University of Leeds
Action Plan (2016 – 19)

This forward looking action plan has been drawn up through wide discussion within the ASSG, Faculty and School SATs, the University E&I Committee and other specific consultation events and has been endorsed through the University's relevant governance structures. The plan has been developed in alignment with the University's overarching Strategic Plan (*Investing in Knowledge and Opportunity: 2015-2020*) and sets a pathway for achieving our main objectives under our Leeds Gender Initiative:

To have real impact and to achieve our mission we will:
a) Attract, retain and progress women in academia, professional and support services.
b) Address the imbalance of women in decision-making and leadership roles and in succession planning
c) Tackle the gender pay gap, by addressing the differential progression of women through the grading structure and the appointments process
d) Embed an inclusive student environment and maximise female student potential for future careers within and outside academia
e) Promote a culture of reward and recognition for achievement and contribution and embedding inclusive and flexible work practices
f) Mainstream exemplars of good gender equality practice across campus
g) Enhance monitoring and analysis of data to cover all staff and student groups across all Schools to provide more effective actions based increasingly on lead rather than reactive indicators

The actions have been prioritised with indicative timescales as follows:

Priority 1: To be completed within the 2016-17 academic year
Priority 2: To be completed over the 2017-18 and 2018-2019 academic years
Priority 3: On going activity from 2016-17 onwards, with annual reporting on progress

An appendix indicates the status of actions from our previous action plan, indicating where these are now complete (typically with embedding as 'business as usual') or where these actions link to on-going or development actions in the new action plan.
Where possible, action points have been cross-referenced to the relevant section of the submission document.

Objective	Planned action	Responsibility	Success measure and Priority
A. Attract, retain and progress women in academia, professional and support services.	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).	Recruitment Rewards Resourcing team	Priority 1: Complete review in 2016/17 Implement fully in 2017/18 Measure by increase in female applications and recruitment at all levels
	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.	FHRMs, Heads of School	Priority 2: on-going Increased applications from female applicants.
	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.	UAF Steering Group, Deans, Heads of School	Priority 2: ongoing High retention rate for UAFs and modification of existing induction/progression processes
	A4. Ensure all contract 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 and male colleagues to train and register as mentors. Monitor engagement and success due to the scheme.	SDDU, Heads of Schools/Line managers	Priority 2: ongoing high response on awareness through surveys: increase in employment/progression outcomes for PDRAs
	A5. Develop a UoL Aurora Network to continue the aspirations of Women in Leadership (for our academic and	Aurora institutional champions and	2 network meetings a year to track and monitor career

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	professional women in STEMM, BASSH and Professional Services) develop self-awareness; reflection and learning to support personal and professional development.	Aurora participants, SDDU, EPU	journey of participants. Priority 2.
	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.	FHRMs Heads of School Faculty E& I Committees	Embed annual reporting. Use analysis to implement practical actions to ensure we retain staff who otherwise would consider leaving. Priority 1
B. Address the imbalance of women in decision-making and leadership roles and in succession planning	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) • In conjunction with SDDU to articulate clearly the advantages of engaging with leadership development	UEG, Heads of Schools, Directors of Services, SDDU, FHRMs, Communications team EPU, UEG, Leadership Forum EPU, SDDU, HR	Priority 1: Target of 50% female applicants and proportional acceptances onto development programmes to be from women by 2018 Increased proportion of potential female candidates and applicants for senior leadership roles including HoS's, Pro-Deans and Directors of Research/Student Education., Directors of Centres. 30 - 35 % increase in females in these roles e.g. Deans, Directors of Service Heads of School/Service by 2019

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	and taking on leadership roles. • University wide activity to promote and increase take up opportunities through the mentoring scheme. • Publish case studies and personal stories of staff at different career stages who have benefitted from development and/or mentor/mentee involvement. B2. Broaden recruitment for senior academic posts as vacancies arise, both activity encouraging internal applications and increased use of external recruitment	Recruitment, Rewards and Resourcing team	Data shows all new staff on induction programmes and all staff on appointing committees have completed web-based equality training. Increase in the gender balance of applicants shortlisted and appointed. Priority 1
	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	Secretariat, UEG, Faculty and Service Executive groups	Key University, Faculty and Service committee membership has a gender balance of at least 35% female academic staff by 2019.Priority 2.
	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.	EPU, SDDU, FRHMs	Deliver for 2017/18 session. Aim for 95% of leaders and managers by 2019. Priority 2
	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.	HR team, EPU, SDDU	Staff surveys indicate at least 70% satisfaction with SDRS outcomes. Priority 3

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	B6. Extend the scope, reach, capacity and strategic alignment of key internal networks such as WISET/WaLN and the Women in Leadership Roles forum: include PGT and PGR (female) students to support career aspirations at the University or within higher education/industry partnerships.	Staff network coordinators, University E&IC	Financial and leadership support to ensure key internal staff networks are sustainable. Continued strong engagement and case studies of career support and development. Priority 3.
C. Tackle the gender pay gap, by addressing the differential progression of women through the grading structure and the appointments process	C1. Deliver improved progression through new promotions systems: • support individuals in career and progression planning through Academic Review Meetings and SRDS meetings • access to the University's mentoring scheme particularly at key career stages; • instigate annual 'road shows' delivered by successful role models to support individuals through process of making appropriately timed and successful promotions applications (these events are open to all but have a demonstrably differential effect of encouraging applications from under-represented groups); • make available examples of successful promotions applications to support career choices and applications.	Deans, Heads of School and Directors of Services, SDDU, FHRMs	Reduce pay gap to no more than 15% (excl. clinical) by 2019 through improved gender distribution At least 30% of professors to be female by 2019 (50 more female professors including 30 more in STEMM areas). At least 50% of associate professors female by 2019 (50 more associate professors) with at least 40% in STEMM areas (40 more) Priority 1
	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.	Deans, Heads of Schools, FHRMs	Target for 30% female professors in Zones 2 & 3 (through promotion and appointment)by 2019

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	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.	Deans, HR	
	C4. Adapt the newly developed HR framework for reward to ensure equality in starting salaries and contribution pay activity.	HR, UEG	Maintain 'zero' gender pay gap in starting salaries within grades. Priority 2.
	C5. Through further consultation, develop guidance to ensure the new promotions system is inclusive for part-time workers, and review to determine its effectiveness.	HR, UEG	Increase in proportion of part-time staff achieving promotions by 2019
	C6. Support progression of University Academic Fellows (and similar early career staff) to enable strong performers to gain early promotion to Associate Professor.	Deans, Heads of School	Priority 2: 20% of UAF cohort 1 complete probation at first review stage, equal numbers of male and female UAFs achieve this.
	C7. Adopt and implement good practice recommendations from LFHE report for supporting 'mid-career academic women '.[1]	HR	Evidence of an increase in retention and progression of mid-career female academics Priority 2
D. Embed an inclusive student environment and	D1. Embed high standards for Student Behaviour and Zero Tolerance to Sexual Harassment across all areas of the University to address 'lad culture', bullying and harassment	Head of Student Support	DMR policy reviewed and communicated, staff and students aware of reporting

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[1] https://www.lfhe.ac.uk/en/research-resources/publications/index.cfm/SDP2013-03

Objective	Planned action	Responsibility	Success measure and Priority
maximise female student potential for future careers within and outside academia (Delivered through our Partnership with Leeds University Union).	and barriers to participation for all female students on campus.		and support structures. Priority 2
	D2. Ensure awareness and implementation of the student parents' policy to ensure all pregnant students and those with children are effectively supported to maximise their attainment and employment/career in HE outcomes.	Head of Student Support, Faculty Student Education Service Managers, Personal tutors	Monitor student completion, attainment and career outcomes by parental responsibilities. Priority 1
	D3. Embed diversity into the curriculum (design, delivery, content and assessment) commencing with a particular focus on gender diversity within learning styles; reading lists/resources and assessment strategies.	DVC Student Education, Leeds Curriculum Leads	Inclusive curriculum design incorporated into QA process Priority 2
	D4. Complete an equality analysis of Leeds for Life Foundation Awards to ensure female representation is reflective of student female population and across the disciplines.	Leeds for Life Foundation Board	LfL applications and awards are balanced by gender across disciplines. Priority 1
	D5. Deliver outreach campaigns and programmes to support gender representation objectives e.g. within the STEMM Outreach Programme	Head of Educational Engagement	Monitor and measure the success of the programmes through changes in the student gender profile. Priority 2
	D6. Develop the Leeds Alumni Mentoring Programme (LAMP) as a Network for supporting the University's global reach aspirations for advancing gender equality	Chair of Inclusivity Strategy Group	Female PGR mentored by alumni, case studies of role models established. Priority 1
	D7. All admissions tutors and student facing staff to receive baseline equality, inclusion and unconscious bias training.	Deans, Faculty Student Education	Evidence of inclusive practice within student recruitment

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		Service Managers	and support.Priority 2
	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.	LUU Executive Team, Communications team	Increase in the number of nominations and celebrate achievements widely Priority 1
	D9. University Alumni Network to act as role models to encourage students to consider careers in academia or other HE roles.	Alumni Team	Increase in % of conversion of UG/PG to PGR and beyond. Priority 1
	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.	Head of Educational Engagement, Dean of PGR	Priority 2
	D11. Investigate reasons underlying the starting gender pay gap for graduates and identify measures we can implement within our programmes to support female graduates. Although this is not specifically a University of Leeds issue, our own research aligns to national studies indicating significant gender pay gaps exist for graduates in most career pathways.	Director of Student Opportunity, Head of Student Careers	Work with our students to develop appropriate strategies to negotiate fair starting salaries. Priority 2
E. Promote a culture of reward and recognition for achievement and	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	HR, Communications Team	Campus wide staff engagement with consultation activity. Monitoring data shows annual Increase in

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contribution and embedding inclusive and flexible work practices	barriers.		advice, enquiries and uptake of flexible working opportunities. Priority 1.
	E2. Increase the proportion of advertised posts that offer part-time working or job share opportunities/increase the visibility of this option in advertisement of posts.	Faculty Deans, Heads of School and Services, FHRMs	Case study examples of job-share / part-time working roles in each faculty and as example of inclusive practice Priority 2
	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.	EPU	4 carers drop-in sessions delivered annually Priority 1.
	E4. Provide all line managers including PI's with E&I training including unconscious bias through web-based delivery of training packages.	SDDU, EPU	PIs have increased awareness of equality practice and use flexible approaches in supporting, managing and developing staff. Priority 2
	E5. Further identify support and facilities beyond current provision • extension of current flexible provision campus services such as Bright Beginnings specific events e.g. attending conferences and events outside core hours • extend the M+H pilot '*academic development funding following period of leave' scheme* for academic staff attending conferences	HR, Bright Beginnings, HR, ASSG	Staff with caring responsibilities supported to attend workshops / conference. Priority 2

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	E6. Provide inclusive and flexible IT/ISS workplace facilities to ensure full participation in school/service and faculty business.	IT	Investment in dial in options (e.g. skype / conference call) at meetings become established norm. Priority 3
	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.	SDDU	
F. Mainstream exemplars of good gender equality practice across campus	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. • Implement process record and check that all staff involved in staff / student recruitment have completed University on-line training developed. • KPIs introduced to monitor the completion rate of on-line training on an annual basis.	EPU , University E&IC Central HR SDDU, Faculty HR Managers,	Data shows all new staff on induction programmes and all staff on appointing committees have completed web-based equality training. Increase in the gender balance of applicants shortlisted and appointed. Priority 1
	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: • visibly demonstrate University commitment to equality and inclusion to all existing staff and students • Athena SWAN/GEM commitment is communicated at University Open Days. • Raise awareness of AS/GEM at student induction events and highlight opportunities for involvement.	ASSG,EPU Communications Team, LUU Equality Officer , HR	STEMM and BASSH faculty and Services engaged with AS/GEM and committed to achieving objectives outlined within the Leeds Gender Initiative .Priority 1

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	• Include extension of AS/GEM activity on vacancy information and on any on-boarding activity. 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 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 F5. Provide leadership to the White Rose Universities Consortium to gain 'added value' from cross institutional analysis and projects. 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: topics might include: • Promotions • Encouraging female staff to develop themselves for and	ASSG, EPU, Deans , Directors of Services ASSG , UEG ASSG ASSG, Women's Network Leaders	Successful events in collaboration with external partners focusing on and raising profile of objectives within the Leeds Gender Initiative. Priority 3.

Objective	Planned action	Responsibility	Success measure and Priority
	take on senior roles • Recruitment of female staff		
	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	Relevant awards judging panels	Annual monitoring data of university staff awards and rewards activity (e.g. H&S awards, Recognising Excellence Scheme) show balance of male / female award recipients. Priority 3
	F8. Commitment to ensure gender balance when inviting external speakers at University level, and where appropriate at Faculty, School and Service level.	University, Faculty, School and Service marketing/ communications teams	
	F9. In consultation with staff and students develop activity to monitor non-binary gender status.	EPU, LUU, HR Communications team	Staff and students confidence to disclose non-binary gender status. Priority 2
G. Enhanced monitoring and analysis of data to cover all staff and student groups across all Schools to provide more effective actions based increasingly on lead rather than	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. • System of staff data collection, monitoring and dissemination established (recruitment, promotions and in-grade) with sector benchmarking.	HR SAP team Strategy and Planning Strategy and Planning Student Education	All Schools demonstrating actions based on analysis of data and reported through Faculty SATs and E&ICs Priority 1. New actions identified beyond those from single data set analyses.

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reactive indicators	• System of annual Institutional and Faculty level gender/equality student monitoring on key stages of the student lifecycle (applications, registrations, satisfaction, attainment and employability outcomes) established and embedded, including benchmarking to the sector and comparator RGIs. • Regular analysis and identification of actions to address any under-representation and any disparities between male and female outcomes established and action plans developed to achieve progress. • Implement actions locally or refer on to University E&I Committee for University-wide responses. 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. Examples here will include: • combining promotion, recruitment and leaver data to indicate total rate of progression into and from each grade • In-depth analysis to follow specific cohorts against specific AS Lead, ASSG questions, e.g. to establish if female staff tend to delay promotion and remain at the top of grades longer than male staff.	Service Faculty/department al SATs School Management Teams, Faculty Deans HR SAP team Strategy and Planning Faculty/ departmental SATs	

Update on previous action plan (2012/13 – 15/16)

This annex reports on progress against the action plan submitted in our previous AS submission covering the period 2012/13 - 2015/16. Actions are indicated as:

Action complete: This action has been completed within the timescales and may require a new action to enhance and progress further
Action not relevant: This action has not been followed as initiatives or actions have been subsumed and will be replaced by new activity
New action: This action has been developed through the development of the Silver application process.
Ongoing action: This action has been achieved in the 2012/13 – 15/16 plan but has been agreed to continue within the 2016/2019 plan

Where possible, action points have been cross-referenced to the relevant section of the action plan 2016 – 2019.

Objective (2012/13 – 15/16)	Actions taken	Status
1. Athena SWAN and GEM data available on an annual basis.	Data templates for University and SET departmental Athena SWAN submissions established via SharePoint site Data shared with Faculty E&I committees and faculty/departmental AS steering group meetings on an annual basis For further developments see section A of new Action Plan.	**Action Complete** New action: G1, G2
2. Data sets are reported annually as business as usual activity within SET faculties within local action plans and local AS submissions.	Data sets have been analysed by 8 SET faculty / departments and the University AS steering group as part of submission process	**Action Complete** New action: G1, G2)
3. Use and analysis of the University's exit questionnaire as standard practice to	The University exit questionnaires have been designed and implemented across Campus. University E&IC and faculty committees have endorsed and encouraged use of questionnaires (in the School of Medicine this approach has been extended to include a pilot of the use of exit interviews to encourage feedback)	**Action Complete** New action: A6

Objective (2012/13 – 15/16)	Actions taken	Status
ascertain whether reasons for leaving are related to gender inequality or other barriers.	HRMs collate the feedback from exit questionnaires and exit interviews at faculty level to ascertain gender equality issues when staff leave.	
4. Measure the impact of the revised procedure to support the employment security of staff on a fixed term contract for more than 3 years.	Since the introduction of the revised procedure to support employment security of staff on fixed term contracts we have seen an overall reduction in the numbers of fixed term contracts in STEMM faculties by 7 % as staff have transferred onto the category of Open Ended - Fixed Funded. This is enhanced by the University's practice of extending fixed term contracts for staff who are on maternity leave until the end of their statutory maternity pay (SMP): this has a huge impact on staff being able to remain in a research post within the University. The University of Leeds is the only Russell group Institution to take this approach.	**Action complete**
5. Equality & Inclusion training for all staff on interview panels.	All staff on interview panels are required to complete on-line training, this has been endorsed by the University E&IC. In addition, All 8 SET faculties/departments have engaged an external E&I training to deliver face to face training to key faculty staff.	**Action Complete** New action: F1
6. Monitor move to Associate Professor and away from Reader and SL.	AP titles were introduced in 2012. Part of the rationale for this was to remove the Reader title which was viewed as an extra step on the road to grade 10 which would therefore unnecessarily protract the length of time taken to progress from grade 9 to grade 10. Overall there is some evidence of increasing applications and success for female staff across the 2012 – 2015 period. In addition, centrally held data are collected and circulated to faculty E&I Committees and ASSGs.	**Action Complete**
7. Monitor promotions through the teaching and scholarship route compared to the research route.	During the period 2010 – 2015, the teaching and scholarship route to promotion was not used as often as was hoped when this route was developed, indeed there were no successful promotions to grade 10 during this time using the T&S route. The majority of the 25 successful promotion applications under the T&S route during this time were to Lecturer, grade 8 (13). The recent staff consultation on promotions found that the core requirements for research which all applicants, regardless of route, were required	**Action Complete**

Objective (2012/13 – 15/16)	Actions taken	Status
	to demonstrate were set at a level that for many people with a T&S profile found difficult to meet. As a result the new criteria has moved away from this 'all rounder' requirement and instead enables promotion on the basis of excellence in any area of academic activity – 'differential excellence'. Since the launch of this new criteria in February 2016 we have had one application from a female member of staff for promotion to grade 10 on the basis of excellence in student education and this application was successful.	
8. SDDU to develop diversity awareness training for Principal Investigators e.g. using materials from the Vitea Every Researcher Counts.	SDDU have explored the Vitea materials and developed materials recommended for use at local level. For example, the Faculty of Medicine and Health have developed local training of PIs in management & supervision of staff, which includes ensuring the awareness of equality and inclusion principles	**On-going action** New action: E4
9. SDDU to develop a mentoring scheme for women in academia, including appropriate training for senior academic staff in coaching and mentoring skills.	University purchased on-line SUMAC system to manage University-wide mentoring scheme (launched September 2015): • A website dedicated to mentoring activity has been launched • 'Mentoring others' training workshops currently being delivered to support staff to develop their skills • 'Coaching Skills for Leaders' workshop offered to all managers • Some faculties are training key staff to use SUMAC system to develop stronger mentoring approaches • Cross-University mentoring partnerships are also taking place. • Women on maternity leave have been matched with senior staff with experiences of similar experience of work life balance, to support their return to work	**Action Complete** New action: A4, B1(c), C1, E6
10. Monitor the outcomes of the PACE mentoring scheme operating in	The PACE scheme has been subsumed by the University-wide Mentoring Scheme, which enables mentees to opt for a mentor from a SET faculty.	**Action not relevant** New action: A4,

Objective (2012/13 – 15/16)	Actions taken	Status
Engineering, Environment, and MaPS faculties to support the career planning and management of postdoctoral research staff.		B1(c), C1, E6
11. Maintain and develop the University's WISET network in response to feedback from current users.	The WiSET network continues to grow and has established itself as a key University staff network for early career staff, and is recognised within the structure of the University's gender initiatives. The network has expanded to include membership of staff from BASSH faculties and services. To date • All STEMM female staff and all PGR and PGT students are on the mailing list (6076), and will be extended to BASSH faculties and services • central HR fixed funding to develop, support and sustain the network • 2x University-wide conferences • popular and successful 1st Wednesday club monthly • expansion of the network across the University to a 'Women at Leeds network', WaLN Committee and Chair • Membership of WaLN (has increased)	**Action complete** New action: B6
12. Internal and external publicity to ensure the work of senior female academics is visible.	The work of senior female staff is regularly featured in the *For Staff* and The *Reporter* magazine. Significant achievements are mentioned in University committees such as the Council and Senate. The University has also recognised and celebrated the success of women through annual Women of Achievement awards (action 16).This year saw the launch of the Women of Achievement booklet, featuring all 49 awards holders, past and present, over the last 4 years. This has been circulated internally and externally and has received interest globally.	**Ongoing action** New action: F7
13. Work with the White	The University is a member of the White Rose Universities Consortium and has	**Action ongoing**

Objective (2012/13 – 15/16)	Actions taken	Status
Rose Universities Consortium to explore the establishment of a Women in Leadership network (Universities of Sheffield, Leeds and York) with a view to sharing good practice and providing a wider range of potential mentors and role models for women in SET.	attended meetings to establish and share good practice. The first phase of the group's activity (the analysis of interviews and data with female professors across the three White Rose Universities) has been used to inform a business case for future activity and has been submitted to the Executive Board.	New action: F5
14. A University of Leeds senior women's network, both to support members and offer support to act as role models for staff at early career stages.	The Women in Leadership Roles Forum was established June 2015 and is recognised within the structure of the University's gender initiatives. The key aims are to provide senior women: 1) opportunity to network 2) personal / professional development 3) commit to supporting and developing female talent at Leeds. Membership of the network continues to increase. Through the forum, staff development needs have already been identified, including specific sessions on chairing meetings and assertiveness.	**Action complete** New action: B6
15. Links to alumni to act as role models for careers outside of HE.	The University Alumni Network scheme has developed a successful 'Leeds Network', an online careers networking tool which pairs students with alumni to answer career related questions and provides career profiles/ experiences. This has been promoted through local AS SAT meetings.	**Action complete** New action: D9, E6
16. Annual VC awards to recognise the achievements of academic women.	Since 2012 the University has recognised and celebrated the success of women whose highly respected work has had a significant impact within the University and across the world through annual VC's Women of Achievement awards. The awards ceremony feature a portrait exhibition of the celebrated women, which is transferred as a	**Action complete** New action f.7

Objective (2012/13 – 15/16)	Actions taken	Status
	permanent exhibition in the Parkinson and Marjorie and Arnold Ziff Buildings. Over the years we have seen an increase in the number of nominations by faculties/services and the number of staff attending awards event. This year also saw the launch of the Women of Achievement booklet, featuring all 49 awards holders, past and present, over the last 4 years. This has been circulated internally and externally and has received interest globally	
17. Enhance the diversity of Heads of School e.g. through the establishment of a Talent Programme.	Gender breakdown of *Tomorrow's Leaders*, leadership programme has been reviewed by ASSG. As a University level total, over 50% of participants were female over this period however there has been a gradual decline in the participation of the number of professors/heads of schools since the 2012/2013 cohort. The *Tomorrow's Leaders* Leadership programme is currently being refreshed as part of a new SDDU Leadership Development Strategy	**New action required:** New action B1 (c)
18. Diversity in governance and gender balance of membership of University key committees.	Efforts are made to ensure equality characteristic balances in the lay membership. A review of the key committees has been undertaken. In response, the Secretariat ensure positive action statements are included for Council and Court vacancies encouraging women and other underrepresented groups to apply, this has been circulated widely internally and externally.	**Ongoing Action** New action: B3
19. Implement the Professorial Zoning Project to introduce more structured pay levels above the current incremental scale for Grade 10 to minimise the potential for inappropriate gender pay gaps.	There has been little change since the introduction in 2013 although there is a higher proportion of women who had progressed to zone 3 in Aug 2014 since implementation (18% of Zone 3 Professors are now female compared with 14% at the point of assimilation). There were 23% female profs in zone 1 in Aug 2014 compared with 21% at the point of assimilation. We have seen a reduction in zone 2 female professors since assimilation 17% to 10% (so more work to do on supporting zone 1s to apply for zone 2).	**New Action required** New action: C3
20. Commission a further Equal Pay audit to review progress since 2009.	Since 2009, 2 further Equal Pay audits have been undertaken (December 2012 and April 2016) The most recent audit highlighted a decrease in the overall University pay by gender,	**Action complete** New action:

Objective (2012/13 – 15/16)	Actions taken	Status
	nevertheless still at 19%, reflecting the distribution of male/female staff at different grades and also the national profile. The audit went one step further by providing local pay analysis for the 9 academic faculties. Further actions to reduce the overall pay gap and implement recommendations from Equal Pay Audit report included within 2016 – 2019 action plan.	section C
21. A Full impact assessment and inclusion review of the REF 2014 carried out.	A full equality impact assessment and inclusion review has been undertaken, which includes actions pre and post submission	**Action complete**
22. Appropriate advice and support is in place for staff who are not submitted to the REF.	As part of the recommended actions from the impact assessment and inclusion review, Heads of School and HR managers met with staff who were not eligible to submit, to explore support, mentoring and development opportunities for future submissions	**Action complete**
23. All University meetings are held within the period 10.00 – 4.00.	Progress has been made on ensuring meetings are held within core hours, this is starting to become standard practice following actions within faculty/department AS applications. For example, the School of Medicine has developed local core meeting times guidance. University meetings taking place outside the core hours were identified by the Secretariat; these were considered to be meetings which required attendance from lay members, and considered exceptional.	**Action complete**
24. Publicise the information and toolkits available on the Employers for Carers website.	The University continues to subscribe as a member of the Employers for Carers Leadership group. The only HEI within the group. Information is on the Employers for Carers website and activity to promote National Carers week has been publicised widely. This information is also circulated to faculties to circulate locally. Additionally, the take up of 1:1 drop in information sessions with local carer's organisation for staff who have caring responsibilities is extremely popular (action 25).	**Action complete** New action: E3
25. Carer's network for	The need for a carer's network was explored, staff were consulted on the benefits of a	**Action**

Objective (2012/13 – 15/16)	Actions taken	Status
staff who have caring responsibilities.	carer's network and the general consensus was that practical drop-in sessions were required. Since 2014, 40 staff have attend 8 bi-monthly drop in sessions organised for staff who require practical information and support as a result of caring responsibilities. Carers Leeds (local organisation contracted by the University) facilitate these sessions. Feedback: *'Great experience …. gave me some excellent guidance and information as I'm currently caring for 3 family members.'* *'Useful information and a great help'.* *'Really appreciated the support and guidance'*	**complete** New action: E3
26. Survey staff who have taken maternity/paternity /adoption leave to explore what they have found useful and prepare a report for the University with recommendations. (Bronze action 26)	The University maternity survey undertaken in 2013 with 90 responses (79 female). Summary report is available and was presented to ASSG meeting. The key recommendations were progressed, which culminated in the development of a detailed maternity leave checklist to make the transition at the University onto maternity leave and then returning as easy as possible for both staff and managers. The returner's scheme has been agreed in principle. The purpose of the scheme is to provide support to staff returning to work following maternity leave, adoption/surrogacy leave, paternity/partner leave, shared parental leave and a career break.	**Action Complete**
27. Monitoring data on take up of paternity and parental leave.	Systems in place through HR systems to monitor applications. However, current analysis of the data suggests a small decline in number of staff taking paternity leave between 2012/13 – 2014/15 (section 3). The University's new shared parental leave guidance has been produced and publicised widely, and is more generous than provisions within the legislation. It is anticipated that the introduction of shared parental leave (SPL) will have an increase in applications. Since the introduction of SPL in April 2015 we have had 13 individuals taken/about to take leave, a further 18 have enquired about taking leave (5 females/13 males).	**Action Complete** New action: E1

Objective (2012/13 – 15/16)	Actions taken	Status
28. Communication plan to increase the visibility of Athena SWAN across the University.	All actions within the communications plan (2013 – 2015) have been completed, to ensure staff and students are aware of the University's commitment of supporting women in SET. Key achievements include: • The development of dedicated AS web pages and presence on University corporate website • development of 'recognising excellence' webpage – information, guidance and support for staff • presence at the staff benefit fairs and welcome meetings • plasma screen information around the University promoting Athena SWAN. • Athena SWAN pop-up stand • raising awareness and celebration of events such as International Womens Day / • celebrating WoA award holders via for staff web pages (monthly portraits of women of achievement) • QUB visit and White Rose event hosted by VC to share good practice on gender equality and AS submission activity	**Action Complete** New action: F2
29. All SET departmental to apply for Athena SWAN awards.	Currently all 8 SET departments are engaged with AS award activity. • AS information sharing events for SET faculty SATs are held on a monthly basis to disseminate toolkits and good practice. • Members of SATs and University ASSG encouraged to be part of national AS assessment panels. • BASSH faculties are exploring the benefits of joining the wider GEM, post April 2016 submission.	**Action complete** New action: F3
30. Embed gender equality across the University.	Principles of Gender Equality embedded as part of the University E&I Framework (2014-2019) across all 4 priority areas. Successful Athena SWAN awards are recognised as an output of the E&I Framework activity. The achievement of Institutional Silver is prioritised within University Strategic Plan. BASSH faculties are exploring the benefits of joining the wider GEM, post April 2016	**Ongoing action** New action: F2, F3

Objective (2012/13 – 15/16)	Actions taken	Status
	submission award	
31. Work towards a University Silver Award.	An application for a University Silver Award is planned for April 2016. All 8 SET faculties / departments have engaged with the AS principles and have achieved either Bronze, Silver or are working towards a Silver award.	**Action complete** New action: F3
32. Central Athena SWAN/ WiSET web pages and encourage links from the websites of other SET Faculties and departments.	The University's dedicated Athena SWAN webpages and WiSET/WaLN have been revised and subsumed within the new 'Recognising Excellence' web pages, which are embedded within the central HR web site and the University's corporate website. The site has established links to faculty and departmental websites.	**Action complete**
33. Extend the induction guidelines/ checklist for new members of staff to include reference to networks for staff with protected characteristics, including the WiSET/WaLN network.	Staff induction checklist has been updated and includes information on: − staff networks − policy information − university commitment to supporting gender equality − AS information	**Action complete**
34. Carry out the UKRC Cultural Analysis Tool Survey to further explore issues raised by the CROS, PIRLS and staff surveys and develop additional actions to resolve the issues raised.	The CROS 2015 Survey (Careers in Research Online Survey) took place between April – May 2015. A report of the results was presented to the Research and Innovation Board. SDDU will take forward the actions recommended within the report. In addition the STEMM/UKRC Culture surveys have been undertaken at a local level, informing AS actions to faculty/departmental SATs. It was agreed at the ASSG this approach for the Culture survey provided more meaningful engagement and analysis.	**Action complete**

List of Abbreviations for action plan:

AS	Athena SWAN	HE	Higher Education	PIs	Principal Investigators
ASSG	Athena SWAN Steering Group	HEIs	Higher Education Institutions	RGIs	Russell Group Institutions
BASSH	Business, Arts, Social Sciences and Humanities	HoS's	Heads of Schools	SATs	Self-Assessment Teams
DMR	Dignity and Mutual Respect	IT/ISS	Information Technology/ Information Systems Services	SDDU	Staff and Departmental Development Unit
E&I	Equality and Inclusion	LAMP	Leeds Alumni Mentoring Programme	SRDS	Staff Review and Development Scheme
E&IC	Equality and Inclusion Committee	LFHE	Leadership Foundation for Higher Education	STEMM	Science, Technology, Engineering, Mathematics and Medicine
ENG	Faculty of Engineering	LUU	Leeds University Union	T&S	Teaching & Scholarship
EPU	Equality Policy Unit	MaPS	The Faculty of Mathematics and Physical Sciences	UAF	University Academic Fellows
ESS	Employee Self Service	MSS	Manager Self Service	UEG	University Executive Group
FHRMs	Faculty Human Resources Managers	PDRAs	Post-Doctoral Research Assistants	UG	Under-graduate
GEM	Gender Equality Mark	PG	Post Graduate	UoL	University of Leeds
GEMSG	Gender Equality Mark steering group	PGR	Post Graduate Research	WaLN	Women at Leeds Network
H&S	Health & Safety	PGT	Post Graduate Taught	WiSET	Women in Science Engineering and Technology