated and announced across campus through the *For Staff* webpages, and as a feature within the *Reporter* magazine. Additionally, in 2015, the University retained its HR Excellence in Research Award from the European Commission, which was celebrated via internal web announcements.  Leeds was particularly commended for its:
- work on open contracts after three years
- career Architect programme
- guidance on the Employment of Research Staff



HR EXCELLENCE IN RESEARCH

### e) How does the university coordinate, report and monitor progress on APs across STEMM departments?

Section 2b. Fig.1 describes the University's AS governance structure. Reports of ASSG meetings which include progress against the AP, planned departmental submissions and actions which require University level endorsement are reported to the University E&I Committee; minutes of these meetings are circulated across all faculties via Deans, who are members of the Committee. Progress of all actions across STEMM have required endorsement through the University E&I Committee include:
- the establishment of a cross-institutional approach to mentoring
- implementation of exit questionnaires including the introduction of online questionnaires
- development of guidance to support staff returning from breaks (such as maternity/paternity leave or career break)

The Equality Policy and STEMM HR managers meet monthly to review HR actions from the University and STEMM department APs. Key actions coordinated through group include the delivery of equality and unconscious bias training to STEMM staff and the progress of the above actions endorsed by the University E&I Committee.

### f) How does the university share good practice among STEMM departments and across the university?

The main vehicle for sharing good practice is the University's E&I Committee – each Faculty submits a written report on activity to each meeting with new initiatives and evidence of impact. Actions are then cascaded with support from the Faculty HR teams which are also coordinated at a central level. An example of such sharing is the training on unconscious bias.

*Fair recruitment and selection practices: Removing unconscious bias in recruitment and selection.*

The STEMM Faculties have commissioned an external trainer to deliver training as a mandatory requirement to ensure all leaders, managers and those involved in staff and student recruitment are aware of the University equality policies and are also aware of conscious/unconscious bias's which may impact on recruitment and selection practices.  The sessions and feedback have been so positive that plans are already in place for future workshops.

| STEMM faculty | Number of staff | Training commenced | Participants | Future plans |
|---|---|---|---|---|
| Engineering | 48 | September 2014 | Anyone involved in recruiting and chairing panels, All leaders and managers. | |
| Biological Sciences | 36 | September 2015 | Leaders and Managers and any key people who are involved in recruitment process | |
| Maths and Physical Sciences | 69 | July 2015 | All involved in senior recruitment. All staff are asked to complete the on-line E & I training | |
| Environment | 53 | May 2015 | First two sessions were targeted at Leaders and Managers, now opened more widely to all involved in recruitment process | Further 5 sessions over the next 3 months |
| Medicine & Health | 111 | September 2015 | Initially managers, business managers, open up to all staff (still prioritising managers) also invited trade union colleagues | Further 6 workshops for May/June |

**Action B4. Embed E&I training, to include a focus on unconscious bias, in all induction and development programmes and support with web-based delivery of training packages.**

**Action E4. Provide all line managers including PI's with E&I training including unconscious bias through web-based delivery of training packages.**

**Action F1. Deliver E&I training to all staff on appointing committees. Ensure  current web based training is refreshed in to 3 'bite-size' modules, including option to update personal equality monitoring profile via ESS/MSS and then roll out to all staff**

(Word count 1928, excluding words in textboxes and images)

## 6. 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.*

Our actions in our Action Plan 2016-19 derive from a strategic vision of gender equality adopted over the last 18 months and encapsulated in our institutional-wide Gender Equality Mission. This sets out priority objectives that align institutional and departmental action plans for both STEMM and the BASSH faculties.

*The University of Leeds Gender Equality Mission:*



**UNIVERSITY OF LEEDS**

**The Leeds Gender Initiative – a strategic approach to gender equality.**

**The Gender Equality Mission:**

*In line with the Equality Vision 2014 – 2019, the mission of the Gender Equality Initiative is to challenge and change the current culture and systems of the University to ensure we make gender equality a reality, to create an environment which allows everyone to feel supported and empowered to achieve their full potential. Through this vision we envisage more inclusive, flexible and fair working practices.*

## Recruitment, progression and retention

Recent focus has been on progression as a key component of addressing the gender balance across the grades and hence issues such as pay gap and women in senior roles. Progression is however only one component affecting the balance of staff in grades: data in tables 6.1 and 6.2 shows the gender balance in recruitment and retention (turnover) for a 2013-14 session.

*Table 6.1: Data relating to recruitment in 2013-14 showing changes in gender balance between application, interview and appointment stages.*

| 2013-14 Recruitment | | Process | Female | Male | Unknown | Female % |
|---|---|---|---|---|---|---|
| University | All Staff | Applications | 2753 | 4278 | 203 | 38% |
| | | Interviews | 493 | 646 | 66 | 41% |
| | | Appointments | 185 | 211 | 43 | 42% |
| | Researchers | Applications | 1833 | 2548 | 158 | 40% |
| | | Interviews | 347 | 451 | 51 | 41% |
| | | Appointments | 129 | 150 | 33 | 41% |
| | Lecturers | Applications | 777 | 1320 | 23 | 37% |
| | | Interviews | 127 | 147 | 9 | 45% |
| | | Appointments | 47 | 41 | 8 | 49% |
| | Combined Job Advert. | Applications | 84 | 278 | 15 | 22% |
| | | Interviews | 11 | 29 | 3 | 26% |
| | | Appointments | 3 | 9 | 0 | 25% |
| | Associate Professors | Applications | 54 | 81 | 4 | 39% |
| | | Interviews | 7 | 8 | 0 | 47% |
| | | Appointments | 5 | 3 | 0 | 63% |
| | Professors | Applications | 5 | 51 | 3 | 8% |
| | | Interviews | 1 | 11 | 3 | 7% |
| | | Appointments | 1 | 8 | 2 | 9% |
| STEMM | All Staff | Applications | 1649 | 2816 | 168 | 36% |
| | | Interviews | 348 | 511 | 54 | 38% |
| | | Appointments | 131 | 164 | 36 | 40% |
| | Researchers | Applications | 1384 | 2146 | 140 | 38% |
| | | Interviews | 272 | 400 | 45 | 38% |
| | | Appointments | 100 | 133 | 29 | 38% |
| | Lecturers | Applications | 188 | 373 | 12 | 33% |
| | | Interviews | 67 | 72 | 5 | 47% |
| | | Appointments | 28 | 19 | 5 | 54% |
| | Combined Job Advert. | Applications | 66 | 267 | 14 | 19% |
| | | Interviews | 7 | 29 | 2 | 18% |
| | | Appointments | 2 | 9 | 0 | 18% |
| | Associate Professors | Applications | 10 | 16 | 0 | 38% |
| | | Interviews | 2 | 4 | 0 | 33% |
| | | Appointments | 1 | 0 | 0 | 100% |
| | Professors | Applications | 1 | 14 | 2 | 6% |
| | | Interviews | 0 | 6 | 2 | 0% |
| | | Appointments | 0 | 3 | 2 | 0% |

These data show that our selection procedures produce a higher rate of appointment of female staff compared to the gender balance at application, but particularly at higher grades, there remains an imbalance between male and female recruitment.

A key component of our new approach will be the wider use of external advertising for senior posts such as Heads of School or UEG posts.

Recent successes of this approach are the recruitment of Helen Gleeson (Head of Physics), Elaine Martin (Head of Chemical Engineering) and Lisa Roberts (Deputy Vice Chancellor, Research).

**Action A1. Implement a major 'root and branch' revision of our recruitment procedures – from paperwork, messaging, advertising and search strategies to interview and selection methodology to deliver a truly inclusive process to recruit high quality staff in all roles. This will include research based studies to understand which elements of our process are most successful (pilot underway in ENG).**

**Action B2. Broaden recruitment for senior academic posts as vacancies arise, both activity encouraging internal applications and increased use of external recruitment**

**Action C2. Increased emphasis on ensuring high-quality female candidates for externally-advertised appointments particularly to higher grades through search committees, targeted advertising and clearer display of flexible working options.**

Table 6.2 All Staff turnover data in session 2013-14:
*(a) Total turnover, (b) component due to staff leaving (to alternative employment or retirement), (c) component due to expiry of contract.*

| All Staff: Turnover | | Female | Male | F Turnover | M Turnover | F Turnover % | M Turnover % |
|---|---|---|---|---|---|---|---|
| Univeristy | 2005-06 | 752 | 1531 | 174 | 215 | 23% | 14% |
| | 2008-09 | 913 | 1584 | 138 | 200 | 15% | 13% |
| | 2011-12 | 1003 | 1597 | 137 | 179 | 14% | 11% |
| | 2012-13 | 1034 | 1620 | 153 | 231 | 15% | 14% |
| | 2013-14 | 1073 | 1662 | 148 | 241 | 14% | 15% |
| | 2014-15 | 1122 | 1697 | 161 | 225 | 14% | 13% |
| STEMM | 2005-06 | 445 | 939 | 123 | 182 | 28% | 19% |
| | 2008-09 | 601 | 1178 | 103 | 164 | 17% | 14% |
| | 2011-12 | 734 | 1195 | 111 | 147 | 15% | 12% |
| | 2012-13 | 762 | 1206 | 115 | 171 | 15% | 14% |
| | 2013-14 | 772 | 1241 | 114 | 187 | 15% | 15% |
| | 2014-15 | 819 | 1255 | 115 | 190 | 14% | 15% |

| All Staff: Leavers | | Female | Male | F Leavers | M Leavers | F Leavers % | M Leavers % |
|---|---|---|---|---|---|---|---|
| Univeristy | 2005-06 | 752 | 1531 | 77 | 117 | 10% | 8% |
| | 2008-09 | 913 | 1584 | 49 | 90 | 5% | 6% |
| | 2011-12 | 1003 | 1597 | 53 | 74 | 5% | 5% |
| | 2012-13 | 1034 | 1620 | 80 | 110 | 8% | 7% |
| | 2013-14 | 1073 | 1662 | 70 | 127 | 7% | 8% |
| | 2014-15 | 1122 | 1697 | 70 | 115 | 6% | 7% |
| STEMM | 2005-06 | 445 | 939 | 52 | 96 | 12% | 10% |
| | 2008-09 | 601 | 1178 | 34 | 72 | 6% | 6% |
| | 2011-12 | 734 | 1195 | 46 | 59 | 6% | 5% |
| | 2012-13 | 762 | 1206 | 56 | 74 | 7% | 6% |
| | 2013-14 | 772 | 1241 | 59 | 92 | 8% | 7% |
| | 2014-15 | 819 | 1255 | 54 | 92 | 7% | 7% |

| All Staff: Expiry | | Female | Male | F Leavers | M Leavers | F Expiry % | M Expiry % |
|---|---|---|---|---|---|---|---|
| Univeristy | 2005-06 | 752 | 1531 | 97 | 98 | 13% | 6% |
| | 2008-09 | 913 | 1584 | 89 | 110 | 10% | 7% |
| | 2011-12 | 1003 | 1597 | 84 | 105 | 8% | 7% |
| | 2012-13 | 1034 | 1620 | 73 | 121 | 7% | 7% |
| | 2013-14 | 1073 | 1662 | 78 | 114 | 7% | 7% |
| | 2014-15 | 1122 | 1697 | 91 | 110 | 8% | 6% |
| STEMM | 2005-06 | 445 | 939 | 71 | 86 | 16% | 9% |
| | 2008-09 | 601 | 1178 | 69 | 92 | 11% | 8% |
| | 2011-12 | 734 | 1195 | 65 | 88 | 9% | 7% |
| | 2012-13 | 762 | 1206 | 59 | 97 | 8% | 8% |
| | 2013-14 | 772 | 1241 | 55 | 95 | 7% | 8% |
| | 2014-15 | 819 | 1255 | 61 | 98 | 7% | 8% |

Turnover for female staff has reduced and now is similar to male turnover at both University and STEMM levels. The major reduction is in expiry of contracts. The major groups this affects are Researchers where fixed-term contracts are typical.

Through the introduction of a new approach to redeployment and broadening of 'open-ended' contracts for this group, turnover has reduced from 35% to 22% p.a. for female researchers and from 29% to 25% for male researchers.

**Action A6. Use recent and on-going analysis of the University's exit questionnaire to address reasons for leaving related to gender inequality or other barriers**.

An example of how these data combine to give a picture of staffing changes by grade in session 2013-14:
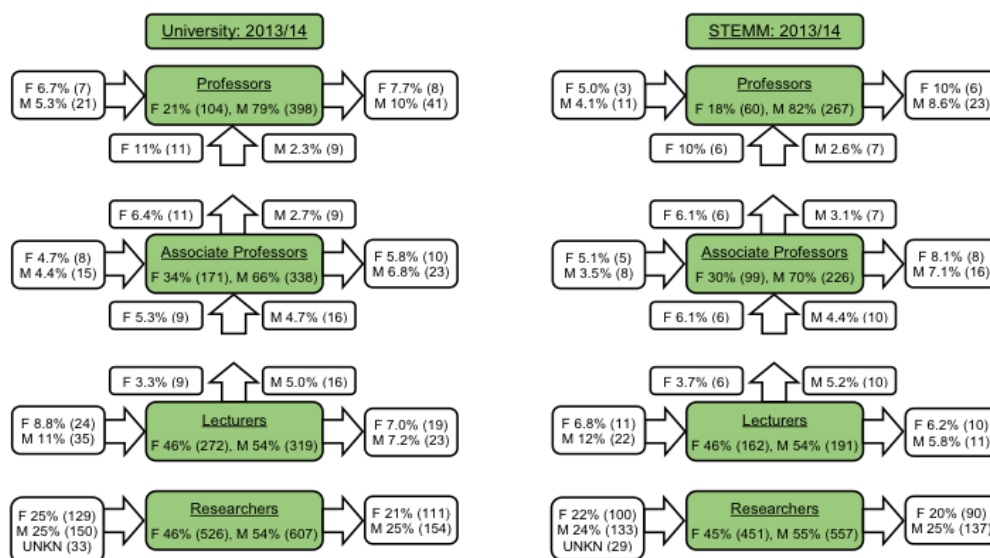


Further analysis of data at this level will be used to identify broader changes to recruitment and retention alongside the progress on promotion and progression.

**Culture, (self-) empowerment, role modelling and leadership**

The other main set of themes in our new Action Plan can be characterised as addressing behavioural aspects within the institution.

**Final comments**.

Significant progress has been made over the 10 year period of engagement with AS and there is evidence of increasing momentum from the actions delivered to date. Much progress remains to be made and the new senior strategic focus on the action plan for 2016-19 is aimed at delivering substantial progression to an inclusive environment at the University.

Word count: 535 (excluding tables)