Athena SWAN Silver department award application

Name of university: University of Leeds

Department: Faculty of Engineering (FoE)

Date of application: 1st December 2015

Date of university Bronze and/or Silver Athena SWAN award:

University Bronze awarded in 2009 and renewed in April 2013

Contact for application: Professor C J Noakes, Athena Swan Chair

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2. The self-assessment process

[999 words, excluding tables, captions and actions]

2.1. The self-assessment team

The Self-Assessment Team (SAT) comprises 18 staff and students from across the Faculty of Engineering (FoE). Membership (Table 2.1) includes academic/academic related staff in all five Schools at all career stages, as well as PGR and UG students, technical staff and key administrative functions such as marketing and HR. In recruiting SAT members we were keen to involve men and women with a range of experiences in and outside of work. A high proportion of both male and female SAT members have family responsibilities (full time working spouses, several children, many of whom are still primary-School aged, and some with additional carer responsibilities). Six members either currently or were previously working part-time.

Table 2.1. Membership of the Athena SWAN SAT 2015

Name	SAT Role	School/job Role
Prof. Catherine Noakes Female	SAT Chair. AS Champion School of Civil Engineering.	Director of Research and Innovation (DORI), School of Civil Engineering. Member of University Athena SWAN Steering Group. Chair of University WiSET Network.
Prof. Peter Jimack Male	SAT Member. Chair of SAT for Bronze award.	Dean of Faculty, Professor in School of Computing. Chairs Faculty E&I Committee, member University E&I committee.
Dr Vania Dimitrova Female	SAT Member. AS Champion School of Computing.	Associate Professor in the School of Computing. Former School Postgraduate tutor; Alumni partnership coordinator; AI Programme Manager.
Mrs Karen Garner Female	SAT Member.	Human Resources Manager, Faculty of Engineering. University Athena SWAN Working Group member
Dr Louise Jennings Female	SAT Member. AS Champion, School of Mechanical Eng.	Associate Professor in Biomedical Engineering, School of Mechanical Engineering.
Dr Claire Brockett Female	SAT member.	University Academic Fellow, Mechanical Engineering. Deputy programme director for CDT Tissue Engineering and Regenerative Medicine (CDT TERM). Academic lead for public engagement within iMBE.
Prof. Ian Robertson Male	SAT member. AS Champion, School of Electronic and Electrical Engineering.	Head of School of Electronic and Electrical Engineering.
Prof. Netta Cohen Female	SAT member AS Champion School of Computing	Professor of Complex Systems, School of Computing. Research theme leader.
Mrs Karen Stevens Female	SAT member.	Lead Technician for iPHEE institute, School of Civil Engineering.
Dr Mike Ward	SAT member.	Research Officer in electron microscopy, School of Chemical and Process Engineering.

Male		
Name	**SAT Role**	**School/job Role**
Dr Li X Zhang Female	SAT member.	Senior Lecturer in School of Electronic and Electrical Engineering. Postgraduate Taught tutor.
Dr Kerry Baker Female	SAT member.	Faculty of Engineering Outreach Officer.
Dr Karen Steenson Female	SAT member.	Faculty of Engineering, Research and Innovation Service Manager.
Kasturi Sukhapure Female	SAT member.	Undergraduate student, School of Chemical and Process Engineering.
Prof. Andrew Baley Male	SAT member. AS Champion School of Chemical and Process Engineering.	Professor, School of Chemical and Process Engineering.
Oluwatoyin Jegede Female	SAT member.	PhD student in School of Chemical and Process Engineering. WiSET Committee Member.
Victoria Price Female	SAT member.	Marketing Manager for Faculty of Engineering.
Dr Briony Thomas Female	SAT member. Faculty E&I coordinator.	Lecturer in School of Mechanical Engineering.

2.2. The self-assessment process

Athena SWAN activity in Engineering started in 2009, following the University Bronze award. Meetings, led by the Dean, confirmed the Faculty's aspiration to work towards an award to build on the Equality and Inclusion (E&I) strategies we had already been developing. A Self-Assessment Team (SAT) chaired by the Dean was established in 2010 and submitted for a Silver Award in April 2013. We achieved a Bronze Award, although our feedback indicated that we were close to Silver. Following this award the SAT continued to meet termly to monitor the implementation of the 2013-16 action plan; this was put into practice by the Dean's office, HR, the SAT team and School management groups.

A decision to submit again for a silver award was taken in March 2014. A new SAT chair (Professor Noakes) was appointed in April 2014. We soon recognised that the communication between the SAT and Schools could have been more effective, and hence nominated Athena SWAN Champions from the SAT membership for each School. Champions take responsibility for ensuring a clear route for communication, and lead on data monitoring and action plan development and implementation in their School.

The SAT has overseen the work to build up good practice in accordance with the Athena SWAN principles and has contributed individually and jointly to the development and implementation of the strategy and this submission document. Since April 2014 the SAT has met every 2-3 months,

with more frequent meetings over the past 3 months running up to submission. In between SAT meetings, Professor Noakes met regularly with the Dean, the HR Manager (FHRM), School champions and School/Faculty management groups to ensure effective communication and actions.

Communication between the SAT and Schools is two-way and through a number of mechanisms to enable awareness raising and feedback from all staff and student groups. The key activities are:

(i) Professor Noakes and/or School Champions regularly meet all Heads of School/School Management Teams to discuss the Athena SWAN initiative and identify challenges and good practice within each School;
(ii) Professor Noakes and/or School Champions raise awareness of the Athena SWAN initiative in School staff meetings and invite all academic and research staff to give feedback on plans and progress;
(iii) Awareness is raised amongst students via the student representatives on SAT, the Faculty E&I Committee, through widespread display of notices, plasma screens and poster boards and through webpages and social media;
(iv) Senior FoE management are regularly consulted and updated by Dean/Professor Noakes through Faculty Executive meetings to ensure consistency of operations and agree action plans at School and Faculty level.

The SAT arranges a number of other opportunities for feedback and suggestions from staff and students. Student focus groups were conducted with undergraduates in Chemical Engineering in 2015 and further student focus groups are part of the 2016-19 Action Plan. The focus group yielded a great deal of useful information relating to student interaction with the School, however we were pleased that none of the issues raised seemed to be related to gender or equality biases. In 2015 the People Management Framework (PMF) survey was carried out in three Schools (COMP, ELEC and MECH) and a short culture survey was carried out in CIVE to gauge staff views on policies and processes in the School in terms of equality (**see section 5**). A further survey in CAPE is planned in early 2016 – this was delayed due to the change in HoS.

Professor Noakes participates in Athena SWAN meetings at University level to share good practice with other SATs at Leeds. This included internal peer review with two other SATs in October 2015. Professor Noakes also participates in external meetings including with the White Rose Universities and the Women's Business Forum.

2.3. Future of the self-assessment team

The SAT will continue to meet at least once in each term to review progress and monitor the impact of the action plan. Actions will be implemented and monitored through the SAT and the E&I committee, led by School Champions and Heads of School, and overall progress will be reported annually to School Management teams, School staff meetings, Faculty Executive Committee and University Athena SWAN Steering Group. Relevant news and progress reports will also be communicated regularly through the Faculty web pages and emails from the Dean for the benefit of staff, students and wider audience.

Alongside delivering on the actions set out in this submission, the SAT will also focus on ensuring processes can be carried out effectively (data and reporting as well as resources for activities) and will develop strategies for actions beyond the three year period covered in the Action Plan. It is

noticeable that there has been a shift in attitude within the Faculty over the past three years from *"why are we doing this?"* to *"why are we only focusing on women?"* This is evident in our most recent culture survey from responses such as *"equality is more than just gender"* and *"there are opportunities available to women that are not open to men"*. Within our new action plan we have therefore made as many actions as possible inclusive. We also feel this represents a notable change in culture and expectations, and hence we plan to work towards widening the focus to cover all aspects of equality and inclusion for all staff and students in the future.

Action 5.1: Embed processes for data collection, reporting and feedback for both staff and student data.

Action 5.2: Establish data requirements and identify where there are gaps in policy/processes, in preparation for expanding Athena SWAN focus to cover all staff in the Faculty regardless of role, gender or other protected characteristics.

Action 5.4: Arrange for specific budget for Athena SWAN activities.

Action 5.5: Annually review SAT membership and activities to ensure action plan progress is effective.

3. A picture of the department

[2000 + 606 of extra allowed words, excluding figures, tables, captions and actions]

3.1. Pen-picture of the Faculty of Engineering

The Faculty of Engineering (FoE) is the second largest STEMM Faculty at UoL, having approximately 340 academic and research staff, 3,390 students (100 Foundation, 2,340 UG, 420 PGT, 530 PGR) and an annual turnover around £78M.

Teaching and research covers the full spectrum of engineering and computing and is organised in five Schools:

- Chemical and Process Engineering (CAPE);
- Civil Engineering (CIVE);
- Computing (COMP);
- Electronic and Electrical Engineering (ELEC);
- Mechanical Engineering (MECH).

Although each School has its specific focus and local processes, overarching academic, finance, HR, marketing, ERIS, H&S and E&I are managed at FoE level. FoE is led by the Dean (Professor Jimack), supported by Pro-Deans for Research and Student Education and Director of the Graduate School. Schools have similar management structures, comprising Head of School (HoS), Director of Research and Innovation (DORI) and Director of Student Education (DSE). Some Schools (MECH, CIVE, CAPE) have Deputy Heads of School.

Research is largely managed through School level institutes structured around research areas/sub-disciplines. Each has a Director and at least one Deputy, depending on size. COMP have recently revised their structure to replace institutes with themes. Learning and Teaching is largely within each School, but all have common approaches - programme leaders responsible for coordinating degree courses under the DSE. Across FoE we offer 29 UG and 32 PGT programmes. FoE is engaged in several cross-Faculty initiatives that bring staff together from multiple disciplines. These include FoE centres (e.g. Robotics), University research themes (e.g. water@leeds, Energy), Initial Training Networks (ITNs) and Centres for Doctoral Training (CDTs). These activities have particular benefit in promoting diversity; some involve Schools with higher proportions of females and all promote a culture of knowledge sharing and understanding between disciplines.

Since our 2013 Bronze award there have been several relevant changes. CIVE has had two changes of HoS (2014 and 2015) and both DORI (female) and DSE are new to their roles. In CAPE the first female HoS within FoE was appointed in Jan 2015, and the School is currently in the process of implementing a new strategy with changes to many leadership roles.

3.2 Student data

(i) Numbers of males and females on access or foundation courses

Our "*Engineering International Foundation Year*" course for overseas applicants feeds all five FoE Schools. Student numbers (Table 3.1) show a good percentage of female students. Recruitment is via brochure, word of mouth from former students, via sponsors and in conjunction with the

International Office on overseas recruitment drives and exhibitions. Existing strategies are effective in ensuring a good percentage of female students, therefore no specific further actions are planned.

Table 3.1. Student numbers and percentage female on International Foundation Year.

	F	M	Total	% F
2014/15	27	74	101	**26.7**
2013/14	33	60	93	**35.5**
2012/13	11	31	42	**26.2**
2011/12	10	50	60	16.7
2010/11	22	80	102	21.6

(ii) Undergraduate male and female numbers

The FoE average of full time female undergraduate students is around 19%, consistently higher than the national average (Table 3.2, Figure 3.1), and stable for the past five years. FoE doesn't offer any part-time UG courses. The percentage of females remains higher than national averages in MECH and CIVE, and in COMP numbers have been maintained following an increase in 2011-12. Numbers are close to or above the national average in ELEC but remain below average in CAPE, although the past two years suggest a small improvement. This is discussed in **section 3.2(v)** with respect to admissions data as the numbers below represent a rolling average.

Table 3.2. Undergraduate student numbers and percentage female compared to national benchmarks.[1]

	2010-11			2011-12			2012-13			2013-14			2014-15		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FoE	**453**	**1863**	**19.6**	**472**	**1921**	**19.7**	**435**	**1872**	**18.9**	**438**	**1827**	**19.3**	**443**	**1895**	**18.9**
National	*15215*	*95600*	*13.7*	*15835*	*100105*	*13.7*	*15840*	*99155*	*13.8*	*16315*	*102050*	13.8	-	-	-
COMP	**34**	**188**	**15.3**	**49**	**201**	**19.6**	**46**	**188**	**19.7**	**43**	**174**	**19.8**	**42**	**179**	**19.0**
National	*6940*	*40175*	*14.7*	*6825*	*40430*	*14.4*	*6555*	*37425*	*14.9*	*6795*	*39205*	14.8	-	-	-
CIVE	**147**	**434**	**25.3**	**162**	**432**	**27.3**	**146**	**404**	**26.5**	**129**	**400**	**24.4**	**120**	**364**	**24.8**
National	*2695*	*14185*	*16.0*	*2825*	*14850*	*16.0*	*2765*	*14525*	*16.0*	*2755*	*14195*	16.3	-	-	-
ELEC	**36**	**234**	**13.3**	**36**	**236**	**13.2**	**32**	**237**	**11.9**	**29**	**224**	**11.5**	**32**	**251**	**11.3**
National	*2235*	*17375*	*11.4*	*2445*	*18120*	*11.9*	*2340*	*18280*	*11.3*	*2175*	*17320*	11.2	-	-	-
MECH	**106**	**536**	**16.5**	**110**	**560**	**16.4**	**92**	**558**	**14.2**	**108**	**559**	**16.2**	**107**	**582**	**15.5**
National	*1705*	*19255*	*8.1*	*1885*	*21300*	*8.1*	*2110*	*23195*	*8.3*	*2270*	*24750*	8.4	-	-	-
CAPE	**130**	**471**	**21.6**	**115**	**492**	**18.9**	**119**	**485**	**19.7**	**129**	**470**	**21.5**	**142**	**519**	**21.5**
National	*1640*	*4610*	*26.2*	*1855*	*5405*	*25.6*	*2070*	*5730*	*26.5*	*2320*	*6580*	26.1	-	-	-

[1] Throughout this document we compare to the national average reported in the HEIDI data for the 5 subjects (Computer Science, Civil Engineering, Electrical & Electronic Engineering, Mechanical Engineering, Chemical Engineering) corresponding to the core disciplines in our Schools. We use the average of these figures to obtain a Faculty comparison. For all student data, the most recent benchmark is 2013-14.

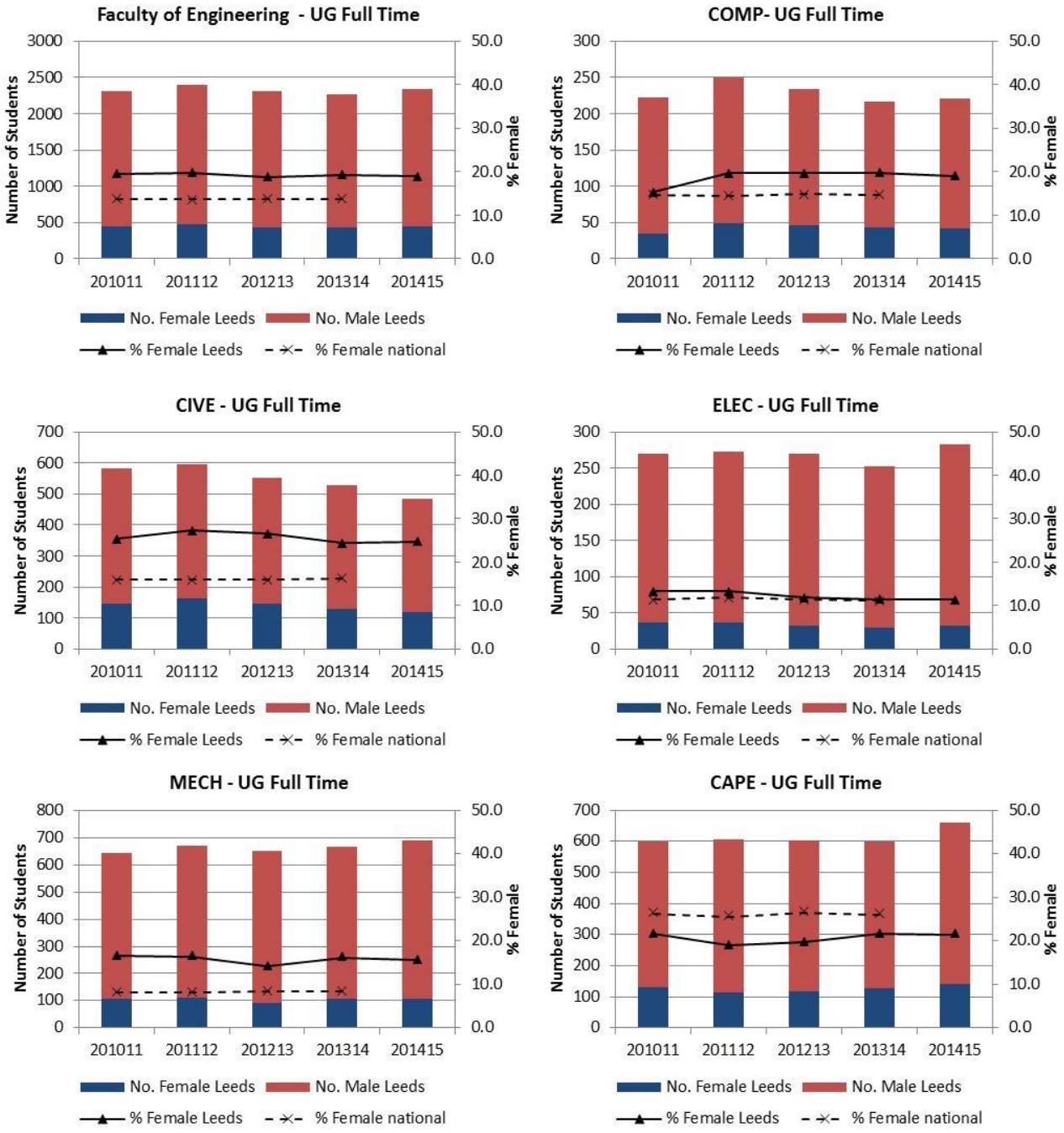


Figure 3.1. Proportion of full time female undergraduates in FoE and by School compared to national benchmarks.

We have embedded several initiatives to encourage women to consider Engineering including: a strong gender balanced Schools outreach programme; improved printed and electronic marketing material with representative male and female images; and case studies of male and female staff, students and alumni on webpages and increasingly displayed within departments (see **section 4.3(b)(iv) culture**). Over the past two years we have paid particular attention to CAPE (**bronze action 2.2**). In 2014 we changed the name from *"School of Process, Environmental and Materials Engineering (SPEME)*" to "*Chemical and Process Engineering (CAPE)*" to better attract students onto Chemical Engineering degrees and revised open day presentations to emphasise chemical engineering in society rather than traditional petrochemical focus.

We have worked to enhance support and networking activities, increasing reach and participation as well as presence on the web and at open days. These include the Women's Engineering Society (WES), School societies (e.g. CivSoc, ShockSoc, CompSoC), activities on "*National Women in Engineering Day"* and "*Ada Lovelace Day*" (**see sections 4.2/4.3**).

We aim to maintain good gender balance in MECH, CIVE and COMP, and grow ELEC and CAPE to above the national average through actions focusing on recruitment (**see section 3.2(v)**). We also aim to better understand student motivation and tackle variability between programmes; anecdotal evidence suggests some programmes (e.g. Architectural Engineering, Medical Engineering) have better gender balance than others.

Action 3.1: Develop new marketing material and recruitment approaches to promote female student recruitment onto UG/PGT programmes with lower gender balance.

Action 3.6: Conduct a research study with current male and female students to understand what influenced their decision to be an engineer and why they came to Leeds.

(iii) Postgraduate male and female numbers completing taught courses

The proportion of women on full-time PGT courses in FoE ranges from 21.5%-28% over 2010-15 (Table 3.3, Figure 3.2) - equal to, or higher than, the national average in all years. Schools show more variation; as one year courses, numbers are more variable than rolling averages for UG/PGR. Several Schools show a downturn in 2012-13, which coincides with a difficult recruitment year due to changes in fees. The majority of PGT students are international so recruitment is influenced by government policy and socio-economic factors as well as our activities. Analysis (**bronze actions 2.3, 2.5**) suggests this year was an anomaly. COMP, ELEC and MECH show strong performance over the last three years with clear growth in the proportion of female students, however CAPE and CIVE show fluctuation about the national average.

Part-time PGT data is shown for FoE and the three Schools who have PT students (Table 3.3, Figure 3.3). Although the overall numbers are small, there is an increasing proportion of part-time students in CAPE.

Female staff are involved in MSc programme leadership in all Schools, and we feel this together with improved marketing material may have benefited recruitment in MECH, COMP and ELEC. Word of mouth from past students is an important recruitment mechanism, hence we work to ensure a good experience. We promote and support the University's Policy on "Support for Pregnant Students and Students with Very Young Children" (this also applies to UG, but is most relevant to PGT/PGR) and plan to ensure we offer students good practical support as well as flexibility in continuing with their studies. We provide pastoral support to PGT students and enable female students to receive this support from a female academic if they prefer.

As with UG, the gender balance varies between individual programmes, and we plan to extend action 3.1 to include PGT programmes. We also plan to focus on the experience of female PGT students in the Faculty.

Action 3.7: Embed and share best practice in ensuring a PGT experience that is supportive and inclusive for female students.

Action 3.8: Develop specific marketing strategies for part-time PGT programmes to attract to students who need the flexibility of this study approach.

Action 4.6: Ensure all PGT and PGR students who have taken maternity leave or who have young children are well supported in terms of their study programme and practical/personal issues they may face.

Table 3.3. Postgraduate taught student numbers and percentages of females.

		2010-11			2011-12			2012-13			2013-14			2014-15		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FoE	**FT**	107	321	25.0	78	260	23.1	41	150	21.5	73	188	28.0	98	267	26.8
	PT	16	110	12.7	13	79	14.1	7	40	14.9	11	33	25.0	13	43	23.2
	National[1]	*5395*	*24215*	*18.2*	*4945*	*20150*	*19.7*	*4550*	*16925*	*21.2*	*4605*	*16740*	*21.6*	-	-	-
COMP[2]	**FT**	8	17	32.0	5	13	27.8	2	8	20.0	4	5	44.4	7	9	43.8
	National[1]	*1815*	*8220*	*18.1*	*1575*	*6345*	*19.9*	*1465*	*5175*	*22.1*	*1550*	*5085*	*23.4*	-	-	-
CIVE	**FT**	34	102	25.0	39	92	29.8	19	56	25.3	17	70	19.5	33	74	30.8
	PT	7	39	15.2	6	32	15.8	2	19	9.5	2	10	16.7	2	15	11.8
	National[1]	*1580*	*4710*	*25.1*	*1490*	*4410*	*25.3*	*1305*	*3635*	*26.4*	*1320*	*3705*	*26.3*	-	-	-
ELEC[2]	**FT**	12	76	13.6	11	57	16.2	5	30	14.3	18	37	32.7	30	86	25.9
	National[1]	*995*	*6165*	*13.9*	*960*	*4910*	*16.4*	*885*	*4000*	*18.1*	*835*	*3710*	*18.4*	-	-	-
MECH	**FT**	5	56	8.2	3	29	9.4	1	23	4.2	9	33	21.4	12	45	21.1
	PT	1	9	10.0	1	6	14.3	1	2	33.3	1	1	50.0	1	5	16.7
	National[1]	*310*	*3155*	*8.9*	*325*	*2795*	*10.4*	*315*	*2535*	*11.1*	*345*	*2735*	*11.2*	-	-	-
CAPE	**FT**	48	70	40.7	20	69	22.5	14	33	29.8	25	43	36.8	16	53	23.2
	PT	8	62	11.4	6	41	12.8	4	19	17.4	8	22	26.7	10	23	30.3
	National[1]	*695*	*1965*	*26.1*	*595*	*1690*	*26.0*	*580*	*1580*	*26.9*	*555*	*1505*	*26.9*	-	-	-

[1]National HEIDI Benchmark data for FT students in comparable subject areas, FoE benchmark is sum of five Schools.
[2]COMP and ELEC have no PT taught postgraduate students.

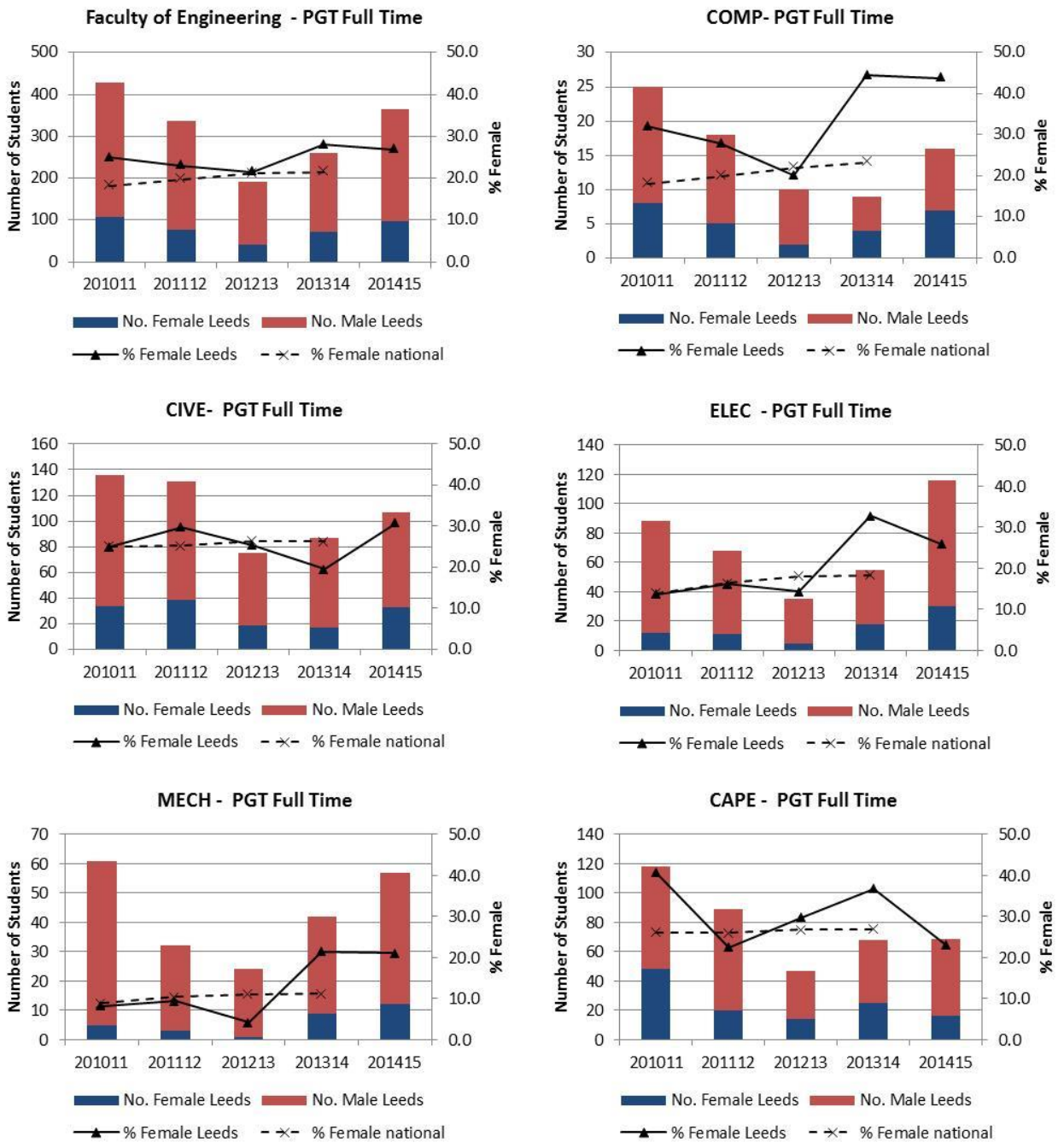


Figure 3.2. Proportion of full time female postgraduate taught students in FoE and by School.

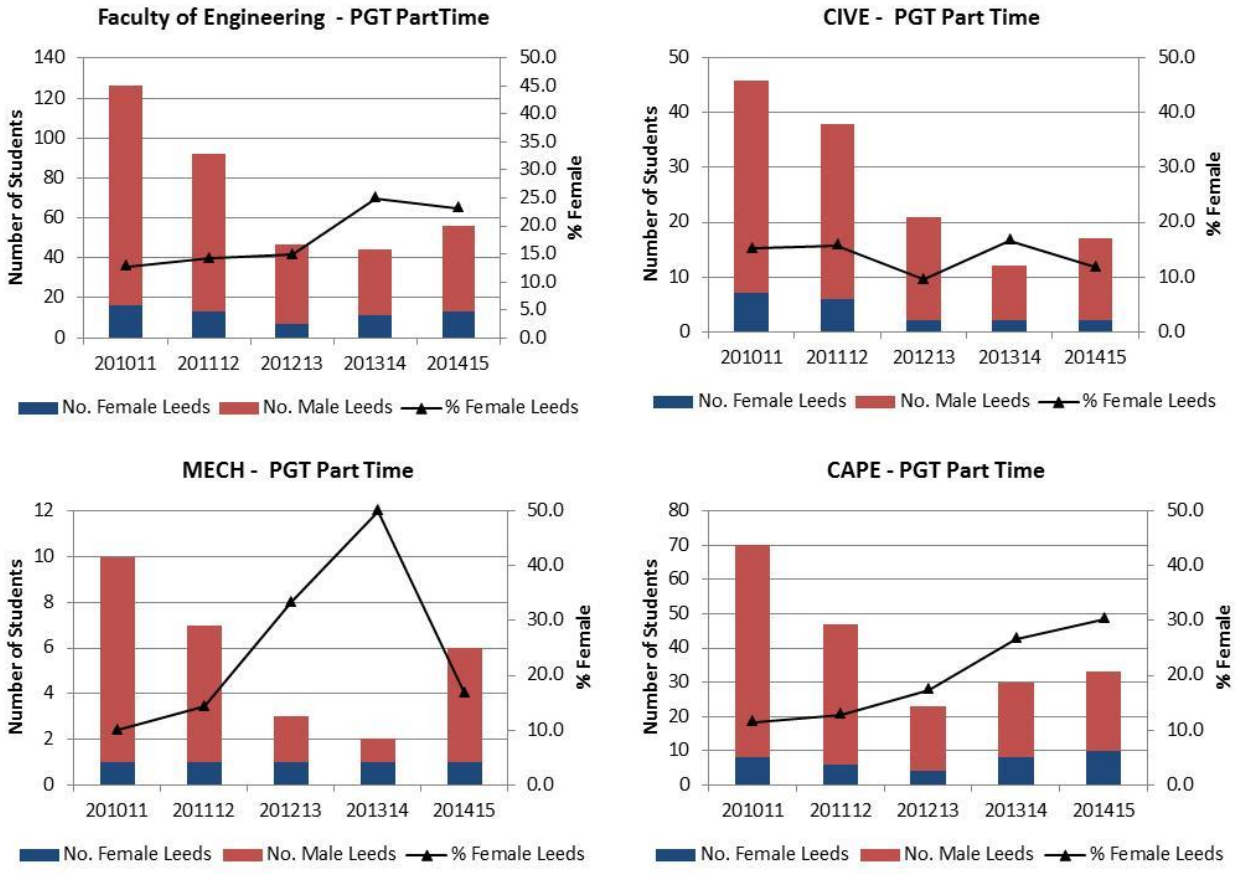


Figure 3.3. Proportion of part time female postgraduate taught students in FoE and for three Schools.

(iv) *Postgraduate male and female numbers on research degrees*

The proportion of female PGR students in FoE has grown to almost 30%, well ahead of the national average (Table 3.4, Figure 3.4). Over the past 5 years COMP, CIVE and MECH have moved from to above the national average but ELEC and CAPE both show flatter trends. The part-time student numbers are very low, making gender comparison unreliable.

One significant beneficial factor is cohort based Centres for Doctoral Training (CDTs) and EU Initial Training Networks (ITNs). Since 2008 we have established several CDTs including recent cross-Faculty EPSRC funded centres (e.g. Fluid Dynamics, BioEnergy, Tissue Engineering). Their multidisciplinary nature attracts students from subjects with higher female numbers like Chemistry, Mathematics and Environmental Science. The proportion of female students on CDTs is currently 39%, some 10% higher than the Faculty average.

We encourage PGR involvement in Faculty activities, and have representation on the SAT, E&I committee and School research committees, and enthusiastic participation in outreach. This includes students leading initiatives, such as the 2015 Nuclear Summer School. We enable female research students to benefit from support and developmental activities including WiSET network meetings (see **section 4.2(iii)**). Feedback from recent events indicates that female students particularly appreciate support from outside their own groups, so we plan to develop peer mentoring approaches.

We encourage our UG/PGT students to consider PhDs through their dissertation project experience, a postgraduate open day and traditional marketing mechanisms. At open days we involve female and male supervisors and engage female and male students as demonstrators, guides and case studies.

Action 1.16: Develop peer mentoring for PhD students, to allow them to gain support and advice from outside their own research group.

Table 3.4. Postgraduate research student numbers and percentages of females.

		2010-11			2011-12			2012-13			2013-14			2014-15		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FoE	**FT**	83	308	21.2	108	314	25.6	118	280	29.6	128	317	28.8	147	354	29.3
	PT	8	24	25.0	10	26	27.8	7	28	20.0	6	24	20.0	8	23	25.8
	National	*2540*	*8725*	*22.5*	*2750*	*8985*	*23.4*	*2740*	*9045*	*23.2*	*2845*	*9255*	*23.5*	-	-	-
COMP	**FT**	7	40	14.9	9	32	22.0	11	20	35.5	9	24	27.3	15	33	31.3
	PT	1	3	25.0	0	2	0.0	0	2	0.0	0	0	-	1	0	100
	National	*775*	*2755*	*22.0*	*900*	*2905*	*23.7*	*925*	*2955*	*23.8*	*950*	*3005*	*24.0*	-	-	-
CIVE	**FT**	11	39	22.0	11	42	20.8	17	38	30.9	19	34	35.8	22	30	42.3
	PT	3	3	50.0	3	5	37.5	2	7	22.2	2	10	16.7	2	8	20.0
	National	*455*	*1040*	*30.4*	*475*	*1060*	*30.9*	*470*	*1070*	*30.5*	*460*	*1040*	*30.7*	-	-	-
ELEC	**FT**	11	52	17.5	12	51	19.0	12	48	20.0	12	58	17.1	15	58	20.5
	PT	0	2	0.0	1	4	20.0	0	3	0.0	0	1	0.0	0	1	0.0
	National	*560*	*2570*	*17.9*	*595*	*2620*	*18.5*	*600*	*2640*	*18.5*	*630*	*2725*	*18.8*	-	-	-
MECH	**FT**	20	89	18.3	32	92	25.8	31	69	31.0	33	83	28.4	36	96	27.3
	PT	4	10	28.6	5	8	38.5	4	7	36.4	4	4	50.0	4	6	40.0
	National	*345*	*1560*	*18.1*	*345*	*1555*	*18.2*	*305*	*1465*	*17.2*	*330*	*1495*	*18.1*	-	-	-
CAPE	**FT**	34	88	27.9	44	97	31.2	47	105	30.9	55	118	31.8	59	137	30.1
	PT	0	6	0.0	1	7	12.5	1	9	10.0	0	9	0.0	1	8	11.1
	National	*405*	*800*	*33.6*	*435*	*845*	*34.0*	*440*	*915*	*32.5*	*475*	*990*	*32.4*	-	-	-

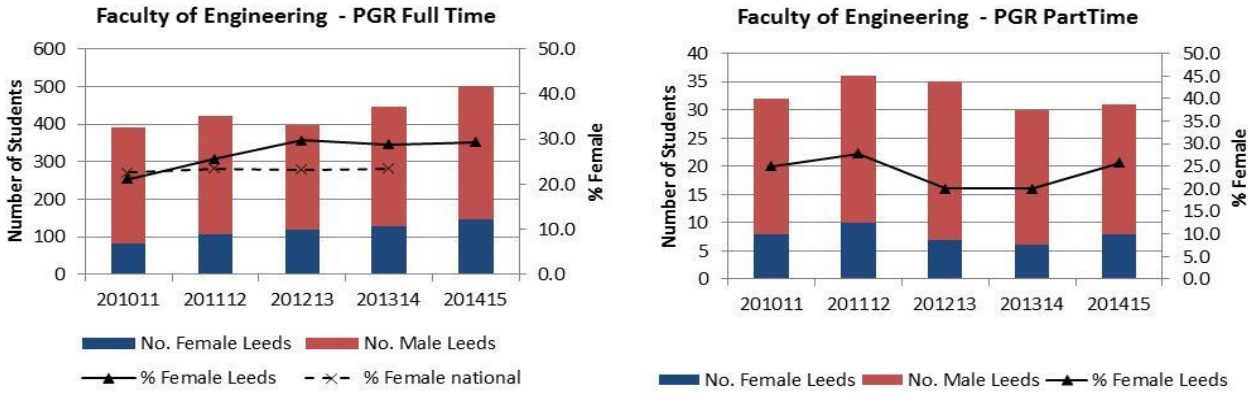


Figure 3.4. Proportion of full and part time female postgraduate research students in FoE.

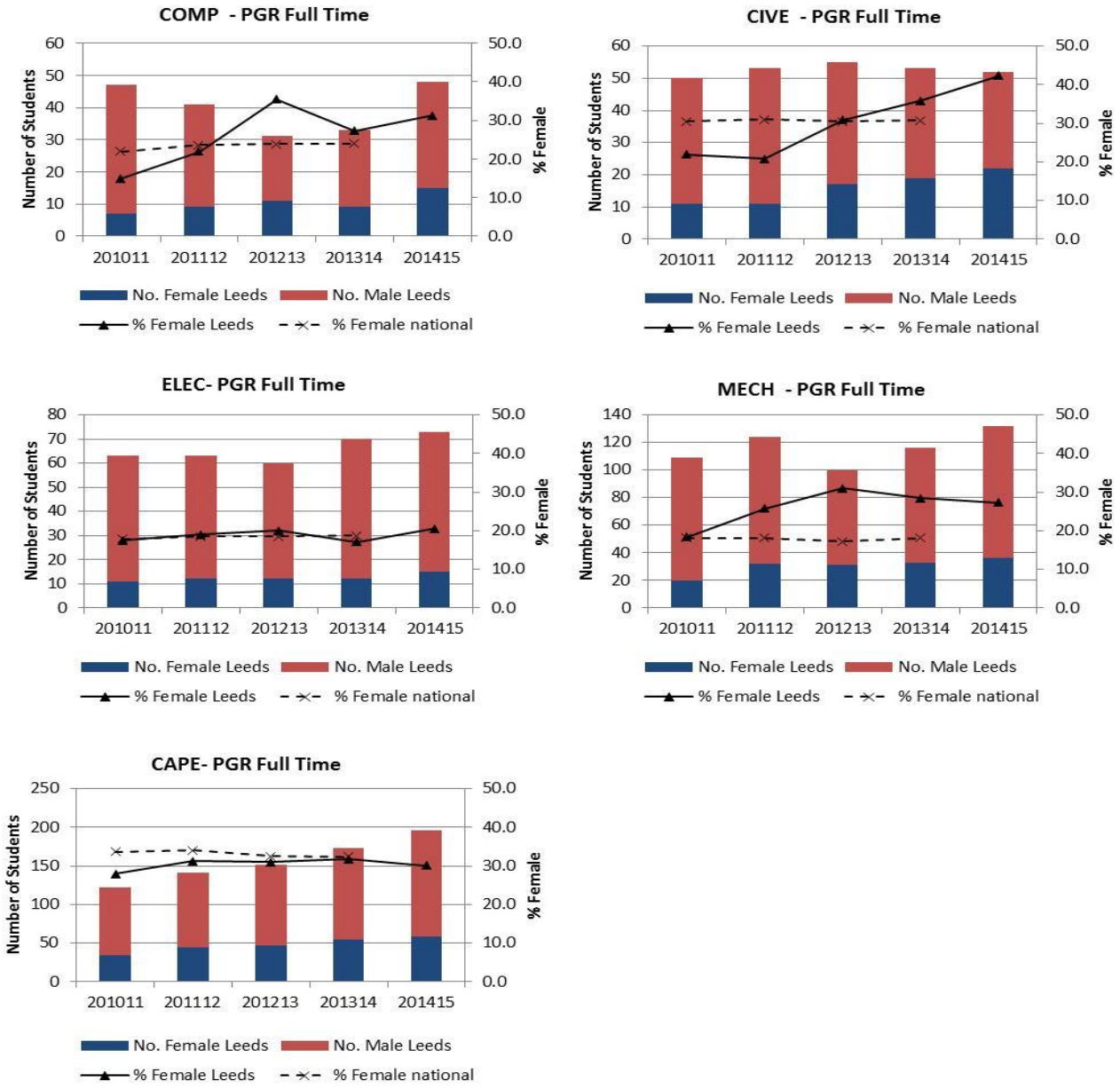


Figure 3.5. Proportion of full time female postgraduate research students by School.

(v) Ratio of course applications to offers and acceptances by gender

Based on data in Tables 3.5-3.9 and Figures 3.6-3.10 we don't believe there is any significant gender bias in our recruitment and selection processes; the proportion of female offers matches or slightly exceeds the proportion of female applicants to FoE at all levels (UG, PGT, PGR). This is repeated across most Schools in almost all years. Our primary focus is therefore around applications and acceptances, as discussed following the presentation of data.

Table 3.5. Undergraduate UCAS applications, offers and acceptances per academic session, compared to national benchmarks where available.

		2010-11 Entry			2011-12 Entry			2012-13 Entry			2013-14 Entry			2014-15 Entry	
		Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds	
		No M+F	%F	%F	No M+F	%F	%F	No M+F	%F	%F	No M+F	%F	%F	No M+F	%F
FoE	**App**	4870	17.2	*12.6*	4673	17.7	*12.4*	4573	17.3	*12.8*	4444	17.8	*13.1*	5871	18.7
	Off	3693	18.9	-	3578	19.4	-	3562	18.9	-	3284	19.5	-	4127	20.5
	Acc	774	19.4	*12.8*	715	18.6	*12.6*	624	18.3	*12.8*	735	19.2	*13.1*	784	17.6
COMP	**App**	620	15.3	*13.4*	558	19.0	*13.0*	598	12.9	*12.7*	423	14.2	*12.6*	651	13.1
	Off	363	17.1	-	376	19.4	-	373	13.9	-	253	15.4	-	428	14.5
	Acc	87	20.7	*13.7*	91	26.4	*13.5*	58	27.6	*13.1*	49	12.2	*13.1*	88	14.8
CIVE	**App**	906	21.3	*15.8*	890	24.5	*15.6*	777	23.0	*17.0*	631	21.6	*16.7*	728	26.4
	Off	678	25.5	-	681	28.0	-	633	24.3	-	519	21.8	-	582	29.2
	Acc	168	22.0	*16.0*	161	28.0	*15.0*	154	22.7	*16.1*	158	20.9	*16.4*	124	25.0
ELEC	**App**	679	10.3	*10.4*	630	10.3	*9.8*	559	13.6	*10.7*	564	11.5	*10.7*	698	13.0
	Off	523	11.5	-	472	10.2	-	436	14.4	-	409	12.5	-	536	13.4
	Acc	101	13.9	*10.8*	86	10.5	*10.0*	73	11.0	*10.3*	78	14.1	*9.9*	128	8.6
MECH	**App**	1569	14.9	*8.0*	1687	14.7	*8.5*	1650	14.4	*8.8*	1600	15.8	*8.8*	1983	15.0
	Off	1215	16.0	-	1296	16.1	-	1309	15.5	-	1089	18.2	-	1155	16.7
	Acc	192	17.2	*7.9*	200	12.5	*8.6*	192	14.1	*8.8*	223	18.4	*8.7*	207	15.9
CAPE	**App**	1096	22.4	*27.1*	908	21.1	*26.1*	989	22.6	*26.5*	1226	22.8	*25.8*	1811	24.0
	Off	914	22.9	-	753	23.0	-	811	24.8	-	1014	23.7	-	1426	24.6
	Acc	226	21.2	*27.0*	177	*16*.9	*26.0*	147	19.0	*27.1*	227	22.0	*25.4*	237	21.1

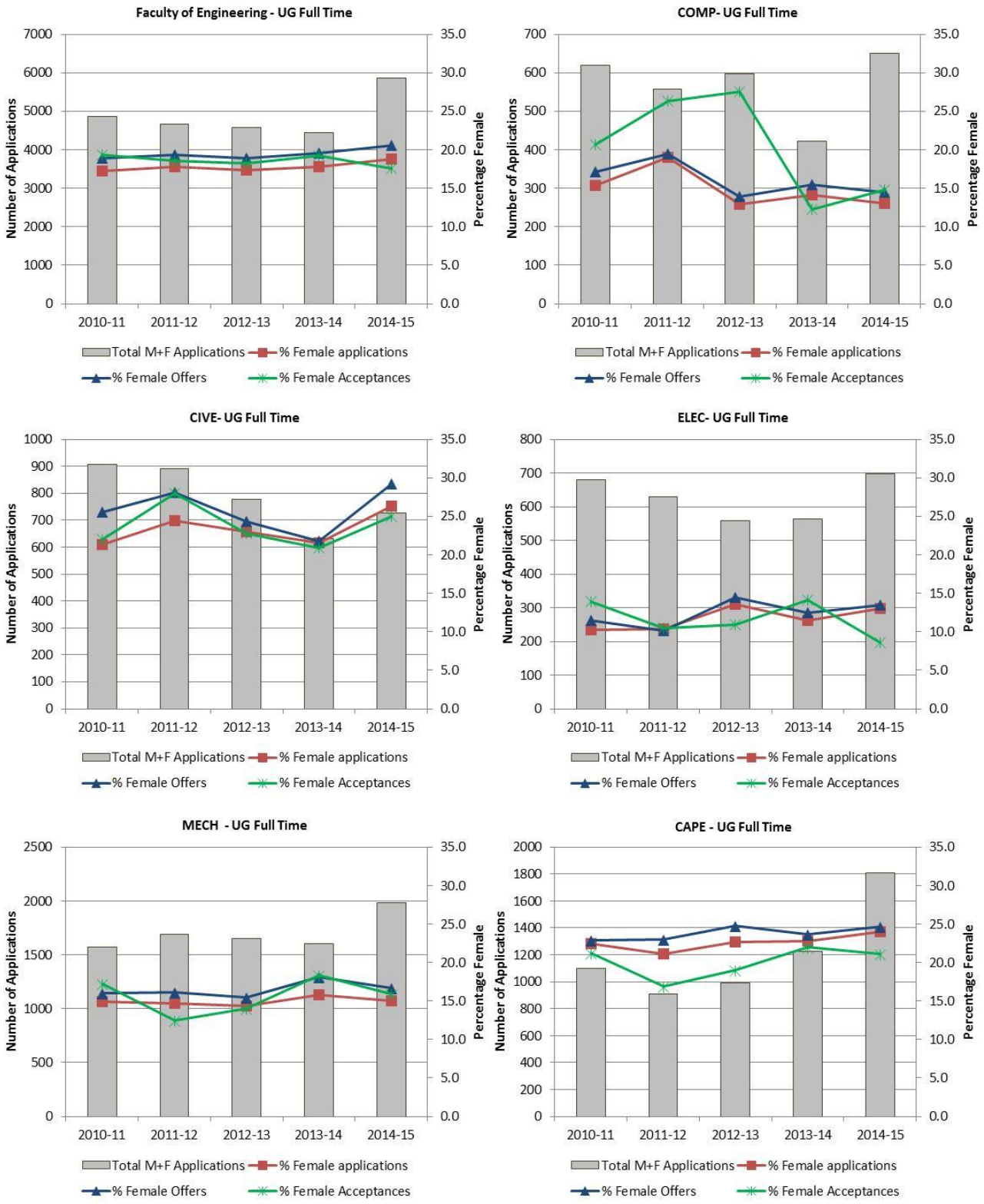


Figure 3.6. Female percentage UG UCAS applications, offers and acceptances, plus total applicant numbers for FoE and five Schools.

Table 3.6. Postgraduate Full Time taught applications, offers and acceptances per academic session.

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F
FoE	App	5452	19.5	4998	20.6	4460	23.4	4611	22.3	5025	23.2
	Off	3270	22.0	2847	23.1	2622	25.4	3035	23.9	3369	24.8
	Acc	884	21.6	766	19.8	590	21.2	720	21.1	563	24.3
COMP	App	822	28.6	734	29.6	557	29.1	424	28.8	435	30.6
	Off	505	32.3	332	36.1	192	37.0	156	35.9	232	40.1
	Acc	87	36.8	58	32.8	43	37.2	25	40.0	22	50.0
CIVE	App	1458	21.3	1378	23.2	1294	26.8	1455	23.5	1446	29.5
	Off	892	24.3	870	25.7	863	27.8	950	24.0	887	31.5
	Acc	239	22.6	246	22.8	183	20.8	195	16.9	160	31.3
ELEC	App	1429	13.9	1293	15.1	1191	20.0	1223	19.9	1519	17.8
	Off	695	15.4	722	16.6	749	21.2	855	21.8	1112	18.6
	Acc	213	12.7	202	15.3	175	18.9	209	20.6	166	17.5
MECH	App	777	8.6	790	12.2	619	13.1	632	12.3	702	12.5
	Off	473	7.6	433	13.2	324	14.5	383	13.3	433	13.2
	Acc	111	8.1	104	9.6	53	9.4	97	15.5	78	16.7
CAPE	App	966	26.1	803	25.4	799	26.9	877	27.7	923	26.9
	Off	705	28.1	490	27.8	494	30.2	691	29.5	705	28.1
	Acc	234	29.5	156	23.1	136	24.3	194	26.3	137	24.8

Table 3.7. Postgraduate Part Time taught applications, offers and acceptances per academic session.

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F
FoE	App	228	19.7	174	16.7	115	18.3	153	19.0	104	25.0
	Off	151	21.9	112	17.0	70	18.6	90	22.2	47	14.9
	Acc	70	14.3	48	25.0	21	14.3	33	9.1	32	21.9
COMP	App	0	-	0	-	0	-	0	-	0	-
	Off	0	-	0	-	0	-	0	-	0	-
	Acc	0	-	0	-	0	-	0	-	0	-
CIVE	App	131	22.1	90	15.6	64	26.6	94	21.3	60	31.7
	Off	81	23.5	59	13.6	37	27.0	50	28.0	12	8.3
	Acc	22	9.1	14	21.4	4	25.0	11	9.1	6	16.7
ELEC	App	0	-	0	-	0	-	0	-	1	0.0
	Off	0	-	0	-	0	-	0	-	0	-
	Acc	0	-	0	-	0	-	0	-	0	-
MECH	App	25	20.0	22	13.6	20	5.0	29	27.6	12	8.3
	Off	15	26.7	12	16.7	11	0.0	14	35.7	7	0.0
	Acc	3	0.0	2	0.0	2	0.0	2	50.0	3	0.0
CAPE	App	72	15.3	62	19.4	31	9.7	30	3.3	31	19.4
	Off	55	18.2	41	22.0	22	13.6	26	3.8	28	21.4
	Acc	45	17.8	32	28.1	15	13.3	20	5.0	23	26.1

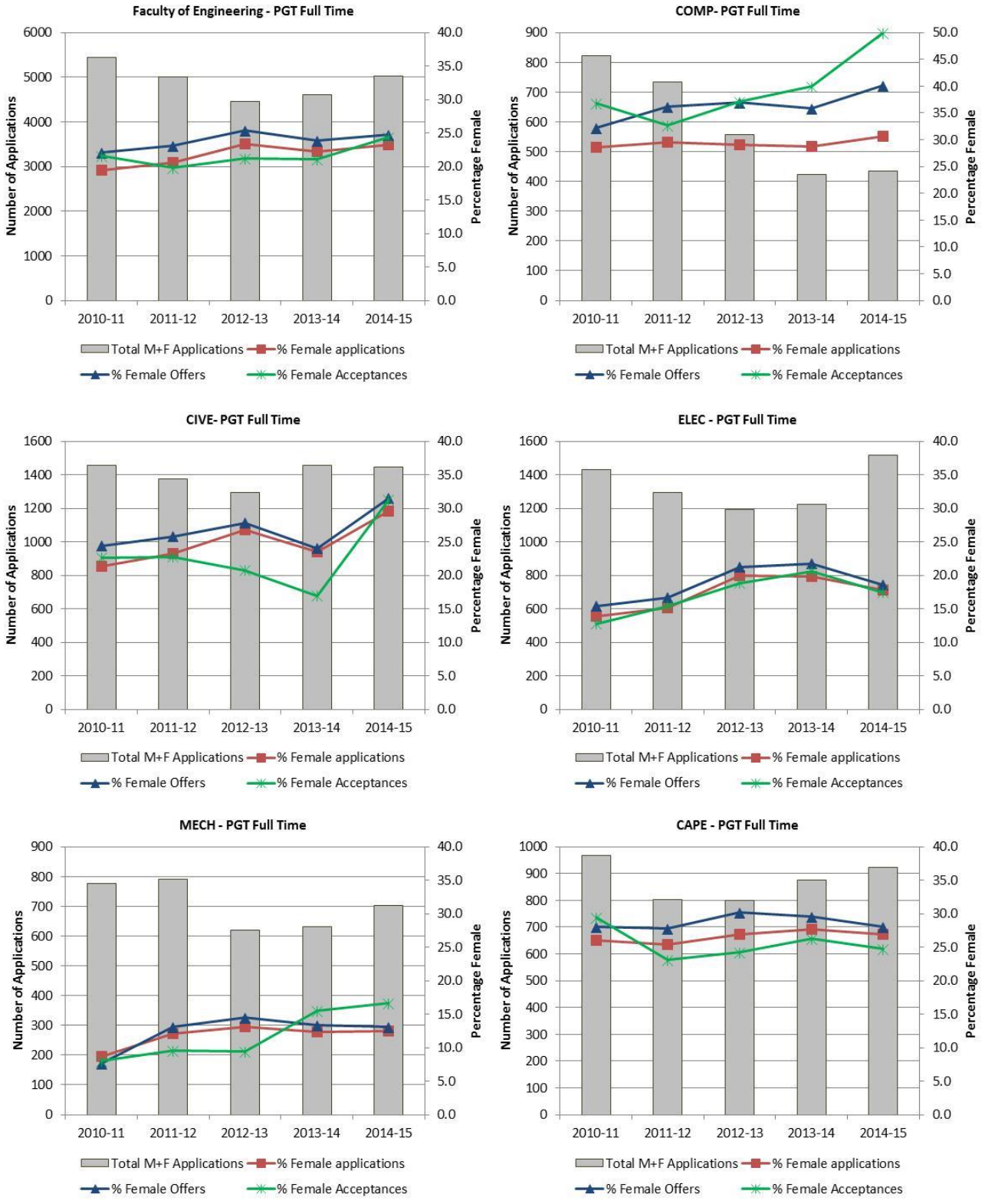


Figure 3.7. Female percentage postgraduate taught applications, offers and acceptances, plus total applicant numbers for FoE and five Schools.

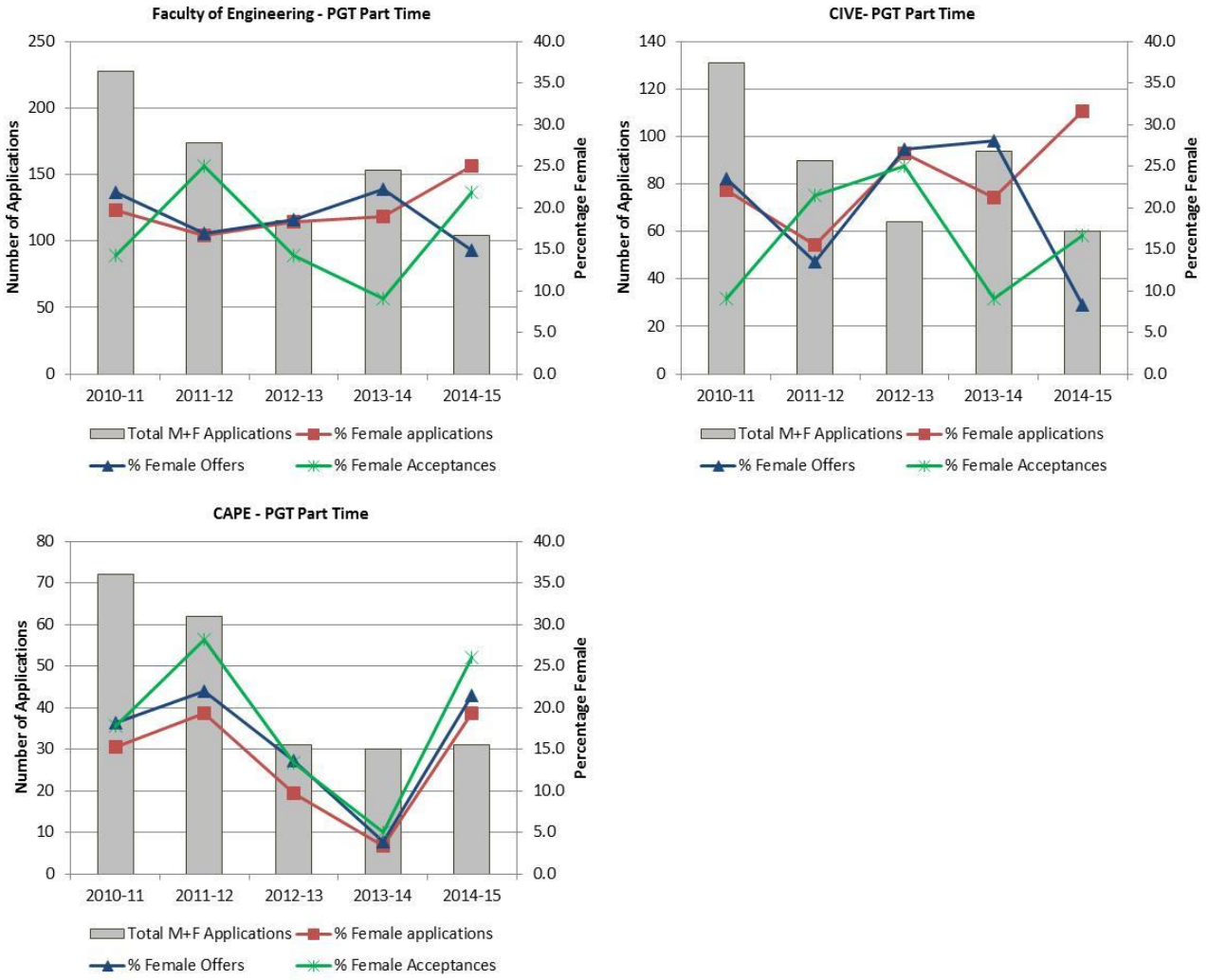


Figure 3.8. Female percentage part-time taught postgraduate applications, offers and acceptances, plus total applicant numbers for FoE and two Schools (CIVE and CAPE). ***Numbers for other Schools are two small for graphs to be meaningful.***

Table 3.8. Full time Postgraduate research applications, offers and acceptances.

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F
FoE	**App**	1782	20.8	1889	21.4	1830	19.2	1672	19.6	1847	23.9
	Off	604	23.0	779	22.0	698	19.5	706	21.4	693	23.7
	Acc	306	25.2	381	22.6	389	19.5	383	23.5	342	25.1
COMP	**App**	326	24.5	273	25.6	232	21.1	239	17.2	253	31.2
	Off	61	27.9	38	21.1	41	34.1	70	15.7	58	39.7
	Acc	25	32.0	23	21.7	21	23.8	33	12.1	40	37.5
CIVE	**App**	228	17.1	257	21.4	290	22.4	234	22.2	234	22.2
	Off	100	12.0	132	24.2	148	26.4	120	20.0	120	20.0
	Acc	60	15.0	53	28.3	80	28.8	57	29.8	57	29.8
ELEC	**App**	389	18.3	409	17.4	473	16.1	377	13.8	350	16.0
	Off	102	21.6	170	15.3	147	19.0	128	17.2	124	19.4
	Acc	48	20.8	73	15.1	81	17.3	71	15.5	50	16.0
MECH	**App**	373	21.7	368	22.3	298	17.1	362	21.0	381	26.5
	Off	185	25.4	176	25.6	109	12.8	164	17.7	128	18.8
	Acc	89	31.5	91	26.4	60	16.7	91	17.6	69	21.7
CAPE	**App**	466	21.2	582	21.8	537	20.5	460	23.3	629	24.5
	Off	156	26.3	263	22.8	253	16.2	224	29.0	263	26.2
	Acc	84	26.2	141	22.0	147	16.3	131	32.1	126	24.6

Table 3.9. Part time Postgraduate research applications, offers and acceptances.
Faculty level only as numbers by School are too small.

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F	No M+F	%F
FoE	**App**	54	24.1	68	20.6	47	14.9	45	20.0	39	20.5
	Off	12	33.3	26	26.9	17	5.9	12	16.7	10	30.0
	Acc	7	42.9	17	23.5	12	8.3	8	25.0	7	28.6

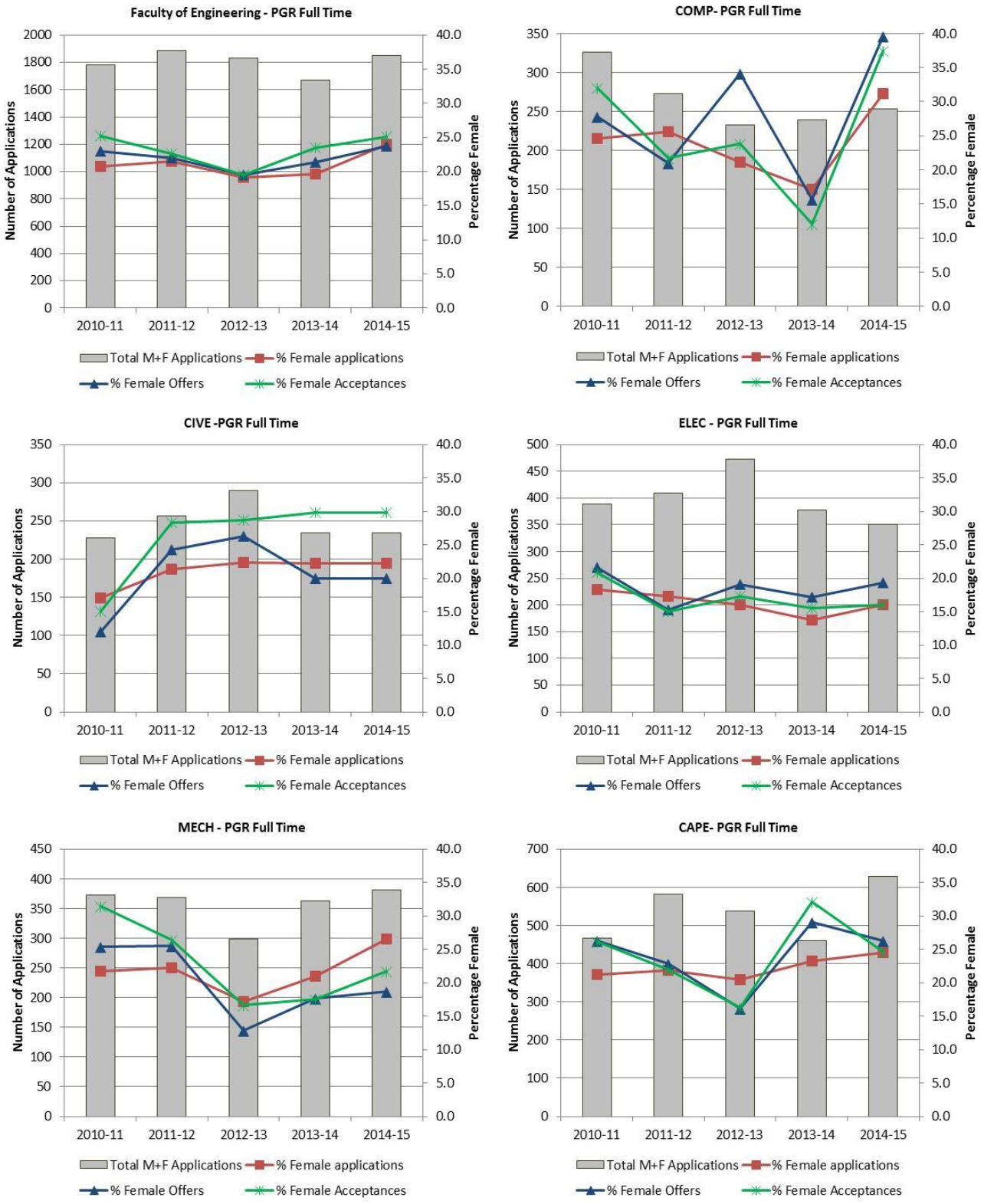


Figure 3.9. Female percentage postgraduate research applications, offers and acceptances, plus total applicant numbers for FoE and five Schools.

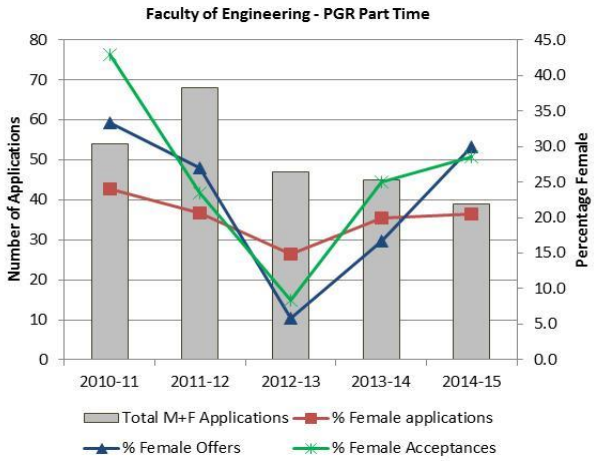


Figure 3.10. Female percentage part time postgraduate research applications, offers and acceptances, plus total applicant numbers for FoE.
Numbers for Schools are not graphed as too small to be statistically meaningful.

Undergraduate applications and acceptances are consistent over the past 5 years, and are above national benchmarks for all Schools except CAPE. CAPE applications have increased from 22% to 24% (**bronze action 2.2**, target 28% by 2016). Confirmed data for 2015-16 is not yet available, but indications are that this improvement has been maintained. The 2014-15 data suggests acceptances have dipped in ELEC and COMP; through our new action (3.6) to explore why students study engineering, we will examine why students accept a place at Leeds and will prioritise analysis in these Schools.

PGT data is consistent at Faculty level, with more fluctuation in Schools. COMP, CIVE and MECH all show good recruitment over the past 3 years, while ELEC and CAPE have flatter trends. PGR data shows an improvement, with an increase overall during the past three years. We are pleased with this as in our previous submission we were concerned over the falling proportion of female applications to 2012-13. There is fluctuation in Schools and both PGR and PGT numbers should be treated with some caution; many are overseas applicants who receive an academic offer, but never take places up. Sometimes this is because they accept offers elsewhere, but in the majority of cases it is because they are unable to obtain sponsorship. This significantly distorts the statistics (29% of PGR students are female) - hence a higher proportion of women accepting offers actually arrive in Leeds to study compared to men.

As highlighted, our actions to attract a diverse cohort of students include marketing material and outreach. For all programmes we ensure good gender balance at open days and interview days, and female admissions staff are present throughout the application process. We have included Women in Engineering information in all international advertising and presentations that representatives give during overseas visits (**bronze action 2.5**).

Our CDTs are very popular - for example *"Low Carbon Technologies"* and *"Tissue Engineering"* attracted ~150 applications for 10 places. The cohort based recruitment allows a more structured selection processes. Although quality is the overriding criteria, CDTs explicitly include gender balance as a consideration. We would like to transfer this successful approach into other areas of PGR recruitment.

Action 3.2: Establish *"Women in Engineering"* drop in sessions/stands on open days.

Action 3.9: Improve PhD recruitment best practice guidelines for the Faculty, especially for scholarship based schemes.

(vi) Degree classification by gender

Degree classifications are shown in Table 3.10/Figure 3.11 with national benchmarking in Table 3.11. Overall the performance of Leeds students is higher than national average and female performance is marginally higher than male. The biggest variations are seen in ELEC and COMP, but in both the number of women graduating is typically less than 20 so individual variation in performance will influence outcomes. We have looked systematically at COMP (overall outcome, year-on-year, project marks) and there is no evidence of consistent differences between male and female students.

Table 3.10. Leeds undergraduate degree classifications in FoE and five Schools.

		Female					Male				
		%1	%2.1	%2.2	%3/O	No.	%1	%2.1	%2.2	%3/O	No.
FoE	**2013-14**	37.2	40.5	19.8	2.5	121	31.7	44.7	19.7	3.9	463
	2012-13	31.0	42.2	24.1	2.6	116	29.0	44.8	18.8	7.3	504
	2013-12	34.6	44.1	18.1	3.1	127	28.9	44.5	20.9	5.7	508
	2010-11	25.5	50.0	17.0	7.5	106	24.3	48.5	21.0	6.2	452
	2009-10	27.0	51.3	13.9	7.8	115	25.1	45.1	22.2	7.6	446
COMP	**2013-14**	35.7	28.6	28.6	7.1	14	44.8	31.0	22.4	1.7	58
	2012-13	22.2	22.2	55.6	0.0	9	16.7	35.4	27.1	20.8	48
	2013-12	28.6	14.3	28.6	28.6	7	17.8	40.0	28.9	13.3	45
	2010-11	11.1	33.3	33.3	22.2	9	12.2	41.5	36.6	9.8	41
	2009-10	11.1	33.3	44.4	11.1	9	21.7	32.6	28.3	17.4	46
CIVE	**2013-14**	29.4	47.1	20.6	2.9	34	35.3	44.1	18.6	2.0	102
	2012-13	34.0	46.8	17.0	2.1	47	37.9	38.9	20.0	3.2	95
	2013-12	35.9	43.6	17.9	2.6	39	27.9	44.3	23.8	4.1	122
	2010-11	32.0	48.0	20.0	0.0	25	32.4	47.6	12.4	7.6	105
	2009-10	39.4	48.5	9.1	3.0	33	33.9	48.0	11.8	6.3	127
ELEC	**2013-14**	45.5	36.4	18.2	0.0	11	31.8	40.9	22.7	4.5	66
	2012-13	30.0	20.0	40.0	10.0	10	39.4	48.5	7.6	4.5	66
	2013-12	18.2	45.5	36.4	0.0	11	37.3	40.7	18.6	3.4	59
	2010-11	70.0	20.0	10.0	0.0	10	35.5	35.5	19.4	9.7	62
	2009-10	31.3	50.0	18.8	0.0	16	24.1	43.1	29.3	3.4	58
MECH	**2013-14**	28.6	42.9	25.0	3.6	28	31.5	49.2	13.1	6.2	130
	2012-13	42.1	36.8	15.8	5.3	19	29.9	41.5	21.8	6.8	147
	2013-12	42.1	50.0	7.9	0.0	38	31.5	43.4	20.3	4.9	143
	2010-11	10.5	78.9	10.5	0.0	19	15.9	59.3	20.7	4.1	145
	2009-10	17.2	65.5	6.9	10.3	29	18.4	51.8	22.8	7.0	114
CAPE	**2013-14**	50.0	38.2	11.8	0.0	34	21.5	49.5	25.2	3.7	107
	2012-13	22.6	51.6	25.8	0.0	31	21.6	53.4	17.6	7.4	148
	2013-12	31.3	43.8	21.9	3.1	32	27.3	48.9	17.3	6.5	139
	2010-11	20.9	48.8	16.3	14.0	43	26.3	44.4	25.3	4.0	99
	2009-10	25.0	46.4	14.3	14.3	28	23.8	40.6	27.7	7.9	101

Table 3.11. National undergraduate degree classifications in Engineering.

		Female					Male				
		%1	%2.1	%2.2	%3/O	No.	%2.1	%1	%2.2	%3/O	No.
FoE	**2012-13**	28.4	42.1	23.2	6.4	5110	25.8	39.5	25.9	8.7	27940
	2011-12	25.8	40.6	25.8	7.9	4815	24.4	38.8	27.4	9.3	26290
	2010-11	23.3	39.5	27.6	9.6	4620	22.2	38.3	28.7	10.8	24945
	2009-10	21.5	40.3	28.4	9.8	4440	20.4	38.2	29.5	12.0	24175
COMP	**2012-13**	23.4	41.1	27.1	8.3	2580	24.2	37.7	27.3	10.8	12280
	2011-12	21.5	39.6	28.5	10.4	2510	22.4	36.8	29.2	11.5	11840
	2010-11	18.0	38.2	31.3	12.5	2445	19.9	35.4	31.3	13.4	11270
	2009-10	16.8	38.7	31.7	12.8	2415	17.9	36.0	31.3	14.8	11025
CIVE	**2012-13**	30.6	44.4	20.8	4.2	720	25.0	42.7	25.6	6.7	3440
	2011-12	27.2	46.3	22.1	4.4	680	22.6	44.4	26.3	6.7	3345
	2010-11	24.0	44.8	25.6	5.6	625	20.7	44.6	27.4	7.3	3285
	2009-10	27.0	44.3	22.6	6.1	575	18.8	42.6	30.0	8.6	3135
ELEC	**2012-13**	31.5	42.7	20.3	5.6	715	28.1	36.3	26.1	9.5	4650
	2011-12	32.4	37.2	23.0	7.4	740	26.8	36.4	27.4	9.3	4395
	2010-11	32.3	35.3	24.1	8.3	665	24.8	35.7	28.3	11.2	4240
	2009-10	27.4	38.7	26.6	7.3	620	22.6	33.8	30.0	13.6	4000
MECH	**2012-13**	35.5	42.7	18.5	3.2	620	28.0	41.7	24.4	6.0	6350
	2011-12	31.1	43.4	22.6	2.8	530	26.8	41.1	25.1	7.0	5650
	2010-11	30.2	41.5	22.6	5.7	530	25.0	42.1	25.1	7.8	5210
	2009-10	25.7	40.6	27.7	5.9	505	24.2	43.1	25.3	7.4	5125
CAPE	**2012-13**	37.9	42.1	15.8	4.2	475	25.4	48.8	20.9	4.9	1220
	2011-12	31.0	39.4	23.9	5.6	355	30.2	42.0	22.2	5.7	1060
	2010-11	31.0	43.7	19.7	5.6	355	29.8	40.4	22.9	6.9	940
	2009-10	29.2	47.7	18.5	4.6	325	24.7	42.1	26.4	6.7	890

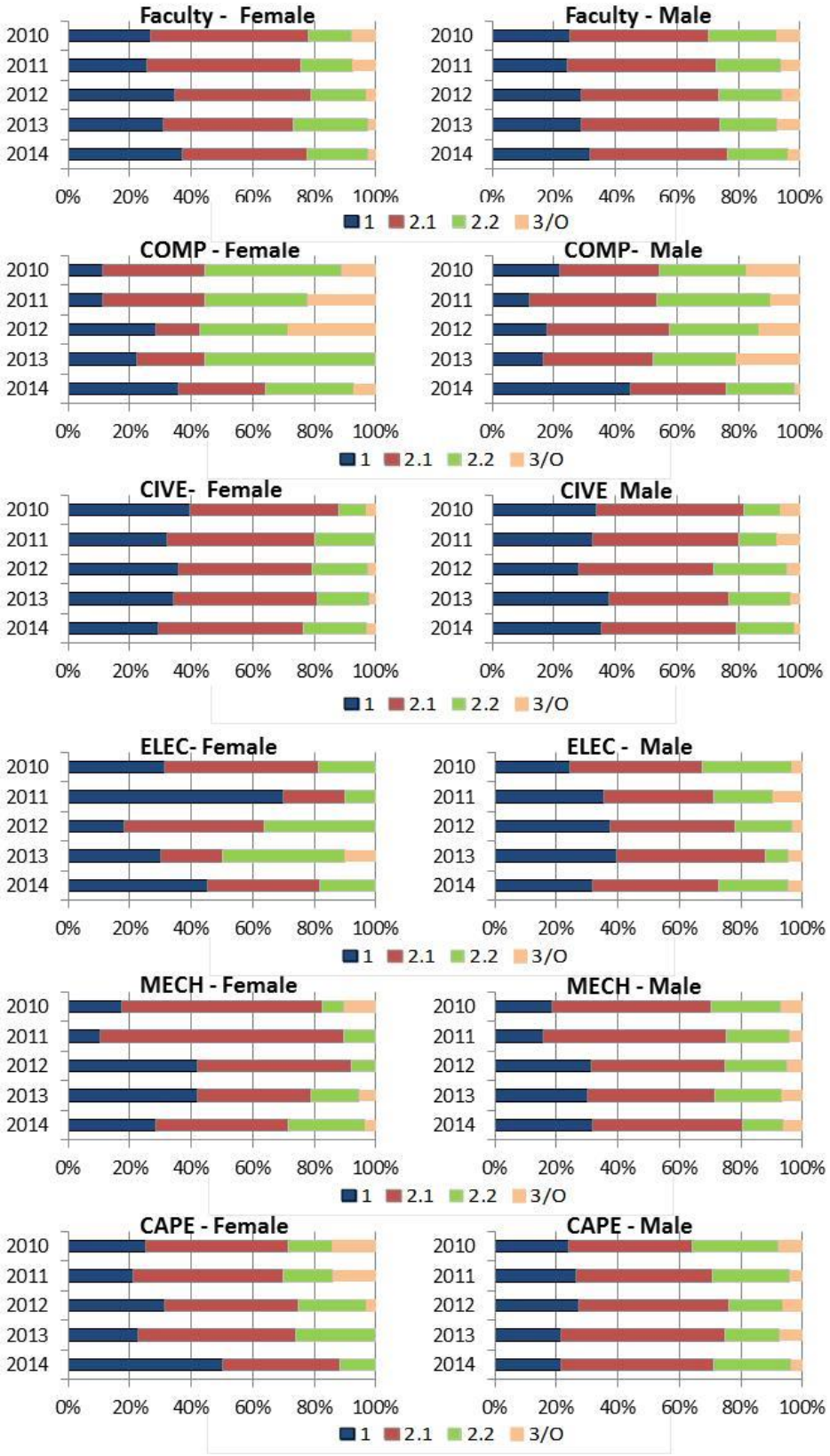


Figure 3.11. Leeds undergraduate degree classifications for female and male students by School.

3.3. Staff data

(vii) Female: male ratio of academic staff and research staff

Staff data (Figure/Table 3.12) shows some very good impacts but also one significant area of concern. We are successful at retaining and promoting female staff, with an increase in the number and proportion of Senior Lecturers/Associate Professors and a significant increase in female Professors from 5 (8%) in 2009 to 11 (16%) in 2015, well above the most recent national average of 9.5%. The overall proportion of academic staff has increased from below to in-line with national average, and there are further new recruits as detailed below.

Researcher numbers are our greatest concern. The overall proportion of all female staff in FoE has decreased from above the national average to marginally below, which is entirely due to a decline in researchers (**see section 4.3(a)(ii)**). Our analysis indicates this is due to a combination of factors: researcher numbers are influenced by grant funding cycles, for example in 2014-15 a large grant which employed a high percentage of female researchers ended; more of our PDRAs have progressed to jobs outside UoL (**section 3.3(viii));** and, a number of researchers have been internally recruited to academic posts.

Variations in Lecturer data reflect timing effects; the decline in 2012-13 is due to promotions and the 2014 increase due to recruitment. In 2014-15 UoL launched a high profile recruitment drive to appoint *University Academic Fellows* (UAFs) at an equivalent grade to lecturer. We worked to ensure these posts were attractive to female candidates through marketing and recruitment campaigns, and encouraged our own talented researchers to apply. This was successful with four female researchers promoted through this route (3 in post at census). In 2015 we recruited new female lecturers in MECH and ELEC. Since 1st August 2015 census a female lecturer has started in CIVE, two female UAFs have started in CAPE and MECH, a female lecturer will join COMP in April, and a female UAF starts in CIVE in Sept 2016.

There are two Schools where female representation is a particular challenge. In ELEC the number of female staff is low, however our actions have recently resulted in recruitment of a new lecturer. In CAPE the proportion of female staff is low compared to the national average, and as the largest School in FoE the small number of women is particularly noticeable. However, the appointment of a female HoS, and 2 female UAFs is a significant recent change.

Increasing the proportion of female staff in FoE is our highest priority in our new action plan, in particular targeting researchers, female representation in ELEC and CAPE, and continuing to grow female appointments at Lecturer/UAF level. As all appointments are based on merit, actions focus on identifying and removing barriers, increasing the number of applications, and career development of researchers to help them become competitive for advertised roles; these are outlined in sections below.

Table 3.12. Female staff in FoE and five Schools by category, 2010-2015 with National Benchmarks (to 2014).

School	Staff Category	2011			2012			2013			2014			2015		
		Leeds		*Nat*	Leeds		*Nat*	Leeds		*Nat*	Leeds		*Nat*	Leeds		*Nat*
		No.F	%F	*%F*	No. F	%F	*%F*	No. F	%F	*%F*	No. F	%F	*%F*	No. F	%F	*%F*
FoE	**Overall**	**62**	**20%**	***17%***	**66**	**20%**	***18%***	**62**	**18%**	***18%***	**61**	**17%**	***18%***	**55**	**16%**	-
	Academic grades	**23**	**15%**	***17%***	**22**	**13%**	***17%***	**24**	**14%**	***16%***	**24**	**14%**	***17%***	**29**	**16%**	-
	Researcher	39	24%	*20%*	44	26%	*21%*	38	21%	*22%*	37	21%	*21%*	26	16%	-
	Lecturer	7	29%	*23%*	5	16%	*21%*	3	9%	*20%*	2	5%	*21%*	4	11%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	3	38%	-
	S.Lec/A.Prof	9	13%	*16%*	8	13%	*17%*	12	18%	*17%*	12	19%	*17%*	11	17%	-
	Professor	7	11%	*8%*	9	13%	*9%*	9	12%	*9%*	10	15%	*9%*	11	16%	-
CIVE	Researcher	2	22%	*27%*	5	36%	*29%*	5	42%	*30%*	5	50%	*27%*	3	38%	-
	Lecturer	1	33%	*23%*	1	17%	*19%*	1	14%	*24%*	1	11%	*23%*	1	10%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	1	100%	-
	S.Lec/A.Prof	2	13%	*15%*	2	14%	*16%*	3	23%	*16%*	2	18%	*17%*	2	18%	-
	Professor	2	18%	*5%*	2	18%	*7%*	2	18%	*5%*	3	25%	*7%*	2	17%	-
COMP	Researcher	4	18%	*19%*	5	15%	*20%*	3	12%	*21%*	2	7%	*23%*	3	14%	-
	Lecturer	3	50%	*25%*	3	43%	*24%*	1	20%	*21%*	0	0%	*23%*	0	0%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	0	0%	-
	S.Lec/A.Prof	2	14%	*21%*	1	8%	*22%*	3	21%	*22%*	4	31%	*21%*	4	29%	-
	Professor	1	14%	*12%*	2	29%	*13%*	2	29%	*13%*	2	29%	*13%*	2	25%	-
ELEC	Researcher	2	10%	*15%*	3	14%	*16%*	3	12%	*17%*	3	11%	*16%*	0	0%	-
	Lecturer	1	25%	*20%*	0	0%	*18%*	0	0%	*17%*	0	0%	*19%*	1	20%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	0	0%	-
	S.Lec/A.Prof	1	11%	*12%*	2	20%	*11%*	2	20%	*11%*	2	20%	*11%*	2	18%	-
	Professor	0	0%	*6%*	0	0%	*6%*	0	0%	*6%*	0	0%	*6%*	0	0%	-
MECH	Researcher	18	32%	*21%*	16	35%	*20%*	17	30%	*22%*	14	23%	*19%*	10	19%	-
	Lecturer	2	40%	*17%*	1	17%	*15%*	1	25%	*15%*	1	20%	*18%*	2	33%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	1	100%	-
	S.Lec/A.Prof	3	19%	*13%*	2	13%	*13%*	3	20%	*13%*	3	20%	*13%*	2	13%	-
	Professor	2	15%	*5%*	3	21%	*5%*	3	20%	*6%*	3	27%	*7%*	4	33%	-
CAPE	Researcher	13	25%	*31%*	15	28%	*32%*	10	17%	*34%*	13	24%	*33%*	10	20%	-
	Lecturer	0	0%	*33%*	0	0%	*33%*	0	0%	*36%*	0	0%	*24%*	0	0%	-
	UAF/URF	-	-	-	-	-	-	-	-	-	-	-	-	1	100%	-
	S.Lec/A.Prof	1	8%	*19%*	1	8%	*20%*	1	8%	*20%*	1	7%	*21%*	1	7%	-
	Professor	2	9%	*14%*	2	8%	*15%*	2	7%	*14%*	2	8%	*16%*	3	11%	-

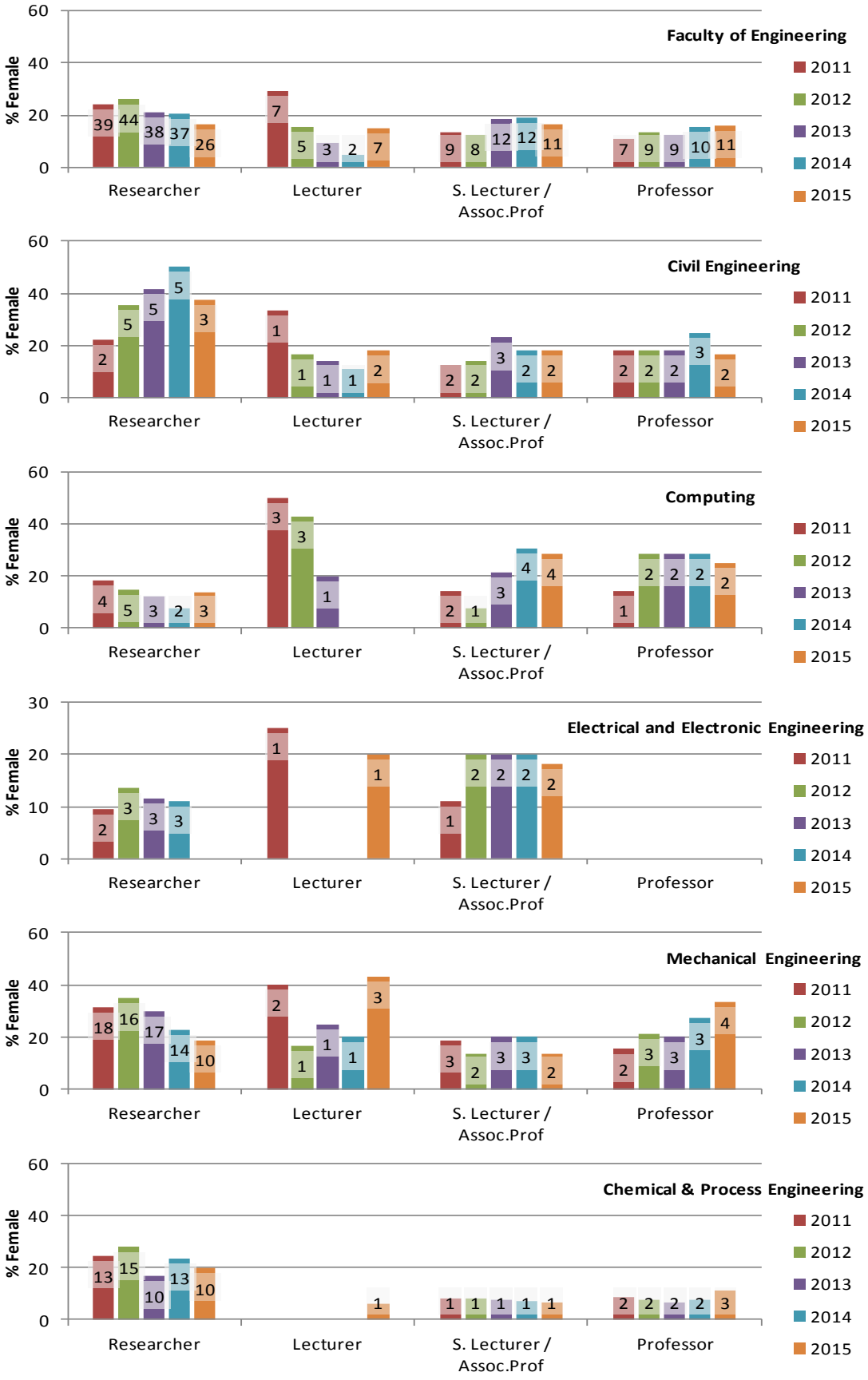


Figure 3.12. Proportion of female staff by category, in FoE and each School. Numbers on bars represent absolute numbers of female staff, UAF are included with lecturer for 2015.

(viii) Turnover by grade and gender

Table 3.13. Turnover by grade and gender in FoE.

Note: Turnover is given as a proportion of leavers relative to the total staff in each category.
Percentages show proportion of female and male staff leavers respectively.

Voluntary	Number		Percentage	
2010	F	M	F	M
Researcher	1	10	4%	12%
Lecturer	0	1	0%	7%
S. Lec/Assoc. Prof	0	1	0%	2%
Professor	0	0	0%	0%

Voluntary	Number		Percentage	
2011	F	M	F	M
Researcher	7	10	18%	8%
Lecturer	0	1	0%	5%
S. Lec/Assoc. Prof	0	0	0%	0%
Professor	0	2	0%	4%

Voluntary	Number		Percentage	
2012	F	M	F	M
Researcher	3	11	7%	9%
Lecturer	0	0	0%	0%
S. Lec/Assoc. Prof	0	3	0%	5%
Professor	0	0	0%	0%

Voluntary	Number		Percentage	
2013	F	M	F	M
Researcher	3	11	8%	8%
Lecturer	0	1	0%	3%
S. Lec/Assoc. Prof	0	3	0%	6%
Professor	0	0	0%	0%

Voluntary	Number		Percentage	
2014	F	M	F	M
Researcher	5	18	14%	13%
Lecturer	0	1	0%	3%
S. Lec/Assoc. Prof	0	3	0%	6%
Professor	0	7	0%	13%

Non-voluntary	Number		Percentage	
2014	F	M	F	M
Researcher	7	34	19%	24%
Lecturer	0	1	0%	3%
S. Lec/Assoc. Prof	0	0	0%	0%
Professor	0	2	0%	4%

Voluntary	Number		Percentage	
2015	F	M	F	M
Researcher	5	16	19%	12%
Lecturer	0	1	0%	3%
S. Lec/Assoc. Prof	0	3	0%	5%
Professor	1	2	9%	4%

Non-voluntary	Number		Percentage	
2015	F	M	F	M
Researcher	7	35	27%	26%
Lecturer	0	0	0%	0%
S. Lec/Assoc. Prof	0	0	0%	0%
Professor	0	1	0%	2%

Turnover (Table 3.13) data 2010-2013 shows only voluntary resignations, while 2014/2015 data also includes non-voluntary, which is predominately the end of fixed term contracts (including some professors on fixed term contracts following retirement). This gives a clearer picture of the total number of leavers, but with only two years of data is hard to draw conclusions.

There is an increase in academic staff leavers (male) over the past two years, primarily attributable to an academic team transferring to another HEI under TUPE arrangements in 2014. The turnover of female academic staff is very low, with only one leaver over a six year period. We believe this low female academic turnover evidences our culture and support for developing and promoting staff.

Turnover is highest amongst researchers, which is mostly attributable to the nature and funding of the roles. There is no significant difference between the proportion of male and female researcher leavers, although there does appear to be an increase in voluntary leavers for both genders in the

past two years. We think this may be partially due to our successful Career Architect Programme which supports PDRAs in proactively seeking job opportunities (**see section 4.1(b)(ii)**).

All leavers are invited to complete an "exit" questionnaire, and responses have significantly increased following introduction of an email reminder with an embedded link. Over the past 4 months 24 of 46 leavers responded (47% female, 53% male). The majority were staff on fixed term research contracts, and analysis shows no issues with processes or management or any gender issues. Within the survey, "*Promotion of fair employment and equality practices"* was well regarded, with 72% rating as good and a further 19% rating practices to be fair.

4. Supporting and advancing women's careers

[5000 + 393 of extra allowed words, excluding figures, tables, captions and actions]

4.1 Key career transition points

(a) Data

(i) Job application and success rates by gender and grade

Table 4.1. Job application success rate by gender in FoE.

	2012 (Jan-Dec)				2013 (Jan-Dec)				2014*[1] (Jan-Dec)				2015 (Jan-Aug)		
	F	M	U*[2]	%F	F	M	U	%F	F	M	U	%F	F	M	%F
Researcher (grade 6,7,8)															
Applications	209	757	91	19.8	133	745	108	13.5	137	537	65	20.3	47	251	15.8
Interviewed	42	113	7	25.9	20	91	6	17.1	16	62	3	20.5	15	80	15.8
Appointed	13	47	10	18.6	10	47	3	16.7	7	35	7	16.7	3	27	10.0
Academic (grade 7,8,9)															
Applications	31	263	36	9.4	24	163	28	11.2	81	365	15	18.2	31	186	14.3
Interviewed	0	7	0	0.0	1	14	1	6.3	14	49	0	22.2	5	25	16.7
Appointed	0	9	0	0.0	1	6	0	14.3	5	10	0	33.3	2	8	20.0
Professor (grade 10)															
Applications	7	87	0	2.4	3	72	0	4.0	0	13	0	0.0	2	13	13.3
Interviewed	0	14	0	0.0	0	20	0	0.0	0	6	0	0.0	1	1	50.0
Appointed	0	2	0	0.0	0	6	0	0.0	0	2	0	0.0	1	0	100

*[1]2014 academic (grd 7,8,9) data includes UAF.

*[2]U = unknown, gender not recorded within the recruitment software.

Recruitment data (Table 4.1) is presented at Faculty level as the numbers by School are small. For Researchers, the proportion of women interviewed is the same or higher than the percentage of applications, and the proportion appointed is in line with applications. For academic appointments (grades 7-9), in the past three years the proportion of women appointed has exceeded applications, although numbers are still small. At Professorial level the proportion of female applicants is very small.

The 2014 academic data includes the first round of UAF scheme recruitment, which has had a notable impact on applications, interviews and offers to women. Table 4.2 shows UAF data by School, with five female (out of 11) appointments (not all in post yet). Of these three male and four female were already PDRAs in FoE. We are currently recruiting a second UAF round and expect a third cohort in 2016-17.

Table 4.2 Recruitment to the UAF scheme by gender and School.

All applicants					
School	**Female**	**Male**	**Unknown**	**Total**	**% Female**
CAPE	27	92	2	121	22.3
CIVE	20	61	0	81	24.7
COMP	10	51	1	62	16.1
ELEC	4	43	0	47	8.5
MECH	7	53	0	60	11.7
FoE Total	**68**	**300**	**3**	**371**	**18.3**
Shortlisted candidates					
School	**Female**	**Male**	**Unknown**	**Total**	
CAPE	5	13	0	18	27.8
CIVE	7	8	0	15	46.7
COMP	0	8	0	8	0.0
ELEC	0	6	0	6	0.0
MECH	2	10	0	11	9.1
FoE Total	**14**	**45**	**0**	**59**	**23.7**
Appointed candidates					
School	**Female**	**Male**	**Unknown**	**Total**	
CAPE	2	0	0	2	100.0
CIVE	2	0	0	2	100.0
COMP	0	2	0	2	0.0
ELEC	0	1	0	1	0.0
MECH	1	3	0	4	25.0
FoE Total	**5**	**6**	**0**	**11**	**45.5**

Despite good recent successes, recruitment of female research and academic staff remains a challenge. The most significant aspect is the proportion of applications, which are consistently lower than we desire for all grades. A number of actions are planned to revise our recruitment processes to minimise any barriers to female applications, shortlisting or a job offer. These are discussed in **section 4.1(b)(i)**. To facilitate this we will build on analysis started during our bronze action plan (**bronze action 4.1**) using the new e-recruitment system, "Stonefish" (August 2014 onwards). This has allowed analysis of where applicants find out about jobs (**see section 4.1(b)(i)**) and improved data accuracy (we have no "unknown" gender in 2015).

(ii) Applications for promotion and success rates by gender and grade

Promotions data (Table 4.3) is shown at Faculty level. As expected, smaller absolute numbers of women applied for promotion and there is more variation. However, the proportion of female applicants is generally higher than the proportion of female staff (37.5% of applications in 2013-14 compared to 17% female staff). This is reflected in the increase in female Senior Lecturer/Associate Professors (grade 9) and Professors (grade 10) in Figure 3.12.

Table 4.3. Promotion applications and success rates in FoE.

2014/15									
Grade (to)	Applied		Successful		Unsuccessful		% female apps	% success rate	
	Male	Female	Male	Female	Male	Female		Male	Female
Grade 8	2	1	2	0	0	1	33.3	100	0
Grade 9	5	0	4	0	1	0	0.0	80	n/a
Grade 10	5	1	4	1	1	0	16.7	80	100
Total	12	2	10	1	2	1	14.3	86	50
2013/14									
Grade (to)	Applied		Successful		Unsuccessful		% female apps	% success rate	
	Male	Female	Male	Female	Male	Female		Male	Female
Grade 8	4	3	4	2	0	1	42.9	100	67
Grade 9	3	1	2	1	1	0	25.0	67	100
Grade 10	3	2	2	2	1	0	40.0	67	100
Total	10	6	8	5	2	1	37.5	80	83
2012/13									
Grade (to)	Applied		Successful		Unsuccessful		% female apps	% success rate	
	Male	Female	Male	Female	Male	Female		Male	Female
Grade 8	0	0	0	0	0	0	0.0	n/a	n/a
Grade 9	4	1	2	1	2	0	20.0	50	100
Grade 10	1	0	1	0	0	0	0.0	100	n/a
Total	5	1	3	1	2	0	16.7	60	100
2011/12									
Grade (to)	Applied		Successful		Unsuccessful		% female apps	% success rate	
	Male	Female	Male	Female	Male	Female		Male	Female
Grade 8	2	0	2	0	0	0	0.0	100	n/a
Grade 9	2	1	0	1	2	0	33.3	0	100
Grade 10	3	2	2	2	1	0	40.0	67	100
Total	7	3	4	3	3	0	30.0	57	100
2010/11									
Grade (to)	Applied		Successful		Unsuccessful		% female apps	% success rate	
	Male	Female	Male	Female	Male	Female		Male	Female
Grade 8	0	0	0	0	0	0	n/a	n/a	n/a
Grade 9	4	3	4	2	0	1	42.9	100	67
Grade 10	2	0	2	0	0	0	0.0	100	n/a
Total	6	3	6	2	0	1	33.3	100	67

The majority of applications for promotion were successful, and success rates are comparable between genders, suggesting advice and support as well as evaluation of applications is unbiased. Data from 2014-15 appears to show a drop in female applications - it is thought this is a consequence of the higher than expected applications in previous years; with a small number of female staff in the Faculty it is likely that the pool who are eligible for promotion is relatively small at the moment.

We have mechanisms in place to discuss, encourage and support individuals to apply for promotion and have a clearly defined and agreed promotions process and criteria (**see section 4.2**). Additional support to women has been provided via the WiSET Network (**section 4.1(b)(ii)**). As numbers of male and female applications are small, any analysis should be done cautiously. However, male applications for promotion appear below the level expected compared to the proportion of male

staff, so future plans aim to ensure that we are supporting men and women equally in career progression (**see section 4.2**).

(b) Issues, actions and future plans

(i) Recruitment of staff

FoE applies the University's Recruitment and Selection policy, with the aim of ensuring, through consistent procedures and fair criteria, that the best person is appointed to a vacancy. E&I principles are integral to recruitment practice, aiming that all applicants are treated fairly and transparently at every stage of the process.

Our data doesn't indicate any likely bias in our shortlisting and interview processes. We have introduced more rigorous mechanisms to ensure appointing panel members have undertaken E&I training. Interview panel chairs are required to complete online or face-to-face E&I training. All staff are encouraged to complete the online E&I training, and 2014 we made it a mandatory requirement for completing probation for new academic staff. HR representation is provided on panels for academic staff and it is University and Faculty policy to have at least one representative of each gender on all interview panels, although we plan to increase this to be more reflective of the diversity in the Faculty.

The wording of advertisements is checked for gender impartiality, and we explicitly refer to Athena SWAN, E&I and family-friendly policies. We have reviewed where we advertise, however posting adverts via the WISE website (**bronze action 4.3b**) was unsuccessful, because no applicants became aware of vacancies via WISE (Figure 4.1). This agrees with Kandola and Fullerton (1998)[2], who indicate targeting adverts towards an underrepresented group is rarely successful - it is better to determine what fails to appeal to potential applications. We also noted only 10% of academic (7% researcher) applicants became aware of vacancies by word of mouth, suggesting that our **bronze action 3.1** to "*actively approach women ….*" has not been effective.

Many staff join FoE because we are supportive of personal circumstances, however in a number of cases applicants rejected an offer, because of good counter offers from their current institution and/or the challenge of a partner moving to Leeds. In all cases the HoS/Dean proactively engaged with the candidate to discuss terms and conditions, and in the case of a partner explored whether there could be a suitable opening. We have dealt well with these cases, but do not currently have a clear picture on how many people decline roles and why.

Recruitment forms the highest priority in our action plan and we plan to focus on how we search for, attract, and interact with applicants.

[2] Kandola, R. and Fullerton, J. (1998) Diversity in Action: Managing the Mosaic. 2nd ed. London: Chartered Institute of Personnel and Development.

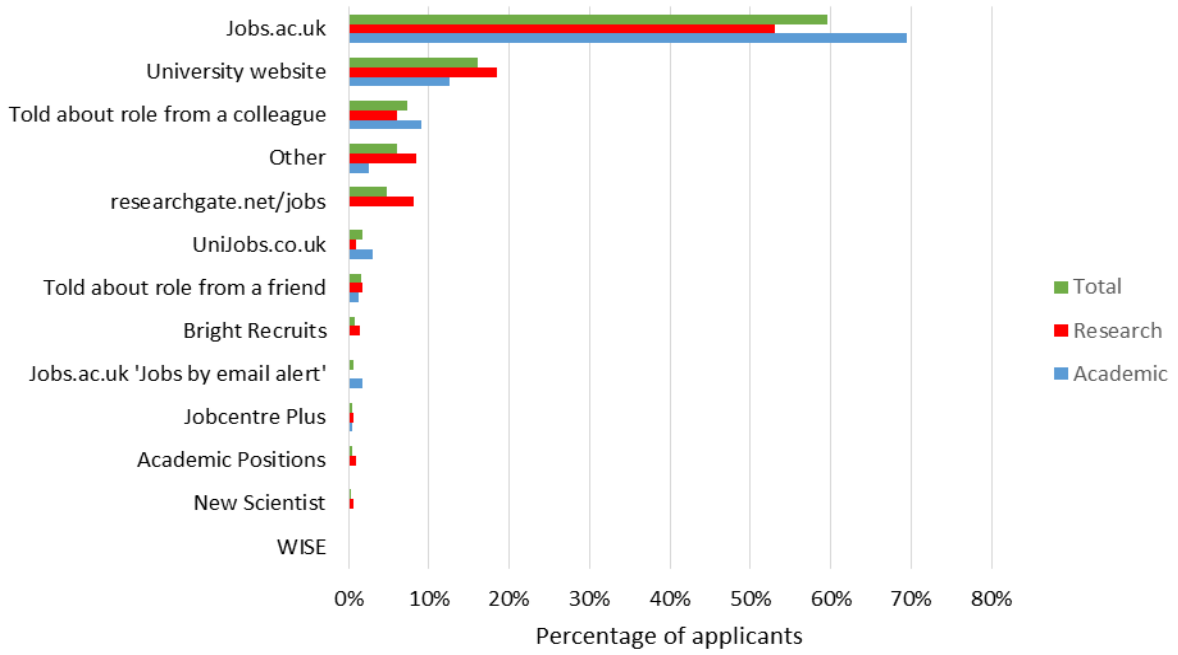


Figure 4.1. How applicants became aware of vacancies in FoE 1st Jan-31st July 2015.

Action 1.1: Use the experience of recently appointed female staff to revise wording of job descriptions and create template documents to minimise unintentionally gender biased adverts.

Action 1.2: Develop new committee based search processes for academic jobs at grades 8,9 and 10.

Action 1.3: Establish best practice guidance for using external recruiters to assist with searches for the most senior roles.

Action 1.4: Develop specific strategies to attract female applicants to sub-disciplines which have very low numbers of applicants.

Action 1.6: Update the format of applicant interview days to ensure that we are consistently presenting a welcoming and inclusive environment.

Action 1.7: Ensure all staff who are named contacts on job adverts have undergone E&I training and understand the requirement of their role in recruiting.

Action 1.8: Review all job shortlists and ensure that any roles where all those shortlisted are from a single gender are confirmed by HoS (or Dean for Faculty/Chair posts).

Action 1.9: Increase female representation on interview panels.

Action 1.10: Record and report the proportion of roles that are offered to both male and female candidates and accepted or declined.

Action 1.11: Develop guidance for Chairs of interview panels on packages to be offered.

(ii) Support for staff at key career transition points

Tailored personal development support via probation and then ongoing via SRDS and Annual Academic Meetings, is provided for all staff (**see section 4.2**).

The Women in Science Engineering and Technology (WiSET) network was established in 2010 following focus groups in FoE. It has been tremendously successful and now supports all female PGR students and staff across the University, with greatest engagement at early career. The current Chair, several committee members and event speakers (PGR to Professors) are from FoE. WiSET runs monthly sessions covering topics such as *"Mindfulness", "Managing parental leave", "How to get promoted"* as well as talks from women in senior leadership roles and an Annual Women's Conference first launched in 2015. Average attendance at events in 2014-15 was 44, with 21% from FoE.

The University 'Springboard' programme, is a positive action development programme for female staff at all levels. It is of particular value to postdoctoral staff at an early stage in their career. Over 2013-2015, 15 staff from FoE participated in the programme and three staff acted as role models.

Staff at all career stages applying for Fellowships are supported through a tailored programme run by the Research and Innovation Service. Over the past three years 50% (4/8) of successful fellowship applications have been from women (Table 4.4). Successful male and female applicants act as mentors on the programme.

Table 4.4. Fellowship applications and success rates by men and women in FoE.
Note applications are total numbers – some people applied more than once.

	M	F	%F
Number of Applications	53	13	19.7%
Number of Successes	4	4	50%
Success rate	7.5%	30.1%	-

Postgraduate Student to PDRA: PhD students benefit from a range of training opportunities provided by Staff and Departmental Development Unit (SDDU), plus bespoke FoE courses (e.g. 'Effective networking and interpersonal skills'). Placement opportunities within other academic groups allow students to gain more exposure to research careers; CDTs have allowed more students to benefit from this. A recent "*Ada Lovelace Day*" event for female PGR and PDRAs was very well received. Further activities are planned to highlight opportunities and enable women to have open discussion with senior role models.

PDRA to Academic: We recognise this is one of the most significant transition stages and have introduced several recent initiatives. SRDS reviewers/line managers and HoS/DORIs identify talented PDRAs and encourage Fellowship applications. To develop academic skills and enhance their track record, PDRAs are encouraged to contribute to grant writing, PhD student supervision and teaching.

In 2009 we launched the PACE Mentoring Scheme to provide personalised and confidential career and professional development support. This has successfully supported male and female staff, with recent feedback from female participants including:

"This programme has been the best I have ever been involved in so far at the University of Leeds."

"I have successfully achieved my IMechE Chartered Engineer status with the support of my mentor."

The benefits of this scheme were such that a campus-wide mentoring scheme for all career stages (Figure 4.2) is being rolled out over the 2015-16 academic year.

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.

The Staff and Departmental Development Unit (SDDU) has been encouraging colleagues to become mentors or mentees. The search for participants is ongoing and all staff are invited to take part.

Professor Catherine Noakes (School of Civil Engineering) has been a mentor to early career researchers. She says: "I've found the experience of mentoring enjoyable and rewarding. The process allows you to get to know a person and understand their aspirations in their career, as well as how this fits with other aspects of their life.

"As a mentor I try to encourage mentees to find their own solutions, but I have found that I can help with demystifying some of the processes in the University and, at times, challenging preconceived ideas about what they can or can't do. It is particularly rewarding when you see a mentee step beyond their comfort zone and achieve something much more than they had set out to do. I have also found that being a mentor has helped my own personal and professional development. I have learned to listen to others better, and I have gained a huge insight into the different challenges, barriers and opportunities that shape academic career development."

The experience is especially beneficial for mentees, as Dr Miller Alonso Camargo-Valero (School of Civil Engineering) – who is now a mentor – explains: "The mentoring programme gave me the opportunity to be in control of my professional career and set clear and achievable goals. As a mentee, I was able to freely discuss my career aspirations with a senior academic, who was independent from my postdoctoral post and duties. I benefited from advice and guidance from my mentor, who was very generous about sharing previous experiences and the way in which both success and failure help you shape your future achievements. The programme helped me rapidly progress in my academic career, to become an independent researcher working as a lecturer, and to mentor PhD students in my role as postgraduate tutor."

Professor Catherine Noakes and Dr Miller Alonso Camargo-Valero

Colleagues interested in acting as a mentor should be:

- experienced professionals prepared to share their career journey to help and support the professional and career development of others
- passionate about their own and others' learning and development
- willing to attend a half-day mentoring development session
- able to offer 90 minutes per month to a mentee.

Email Sarah Farrell (SDDU) at s.farrell@leeds.ac.uk for details about becoming a mentor or mentee.

Mentoring local communities

The Sustainability Service has launched a new Community Mentoring Scheme offering University staff the opportunity to mentor and support community organisations across the city. The scheme gives staff the professional development benefits of a mentoring scheme while utilising their knowledge and expertise for the benefit of local communities. It matches academic, professional or support staff mentors with a local organisation seeking support with a specific area of work, such as writing a funding bid or developing a marketing campaign. The scheme is open to all staff members and it's anticipated that the support requested will be as diverse as the knowledge and skills of staff. The Sustainability Service has a strategic commitment to ensure that the University is a positive partner in society and our knowledge is used to support local organisations. For more information visit sustainability.leeds.ac.uk/

Figure 4.2. University "*Reporter*" Article promoting the new mentoring scheme featuring case studies from staff in FoE.

Recognising that many PDRAs leave academia, in 2013 FoE launched a bespoke transitions scheme *"Careers Architect Programme"*. PDRAs receive small group and one-to-one coaching to develop and refine career goals and prepare for employability. This programme has been very successful (**bronze action 4.5**) and has been extended across the University. A modified version has also been piloted with final year CDT PhD students in 2015, receiving positive feedback successful in helping student secure employment following graduation.

Academic to Senior Academic/Leadership. HoS are encouraged to nominate staff for the University *"Tomorrow's Leaders"* Development Programme, for aspiring academic and professional leaders.

Over the past five years, 31.5% of FoE participants were female. We are also supporting future female leaders through the Leadership Foundation for Higher Education Aurora programme; it is expected this programme may be offered to UAFs. UoL is currently developing a new leadership strategy and has also recently established a "*Women's Leadership Forum*" for women in senior leadership roles.

Action 1.12: Actively encourage PDRAs to seek a mentor through the new University wide mentoring scheme.

Action 1.13: Allow male and female PDRAs (and PhD students) to sit on interview panels for academic and research posts, and encourage their attendance at presentations by prospective candidates.

Action 1.14: Arrange an annual "candid Q&A" meeting for female researchers in the Faculty with established female academics.

Action 1.17: Run an annual "developing a research career" workshop for both male and female PhD students and PDRAs.

Action 2.7: Develop a new inclusive strategy for Leadership and Management (L&M) development within FoE, providing development opportunities for all academic career stages and targeted opportunities for female staff where required.

Action 2.10: Establish Postdoctoral/PGR research forums within all Schools in FoE.

4.2. Career development

(i) Promotion and career development

All staff are encouraged to discuss performance and career aspirations at their annual SRDS meeting. Objectives and targets for the forthcoming year are identified and training and development needs to support this are planned. SRDS reviewers are trained in the scheme and in the University's promotions procedures/criteria, allowing the reviewer to advise and, where necessary, encourage promotions. Academic staff also have an Annual Academic Meeting (AAM) with the HoS, DORI and DSE where they discuss current duties and workload. For men and women this has identified where people are overloaded and need support or where people could take on additional tasks. The AAM provides senior leadership in each School with an important overview of all staff, and is an effective way of picking up issues or identifying where people may be overlooked. It has enabled greater recognition of pastoral roles such as undergraduate year tutor and outreach activities, and for these to be reflected in workloads. While these processes largely work well for academic staff, we don't feel they are as effective for research staff and we plan to look at how we provide guidance to line managers as well as better mentoring opportunities.

The University promotions were revised in 2009/10 resulting in clearer assessment criteria, focus on quality over quantity, opening up more routes to promotion, and allowing applications at any time rather than an annual round. Faculty benchmark examples were provided; feedback mechanisms introduced; and, promotions panels all have good gender balance. This clarity and transparency were welcomed, however the criteria were revised again in summer 2015, to

streamline the process, ensure equal opportunities for staff who are teaching-focused and to remove any unintended bias in wording.

A less tangible but important element for women is support and encouragement from colleagues and senior management. Promotion is a regular topic for WiSET network meetings; a 2015 session included two speakers from Engineering who gave a personal account of their experience. This had very good feedback, with participants indicating that personal insights helped demystify the process and clarify what the promotions panel were looking for. We will support more such events.

Action 2.1: Update FoE promotions benchmarks following the introduction of the new UoL promotions criteria in 2015-16.

Action 2.2: Run an FoE specific workshop to introduce the new promotions criteria, followed by an annual *"Demystifying Promotions"* workshop to support staff in the process.

Action 2.3: Ensure all SRDS reviewers in Schools are briefed on the updated promotions criteria to enable them to provide clear and accurate guidance to colleagues they line manage.

Action 2.4: Review the impact of the updated promotions criteria to establish if they are more or less likely to lead to successful promotion and whether they make the process more straightforward.

(ii) Induction and training for new staff

Induction begins pre-employment to help the individual feel welcome before they actually join us. For example, Researchers are assigned a mentor in advance, assistance with grant/Fellowship applications is given and help with regards relocation (e.g. finding Schools, housing) is offered.

New members of staff are allocated a senior colleague who ensures they are inducted into their School by introducing them to key people, procedures and systems. New staff are invited to "coffee with the Dean" where they meet key Faculty and other new staff. They receive an e-induction handbook with a guide to working at the University and FoE, including strategy, training and development, benefits such as childcare and nursery provision, staff support and H&S. New researchers also receive information relating to training, development and mentoring opportunities specifically targeted at them.

Earlier career appointments are normally made with a probationary period, to provide specific personal development for the individual. A Probationary Adviser is allocated to guide on expectations of the role, agree objectives and advise on training and development to ensure objectives can be achieved. Once probation has been completed further development, guidance and mentoring is through the SRDS process, as detailed in **section 4.2(i)** above.

The University introduced a new tailored probation plan for our UAF Scheme in Autumn 2015; we will review the programme from September 2016 to establish whether we can adopt key principles for other academic appointments.

We have worked on improving induction and training for new staff, by providing managers with support and guidance and introducing monitoring procedures. This has resulted in a change in culture, whereby managers generally recognise probation as a career development tool. However there are inconsistencies and we plan to give better guidance through benchmark examples to support new appointees and managers.

Action 2.8: Develop best practice guidance and templates for line managers to support development of probation plans/PDPs for PDRAs and new lecturer appointments.

Action 2.9: Review the mentoring and development programme for UAFs and adopt the best practices to support career development of all other academic and academic related staff.

(iii) Support for female students

For taught students FoE has implemented the "*Learning and Teaching Partnership"*, which sets out expectations for staff and students. This promotes academic development (supported by a network of specialist staff, services, facilities and resources), supports students' academic and personal development through personal tutoring and supports the development of skills. A key aspect is *"Leeds for Life*", which assists students in maximising benefits from their University experience including community opportunities such as volunteering and building a *"Living CV"* to articulate skills and attributes gained.

We have established a dedicated employability hub, supporting all taught students with career development, including work placements and internships and a new "year in industry" variant of our UG degrees. Male and female students have both benefited from these schemes, and case studies from female placement students feature on our website.

In 2015 we supported the formation of a Women's Engineering Society, aligned to the national WES and launched on National Women in Engineering Day 2015. It aims to enable networking within FoE and with successful women in the Engineering sector, through events and workshops, involving peers, established engineers and industry professionals.

The University's Graduate Training and Support Centre (part of SDDU) supports the development of PGR research skills and careers, via a large programme of workshops and courses. All PGR students formulate a PDP with the support and monitoring of their supervisor, and use this to guide training. CDT students receive further transferable skills training, and mentoring has been established within several CDT programmes so new students are mentored by those in years 2-4. In COMP we have also recently established a successful PGR forum to provide support and feedback. We would like to open up these opportunities to other PGR students. Informal networking and mentoring are further supported via the WiSET network, and FoE PGR students are represented on the committee and speaker panel.

A wide range of School events also promote networking and inclusivity, and in many cases enable students to interact with industry contacts. For example, Medical and Biological Engineering host regular evening events, bringing together students from UG to PhD with staff and hospital/industry contacts.

Action 1.15: Identify PhD students who wish to pursue an academic career, and provide targeted support to both female and male students.

Action 2.11: Provide FoE specific transferable skills modules to PhD students who are not on CDTs.

Action 3.3: Develop a toolkit for students to support them in dealing effectively with inappropriate behaviour or unconscious bias.

Action 3.4: Proactively support the Women's Engineering Society to enable students to provide their own networking and peer support activities.

Action 3.5: Develop and trial an undergraduate student peer mentoring scheme.

4.3. Organisation and culture

(a) Data

(i) Male and female representation on committees

Table 4.5. Female representation on key FoE decision making committees.
Data as at 1st January.

Committee	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. F	% F	No. F	% F	No. F	% F	No. F	% F	No. F	% F
Executive	2	**17**	2	**17**	2	**17**	2	**18**	3	**30**
Research	1	**14**	1	**14**	2	**17**	3	**27**	4	**36**
Taught Student Education	3	**18**	3	**18**	2	**12**	3	**12**	3	**13**
Health and Safety	0	**0**	1	**6**	1	**6**	2	**11**	3	**17**
Equality and Inclusion	8	**57**	6	**43**	7	**54**	9	**60**	9	**56**
Graduate School	4	**29**	3	**25**	4	**27**	5	**31**	5	**22**

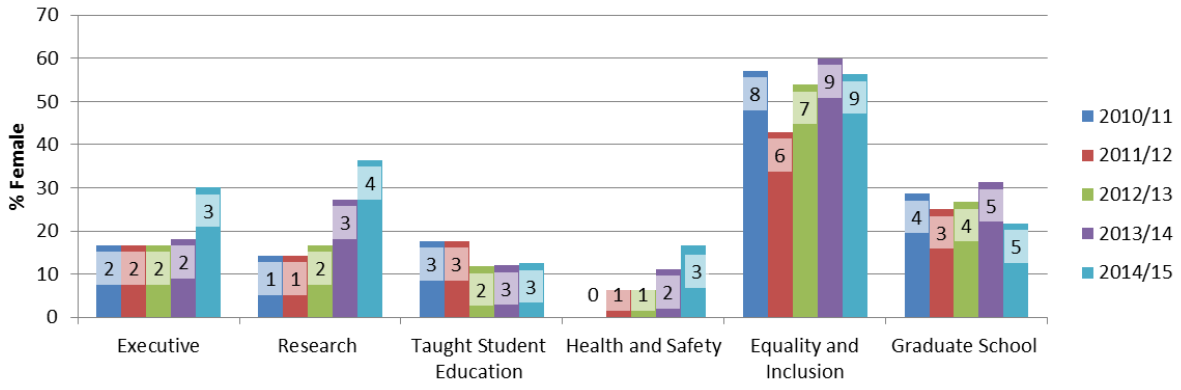


Figure 4.3. Female representation on key FoE decision making committees.
Absolute numbers of women are given on the bars. Data as at 1st January.

Table 4.6. Female representation on key School level decision making committees.
Data as at 1st January.

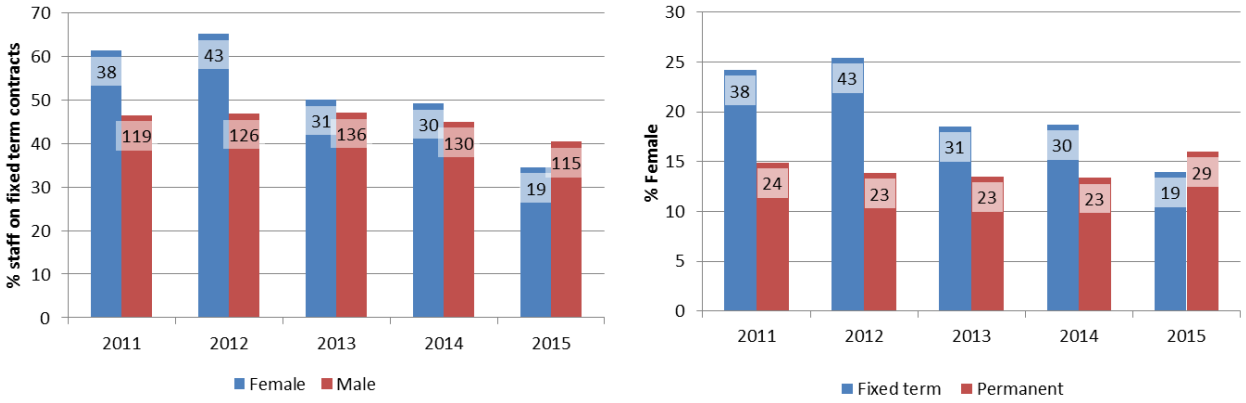
	2012/13		2013/14		2014/15	
	No. F	% F	No. F	% F	No. F	% F
School Management Team						
ELEC	0	**0**	1	**11**	1	**11**
MECH	1	**25**	1	**8**	2	**17**
CIVE	1	**14**	1	**14**	1	**14**
CAPE	0	**0**	0	**0**	2	**22**
COMP	2	**25**	2	**25**	3	**33**
Research Committee						
ELEC	0	**0**	0	**0**	0	**0**
MECH	2	**14**	4	**33**	5	**36**
CIVE	1	**13**	1	**13**	3	**33**
CAPE	0	**0**	0	**0**	1	**14**
COMP	1	**17**	2	**22**	2	**22**
Taught Student Education Committee						
ELEC	1	**8**	3	**21**	3	**19**
MECH	4	**27**	5	**28**	6	**26**
CIVE	7	**30**	5	**33**	5	**26**
CAPE	3	**38**	3	**43**	8	**42**
COMP	1	**14**	4	**31**	2	**13**
Health and Safety Committee						
ELEC	0	**0**	2	**15**	1	**8**
MECH	1	**17**	2	**14**	3	**20**
CIVE	1	**20**	4	**36**	4	**36**
CAPE	0	**0**	1	**8**	2	**17**
COMP	0	**0**	1	**10**	1	**8**
Staff/Student Forums (UG & PG Taught)						
ELEC	1	**12**	8	**33**	6	**29**
MECH	11	**18**	15	**29**	14	**26**
CIVE	6	**33**	7	**32**	14	**39**
CAPE	15	**30**	11	**33**	10	**38**
COMP	0	**0**	5	**21**	3	**14**

Table 4.5/Figure 4.3 indicate an increase in the number and proportion of women on Executive, Research and H&S Committee. With the exception of Taught Student Education Committee, all FoE committees have a female representation that is equivalent to or better than the proportion of female staff in the Faculty. The number of women on Taught Student Education Committee has remained constant, however, the proportion has decreased due to an increase in membership.

At School level (Table 4.6) there is increased female representation, with by 2014-15 female representation on every School committee bar one (we now have females on all). There is a notable change in H&S committee membership in ELEC, CAPE and COMP (**bronze action 5.1**). Average representation over all School committees is 26%, however there is some duplication of membership among both men and women.

The majority of staff on FoE and School committees are *ex officio*. For example at Faculty level all HoS are on Executive committee, all DSE are on Taught Student Education Committee, etc. There are also trade union representatives on H&S Committees and elected student members on all committees except Management Teams. Within Schools there are elected staff members on all committees.

(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts



(a) Proportion of male and female staff on fixed term contracts.

(b) Proportion staff who are female that are on fixed term *vs* permanent contracts.

Figure 4.4. Staff in FoE employed on a Fixed-Term and Permanent basis.
Absolute numbers shown by data labels.

The number and percentage of female staff on permanent contracts remains almost constant over 2010-2014, while both the percentage and number on fixed term contracts is dropping (Figure 4.4). The majority are researchers who are on a fixed contract by virtue of their funding. In 2015, while the number and % of female staff on fixed term contracts continues to drop, the % and number employed on a permanent basis increases with women making up over 15% of permanent staff for the first time. This is mainly due to the impact of UAF recruitment, but also a result of the University policy introduced in April 2012 – "*Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contract"*. Staff with more than three years' service are normally no longer fixed term on a second or subsequent contract, and they are moved to an open-ended contract.

Although our actions have increased female staff on permanent contracts (**bronze action 5.4**) the drop in female staff on fixed-term contracts is a concern as it is not matched by the same increase in permanent contracts. Women represent under 15% of the total number of staff on fixed-term contracts, which indicates a shrinking female postdoctoral research staff body. Our actions to target PDRA recruitment and career development are detailed above.

(b) Issues, actions and future plans

(ii) Representation on decision-making committees

As the majority of committee membership is based on roles, enabling gender balance in these roles is an important focus. Senior Faculty roles (Dean, pro-Deans, HoS) are appointed for a fixed 5-year term through a formal recruitment process managed by HR. School DORI and DSE are appointed through School open internal recruitment against specific job descriptions, and increasingly other roles (e.g. Institute Director) are moving to this approach. Many roles are moving to fixed-term appointments. Staff are encouraged to put themselves forward to ensure that there is a broad field from which to appoint the best candidate. More senior roles require staff to be at Grade 9 or higher. Over the past two years gender balance in these roles has started to shift, with the first female HoS in CAPE, female DORI in CIVE, female Deputy HoS in MECH and female REF leader in COMP.

We encourage staff to take on roles such as Programme Leader (on School TSEC) or PGR tutor (on Graduate School Committee) and we ask SRDS reviewers to discuss taking on such roles with reviewees. This experience places people in a good position to take on senior roles as their career develops. 97% of staff confirm via PMF/culture surveys that processes for recruiting to internal leadership roles and committee membership are not gender biased. However we currently have limited data on post holders below DORI/DSE and therefore there is not a clear picture of how/where support is needed.

For elected committee members, calls for nominations are open to all and membership is often determined by ballot. While democratic, this doesn't necessarily facilitate equality, so in some Schools selection is by the committee Chair from nominations to ensure a fair balance (e.g. skills, grades, disciplines, gender). Student members are elected every year to reflect the changing cohort.

Committee overload is not a significant problem; where women sit on multiple committees it is because of role rather than gender, with men experiencing the same. However, in some cases there is only one female representative on a committee, which is vulnerable to the role holder changing.

All Schools have an Industrial Advisory Board. MECH and CIVE have a female Chair and 4/5 Schools have female members. Members have informally shared information on equality practice in industry.

Action 2.5: Identify where there is potential for female leadership development and where there are gaps within FoE.

Action 2.6: Ensure that all committees have a clear and open constitution and transparent processes for appointing members

Action 4.2: Ensure all School Industrial Advisory Boards have a gender balance that at least reflects that among the staff/undergraduates in the School.

(iii) Workload model

Each School has a workload allocation scheme that is transparent and based on FoE agreed tariffs reviewed on an annual basis. A review of individual workload takes place during Annual Academic Meetings, taking into account any part-time or flexible working arrangements.

As part of our Outreach Strategy we have initiated more formal recognition for staff who engage in these activities. This includes providing regular activity updates to the Dean and HoS to ensure that this work is accurately captured within the "citizenship" section of the workload model. For students, acknowledgement of their participation is shared with their supervisors and programme leaders and, the Outreach Officer can provide a job reference describing their activities, support and effectiveness.

(iv) Timing of departmental meetings and social gatherings

Meetings and events as far as possible are scheduled taking account of part-time working and caring responsibilities so no-one is excluded. FoE promotes "core hours" of 10am – 4pm and decision making committees are normally within these hours. There are occasions when meetings are held outside of these hours, but they are minimal and for good reason (e.g. avoiding clashes with lectures). Where possible meetings are scheduled for days that relevant part-time staff work, and outlook diary scheduling and doodle polls are routinely used to find mutually convenient meeting times. This is also true for University level meetings with more meetings being brought into core hours.

Working on open days and other weekend events is voluntary so no-one, including those with caring responsibilities feels pressurised. The University provides free childcare facilities on Saturday open days for staff. School away days are held within normal working hours. Events such as public lectures and seminars are held at a range of times, some within core hours, but some early evenings. This is to make events accessible to a wide range of people including UG students (who have lectures during the day) and external attendees. There is no expectation that staff must attend these events.

We have maintained positive feedback via PMF/culture surveys; in 2015 88% of staff agreed that "*work-related social activities in the School are likely to be welcoming to both women and men*".

(v) Culture

FoE culture is people focused. We have implemented the People Management Framework (PMF), to ensure best practice in management, and consistency across Schools in terms of culture and how staff are managed, developed and engaged (**see section 5)**. All leaders and managers must attend a briefing "*Equality and Diversity: the Role of the Manager*" as part of the PMF training suite. To enhance our E&I training (**section 4.1(b)(i)**) we have piloted tailored "*Unconscious Bias"* training during 2014-15. This was very well received and we plan offering it more widely, particularly for leaders and managers. Offensive language, or behaving in a manner that would exclude any member of the Faculty, is known not to be tolerated, and recent PMF surveys indicate that 90% staff feel managers would deal well with poor behaviour.

As highlighted, we aim for all marketing, and activities we run and support to be inclusive. We have increasingly displayed profiles of male and female staff and students on the web and around the

Faculty, which are well liked; typical images are shown in figure 4.5/4.6. Our "*Women in Engineering*" webpage and Athena SWAN posters contribute to the positive culture by publicising and promoting our aims to all. Our website includes videos and case studies of female academics and students talking about the benefits of choosing Engineering. It also links to our family-friendly policies and relevant external organisations.

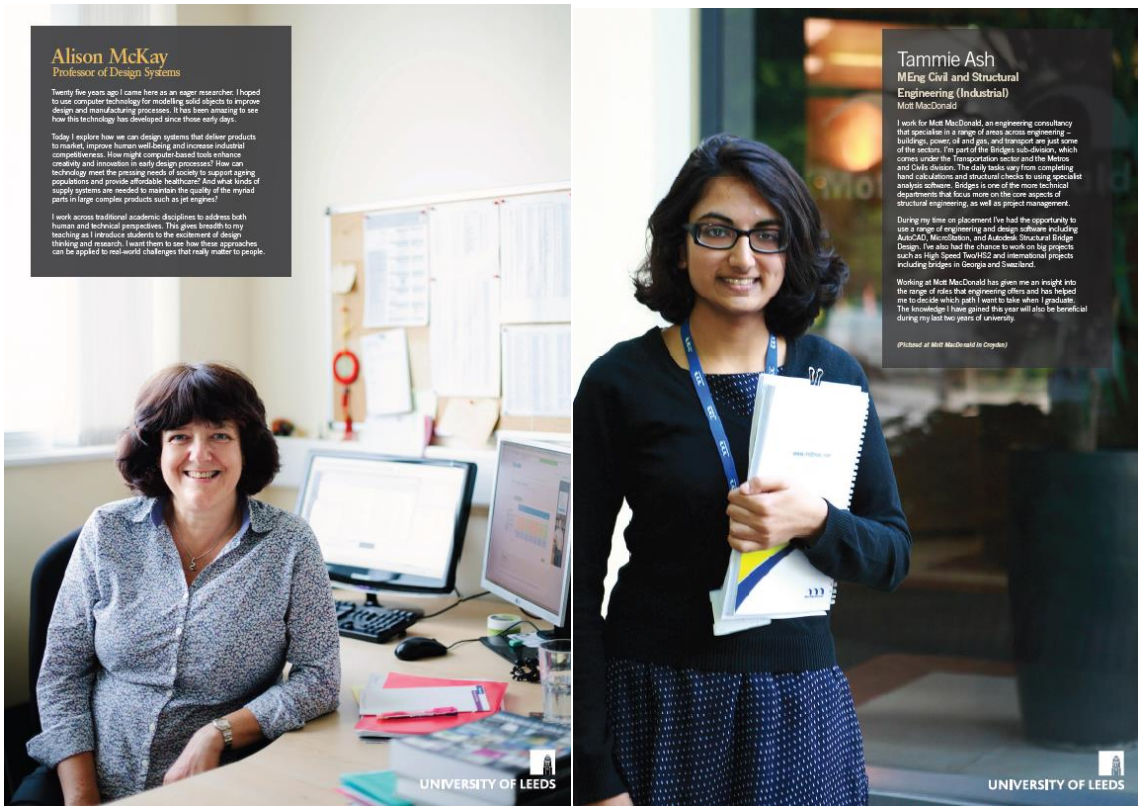


Figure 4.5. Examples of posters profiling staff, students and alumni.

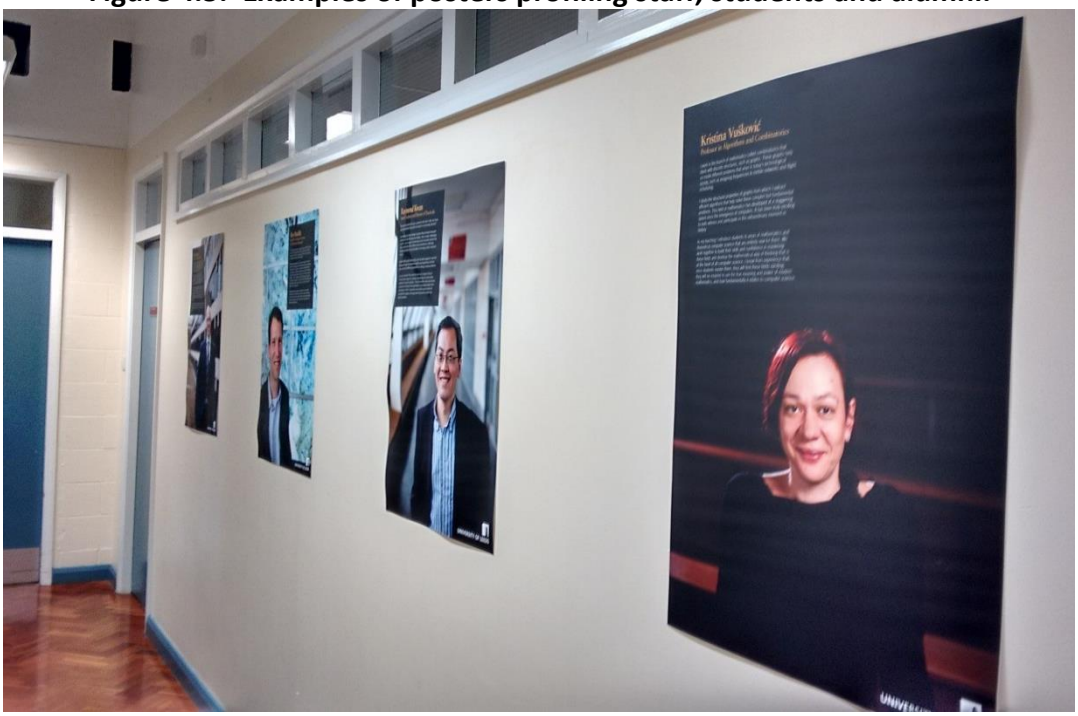


Figure 4.6. Display of posters around FoE.

Since its launch in 2012 we have supported the annual University "*Women of Achievement*" Awards. To date we have had three winners and several named in the roll of honour, celebrating achievements in research and student education. In 2015 we established two events to celebrate and support women. On "*National Women in Engineering*" day we launched the student Women's Engineering Society, ran a web campaign highlighting female staff and students and hosted an evening event in collaboration with IMechE Young Engineers. On "*Ada Lovelace Day"* we held a lunchtime event for Researchers focusing on careers in computational engineering. We intend that both days will become part of the FoE calendar. We also run several other ad-hoc events, such as an ICE live-stream event *"Breaking Down the Barriers"* in November 2015.

We encourage male and female staff to raise their profile through media engagement, and female staff in FoE regularly feature in the national and international press, particularly for research achievements. Female staff have received several awards and accolades. Two Professors have been elected as Fellows of the Royal Academy of Engineering, and female staff in the faculty were recipients of the MRC Suffrage award (Figure 4.8). Several female students have also received national awards. We celebrate these achievements through stories on FoE webpages, articles in the staff newsletter (the "*Reporter*") and reports to Senate/Council.

Our increasing focus on interdisciplinary/cross-Faculty research has a very positive effect on the culture in FoE with shared facilities and collaborative funding promoting inclusivity and better relationships across all areas. Of particular significance is the good gender balance among support staff, with female lead technicians in CIVE and CAPE, female IT staff and both male and female staff in student support offices and business/research development functions. While not explicitly measured at the moment, this adds to the broader gender balance in FoE and the culture of valuing individuals for the role they do and the skills they have. For example female senior support roles (e.g. FHRM, REF coordinator) sit on Faculty decision making committees and play a role equal to academic staff members. Presence of female technical staff can benefit students working in laboratories in ensuring an inclusive culture.

News

Suffrage Science Awards for Leeds academics

(l-r): Professor Ruth Wilcox, Dr Lorna Dougan and Professor Anne Neville

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/qn5kDE

Figure 4.8. University *"Reporter"* article celebrating MRC Suffrage awardees.

Action 4.1: Ensure that gender balance of speakers in School/Institute seminar programmes, conferences and CPD events is at least comparable to the proportion of female academics in the School/discipline.

Action 4.3: Organise two annual Faculty level events with external reach and related electronic media activity to coincide with: (a) Ada Lovelace day (October 13th); and, (b) National Women in Engineering Day (June 23rd).

Action 4.4: Develop further posters profiling male and female staff, students and alumni and ensure they are displayed in all Schools in the Faculty.

Action 4.5: Embed the highly regarded "unconscious bias" training that was piloted during 2015.

Action 4.9: Further promote and ensure the inclusive culture in COMP.

(vi) Outreach activities

Outreach is co-ordinated by a dedicated full-time Outreach Officer, a female engineer who completed a doctorate "*Why Women DO Study Engineering*". All Schools are involved in outreach with most activities delivered by staff with an interest in the area. There are currently more female than male staff involved (60:40). Students regularly get involved, or deliver their own activities (female: male = 50:50). All staff and PGRs are offered opportunities to design and/or deliver inclusive activities. Activities, presentations, video, hand-outs etc., all receive specific consideration to make them applicable to all groups in society. It is advised during training and one-to-one interactions that the deliverer considers images, vocabulary and prior knowledge and interests of participants before designing activities.

Activities include schools liaison and public engagement, and all aim to present engineering as important and relevant to society, and an enjoyable place to study and work. Specific activities included supporting female undergraduates to run *"Robogals"* and a new chapter of *"Engineers Without Borders"* led by a strong, mostly female, student team. To directly support UG recruitment, since 2013/14 all Schools have participated in annual "*Headstart*" and "*Inspire*" programmes and a key stage 5 engineering day. Staff outreach has included participation in *"I'm an Engineer Get me out of here"*, a Royal Academy of Engineering supported online event aimed at opening dialogue about engineering with school students. Staff and students from the Institute of Medical and Biological Engineering have provided exhibition stands at the Cheltenham Science Festival and the Big Bang Fair (Figure 4.9).

Figure 4.9. Staff and Students in the Institute of Medical and Biomedical Engineering at public outreach events.

The importance of outreach in terms of diversity, public awareness and breakdown of stereotypes is fully appreciated in FoE and consequently the number of activities and events is increasing. An outreach strategy is in place to ensure that encouragement of people from all backgrounds receives the focus and effort it requires to be successful. Our future plans also include providing support to the sector locally, including our new "*University Technical College*" initiative for GCSE age. We will

also continue to build our engagement with national professional bodies including the engineering institutions and Royal Academy of Engineering (Figure 4.10).

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-oriented, and this is a fantastic opportunity to influence the scope and strategy of the organisation at a relatively early stage in its transition period.

"As members of the Trustee Board, we are responsible for overseeing the work of the RAEng's 12 committees, and I hope to play a bigger part in some of these during the course of the next three years. I'm also absolutely passionate about bringing the experience and knowledge I gain back here to benefit Leeds. Making those important contacts, having key information and knowing what's going on at a strategic level in the RAE will be hugely beneficial to us."

More details about Professor Martin's appointment can be found at www.leeds.ac.uk/forstaff/

Figure 4.10. University "*Reporter*" Article highlighting Professor Elaine Martin's election to the Trustee Board of Royal Academy of Engineering.

Action 4.10: Embed the Faculty outreach strategy in all Schools and engage a greater proportion of male staff in delivering outreach activities to present engineering as an equal environment to male and female participants in activities.

Action 4.11: Provide support to the University Technical College (UTC) initiative to help them achieve their planned 50% female intake, through reviewing policies and marketing approaches, connecting to outreach activities and providing advice.

Action 4.12: Actively engage with external diversity initiatives in collaboration with national bodies such as Royal Academy of Engineering, IMechE, ICE as well as local Universities.

4.4. Flexibility and managing career breaks

(a) Data

(i) Maternity return rate

Table 4.7. Maternity leave in FoE.

	2012 (11/12)	2013 (12/13)	2014 (13/14)	2015 (14/15)
Commenced maternity leave	7	3	3 (1 Prof, 2 researcher)	3 (1 Lecturer, 2 researcher)
Did not return	2	-	-	-
Left subsequent to return	2	1	-	-
Leaver reason	Resigned (2) Expiry of contract (2)	Expiry of Contract	-	-
Part time before maternity leave	-	-	1 Researcher	1 Researcher
Part time after maternity leave	1	-	-	1 Researcher
Period of absence: range	7 months	8 months	6 mths, ongoing, 10 months	1 year, 2 x ongoing
Period of absence: average	9 months	5 months	8 months	-

Numbers of staff taking maternity leave are small, but have been as high as seven in 2012. We have a good record of women returning, with only a small number leaving. Where staff are on fixed term contracts, these are extended to take account of maternity breaks, allowing projects to be completed on return from maternity. This is normally funded by the grant awarding body or if that is not available, it is funded by the School.

In 2005 FoE introduced a policy to support academic staff returning from maternity leave, developed in recognition of the potential impact on research performance following consultation with staff who had taken extended periods of absence. This was revised in 2012 to include support for all staff returning from extended absences, including paternity or sickness absence. The policy: "*Support for Academic Staff Returning from Long Term Absence"* is now proactively made available to all staff on extended leave, discussed as part of their planned return and appropriate support agreed (e.g. teaching workload relief, research assistance). A senior academic, returning from maternity leave in 2013 on full-time hours, is a recent example with a reduced teaching workload for her first full semester back. While staff are on leave "*Keeping In Touch*" days allow them to effectively stay in contact and all Schools support flexible working on return from maternity. There is good evidence that maternity or other extended leave does not affect promotion prospects.

(ii) Paternity, adoption and parental leave uptake

Table 4.8. Paternity, adoption and other parental leave in FoE.

	2011 (10/11)	2012 (11/12)	2013 (12/13)	2014 (13/14)	2015 (14/15)
Additional paternity leave	-	-	-	-	-
Paternity	5	4	7	3	4
Adoption	-	-	-	-	-
Unpaid parental	-	-	-	-	-

The number of staff taking paternity leave is small but to the best of our knowledge reflects those who were entitled to take paternity leave over this period. There have been no applications for adoption leave during the last three years, though University policy allows the same benefits and time off as maternity leave. Likewise, there are no records of any extended paternity leave or of partners taking shared parental leave under the new arrangements. Adoption, parental, paternity leave, together with the maternity leave and carers leave policy are all part of the University suite of work-life balance policies.

(iii) Numbers of applications and success rates for flexible working by gender and grade

Table 4.9. Flexible working requests 2012-2015.

		Female	Male	Total
2012 (11/12)	Successful	3	11	14
	Unsuccessful	0	0	0
2013 (12/13)	Successful	0	0	0
	Unsuccessful	0	0	0
2014 (13/14)	Successful	7	19	26
	Unsuccessful	0	0	0
2015 (14/15)	Successful	5	4	9
	Unsuccessful	0	0	0

As highlighted in Table 4.9 there have been a number of requests for changes to contracted hours from both men and women. All have been successful, and there is no evidence that men and women are treated differently. All Schools support flexible working for men and women and will accommodate where possible, both through formal contractual arrangements and through informal support.

(b) Issues, actions and future plans

(i) Flexible working

In addition to formal agreements recorded by HR, Schools enable a wide range of informal arrangements including working from home, flexible hours and scheduling of lectures and key meetings to fit around caring needs. These are offered to men and women, and there are examples of both genders who benefit. Part-time working arrangements have also been agreed to enable staff to pursue other interests.

The recent PMF/culture survey indicates staff who work part-time or flexibly have access to the same career development opportunities as those who work full-time. In 2015 52% of respondents agreed with this statement (compared to 48.5% in 2012) and only 7% disagreed. The survey also indicated 62% of staff feel line managers are supportive of requests for flexible working. However 41% and 32% answered "*don't know*" to these questions respectively. In many cases these are people who have never considered a need for flexibility, but it does indicate that we are not as effective as we could be at communicating that flexibility is available.

Action 4.7: Ensure all SRDS reviewers, line managers and School management receive annual updates and reminders on processes and support for flexible working and family friendly policies.

(ii) Cover for maternity and adoption leave and support on return

FoE takes a pro-active approach to supporting maternity, with detailed information provided to the member of staff and line manager before leave is due to start and support and guidance given during and on return. We are actively involved in University-wide initiatives; HR, staff and students have presented in WiSET sessions on maternity, carers leave and flexible working.

The University's annual Staff Benefits Fair and the E&I website sign-post staff to family friendly policies and other policies which support staff with caring responsibilities (or those who manage them).

We are also keen to support and encourage female returners through external schemes. We successfully supported a Daphne Jackson fellow in 2014, and would like to encourage further women to join the Faculty through this route.

Action 4.8: Review uptake of shared parental leave and revise policies or processes where necessary to support and enable male and female staff to benefit from this opportunity.

Action 1.5: Encourage external applications to Daphne Jackson or similar fellowships through revising our Women in Engineering pages to make them more visible and including specific information to support applicants who may wish to take up such a fellowship within the Faculty.

5. Any other comments

[498 words, excluding actions]

PMF Survey: We benchmark against the University's "*People Management Framework" (PMF)* with regular audits in FoE to inform effective and consistent staff leadership, engagement and development. Our results are positive, exceeding the University average in many areas including:

- Good training and development activity, with fair and equitable access;
- Leaders and managers upholding the university Standards, which includes harnessing the diversity of staff to generate commitment.

Issues arising from surveys are addressed via our Faculty PMF Action Plan, and where relevant in our Athena SWAN Action Plan. We have detailed progress (e.g. communications, staff understanding of objectives, strategic priorities) in our original bronze Action Plan.

The recent PMF survey across COMP, ELEC, MECH and Faculty Services included seven additional questions to explore gender equality and culture. CIVE carried out the equality survey separately and CAPE will undertake the PMF/culture survey next year (both due to new HoS). Responses were analysed by School and gender, and show both male and female staff feel supported:

- 94% confirm understanding of the Faculty's reasons for taking action on gender equality.
- 96% agreed that staff are treated on their merits irrespective of their gender.
- 90% are confident that their line manager would deal effectively with complaints about harassment, bullying or offensive behaviour.

Further commentary is given in the relevant sections above.

Supporting research: Our Silver Action Plan includes two supporting research studies:

During 2015-16 a member of FoE HR team will conduct a qualitative study to explore how we can build on our current strengths and overcome any current weaknesses in attracting women to research and academic roles within FoE. This study is part of a PG Diploma, and will be supported by an academic supervisor at Leeds Beckett University. It will involve 1-to-1 interviews with up to eight women who have been offered positions within the last year, including those who accepted and declined offers. Recommendations will be made regarding how best to make our recruitment processes more attractive to women, based on analysis of the interview data and review of relevant secondary literature.

A study is planned for 2016-17 to explore why our students choose to study engineering. This will be carried out by the Outreach Officer and begins with a survey of undergraduates exploring their experiences of engineering prior to its study in order to establish any common factors or influences. The study will then carry out focus groups to understand these influences in more depth. The results of this research will be used to inform and direct the engineering outreach strategy for the Faculty to deliver effective and influential activities that promote engineering to all.

Equal pay: The University carries out an equal pay audit every three years, with the next due in 2016. In preparing this submission we carried out a brief review of gender pay and did not identify anything of concern. However, we will review the next University audit in a local context to get a better understanding of whether there are potential disparities within the Faculty.

Action 5.3: Review the University equal pay audit in a local context to understand if there are any areas of disparity between men and women.

UNIVERSITY OF LEEDS

Faculty of Engineering
ATHENA SWAN SILVER ACTION PLAN
Appendix A
2016-2019

Glossary of Acronyms used within the action plan

CAPE = School of Chemical Engineering
CDT = Centre for Doctoral Training
CIVE = School of Civil Engineering
CPD = Continuing Professional Development
COMP = School of Computing
DORI = Director of Research (School-based)
DSE = Director of Student Education (School-based)
ELEC = School of Electrical and Electronic Engineering
E&I = Equality and Inclusion
FEC = Faculty Executive Committee
FHRM = Faculty Human Resources Manager
FMM = Faculty Marketing Manager
FoE = Faculty of Engineering
GSO = Graduate School Office
HoS = Head of School
IAB = Industrial Advisory Board
L&M = Leaders and Managers
MECH = School of Mechanical Engineering
NWED = National Women in Engineering Day
PDRA = Postdoctoral Research Assistant
PGR = Postgraduate research
PGRT = Postgraduate research tutor
PGT = Postgraduate taught
PI = Principal Investigator
PMF = People Management Framework
SAT = Athena SWAN Self-Assessment Team
SMT = School Management Team
SDDU = Staff and Departmental Development Unit
SHRC = School Human Resources Contact
SRDS = Staff Review and Development Scheme
WES = Women's Engineering Society
UAF = University academic fellow
UG = Undergraduate
UoL = University of Leeds
UTC = University Technical College

Priority 1: Increasing the overall number and proportion of research and academic female staff across FoE				
Our overall proportion of female staff is below our aspiration. Through actions focusing on external recruitment, attrition of researchers and transition of PhD students into researcher roles we aim to ***increase the total number of female staff and the average proportion to above the national average by 2019.***				
Area of need	**Specific actions**	**Responsible person/group**	**Timescale & Deliverables**	**Measures of success**
1a. Increasing the proportion of external female applications to researcher and academic jobs.	**1.1 (page 36)** Use the experience of recently appointed female staff to revise wording of job descriptions and create template documents to minimise unintentionally gender biased adverts. In our bronze action plan we revised standard wording to include Athena SWAN and equality initiatives (**bronze action 3.1**), but further action is necessary. This action will be supported by a research study to interview recently appointed female staff and analyse their experience. Interviews are already planned with ethical agreement in place.	Research carried out by FoE HR. FHRM to revise wording with review by SMTs and SAT.	Research complete **by June 2016**. Implemented changes **by Dec 2016**. Revised templates used for all standard roles **by Jan 2017**.	Female applications to researcher roles over 25%. Female applications to academic roles over 20%. Female applications to chair/senior positions routinely at 15% or higher. Applications from men and women who were identified and approached by panels/external recruiters.
	1.2 (page 36) Develop new committee based search processes for academic jobs at grades 8,9 and 10. We plan to establish diverse panels in Schools to identify and approach a broader range of potential applicants. CAPE and CIVE will be two pilot Schools as there are plans to recruit in 2016.	HoS in CIVE and CAPE to pilot approaches. FEC to agree future processes.	Pilot during **2016**. Implement in other Schools **2017-18** if successful.	
	1.3 (page 36) Establish best practice guidance for using external recruiters to assist with searches for the most senior roles. External consultants are currently used for some roles, with varying success. To develop guidance we will draw on the experience of FoE senior management and HR in FoE and other faculties in using external recruiters as well as the experience of senior academics who have joined Leeds from other institutions.	FHRM. SAT support to survey relevant people.	Survey carried out **2016-17**. Guidance developed **by late 2017**.	
	1.4 (page 36) Develop specific strategies to attract female applicants to sub-disciplines which have very low numbers of applicants. To do this we will carry out a detailed analysis of job applications over at least 2 years to understand which sub-disciplines attract more female applicants than others, and use this information to develop targeted promotional strategies	HR with SAT Chair and Athena SWAN Champion for each School.	Analysis **by June 2017**. Targeted strategies developed and implemented **2017-18**.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1a. cont.	**1.5 (page 54)** Encourage external applications to Daphne Jackson/Dorothy Hodgkin or similar fellowships through revising our Women in Engineering pages to make them more visible and including specific information to support applicants who may wish to take up such a fellowship within the Faculty.	FMM and SAT Chair.	Pages revised during **2016**.	Recruitment of at least one further fellow through Daphne Jackson or similar route.
1b. Increasing the likelihood that jobs are offered to female candidates and they accept.	**1.6 (page 36)** Update the format of applicant interview days to ensure that we are consistently presenting a welcoming and inclusive environment. For all roles, where there are additional activities such as a department tour and meeting staff over lunch gender balance should be explicitly considered.	SMT and SHRC to agree process. SHRC to implement.	Gender balance considered in all aspects of interview day activities from **Sept 2016 onwards**. Norm across Faculty **by 2018**.	Proportion of female candidates shortlisted and offered jobs comparable to proportion of applications at all grades. 80% of jobs offered to female applicants are accepted. Increase in the proportion of female staff in the Faculty to above the national average. Panel gender balance normally at least 25% female.
	1.7 (page 36) Ensure all staff who are named contacts on job adverts have undergone E&I training and understand the requirement of their role in recruiting. The named contact is often the first contact that a potential applicant has with FoE and the University, and it is important that they are unbiased and encouraging to all eligible candidates.	FHRM with SHRC.	Continuous as new staff take on recruiter roles. 100% compliance **by 2019**.	
	1.8 (page 36) Review all job shortlists and ensure that any roles where all those shortlisted are from a single gender are confirmed by HoS (or Dean for Faculty/chair posts). This action is to ensure shortlisting decisions have considered diversity rather than requiring that shortlists must have male and female candidates.	SHRC/FHRM, HoS, Dean.	From **2016 onwards** for academic posts. **From 2018** for all posts.	
	1.9 (page 36) Increase female representation on interview panels. All interview panels currently have at least one female representative, but we aim to have all panels with a diversity that is reflective of where the School and Faculty aspire to be.	HoS, Dean, SHRC. FHRM to monitor.	Faculty posts and academic posts **by 2016-17**. Research posts **by 2018**.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1b. cont.	**1.10 (page 36)** Record and report the proportion of roles that are offered to both male and female candidates and accepted or declined. Anecdotally we are aware of a number of cases, male and female where a role has been declined however at the moment we do not have clear data on whether this is a more significant issue with male or female applicants.	FHRM.	Reporting annually from **2016-17**. Further actions defined **by 2018** if necessary.	Male and female recruits for comparable roles are equally likely to accept, and are offered similar salaries and packages.
	1.11 (page 36) Develop guidance for Chairs of interview panels on packages to be offered (i.e. HoS/Dean to have preliminarily agreement in advance of interviews and offer). This action supports male and female applicants, by giving chairs greater clarity in starting negotiations and more open expectations over what can/should be offered at different grades.	HoS and Dean.	Guidance developed **by 2017**. Effectiveness reviewed in **2018-19**.	
1c. Developing postdoctoral researchers to be more competitive for research and academic posts.	**1.12 (page 39)** Actively encourage PDRAs to seek a mentor through the new University wide mentoring scheme. This builds on the success of the PACE mentoring programme to enable researchers to access a mentor who is not just outside their research area, but may also be from another Faculty.	SHRC and probation advisors/SRDS reviewers to annually remind and encourage PDRAs.	Continuous from **2016**. Review uptake and benefits **in 2018**.	PDRA retention, evidenced by a drop in turnover rate to under 15% for male and female. Female PDRAs successfully applying for Lecturer positions at Leeds/ externally. Success rate of both male and female PDRA fellowship applications at 15% or higher. 80% satisfaction in researcher feedback surveys and positive event feedback.
	1.13 (page 39) Allow male and female PDRAs (and PhD students) to sit on interview panels for academic and research posts, and encourage their attendance at presentations by prospective candidates. This gives early career researchers valuable insight into academic recruitment and the attributes that the School/Faculty is looking for as well as experience for a CV. For the Faculty this gives an early career perspective on a panel and supports action 1.9, by increasing the number of women available for panels. The approach was trialled Oct 2015 in CIVE with very positive feedback.	HoS/SHRC.	Implement from **2016**. Review effectiveness in **2017-18.**	
	1.14 (page 39) Run an annual *"Candid Q&A"* meeting for female researchers in the Faculty with established female academics. This will act as both a networking and feedback mechanism, allowing PDRAs to gain contacts and advice as well as bring out any issues and concerns they have in the Faculty or about their own development.	SAT Chair with Athena SWAN School Champions.	**Annual**, starting spring **2016**.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1d. Support the development of PhD students to empower them to successfully apply to postdoctoral roles.	**1.15 (page 42)** Identify PhD students who wish to pursue an academic career, and provide targeted support to both female and male students. We will carry out a survey/focus groups of 2nd year PhD students to understand career expectations (and for past data actual destinations) of male and female PhD students. This will enable early identification of students with the most promise for postdoc scholarships, as well as development of further actions to support PGR careers including targeted support to female students where required.	SAT with support from GSO, CDT Directors and FoE Employability Team.	Reporting during **2016-17**. Supporting actions in **2017-18**.	Applications to postdoctoral fellowship schemes for males and females from all Schools. Proportion of female applications to research posts above 25% with increase in Leeds PhD students making these applications.
	1.16 (page 15) Develop peer mentoring for PhD students that allows them to gain advice and support from outside their own research group. This will draw from experiences in CDTs and success of PGR forum in COMP and roll out to all PhD students. We will particularly encourage female students who are in male dominated research groups to use the opportunity to seek mentoring from other disciplines.	CDT Directors and School PGRTs.	Mentoring for all CDT students in place **by 2017-18**. Mentoring for all PhDs in place **by 2019**.	
	1.17 (page 39) Run an annual *"Developing a Research Career"* workshop, giving both male and female PhD students and PDRAs an insight into research career pathways and what it is like being an academic in FoE. This would be a tailored informal session within FoE with role models from male and female staff.	SAT with School PGRTs.	**Annual** from **spring 2016**.	

Priority 2: Developing and supporting female career and leadership development at all stages				
We have women in a small number of senior roles, but the majority of senior management post holders are male. Increasing this requires building capabilities and changing perceptions at all levels to enable progression. Through actions focusing on promotions, leadership development and early career capabilities we aim to have ***women in 25% of L&M roles, and in senior leadership roles at least proportional to the number of women at Professorial grade by 2019.***				
Area of need	**Specific actions**	**Responsible person/group**	**Timescale & Deliverables**	**Measures of success**
2a. Ensuring a fair and inclusive academic promotions process, ensuring access to support and advice.	**2.1 (page 40)** Update the FoE promotions benchmarks following the introduction of the new UoL promotions criteria in 2015-16. These will be reviewed by the SAT and E&I committee to ensure inclusive language and avoid unconscious bias.	Proposed by SMT/FEC with support from HR. Reviewed by SAT/E&I for bias.	New benchmarks agreed and implemented **by March 2016**.	Applications for promotion under the new criteria from both men and women, at a rate expected for the gender balance and career stage in the Faculty. Promotion success rate above 70% under new criteria. PMF surveys indicating 85% of staff feel supported in applying for promotion.
	2.2 (page 40) Run an FoE specific workshop to introduce the new promotions criteria to staff, followed by an annual *"Demystifying Promotions"* workshop to support staff in the process. This will be open to men and women and will feature successful applicants from both genders.	Dean/FHRM with support from SAT.	New criteria workshop **Feb 2016**. **Annual** workshop **from Feb 2017**.	
	2.3 (page 40) Ensure all SRDS reviewers in Schools are briefed on the updated promotions criteria to enable them to provide clear and accurate guidance to colleagues they line manage.	Dean and HoS with SHRC.	Briefing in **Feb/Mar 2016**	
	2.4 (page 40) Review the impact of the updated promotions criteria to establish if they are more or less likely to lead to successful promotion and whether they make the process more straightforward. This will be carried out in collaboration with other faculties as the numbers from Engineering alone are likely to be too small to be statistically significant.	SAT with FHRM.	Carry out review in **2018-19**.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
2b. Supporting established women into academic leadership roles.	**2.5 (page 45)** Identify where there is potential for female leadership development and where there are gaps. We will extend analysis of leadership roles that women currently hold across the Faculty and how they are appointed. We currently collect data on senior Faculty (Dean/Pro-dean) and School management roles (HoS, DSE, DORI) but not on the next tiers of leadership (Institute directors/deputy, programme leaders, PGRT, admissions directors etc.). Many of these roles sit on School committees and are the route to the senior management roles.	SHRC and HoS.	Analysis **by Dec 2016** and further actions developed.	Female staff in 25% of L&M roles in FoE and making up at least 30% of committee membership. More women applying for and gaining most senior Faculty and School roles. 25% of people recommended for leadership opportunities to be female (subject to staff being at an appropriate career stage).
	2.6 (page 45) Ensure that all committees have a clear and open constitution and transparent processes for appointing members.	Dean/HoS.	Constitution/members published annually on intranet from **2016-17**.	
	2.7 (page 39) Develop a new inclusive strategy for Leadership and Management (L&M) development within FoE, providing development opportunities for all academic career stages and targeted opportunities for female staff where required. This will involve proactive engagement to shape the new "UoL Leadership Development Strategy" to ensure that University processes and courses recognise the range of leadership and needs in FoE. We will specifically promote and encourage development opportunities for female academics (e.g.the external Aurora programme) to support future potential and will prioritise supporting female L&M development in CAPE and ELEC where appropriate.	Dean/ HoS.	New strategy **by 2017-18**. Opportunities and support **continuous** throughout plan.	
2c. Early career academic leadership and management development.	**2.8 (page 41)** Develop best practice guidance and templates for line managers to support development of probation plans/PDPs for PDRAs and new lecturer appointments. This aims to ensure all new staff have clear expectations that are consistent with School/Faculty expectations for their career stage and are comparable to other new appointees on the same grade. For PDRAs this also aims to define objectives for personal career development as well as satisfy PI needs on research grants.	Dean/HoS/SHRC.	Developed and implemented **by 2018**.	80% of staff reporting that their work objectives are clear in PMF survey and in exit questionnaires.

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
2c. cont.	**2.9 (page 41)** Review the mentoring and development programme for UAFs and adopt the best practices to support career development of all other academic and academic related staff.	FHRM.	Proposals for new approaches in **2018**.	80% feel that their line manager gives feedback and values their contribution in PMF survey. New peer support and development activities established and led by PDRAs and PhD students
	2.10 (page 39) Establish Postdoctoral/PGR research forums within all Schools in FoE. This will build on the recent introduction of a forum in Civil Engineering and aims to provide support and networking opportunities as well as a voice back to Schools/FoE from postdoctoral researchers.	SAT Chair and Athena SWAN School Champions.	Approaches agreed **by summer 2016**. In all Schools **by 2018**.	
	2.11 (page 42) Provide FoE specific transferable skills modules to all PhD students who are not on CDT's and encourage inclusion in development plans.	CDT Directors/GSO.	From **2016-17** academic year.	

Priority 3: Building the proportion of female students to above the national average in all Schools and across all levels

ELEC and CAPE have made progress since our Bronze award, but both have challenges with student numbers. We also see variation, particularly in MSc programmes across FoE. By focusing on recruitment and the student experience we aim to ***ensure all Schools and programmes are consistently above the national average by 2019.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3a. Increase applications and acceptances to UG/PGT programmes.	**3.1 (page 11)** Develop new recruitment approaches and revise marketing material to promote female student recruitment onto UG/PGT programmes with lower gender balance. To inform this we will conduct detailed analysis of UG/PGT programmes in all Schools to understand the gender breakdown on individual courses and identify where there are imbalances. Our current analysis is at School level, but we know anecdotally that some programmes (e.g. Architectural engineering, Medical Engineering) are more likely to attract female students.	FMM with DSE and Admissions Directors.	Identification of courses with high and low balance **by end 2016**. Revisions during **2016-17** for **2017-18** entry.	All UG and PGT programmes in all Schools with female recruitment at or above the national average**.**
	3.2 (page 24) Establish *"Women in Engineering"* drop in sessions/stands on open days. This aims to provide informal contact points for prospective students/parents to ask specific questions to staff and students, without running an activity that overly singles out female applicants.	FMM and SAT supported by student WES.	Implemented **from June/July 2016** open days.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3b. Ensure a positive and inclusive student experience.	**3.3 (page 42)** Develop a toolkit for students to support them in dealing effectively with inappropriate behaviour or unconscious bias. Initial focus group evidence suggests that we don't have a widespread problem with this, but there are occasional isolated incidents. We plan to conduct focus groups with female students understand their experiences and develop resources to empower students and provide clear reporting lines.	Outreach Officer.	Focus groups in **2016-17**. Toolkits rolled out **during 2017-18**.	At least 50% of UG/PGT female students in the Faculty involved in WES. Over 85% satisfaction from female students in analysis of their experience at Leeds. Over 90% satisfaction in NSS scores for all Schools. All Schools in the Faculty in top 10 in UK for student satisfaction and employability.
	3.4 (page 42) Proactively support the Women's Engineering Society to enable students to provide their own networking and peer support activities. This will be through providing a small budget and facilitating events booking as well as helping with industry contacts, speakers etc. We have already started doing this action, but will formalise our support.	SAT Chair/Dean with President of Leeds WES.	Budget agreed **2016** and in place for next financial year.	
	3.5 (page 42) Develop and trial an undergraduate student peer mentoring scheme. This will be developed and tested in Civil Engineering as these students have expressed a specific desire to have such a scheme. Student led drop-in sessions were initiated in 2014, but were not well attended, and so a volunteer based scheme is currently in development.	Civil DSE and Student Support Office.	Piloted **during 2016-17**. Extend to other Schools **2017-18** if successful.	
	3.6 (page 11) Conduct a research study with current male and female students to understand what influenced their decision to be an engineer and why they came to Leeds. We will prioritise surveying students in ELEC and COMP as both show a possible drop in acceptances from female students, as well as CAPE where the proportion of females is lower.	Outreach Officer.	ELEC, COMP and CAPE in **2016-17**. CIVE and MECH in **2017-18**.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3b. Build and maintain good gender balance of PGT and PGR students.	**3.7 (page 11)** Embed and share best practice in ensuring a PGT experience that is supportive and inclusive for female students. We will analyse the experience of female PGT students through focus groups, develop new initiatives as required to address any additional support, and share good practice between Schools and programmes. This is particularly relevant for international students as their experience influences future recruitment through word of mouth.	Pro-Dean Student Education/ DSE/School PGT tutors/Programme leads.	Focus group by **summer 2016**. .	80% satisfaction from female PGT students on their experience at Leeds.
	3.8 (page 12) Develop specific marketing strategies for part-time PGT programmes to attract to students who need the flexibility of this study approach. In support of this action we will survey full and part-time students in CAPE to determine why part-time study is attractive to some.	CAPE DSE	Survey **during 2016**. New marketing strategies **2017**.	Faculty applications and acceptances for PGR and PGT study consistently at 25% female or higher.
	3.9 (page 24) Improve PhD recruitment best practice guidelines for the Faculty, especially for scholarship based schemes. We will carry out a detailed analysis of our successful cohort based recruitment to CDT PhD programmes and look at how we can apply cohort recruitment principles to general PGR recruitment. As well as supporting equality and gender balance, this action will benefit student quality which is an issue in some parts of FoE.	SAT + PGRT and CDT Directors. New guidance by GSO and Director of Graduate Studies.	Analysis **during 2016**. New approaches implemented **2017**.	

Priority 4: Building an inclusive, supportive and balanced culture in all Schools.				
Our culture is already positive with clear processes and procedures. We aim to share and embed best practice across FoE to build a ***culture that encourages creativity, recognises and rewards individual and team contributions, and allows flexibility to enable work-life balance.***				
Area of need	**Specific actions**	**Responsible person/group**	**Timescale & Deliverables**	**Measures of success**
4a. Promote a good gender balance in all seminars, events and conferences in FoE.	**4.1 (page 49)** Ensure that gender balance of speakers in School/Institute seminar programmes, conferences and CPD events is at least comparable to the proportion of female academics in the School/discipline. For higher profile events such as conferences we will also aim to ensure session chairs and organising committees have a good gender balance. As well as benefiting the culture, seminar speakers are often encouraged to apply for jobs, and this is a good way of increasing the pool of female applicants that are likely to be contacted by word of mouth. This action builds on **action 5.7 in our bronze action plan**.	HoS/DORI + CPD team. School liaison with Professional body (ICE, IMechE etc.) to ensure they are aware of this requirement.	HoS/CPD to report to FEC annually **from Sept 2017**. 100% compliance **2019**.	Gender balance at 95% of events to be comparable to or greater than national proportion of females in relevant discipline. NWED and Ada Lovelace Day to be well attended events with good feedback. Year on year increase in participation from external delegates/speakers.
	4.2 (page 45) Ensure all School Industrial Advisory Boards have a gender balance that at least reflects that among the staff/undergraduates in the School. Schools to also report on Athena SWAN activities and action plan progress to Industrial Advisory Boards on an annual basis and seek feedback on future plans, including ideas for best practice from industry.	HoS and SMT to seek IAB members. School Athena SWAN Champion to report/collect feedback.	All IABs with female representation **by 2017**. IABs gender balance to at least match School **by 2019**.	
	4.3 (page 49) Organise two annual Faculty events with external reach and related electronic media activity to coincide with: (a) Ada Lovelace day (October 13th); and, (b) National Women in Engineering Day (June 23rd). In 2015 we successfully ran local or internal events to celebrate both of these days. We aim to build on these activities to establish the two days as key events in the Faculty calendar.	SAT Chair and Athena SWAN School Champions with FMM.	Events every year **from 2016**.	
4b. Continue to build a balanced and inclusive environment.	**4.4 (page 49)** Develop further posters profiling male and female staff, students and alumni and ensure they are displayed in all Schools in the Faculty. We will also review other display materials displayed for gender bias.	FMM.	All Schools by **2018.**	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
4b. cont.	**4.5 (page 49)** Embed the highly regarded "*Unconscious Bias*" training that was piloted during 2015. We will offer a Faculty specific course at least once a year and we aim that that all those in leadership and management roles should complete the course.	FHRM to organise. HoS/Dean to encourage attendance.	Courses offered **annually from 2016**. All staff in L&M roles completed training **by 2019**.	80% of staff reporting that line managers reward good performance and deal with poor performance in PMF survey. 90% students with young children or who take maternity leave feel they are supported. Increased awareness of flexible working policies, less than 20% reporting "don't know" in PMF survey. 80% of staff surveyed confirming that they are actively working together to put the UoL values into practice.
	4.6 (page 12) Ensure all PGT and PGR students who have taken maternity leave or who have young children are well supported in terms of their study programme and practical/personal issues they may face. We will review the experiences of current students to determine where there are additional actions we can take to provide support.	SAT supported by PGRTs.	Survey **in 2016**. Actions if needed **2017**.	
	4.7 (page 54) Ensure all SRDS reviewers, line managers and School management receive annual updates and reminders on processes and support for flexible working and family friendly policies.	FHRM and SHRC.	**Annual** updates from **2016**.	
	4.8 (page 54) Review uptake of shared parental leave and revise policies or processes where necessary to support and enable male and female staff to benefit from this opportunity.	FHRM.	Review in **2017-18**. Revision of policy/process **2019** if needed.	
	4.9 (page 49) Further promote and ensure the inclusive culture in COMP, by celebrating success and staff contributions, and where appropriate, consulting and engaging staff, including junior staff, in decision making processes regarding School strategy, growth and taught programmes. This builds on **action 5.11 in bronze action plan**.	COMP HoS/Athena SWAN Champion.	Continuous process monitored **every two years** via the PMF survey.	
4d. Outreach, sector support and influencing activities.	**4.10 (page 51)** Embed the Faculty outreach strategy in all Schools and engage a greater proportion of male staff in delivering outreach activities to present engineering as an equal environment to male and female participants in activities.	Outreach Officer and SAT.	Throughout the action plan period. Annual updates **from Sept 2016**.	Equal male and female staff participation in outreach.

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
4d. cont.	**4.11 (page 51)** Provide support to the University Technical College (UTC) initiative to help them achieve their planned 50% female intake, through reviewing policies and marketing approaches, connecting to outreach activities and providing advice. We will also ensure relevant material developed for the UTC is made available to other staff and students for Schools outreach.	Pro-Dean for Student Education.	**From 2017** onwards.	Faculty of Engineering and its staff and students recognised externally for supporting and promoting diversity, including staff influencing national organisations and thinking.
	4.12 (page51) Actively engage with external diversity initiatives in collaboration with national bodies such as Royal Academy of Engineering, IMechE, ICE as well as local Universities. This will include linking our student WES with Engineering students at Leeds Beckett University, co-hosting events with national bodies and supporting staff (e.g. through travel costs) to contribute to national initiatives.	SAT Chair/Dean.	Ongoing **throughout** period.	

5. Supporting process actions

Through our bronze action plan we have carried out regular monitoring of staff and student data and reported this to Schools and FEC on a regular basis. The actions proposed in this section aim to ***embed data monitoring and feedback processes as "business as usual" and establish the processes to broaden our Athena SWAN activities in the future.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
5a. Ensure robust data monitoring and reporting processes.	**5.1 (page 7)** Embed processes for data collection, reporting and feedback for both staff and student data. Through our **bronze action plan (2.1, 2.3, 5.3)** we have regularly reported data to Schools and FEC, but we now plan to embed a routine process for delivering this going forward.	Dean/Faculty operations group/SAT Chair.	Processes agreed **2016**, actioned from **2016-17** academic year.	Annual reporting of key data to Schools/FEC that is independent of SAT. New Faculty action plan to embed equality for all staff in the Faculty and tackle any gaps in process/roles/pay..
	5.2 (page 7) Establish data requirements and identify where there are gaps in policy/processes, in preparation for expanding Athena SWAN focus to cover all staff in the Faculty regardless of role, gender or other protected characteristics.	SAT/Dean/FHRM.	Review in **2016-17.** Data requirements determined **2018**	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
	5.3 (page 55) Review the University equal pay audit in a local context to understand if there are any areas of disparity between men and women, and develop actions if any significant issues are identified.	SAT/FEC/FHRM.	During **2017**.	
5b. Ensure equality activities are adequately resourced.	**5.4 (page 7)** Arrange for specific budget for Athena SWAN activities in particular to support NWED, Ada Lovelace Day, the student Women's Engineering Society and SAT activities including attending external events. To-date activities have been resourced by the Faculty on an ad-hoc basis. This action is to continue the support, but with budget ownership transferring to the SAT chair. HoS have given preliminary agreement to resource these events.	Dean/HoS/SAT Chair.	**From 2016-17** financial year.	AS activities continue to be fully resourced and supported by FEC.
	5.5 (page 7) Annually review SAT membership and activities to ensure action plan progress is effective.	SAT Chair.	**Annually** from **June 2016**.	