Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Glossary of acronyms used in this Report and Action Plan

A2L	Access to Leeds	M	Male
AAM	Annual Academic Meeting	MaPS	Mathematics and Physical Sciences
ACAD	Academic	MRC	Medical Research Council
ACE	Advisory Education Centre	MSc	Master of Science
AP	Associate Professor	NHS	National Health Service
AR	Academic Related	P&M	Professional and Managerial
AS	Athena Swan	PAL	Postdocs at Leeds
ASWG	Athena Swan Working Group	PDRA	Postdoctoral Research associate
AUA	Association f University Administrators	PG	Postgraduate
BBSRC	Biotechnology and Biological Sciences Research Council	PGR	Postgraduate Research
DoR	Director of Research	PGT	Postgraduate Taught
DSE	Director of Student Education	PT	Part-time
E&I	Equality and Inclusion	RCUK	Research Councils UK
EIC	Equality and Inclusion Committee	REF	Research Excellence Framework
EWG	Employability Working Group	RES	Research
F	Female	RG	Russell Group
FDSE	Faculty Director of Student Education	SAT	Self-Assessment Team
FT	Full Time	SB	School of Biology
FTE	Full Time Equivalent	SBMS	School of Biomedical Sciences
GSK	GlaxoSmithKline	SDDU	Staff Departmental and Development Unit
HE	Higher Education	SES	Sports and Exercise Science
HEaTED	Higher Education and Technicians Educational Development	SL	Senior Lecturer
HESA	Higher Education Statistics Agency	SMCB	School of Molecular and Cellular Biology
HoS	Head of School	SRDS	Staff Review and Development Scheme
HR	Human Resources	STEMM	Science, Technology, Engineering, Mathematics and Medicine
IPY	Industrial Placement	STU	Student
ISSF	Institutional Strategic Support Fund	SYA	Study Year Abroad
IST	Institute of Science & Technology	TECH	Technical
KIT	Keep in Touch	UAF	University Academic Fellow
LGBT+	Lesbian, Gay, Bisexual, Transgender	UG	Undergraduate
LICAMM	Leeds Institute of Cardiovascular and Metabolic Medicine Lifelong Learning Centre	UoL	University of Leeds
LLC	Lifelong Learning Centre	WaLN	Women at Leeds Network

Name of institution	University of Leeds
Department	Faculty of Biological Sciences
Focus of department	**STEMM**
Date of application	April 2017
Award Level	**Silver**
Institution Athena SWAN award	**Date: June 2009, Nov 2012 & April 2016** **Level: Bronze**
Contact for application Must be based in the department	Julie Aspden and Sue Whittle
Email	j.aspden@leeds.ac.uk and s.r.whittle@leeds.ac.uk
Telephone	0113 343 9607 and 0113 343 3114
Departmental website	http://www.fbs.leeds.ac.uk/

LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

UNIVERSITY OF LEEDS

To whom it may concern
Athena SWAN Charter
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London, WC2A 3LJ

26th April 2017

Dear Sir/Madam,

I am writing to enthusiastically endorse the application and associated Action Plan for the Faculty of Biological Sciences (FBS) Athena-SWAN (AS) Silver Award. I took over as Dean of the Faculty in December 2014 and it was clear that, although we had received our Bronze award, we had just embarked on a journey toward greater awareness, understanding and engagement in the values of the AS Charter. With a staff of 453 and 2226 students, promoting the AS agenda can be a challenge, however through the activity of a driven and highly enthusiastic committee there is no doubt that great strides have been made.

Although the success of the AS activity in the Faculty requires involvement from all of our staff and students, the actions by senior management are fundamental in sending out a strong message about its importance. In this regard we have made some major changes/advances. The AS working group has been revitalised through appointing Julie Aspden and Sue Whittle as co-chairs and by changing the structure to reflect the AS mandate for Professional and Managerial staff, and support staff, as well as the inclusion of undergraduate and PhD student representation. We have recently appointed Karen Birch as the new Head of School of Biomedical Sciences. A major realignment of the Faculty has initiated a broader Faculty-based management system, that has facilitated the communication of AS activity as a Faculty-wide activity and helped wider engagement for all our staff. This is perfectly exemplified by the high level of staff attendance (121 attendees) at unconscious bias training across the Faculty.

Tangible signs of impact have already emerged including improved numbers of female undergraduate (UG) applications for Sports and Exercise through better gender balance in promotional materials; improvement in promotions of female academics; improvement in
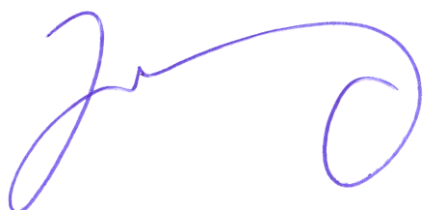
monitoring of Annual Academic Meetings to support promotion applications; proportional increase in the grant applications made, and funding received is notably larger for female staff than male staff; improved recruitment of UG females through access routes; reduced proportion of females in fixed-term contracts.

Faculty AS events/activity have contributed to an awareness of gender equality as exemplified by the following:

-World Women and Girls in Science Day Celebration (February 2017) including a panel discussion on role models.

-Monthly 'Coffee and Careers' sessions – inviting FBS alumni back to talk about their science related careers, attended by PhD students, postdocs and technicians.

-Quarterly AS hosted Faculty Coffee mornings with HR clinic.

-'Footsteps' booklet of case studies for careers.

-Annual Irene Manton Lectures.

-vibrant up-to-date website.

-Twitter account to publicise events and connect with other AS/gender equality movements.

-Guidelines to seminar organisers to ensure gender equality of invitees.

We appreciate that promoting the AS agenda is a journey, and that we have to continually improve and refresh our ability to keep on the right track, however the direction of travel is right and we are achieving our objectives with a strong, comprehensively representative and enthusiastic team. It is a rewarding part of my role as Dean to be part of this journey and seeing the AS values increasingly complementing Faculty activity.

Yours,

Professor John Ladbury

Dean of Faculty of Biological Sciences

Word count 514

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

The Faculty of Biological Sciences (FBS) is one of the leading groups of life-science researchers in the UK, contributing to world-class research, offering superb facilities, providing a high-quality research training environment and delivering an exceptional student education. The University of Leeds (UoL) was named University of the Year 2017 by The Sunday Times' Good University Guide as a result of "heavy investment in campus facilities" "strong pastoral system of student support", "final year research-based project as the centre-piece of students' academic activities", and "Leeds for Life scheme that helps prepare students for life after university". These are all core activities within FBS as well as University level and we have developed tailored programmes in these areas for our students.

Our position amongst the UK elite for bioscience research was confirmed in the results of the recent Research Excellence Framework (REF) where we were ranked as 6th in the country for research impact. Integral to the success of the Faculty, and in line with the University's Equality and Inclusion framework, is the desire to harness the full capability of all our staff and students and to provide a diverse, inclusive Faculty environment that allows all staff and students to realise their full potential.

In addition to 143 academic staff, the Faculty has 133 postdoctoral fellows and 271 postgraduate students supported by a current active research grant portfolio of some £53m derived from a range of sources including research councils, charities, the European Union and industry. The Faculty has 3 Schools (Fig 2.1):

• School of Biology (SB)

• School of Molecular and Cellular Biology (SMCB)

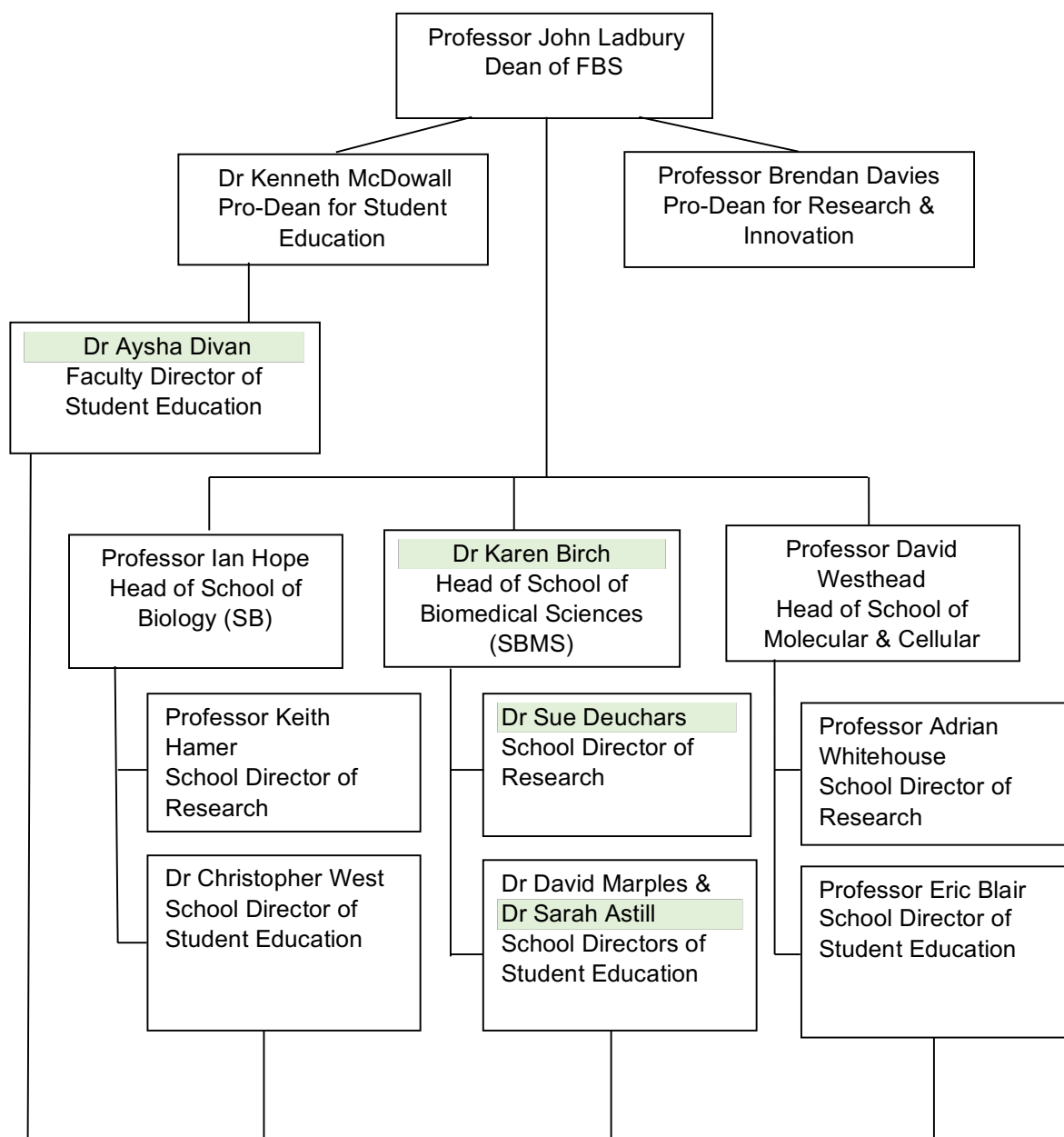• School of Biomedical Sciences (SBMS)

Teaching in life sciences is delivered and supported by the Biological Sciences Student Education Service and the three Schools. Teaching provision is via the Undergraduate & Graduate Schools with B.Sc. and M. Biol programmes aligned across SB, SMCB and SBMS. Provision of all teaching is overseen by the Pro-Dean for Student Education supported by the Faculty Director of Student Education working with School Directors of Student Education (DSE) (Fig 2.2). The Director of the Graduate School oversees postgraduate research student training and progression across FBS.

Fig 2.1: Structure of Faculty, including Schools, research groupings and Professional and Managerial, and Support Staff

With around 1900 undergraduate students and 100 taught postgraduate students, we are one of the largest life sciences faculties in the UK. Our programmes cover the breadth of the biological sciences with undergraduate programmes in the areas of biology, biochemistry, microbiology, sport and exercise sciences and medical sciences including physiology and neuroscience. Significant investments in our infrastructure contribute to our dynamic and vibrant research environment, offering excellent opportunities for cutting edge research focused around key areas, including neuroscience, sports and exercise science, membrane biology, and structural molecular biology.

Fig 2.2: Faculty reporting structure in terms of Research and Teaching Academic Management at both School and Faculty level


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                        │  Professor John Ladbury  │
                        │       Dean of FBS        │
                        └─────────────────────────┘
            ┌───────────────────────┐         ┌───────────────────────────┐
            │  Dr Kenneth McDowall   │         │  Professor Brendan Davies  │
            │  Pro-Dean for Student  │         │  Pro-Dean for Research &   │
            │       Education        │         │        Innovation          │
            └───────────────────────┘         └───────────────────────────┘

        ┌──────────────────────┐
        │   Dr Aysha Divan     │
        │  Faculty Director of │
        │   Student Education  │
        └──────────────────────┘
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Professor Ian Hope
Head of School of
Biology (SB)

Dr Karen Birch
Head of School of
Biomedical Sciences
(SBMS)

Professor David
Westhead
Head of School of
Molecular & Cellular

Professor Keith
Hamer
School Director of
Research

Dr Sue Deuchars
School Director of
Research

Professor Adrian
Whitehouse
School Director of
Research

Dr Christopher West
School Director of
Student Education

Dr David Marples &
Dr Sarah Astill
School Directors of
Student Education

Professor Eric Blair
School Director of
Student Education

Of the 14 members of Senior Management Academic staff we have 4 women in leadership roles, (29% females). Although most of these females are currently all in one school (SBMS), SMCB had a female DSE until 2017.

Table 2.A: Composition of FBS staff and students by gender 2016-17

Group	Total	Female	Male	% Female
Undergraduate Students	1914	1186	728	62
Postgraduate Students	312	163	149	52
Support Staff	140	93	47	66
Research Staff (postdocs)	121	52	69	43
Professional and Managerial Staff	49	23	26	47
Academic Staff	143	45	98	31

Fig 2.3: Overview of FBS staff and student numbers by gender
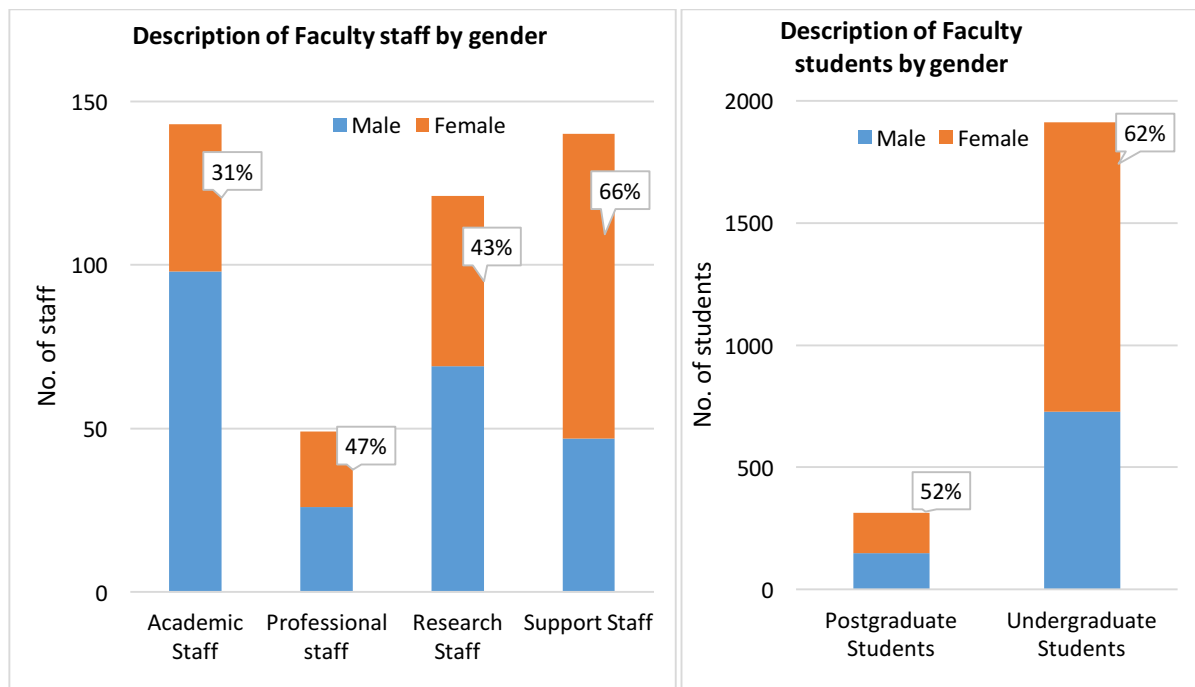
Word Count 477

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i)   A description of the self-assessment team

The self-assessment team (SAT), or Athena Swan Working Group (ASWG), which are the same thing, consists of 20 members (Table 3.A), 75% of whom are female. It brings together academic, professional and managerial, research and support staff, both at early-career and senior levels, as well as postdocs and PhD students across the three schools of the faculty. We have recently recruited UG student representatives, one of whom attended our March 2017 Meeting. This ensures views of diverse stakeholders are represented plus buy-in of senior management (incl Dean), which are vital to ongoing success of the gender equality agenda. The SAT members have different experiences, with some having caring responsibilities, working part-time or on a flexible basis and having diverse career trajectories. There are six continuing members from the 2014 Bronze Submission SAT who bring continuity and experience to the self-assessment process. The Chair, Professor Anne King, stepped down from the committee in 2016, to focus on other commitments. Dr Sue Whittle (SW), an Associate Professor and a long-standing member of FBS ASWG, and Dr Julie Aspden (JA), a new University Academic Fellow, were appointed as Co-Chairs. This has allowed us to draw on two different perspectives in terms of teaching and research focused academics, at different stages of their careers. SW has a teaching and scholarship focus, whilst JA joined FBS in 2015. JA's recent experience of making the transition from postdoc to academic puts her in an excellent position to tackle this key part of the leaky pipeline. Together SW and JA represent the importance of both research and teaching, which is at the heart of FBS.

Table 3.A: Description of self-assessment team

Name	Role on Team	Role in Faculty	Experience and work-life balance
Michaela Agapiou (female)	Postgraduate representative	PhD student (School of Molecular and Cellular Biology	
Dr Andrew Aldridge (male)	PDRA representative	PDRA in BMS	
Dr Julie Aspden (female)	Co-Chair	UAF in Pervasive Transcription (School of Molecular and Cellular Biology)	
Christina Craven (female)	Advisor on HR policy development & implementation	FBS HR Manager	
Dr Hannah Dugdale (female)	School of Biology academic representative	Lecturer in Conservation Biology	

Name	Role	Position	
Ashleigh Elliott (female)	Postgraduate representative	PhD student in School of Biology	████
Dr Philippa Garner (female)	Teaching & Scholarship representative	Teaching Fellow in School of Biomedical Sciences	████
Jackie Goodall (female)	Support staff representative	Faculty Senior Technical Services Manager	████
Professor Keith Hamer (male)	School of Biology academic representative	Professor of Animal Ecology	████
Professor Mark Harris (male)	School of Molecular and Cellular Biology academic representative	Professor of Virology	████
Dr Emma Hesketh (female)	PDRA representative	PDRA in School of Molecular and Cellular Biology	████
Dr Isuru Jayasinghe (male)	School of Biomedical Sciences academic representative	Lecturer in Cardiovascular Science	████
Professor Anne King (female)	Ex-Chair and BMS representative	Chair of Translational Neuroscience	████
Dr Hannah Kirton (female)	PDRA representative	PDRA in School of Biomedical Sciences	████
Dr Jessica Kwok (female)	School of Biomedical Sciences academic representative	UAF in Medical Engineering in the Spinal Cord	████
Professor John Ladbury (male)	Dean of FBS	Dean of Faculty of Biological Sciences	████
Dr Charlotte Scarff (female)	PDRA representative	PDRA in School of Molecular	████

		and Cellular Biology	
Claire Smith (female)	Support staff representative	Faculty Education Service Manager	
Nichola Sykes (female)	HR: SAT co-ordination & administrative support	HR Officer in FBS	
Dr Sue Whittle (female)	Co-Chair	Associate Professor in School of Molecular and Cellular Biology	

(ii)   An account of the self-assessment process

The SAT meets monthly: business from other FBS committees, including Equality and Inclusion (EIC) and Faculty Executive Committee (FEC) is discussed along with new and ongoing initiatives. Standing items on our agenda include updates from postdoc and student representatives. There are sub-committees for postdocs, PhD students and UG students. Each sub-group meets to develop strategies and activities specifically to support gender equality within these populations. This is essential to encourage progression of gender equality through the career steps for young female scientists.

Athena SWAN is a regular item on agendas for school staff meetings (2/year), FEC and EIC meetings, so that the committees feed into each other (2013 Action 1.1). The FBS Athena SWAN website (www.fbs.leeds.ac.uk/equality-and-diversity/athena-swan/) is also used to communicate information (2013 Action 5.3). Achievements around Athena SWAN objectives are highlighted on this website and in Dean's weekly email communication to all Faculty members. PhD student and postdoc representatives on the committee invite their peers to discuss their needs regarding the Athena SWAN agenda at coffee mornings. With the recent incorporation of support and professional & managerial staff we are currently developing mechanisms for this to occur for these groups too, e.g. at the next Technical Staff away day there will be an Athena Swan presentation.

Since our Bronze Award in 2014, the SAT has worked to implement the action plan but also developed and delivered new initiatives. These additional activities have benefited from new members of the SAT bringing fresh ideas and incorporating good practices from other groups at UoL and beyond. The SAT has reviewed current policies and practices in FBS and our progress over the last three years by reviewing relevant data. To assess impacts of our actions we performed two surveys, the first in 2013 and the second in 2016, to identify changes during this period. These were Faculty-wide 'Staff Culture Surveys' assessing staff opinions on issues relating to work/life balance, career progression and barriers to progression. Following each survey, we organised four focus groups to discuss key areas highlighted in the survey: part-time working, mentoring, career progression and return to work after career breaks (Table 3.B). Outcomes have been incorporated into actions, alongside quantitative data and used within this application to illustrate impact. We also surveyed our PhD students in 2017.

Table 3.B: Numbers of people attending focus groups in 2016/17, and percentage who are female.

Focus group	Group size	% female
Part-time working	9	100
Mentoring	8	75
Career progression	10	60
Return to work	7	100

The University AS Steering Group has provided input, support and discussions regarding self-assessment. We received particular input from the Faculty of Medicine and Health (FMH) who were recently awarded silver and from Mathematics and Physical Sciences Faculty (MAPs) as Christina Craven is also a member of their SAT.

External to UoL, we have interacted with a number of other Athena Swan Groups. In 2016 Dr Frankie MacMillan (University of Bristol) shared their experiences of 'Advancing to Silver and Beyond'. Dr MacMillan described initiatives that they had introduced, and brought fresh ideas on new activities for career development across the faculty. We meet with representatives from York and Sheffield and the White Rose Partnership to discuss best practice and exchange ideas. Dr Julie Aspden also regularly discusses actions and initiatives with colleagues at University of Sussex who have been critical friends during the self-assessment process.

(iii) Plans for the future of the self-assessment team

The ASWG will continue to meet monthly to review data, implement initiatives, and monitor implementation and effectiveness of the Action Plan. After our submission, we will split into sub-teams to focus on specific types of activity within our action plan e.g. mentoring, to allow us to focus and contribute to areas we are passionate about. To ensure ASWG tackles school specific challenges e.g. PGR applications, we will also meet as teams from each School, led by AS School representatives. One area we aim to address along with members of the EIC is Trans issues, working with University levels Athena Swan groups. Our newly formed undergraduate sub-group will meet regularly and liaise with the PhD student reps to organise events, and promote AS awareness and culture. We will focus on developing improved survey mechanisms In June 2017, a "Survey Sub-group" will be established to develop a new and improved survey structure that will profile all groups of staff and students, with tailored questions on an annual basis.

Word Count 952

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1 Student data

(i)   Numbers of men and women on access or foundation courses

FBS accepts students via three access routes: foundation courses, Access to HE, and the Access to Leeds scheme (A2L). The majority enter via A2L, the university's widening access programme.

Table 4.1.A: Number and percentage of female students entering through foundation or access courses.

Year of Entry	A2L		Access to HE schemes		Foundation Year		Total (sum of A2L, Access and Foundation)	
	Total Registrations	% F	Total Registrations	% F	Total Registrations	% F	Total Registrations	% F
2012	68	54	0	0	10	50	78	54
2013	53	66	8	25	6	50	67	60
2014	79	71	8	25	7	71	94	67
2015	50	66	2	50	5	100	57	68
2016	50	72	2	50	5	60	57	70

Fig 4.1.1: Percentage of students from access routes who are female
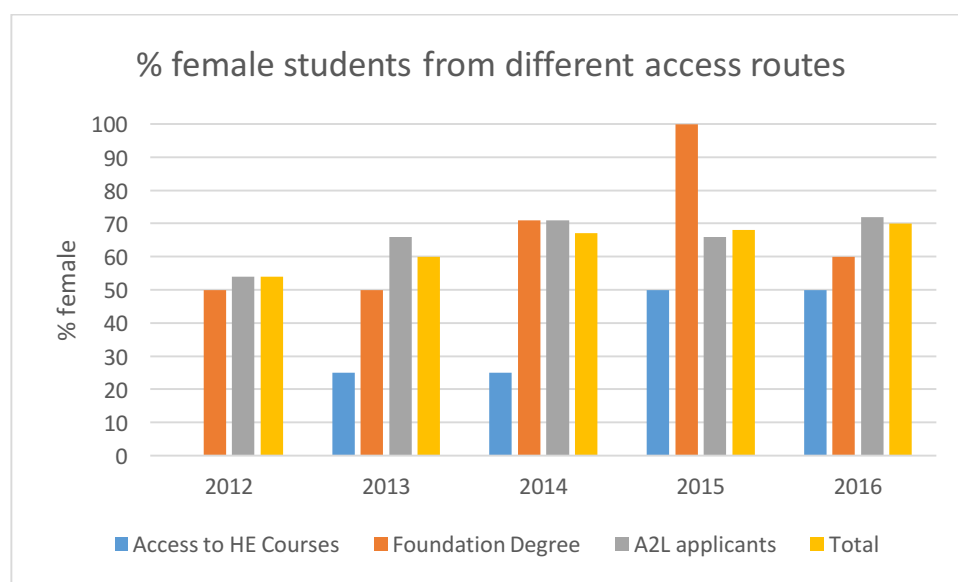
The percentage of female entrants from all routes increased from 54% in 2012 to 70% in 2016. Historically, females were underrepresented on the Access to HE route, but now constitute 50% of the cohort. The proportion of male students entering through access courses is decreasing: action is required to improve gender balance.

(ii) Numbers of undergraduate students by gender

FBS offers 17 UG degree programmes within three Schools. Data for SES are reported separately from SBMS, of which it is part, since SES delivers distinct degree programmes. Gender distribution in SES is different, and consequently specific actions are required. Only SB recruits part-time (PT) undergraduates and numbers are low (~1-2/year) so are excluded. National benchmark data are HESA derived and Russell Group benchmarks shown for a more direct comparison.

Table 4.1.B: Numbers and gender of UG students in FBS and within schools, with percentages of those who are female (green), along with National sector benchmarks (Nat ben)

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FBS	1055	919	53	1045	870	55	1081	814	57	1150	750	61	1149	703	62
Nat ben	53225	53655	50	55160	55530	50	56910	57205	50	100090	101240	50			
SB	313	232	57	335	212	61	342	206	62	372	203	65	345	185	65
Nat ben	16655	11680	59	17170	12050	59	17945	12475	59	18870	12580	60			
SMCB	249	252	50	261	251	51	294	229	56	313	221	59	333	207	62
Nat ben	6945	5675	55	7085	5925	54	7380	6105	55	7690	6090	56			
SBMS (-SES)	360	227	61	346	218	61	360	210	63	404	189	68	414	181	70
Nat ben	17820	10915	62	18880	11310	63	19430	11445	63	19670	11205	64			
SES	169	242	41	143	220	39	119	191	38	96	157	38	94	153	38
Nat ben	11805	25385	32	12025	26245	31	12155	27180	31	11925	27655	30			

Fig 4.1.2: Percentage of UG students across FBS who are female, along with Russell Group and National benchmarks
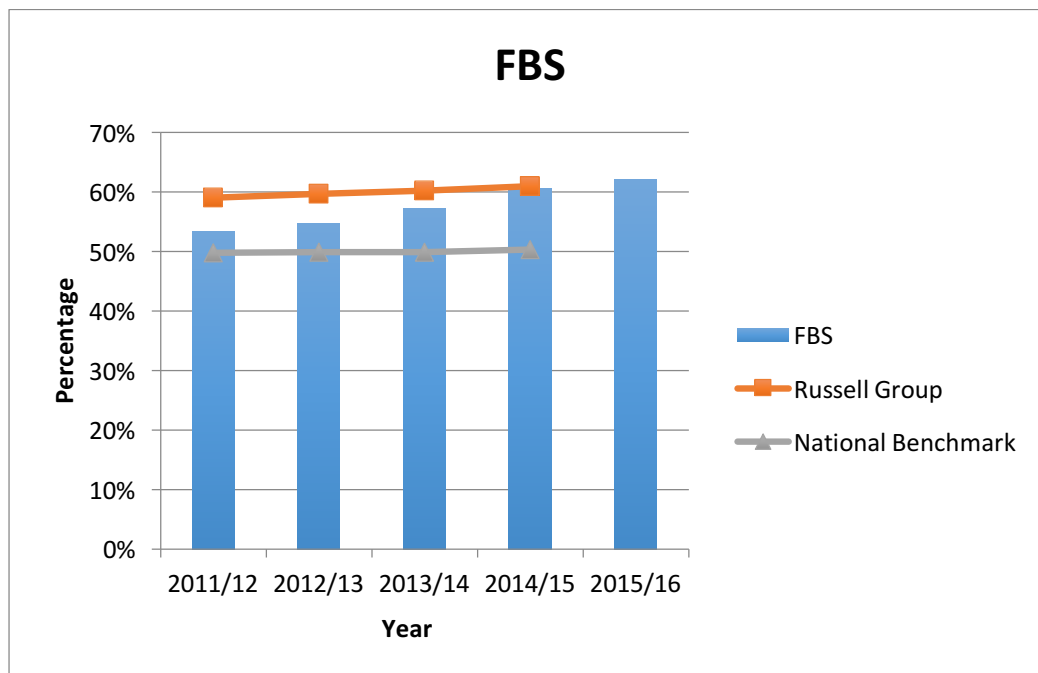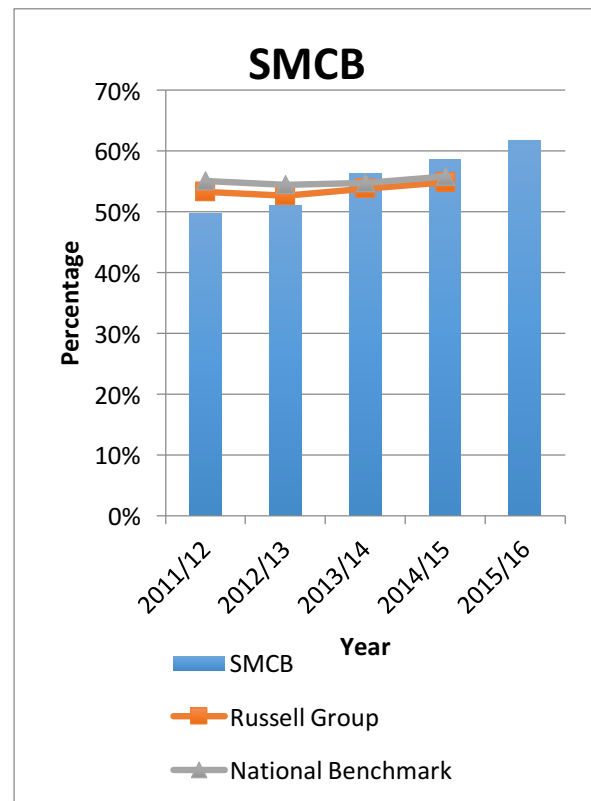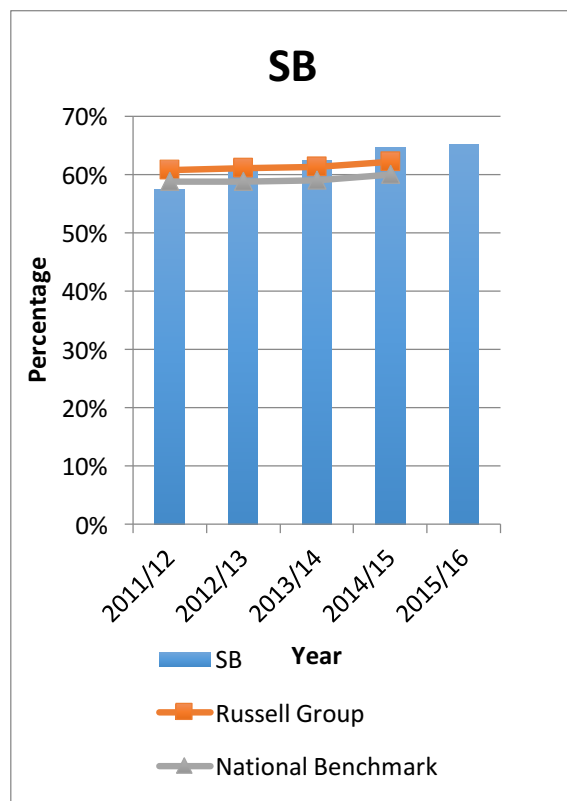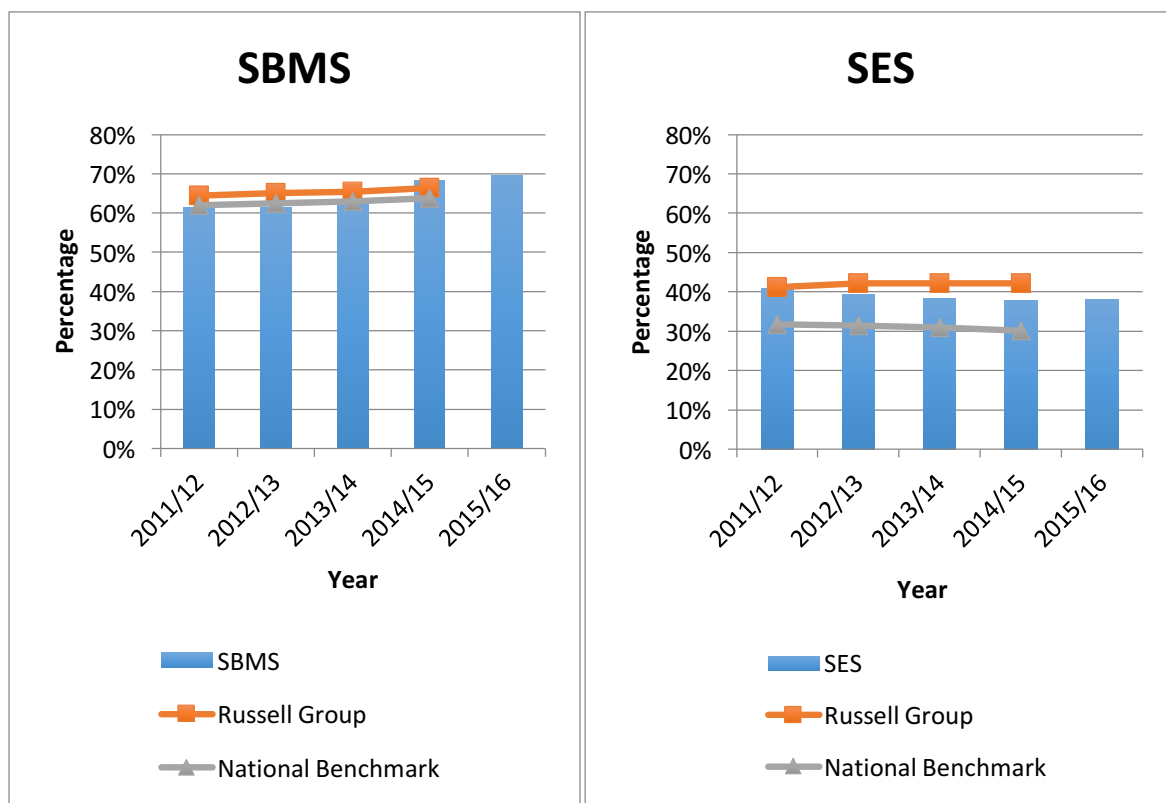

Fig 4.1.3: Percentage of UG students in SB, SMCB, SBMS and SES, who are female, along with Russell Group and National benchmarks

SBMS

SES

The proportion of UG female students has risen at faculty level to >60%, in line with other RG universities (Fig 4.1.2). School data suggest that percentages of female students have risen particularly in SMCB and SBMS (approaching 70% F), though changes in SB have stabilised (Fig 4.1.3). SMCB has a more even gender balance than SB or SBMS. These levels exceed National and RG benchmarks, particularly in SBMS. In contrast, the percentage of female UG students in SES has decreased slightly, is above the National benchmark but not RG levels. It is encouraging that decreasing female registrations in SES have stabilised in 2014-16, resulting from our actions to attract females to this course (2013 Action 2.3).

ACTION

  1.3   Review number of male and females hosting open days, and promotional materials to attract male students particularly to BMSC programmes

ii.b   UG Applications, offers and acceptances

Table 4.1.C: Percentage of students who are female applying, getting offers and accepting, with actual numbers of female students in brackets

	2012/13			2013/14			2014/15			2015/16			2016/17		
	Apps	Offers	Accs	Apps	Offers	Accs	Apps	Offers	Accs	Apps	Offers	Accs	Apps	Offers	Accs
FBS	51 (2704)	55 (2214)	56 (330)	55 (2217)	59 (1939)	62 (395)	57 (2696)	62 (2254)	63 (404)	58 (2176)	62 (2254)	64 (365)	59 (2042)	64 (1528)	67 (378)
National Benchmark	48 (86620)		48 (13670)	48 (87425)		49 (14050)	48 (90635)		48 (15285)	50 (100090)		49 (16210)			
SB	59 (805)	59 (656)	62 (108)	62 (634)	64 (555)	67 (122)	65 (751)	68 (598)	68 (129)	65 (544)	67 (423)	65 (95)	65 (435)	65 (269)	68 (94)
National Benchmark	57 (24120)		58 (4190)	58 (24090)		58 (4275)	58 (25745)		59 (4750)	61 (30160)		62 (5140)			
SMCB	51 (634)	53 (554)	58 (102)	58 (556)	59 (502)	62 (112)	56 (706)	58 (603)	56 (102)	61 (571)	63 (472)	67 (108)	61 (543)	62 (468)	68 (106)
National Benchmark	51 (10041)		103 (1685)	52 (11175)		53 (1900)	53 (12040)		55 (2050)	58 (14625)		60 (2345)			
SBMS	60 (913)	63 (777)	58 (100)	64 (808)	64 (725)	67 (140)	69 (998)	71 (884)	72 (144)	69 (769)	70 (648)	70 (129)	74 (787)	75 (665)	74 (139)
National Benchmark	59 (36890)		63 (4810)	58 (37625)		63 (5000)	59 (38190)		63 (5420)	62 (37065)		67 (5185)			
SES	30 (352)	36 (227)	37 (32)	30 (219)	35 (157)	32 (21)	27 (241)	37 (169)	40 (29)	34 (292)	45 (123)	40 (33)	33 (277)	41 (126)	49 (39)
National Benchmark	27 (15570)		29 (2985)	28 (14535)		29 (2875)	26 (14660)		27 (3065)	27 (18240)		27 (3540)			

Fig 4.1.4: Percentage of applicants to UG programmes, who are female in FBS, with National and Russell Group benchmarks
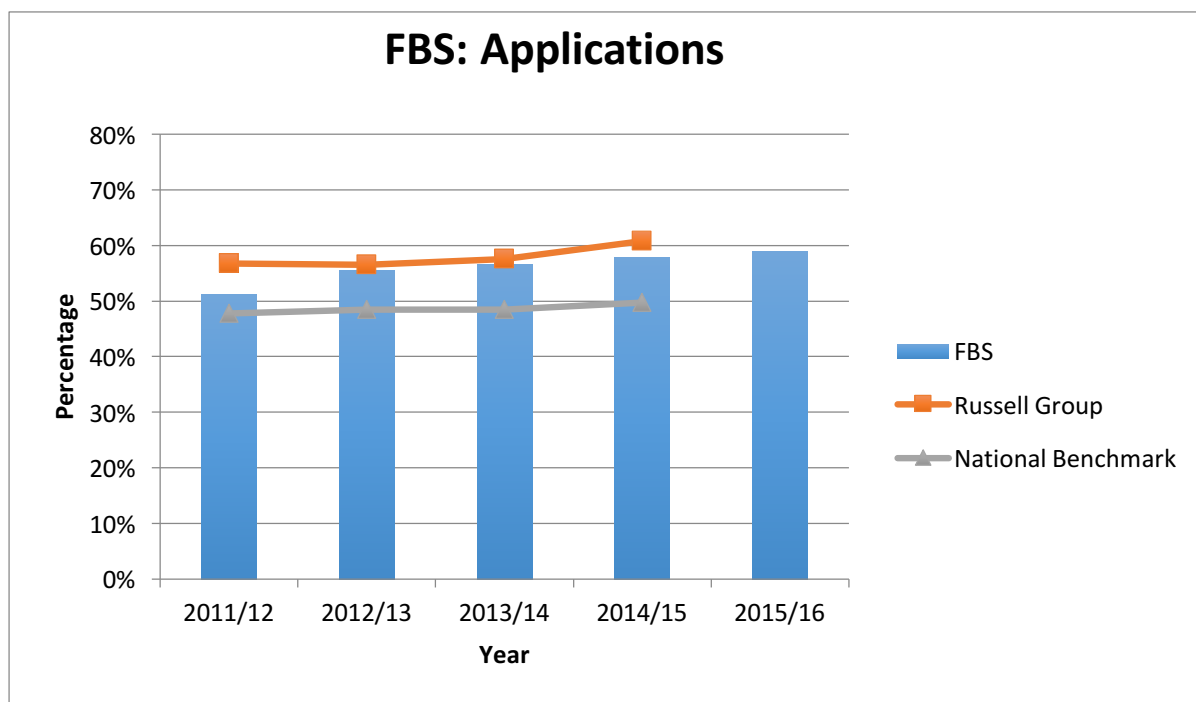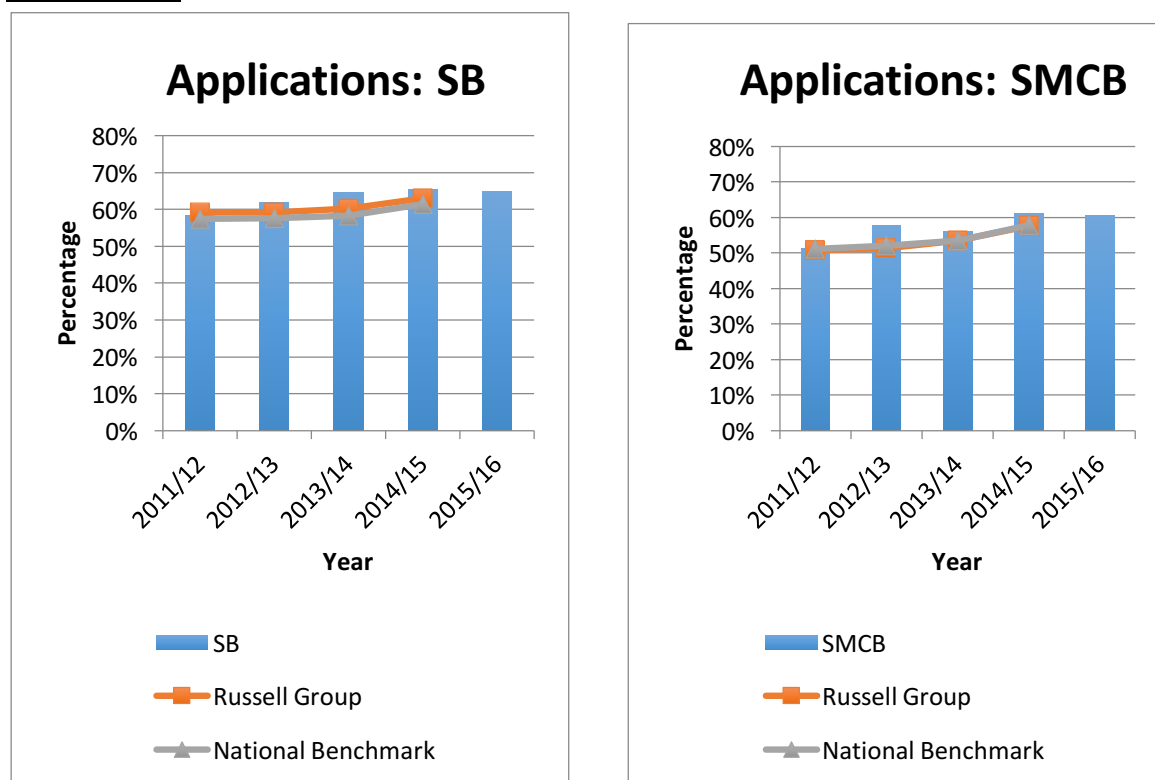

FBS: Applications

Fig 4.1.5: Percentage of those making applications to UG programmes, who are female SB, SMCB, SBMS and SES.
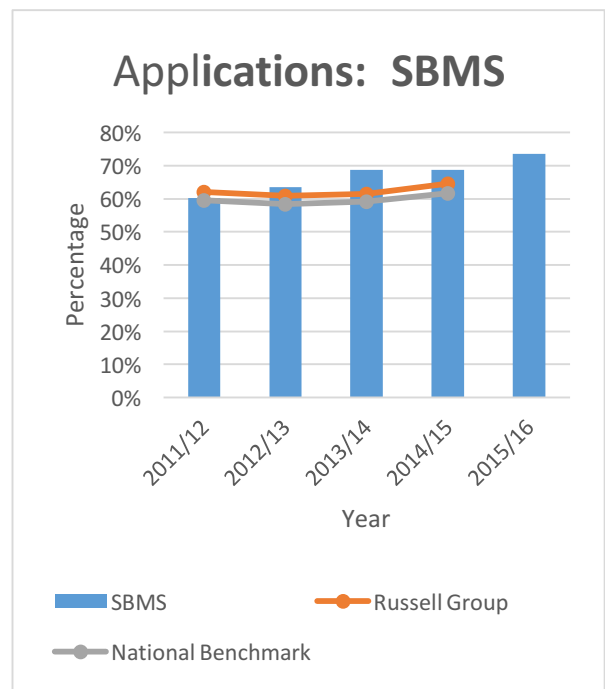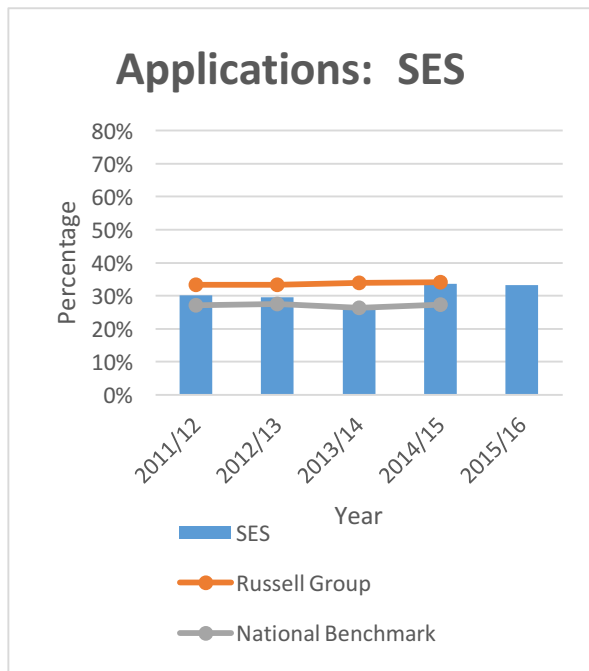

Applications: SB

Applications: SMCB

Fig 4.1.6: Percentage of those receiving offers to UG programmes, who are female in FBS
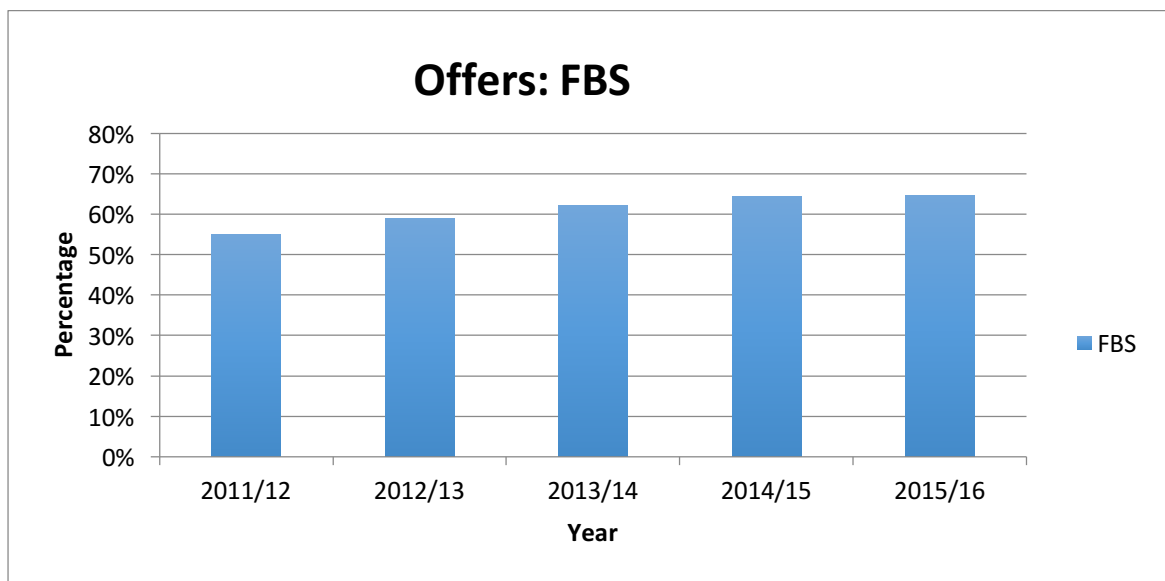
Fig 4.1.7: Percentage of those receiving offers to UG programmes, who are female in SB, SMCB, SBMS and SES.

Fig 4.1.8: Percentage of students accepting offers who are female, across FBS. Russell group and national benchmarks are also indicated.

Acceptances: FBS

Fig 4.1.9: Percentage of students accepting offers who are female, in individual Schools; SB, SBMS, SMCB and SES. Russell group and national benchmarks are also indicated.

Acceptances: SB

Acceptances: SMCB

Acceptances: SBMS

Acceptances: SES

Fig 4.1.10: Percentage of students applying, getting offers and accepting them who are female, in FBS.

Female successful application process: FBS

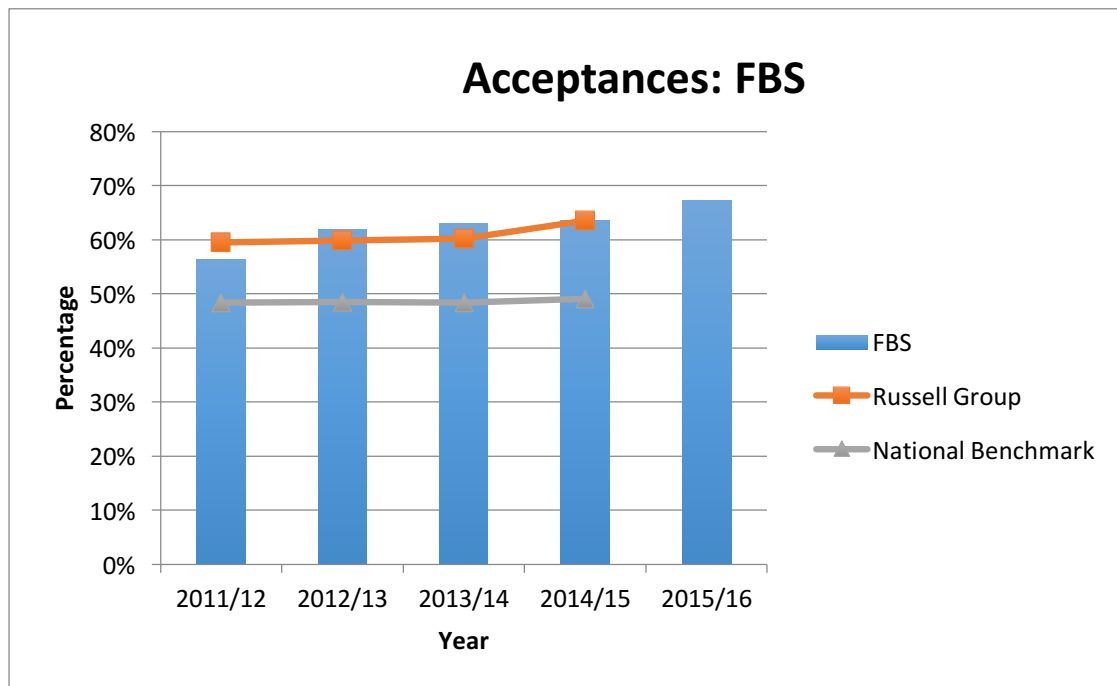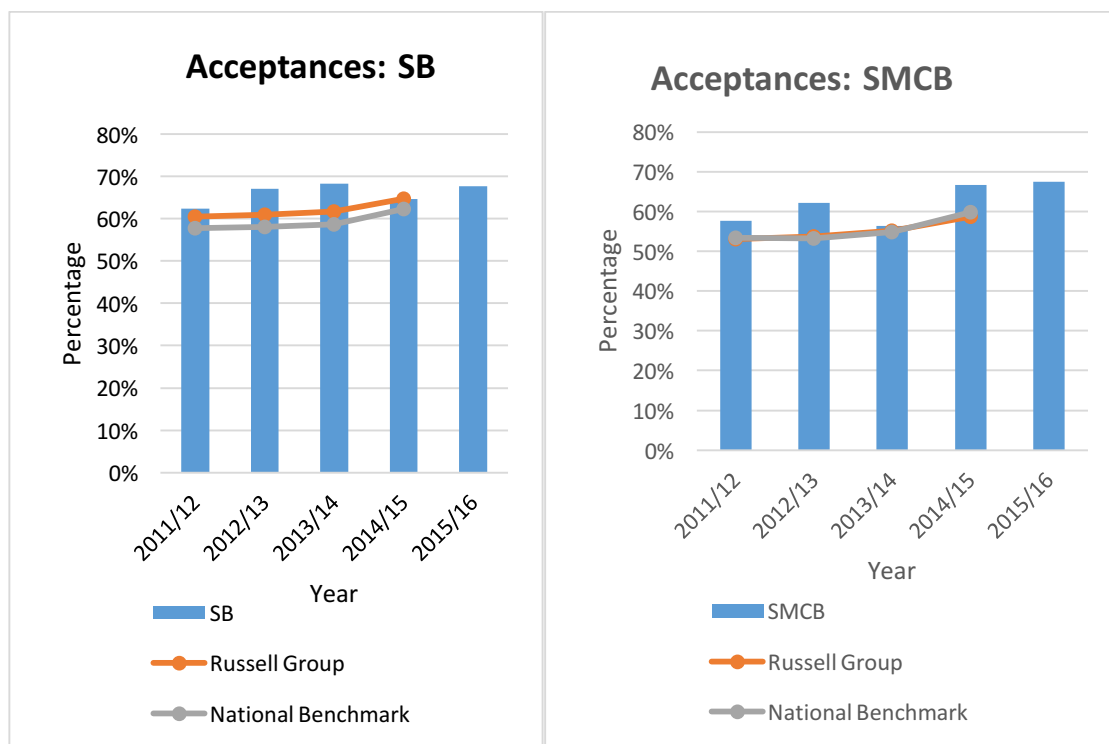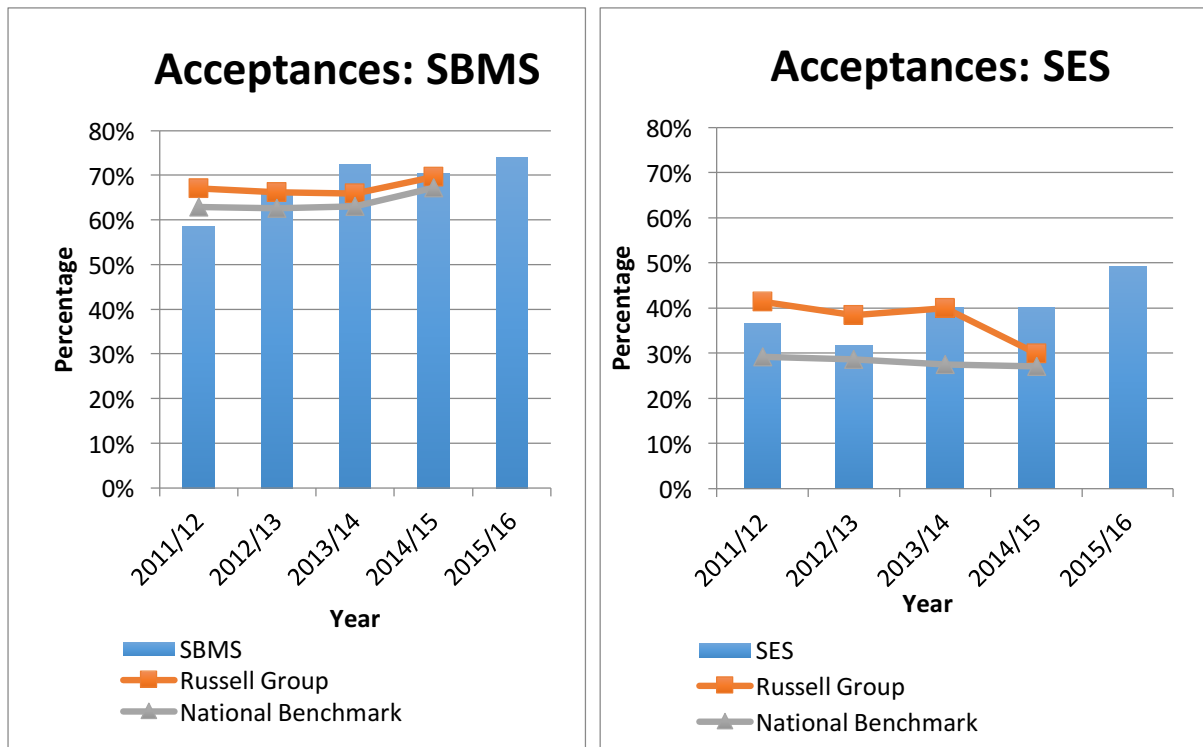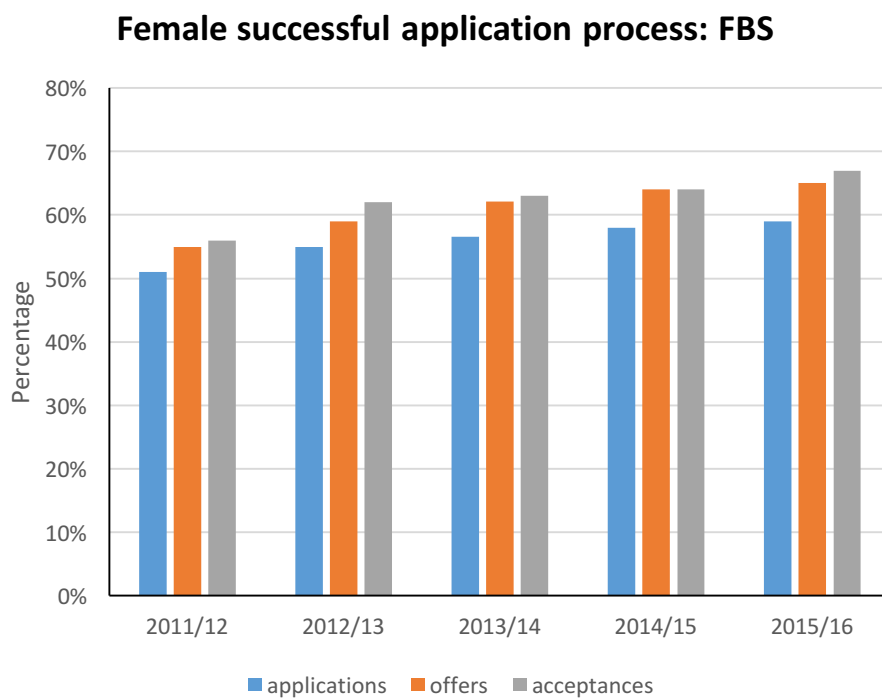Fig 4.1.11: Percentage of students applying, getting offers and accepting them who are female, in SB, SMCB, SBMS, SES.

Female successful applications: SB

Female successful applications: SMCB

Female successful applications: SBMS

Female successful applications: SES
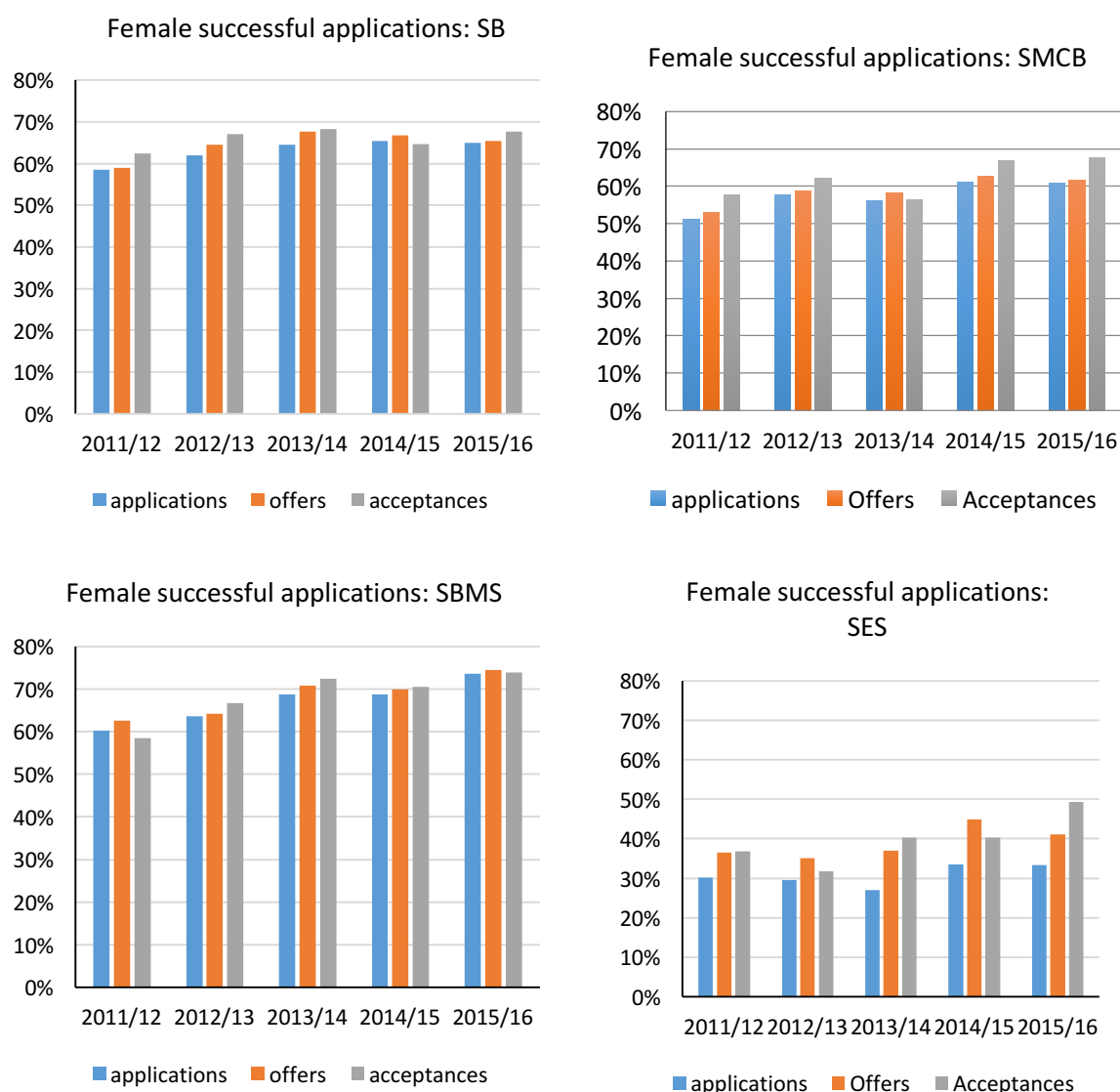
The percentage of female applicants has risen, as have offers and acceptances. Female students are slightly more likely to obtain and accept offers than males, (Fig 4.1.9 and 10) possibly because females perform better at interview and achieve better A levels. At Faculty level, % female applicants and acceptances mirror other RG universities (Fig 4.1.4 and Fig 4.1.8).

At School level, SMCB and SES recruit a higher percentage of females than the national/RG average. We changed SES course recruitment material to include more female representation in marketing videos and brochures (2013 Action 2.3), which has resulted in increased applications, from ~30% in 2012/2013 to ~50% in 2016/2017 (Fig 4.1.9) despite a national/RG decrease. This impact should result in higher numbers of female registrations.
SB and SBMS recruit in line with national trends; however, we are concerned that SBMS acceptances from males are approaching 25% and will address this (Action 1.3).

UG Degree attainment by gender

Table 4.1.D: Number of students achieving degree classifications by gender and year

Year	Gende	Group	I	II(i)	*II(ii)*	III/Pass
2012	Female	**FBS**	71	191	63	12
		Russell Group	1090	2600	740	95
		National benchmark	2750	7505	3210	550
	Male	**FBS**	49	150	89	11
		Russell Group	570	1690	735	115
		National benchmark	1695	5850	4245	950
2013	Female	**FBS**	74	210	47	3
		Russell Group	1235	2815	665	60
		National benchmark	3185	8100	3150	530
	Male	**FBS**	48	124	103	15
		Russell Group	695	1855	750	85
		National benchmark	2060	6895	4560	990
2014	Female	**FBS**	56	182	52	7
		Russell Group	1170	2300	500	50
		National benchmark	3865	8425	3075	515
	Male	**FBS**	48	168	62	11
		Russell Group	620	1530	530	55
		National benchmark	2515	7665	4640	885
2015	Female	**FBS**	111	186	30	6
		Russell Group	1555	2645	525	55
		National benchmark	3990	7560	2600	430
	Male	**FBS**	66	124	50	4
		Russell Group	870	1680	525	65
		National benchmark	2570	6405	3800	780
2016	Female	**FBS**	118	199	30	1
		Russell Group	0	0	0	0
		National benchmark	0	0	0	0
	Male	**FBS**	47	111	52	4
		Russell Group	0	0	0	0
		National benchmark	0	0	0	0

Fig 4.1.12: Percentage of female and male students across FBS achieving 2.1, along with Russell Group and National benchmarks
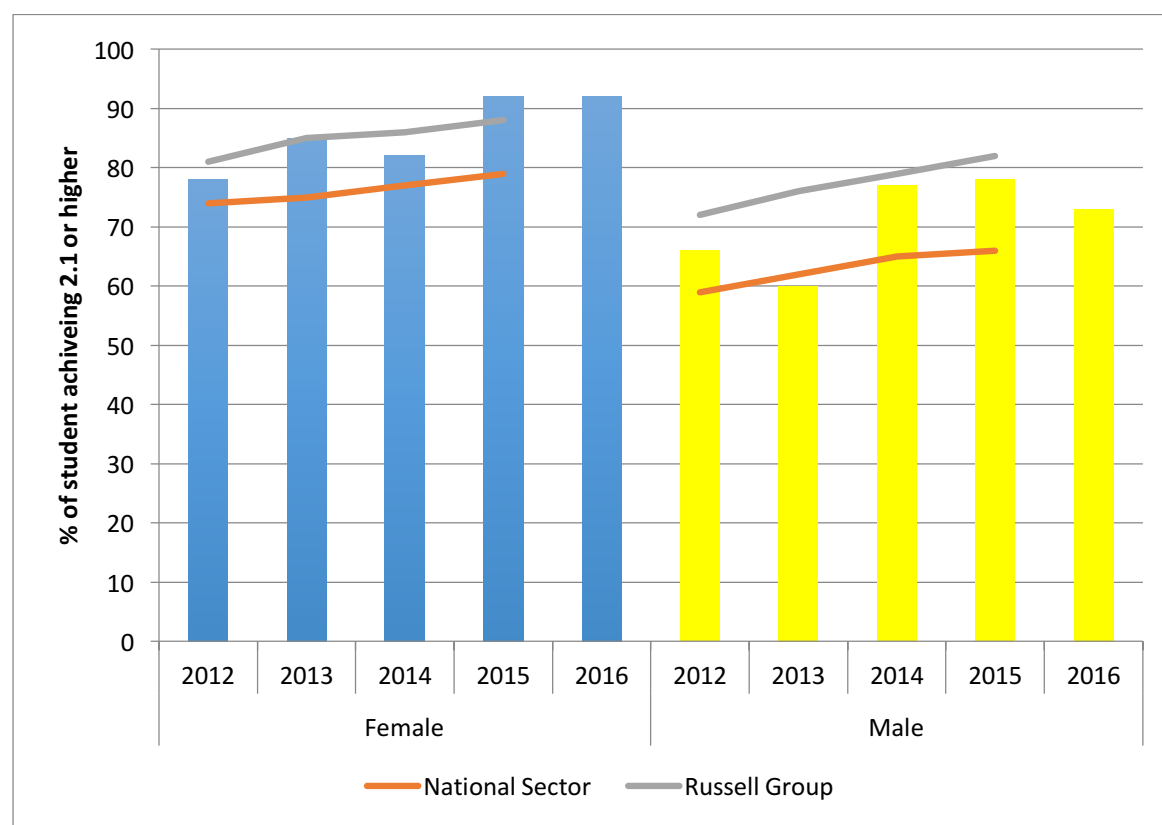
Females outperform males at Faculty level, and most years in every School. Male graduates perform slightly less well compared to other RG universities, though differences are small. The levels of female success in FBS mirror RG benchmarks. The gap between genders varies year-on-year, but no trend, and no reason for the greater gender gap observed in 2013 and 2016 can be identified. Similar gender gaps are evident in national data.

Table 4.1.E: Difference in the percentage of females and males obtaining a 2.1 or better

	2012	2013	2014	2015	2016
FBS	12	25	5	13	19
National benchmark	15	13	12	13	

Fig 4.1.13: Percentage of UG students achieving at 2.1 or higher, by gender in SB, SMCB, SBMS and SES

SB

SMCB

SBMS

SES

Fig 4.1.14: Percentage of female UG students achieving at 2.1 or higher, in the all the Schools of FBS
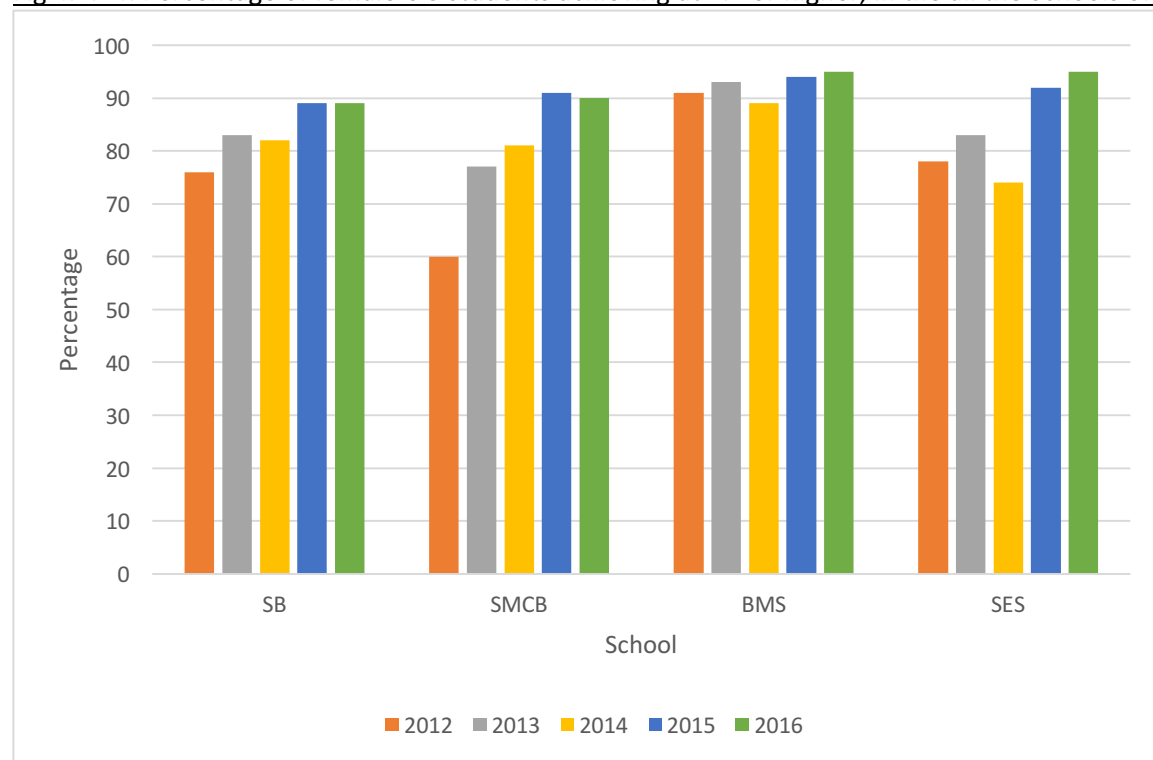
At School level, poorer performance by male students in SES identified in 2013 appears to have slightly improved (Fig 4.1.13-SES); continued tracking is required, as male performance remains more variable than in other Schools. We seek to mitigate this pattern of male under-achievement, which is seen across HE.

ACTION

1.5   Joint project will be undertaken with Faculty of Arts, Humanities & Cultures to investigate causes of male underperformance: actions may be taken depending on outcomes.

(iii) Numbers of men and women on postgraduate taught degrees (PGT)

iii a Full and part-time registrations

In FBS only SB and SMCB offer full-time taught Masters courses (PGT). SB offers a part-time variant.

Full-time PGT

Table: 4.1.F: Number and percentages of postgraduate taught students who are female

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
FBS	74	58	**56**	32	27	**54**	40	23	**63**	39	34	**53**	50	31	**62**
National bench-mark	3290	2980	**52**	2930	2630	**53**	3040	2710	**53**	3210	2745	**54**			
SB	40	17	**70**	17	15	**53**	26	5	**84**	22	16	**58**	18	10	**64**
National bench-mark	965	700	**58**	765	540	**59**	830	560	**60**	850	570	**60**			
SMCB	34	41	**45**	15	12	**56**	14	18	**44**	17	18	**49**	32	21	**60**
National bench-mark	470	395	**54**	475	400	**54**	450	395	**53**	485	405	**54**			

Fig. 4.1.15: Percentage of postgraduate taught students who are female across whole FBS Both Russell Group and National sector benchmarks are shown.
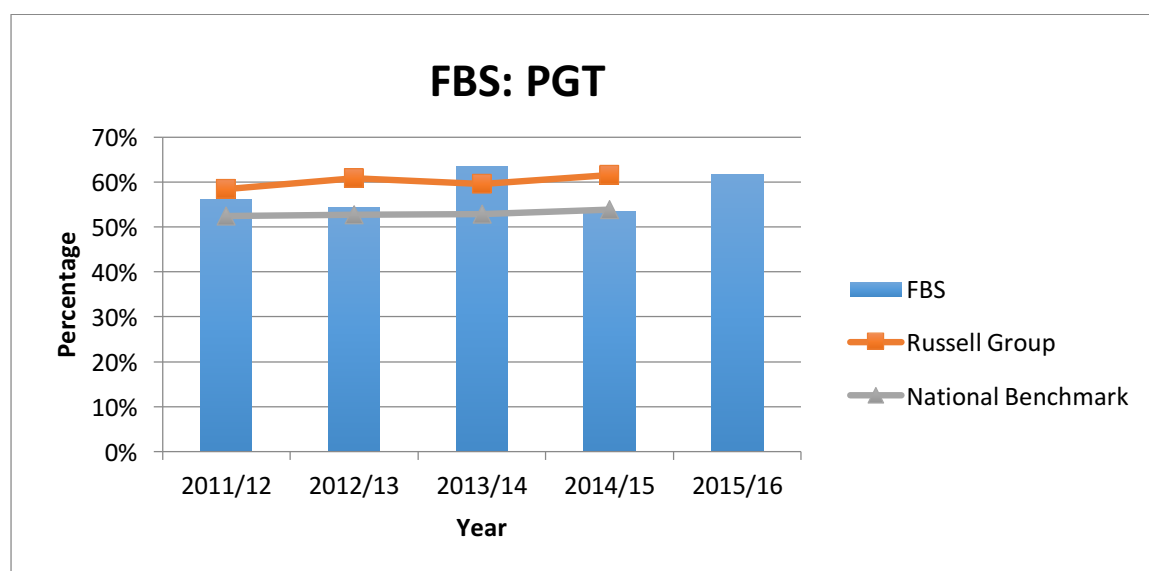
Fig. 4.1.16: Percentage of postgraduate taught students who are female across SB and SMCB. Both Russell Group and National sector benchmarks are shown.
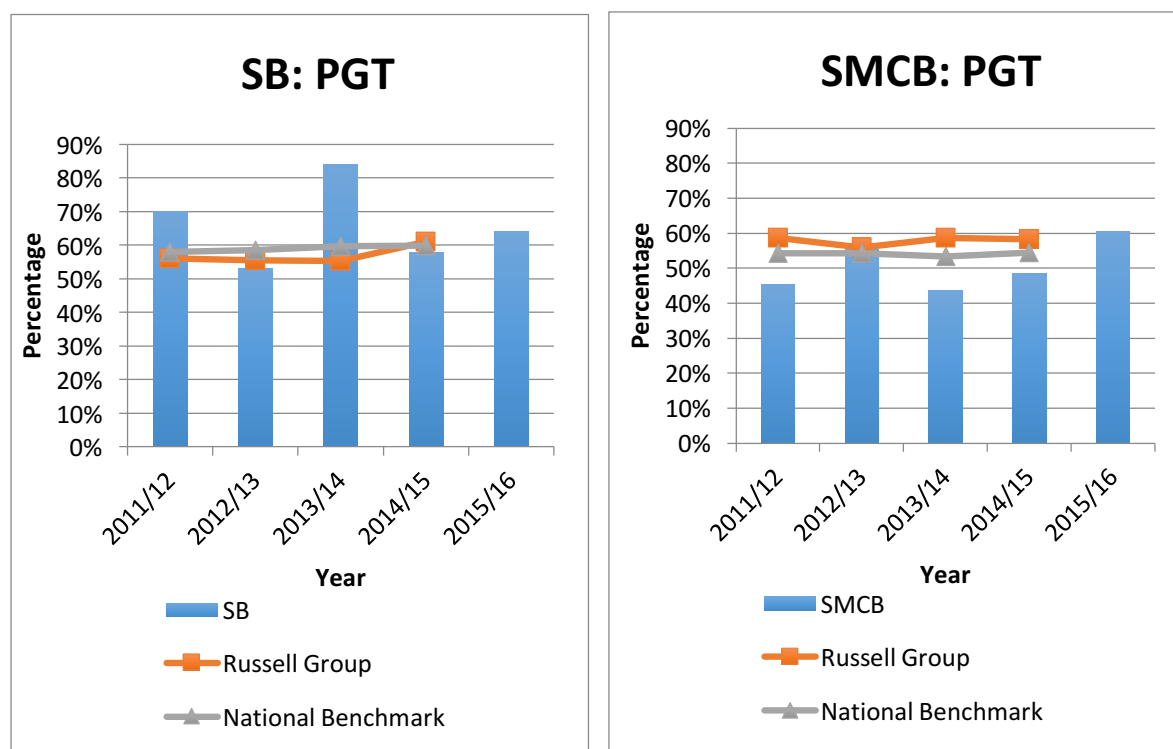
Percentage female registrations have fluctuated, unsurprisingly with such low numbers. There is approximate gender balance at Faculty and School levels, similar to national/RG data. The number of part-time PGT students is very low (<10/year) and the percentage of females varies (29%-75%) year-on-year. No trends can be identified.

iii b PGT applications, offers and acceptances

Table 4.1.G: Numbers and percentage of all Post-graduate taught students applying, offered and accepting place in FBS who are female. Total numbers in brackets and percentage outside brackets.

	2012/13			2013/14			2014/15			2015/16			2016/17		
	App	Offer	Acc	App	Offer	Acc	App	Offer	Acc	App	Offer	Acc	App	Offer	Acc
FT	54 (348)	62 (221)	54 (57)	55 (296)	60 (185)	58 (59)	58 (292)	61 (177)	53 (48)	56 (319)	58 (219)	60 (60)	57 (308)	62 (183)	67 (63)
PT	60 (9)	64 (7)	71 (5)	44 (4)	33 (2)	20 (1)	60 (3)	60 (3)	100 (3)	18 (2)	33 (2)	20 (1)	50 (6)	63 (5)	100 (3)

Fig 4.1.17: Percentage of students applying, getting offers and accepting places on full-time postgraduate taught programmes in FBS, who are female.

FBS FT PGT Application process
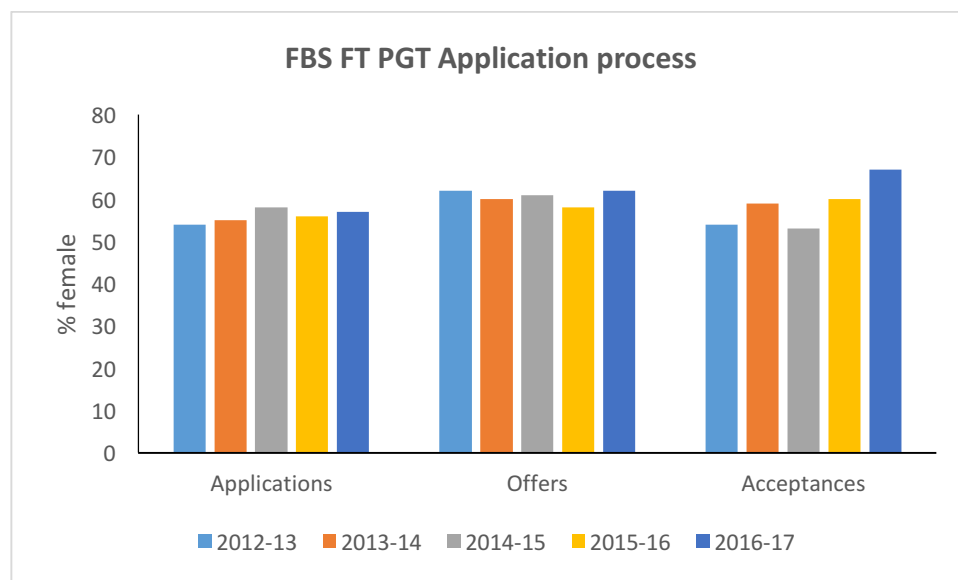
Full-time PGT applications show reasonable gender balance. Slightly more females than males receive offers, and recently female acceptances have reached 67%, in line with undergraduate recruitment.

iii c. Degree completion rates by gender

Table 4.1.H: Completion rates (%) for PGT students comparing females and males

Year	Completion rate (%)	
	Male	**Female**
2011/12	94	94
2012/13	96	89
2013/14	100	100
2014/15	100	95
2015/16	93	100

There is a high completion rate for PGT students, and no difference between male and female students: no action is required.

(iv) Numbers of men and women on postgraduate research degrees (PGR).

iv a. Postgraduate Research student registrations

In FBS there are several doctoral training programmes (DTPs): we also recruit through UoL schemes and direct entry.

Full-time

Table 4.1.I: Full-time Postgraduate Research student registrations

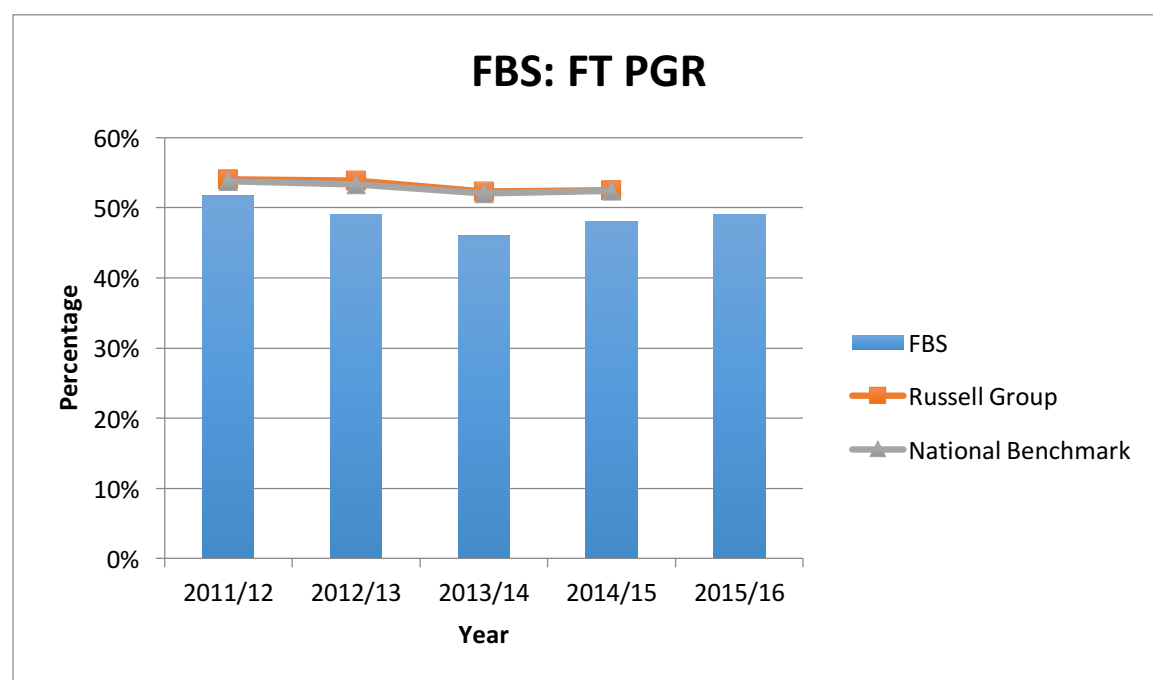|	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FBS	100	93	**52**	74	77	**49**	76	88	**46**	87	96	**48**	91	95	**49**
National benchmark	4495	3865	**54**	4670	4095	**53**	4770	4395	**52**	5080	4605	**52**			
SB	34	27	**56**	25	22	**53**	22	22	**50**	22	22	**50**	23	27	**46**
National benchmark	1940	1580	**55**	1860	1560	**54**	1900	1660	**53**	2010	1825	**52**			
SMCB	51	49	**51**	36	35	**51**	37	39	**49**	44	39	**53**	45	40	**53**
National benchmark	1115	1025	**52**	1100	1040	**51**	1180	1105	**52**	1180	1070	**52**			
SBMS	15	17	**47**	13	19	**41**	17	27	**39**	21	26	**45**	23	28	**45**
National benchmark	1240	975	**56**	1465	1165	**56**	1480	1290	**53**	1635	1335	**55**			

Fig 4.1.18: Percentage of full-time PGR students in FBS, who are female, along with Russell Group and National benchmarks
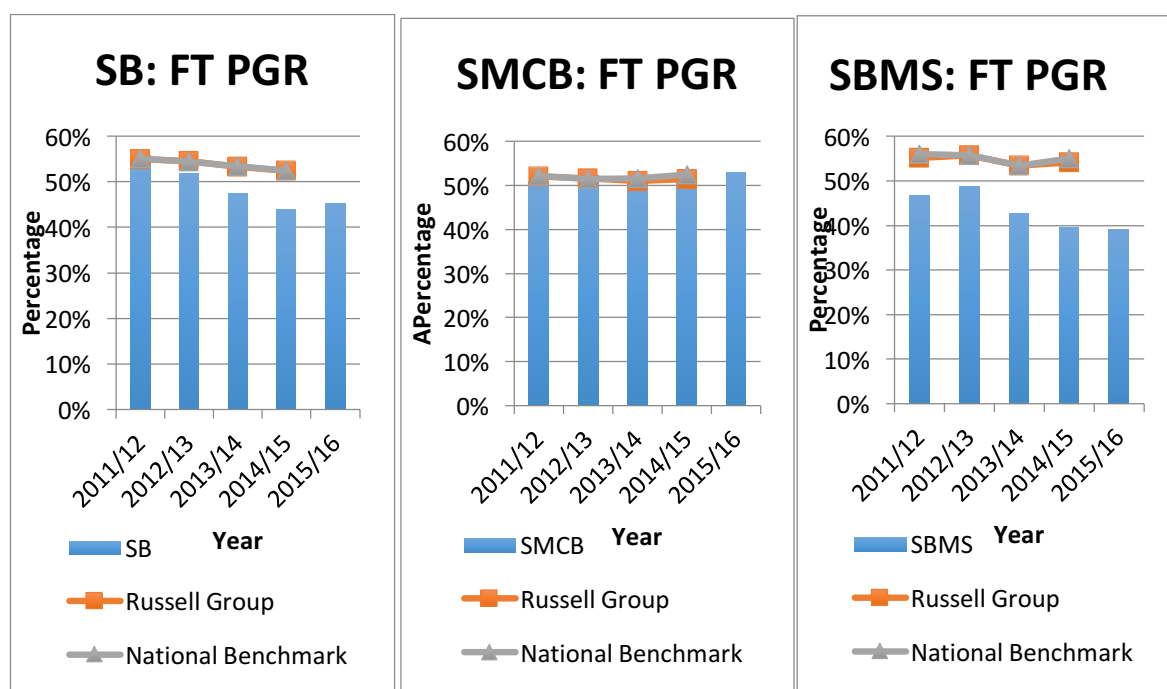
In FBS, full-time female registrations remained fairly constant, around 50%, slightly lower than national/RG averages. At School level SMCB is steady around 50% and in-line with benchmarks. However, SBMS and SB show a decreasing percentage of female students, falling below RG/National benchmarks. In the 2017 PhD student survey only 2% reported that the recruitment process was gender biased, however we will ensure that all members of interview panels have participated in unconscious bias and gender equality training. The gender composition of PhD interview panels will be monitored, aiming to improve gender balance if required.

We are working with Marketing to ensure that all promotional materials reflect equal gender balance, and to create a 'Women in Science' video to attract female PGR students.

Part-time

Table 4.1.J: Number and percentage of Part-time Postgraduate Research student registrations who are female.

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
FBS	5	2	**71**	7	5	**58**	8	1	**89**	9	3	**75**	12	3	**80**
National benchmark	465	270	**63**	455	265	**63**	450	225	**67**	485	265	**65**			

Fig 4.1.20: Percentage of part-time PGR students in FBS, who are female, along with Russell Group and National benchmarks.

FBS: PT PGR
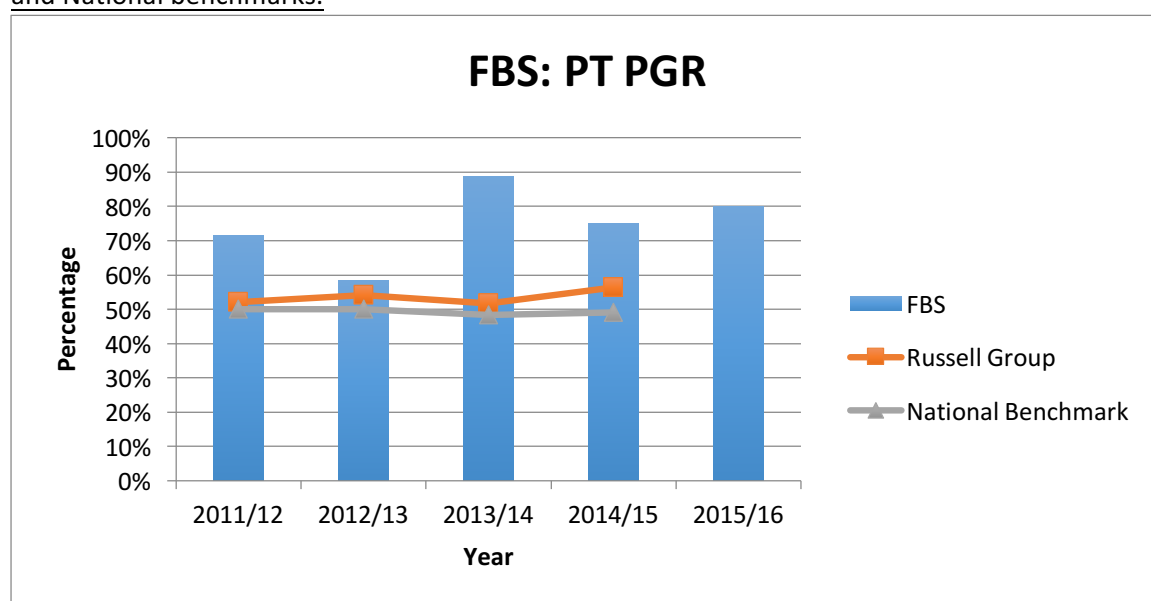
The number of part-time PGR students is increasing slightly, however the number of females has more than doubled between 2012 and 2016. Compared to national/RG data, FBS has a higher percentage of female part-time PGR students. 3 of these work part-time as technicians, supported by FBS to transition from support staff to PhD students.

ACTION

1.6   Review research postgraduate website and advertising materials for good gender balance

1.7   Develop female PhD case studies for PG recruitment material

1.8   Ensure even gender balance of staff and students hosting postgraduate open day/evening events

iv b. Applications, offers and acceptances

Table 4.1.K Percentage and numbers of students who applied, were offered places and accepted them, who are female.

	2012/13			2013/14			2014/15			2015/16			2016/17		
	App	Off	Acc	App	Off	Acc	App	Off	Acc	App	Off	Acc	App	Off	Acc
FT %	50	55	53	49	43	46	45	48	48	47	53	56	48	49	48
FT	462	53	42	464	46	39	427	57	43	328	70	49	326	56	43
PT %	70	75	75	50	33	33	63	100	100	64	75	75	63	100	100
PT	7	3	3	3	1	1	5	2	2	7	6	6	5	2	2

Fig 4.1.21: Proportion of students applying, getting offers and accepting them who are female

FBS PGR FT recruitment
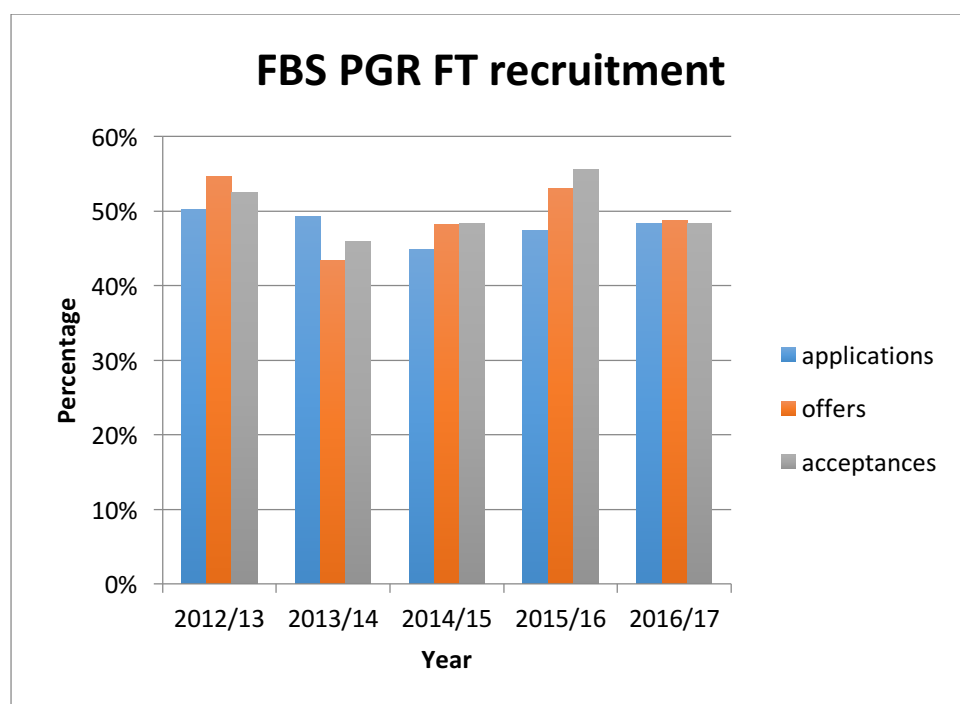
Applications, offers and acceptances for FT PGR students are almost gender balanced (data for individual Schools not recorded). No particular trend is apparent. Numbers of part-time PGR applicants are low, predominantly female, and generally successful in receiving offers.

ACTION

1.9   Survey UG/PhD students to identify barriers/issues affecting experience of males and females to identify gender-related issues relating to application and completion

iv.c. Degree completion rate by gender

Full and part-time data are combined. The dates refer to the start date and therefore show a lag, i.e. students who started in 2011/12 completed in 2016.

Table 4.1.L: Numbers and percentages of those completing degrees by gender.

Start year	Starters		Withdrawals		Completion rate (%)	
	F	M	F	M	F	M
2007/08	22	33	2	0	91	100
2008/09	45	32	0	1	100	97
2009/10	28	37	1	1	96	97
2010/11	24	31	3	2	88	94
2011/12	25	29	4	4	84	86

Fig 4.1.22: Percentages of those completing degrees by gender
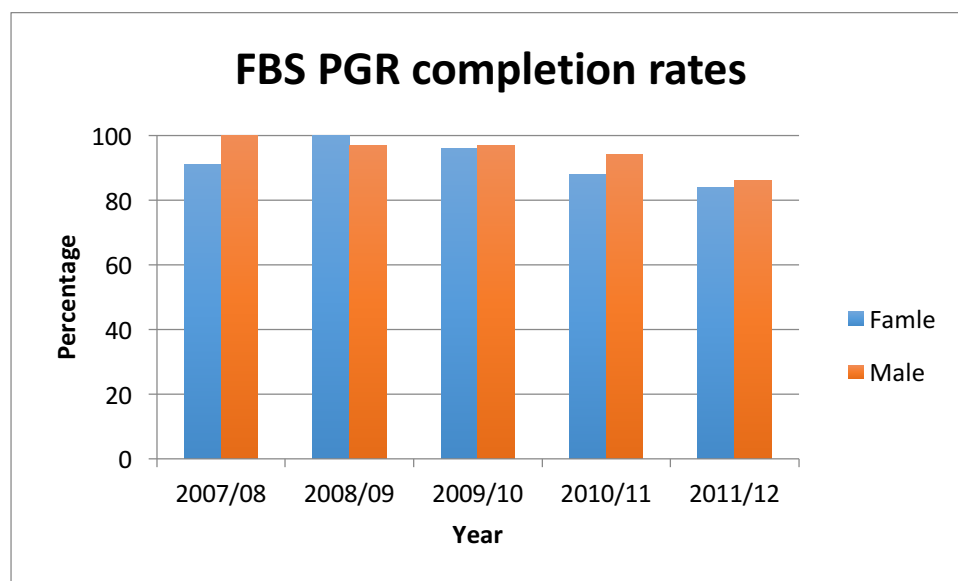
Completion rates are high, slightly higher for males. A recent change in reporting completion rates at university level, taking suspensions into account, may lead to improved completion data. Currently, according to RC DTP guidelines, students who take maternity/shared-parental leave during their PhDs and therefore do not finish within 4 years, count as "non-completions". FBS academics requested that funding bodies change this policy, as it is inaccurate and unsupportive of gender equality. Head of Graduate School has since raised this issue at UoL level and will lobby funding bodies for policy change.

Action

1.10 Monitor completion rates: investigate causes of slightly poorer completion rates for females if necessary.

v. Progression pipeline between undergraduate and postgraduate degrees

Table 4.1.M: Proportions of students who are female from the UG to PGT to PGR pipeline

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UG	1055	919	53%	1045	870	55%	1081	814	57%	1150	750	61%	1149	703	62%
PGT	79	60	57%	38	29	57%	44	28	61%	41	39	51%	54	36	60%
PGR	110	97	53%	81	82	50%	84	89	49%	96	99	49%	103	98	51%

Fig 4.1.23: Percentage of students on UG, PGT and PGR courses within FBS who are female
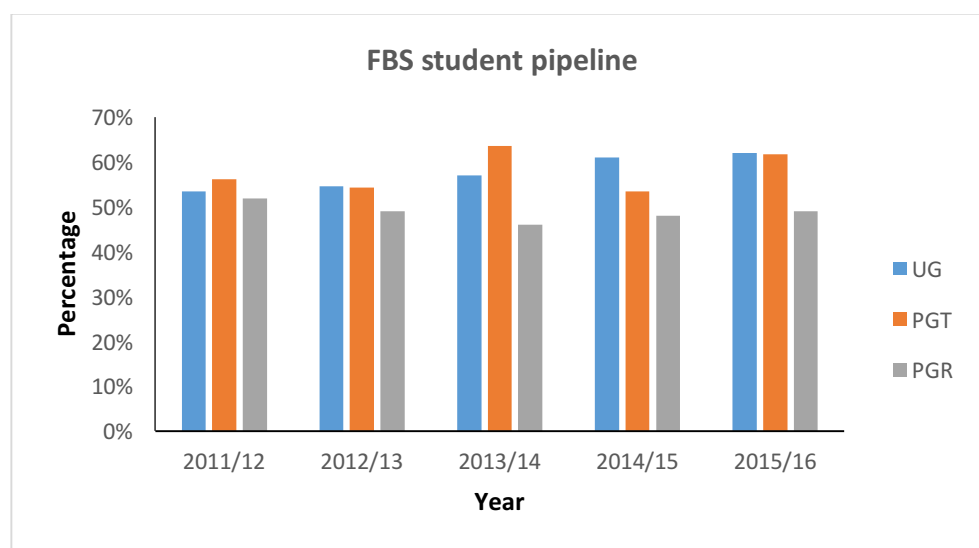
While the increasing percentage of female students at undergraduate level is mirrored at Masters level, the proportion of females has remained broadly constant at PGR level. SBMS has the largest drop-off between UG and PGR, due to high female UG levels and lower levels of PGR students. We will work particularly to ensure gender balance in SBMS PGR recruitment evenings.

This FBS-wide drop-off between UG and PGR suggests that female UG students are not moving through the academic pipeline, but it may be premature to judge, as increased UG and PGT female percentages started in 2013/14. As female UG students outperform males this is surprising because PG degrees select high achieving undergraduates. However, female students may be seeking opportunities for entry to graduate employment across varied careers. An FBS study shows that female students engage more than males with careers events, and opportunities such as mentoring (Table 4.1.N), suggesting that they are considering a range of careers.

Table 4.1.N: Percentage of the UG students taking advantage of career mentorship programme

		Mentees	
Year	Male	Female	% Female
2014/15	7	30	81
2015/16	18	64	78
2016/17	11	56	84

Nonetheless, FBS attracts proportionately fewer female PGR students than other institutions, which suggests that action should be taken, as described. The number of part-time female PhD students has more than doubled over the past 5 years (Table 4.1.J), a positive sign that FBS is facilitating female students to study via a flexible route. In future we will survey this group specifically to ensure that the support offered has an impact.

Summary of 2013 Action points and outcomes, with future actions.

Rationale	Action point	Progress 2013-2016	Impact	Future actions
To address gender imbalance in applications through foundation courses, particularly Access to HE	**Action 2.1** Monitor the gender balance of both applications and offers for students entering FBS via Access to Leeds (ACE) or foundation course (LLC) routes.	Monitoring has taken place annually.	% of female student registrations from all access/foundation routes has increased; levels (67-70%) are now in line with successful applications via traditional routes. Concerns that male recruitment via these routes is decreasing have been identified.	1.1 Recruit male Ambassador Plus students from September 2017, which allows trained undergraduate ambassadors to visit Schools in areas underrepresented in HE.
To specifically tackle gender imbalance across all UG programmes	**Action 2.2** Monitor gender balance of applications, offers & acceptances especially in areas identified for closer monitoring e.g. Sport & Exercise Science and School of Biology.	-Monitoring has taken place annually. - SB previous rise in % female applicants and acceptances has levelled off in last 2 years close to national/ RG levels. - SBMS – female students now comprise more than 70% of all applicants and acceptances. - SMCB – both applications and acceptances show higher % female than national/RG, and rising slowly.	Overall proportion of female applications and acceptances continue to rise slowly, in line with national/RG trends (Fig 4.1.8-10). Concerns around low levels of male recruitment, particularly in one School, have been identified.	1.2 2017-18 brochures will be modified to include equal emphasis on male and females in illustrations and Case Studies 1.3 Review number of male and females hosting open days, and promotional materials displayed to attract a wide range of students

To specifically tackle lower levels of applications by female students to SES degree programmes	**Action 2.3** Review **UG** recruitment processes, identify gender bias & develop strategy to offset imbalances in applicants to SES programmes. Use successful female role models in course marketing material.	Marketing strategy and materials were reviewed to increase visibility of female role models/images of female students. Interviews were introduced 3 years ago as part of the application process; in the last round of recruitment 30% of interviews were conducted by female staff.	Applications to SES by female students have risen over the last two years, with female acceptances approaching 50% in 2016, from a minimum of 32% in 2013.	1.4 Monitor ongoing effects of changes to strategies and materials: check that over the next 2-3 years, registration of SES female students increases in line with changes to acceptances.
To increase awareness/availability of part-time routes to PhD	**Action 2.4** Consult with PGR students/supervisors to determine level of demand & feasibility of part-time **postgraduate** study; highlight part-time opportunities in the postgraduate recruitment processes.	Students interested in part-time study are actively encouraged to discuss options with admissions staff.	The total number of part time postgraduate research students (PGR) is increasing slightly, however the number of females has more than doubled. Both students with children and those undertaking a PhD alongside related employment are recruited to the part-time option.	Action complete Continued monitoring

To address the possibility that males are falling behind in level of degree classification	**Action 2.5** Monitor success rates for both male & female **UG** students to identify emerging gender-linked trends of success for degree classifications.	-Female students continue to out-perform their male peers across all Schools. -Male performance in Sport & Exercise Science is now more in line with males from other Schools.		1.5 Started joint project Faculty of Arts Humanities and Cultures to develop strategy to tackle male underperformance (Claire Smith- Faculty Education Service Manager). Will be first time that male underperformance will be directly addressed.
To address the drop-off female students taking postgraduate courses after undergraduate courses	**Action 4.8** Ensure awareness of and access to advice & career progression training	-Programme of careers events including annual careers fair, and monthly newsletter aimed mainly at UG is organised by the Faculty Employability Officer. - Employability Facebook page. CV writing and interview skills are core components of all UG programmes. Continuing professional development optional modules here available at Level 1 and 2 -FBS Nurturing talent Mentoring Scheme started in 2014 offers industry mentors for UG students.	FBS is top of Russell Group for employability. The recruitment of female UG students to Industrial Placement Year has increased from 67% in 2013 to 71% in 2016.	1.9 Survey UG/PhD students to identify barriers/issues affecting experience of males and females to identify gender-related issues relating to application and completion

To improve the gender-equality culture in FBS and make those not yet aware of AS aware of importance	**Action 5.2** Increase visibility of Faculty & University-based Athena Swan activities	-Athena Swan Posters have been placed in student areas, and are visible at UG & PG Open Days. - Postgraduate representatives on AS Committee who disseminate information to their peers. - Announcements of AS matters & Women@Leeds events appear in the weekly Dean's communication & on plasma screens in public areas. -All PGR students were provided with Footsteps booklet, which will also be available at Outreach events & Open Days from 2017.		5.3 Continued roll-out of unconscious bias training for staff and students (page 91) 5.4 New mandatory E&I online training modules currently being developed by UoL address inappropriate behaviours 5.5 Plans to enhance UG & PGT awareness include introduction of a lecture on AS/unconscious bias/, and Equality & Inclusion training as part of induction programmes 5.6 Assessment of awareness/support for AS amongst UG/PGT students will be introduced, and monitored annually.
To tackle lack of awareness of Athens Swan in UG and PG students	**Action 5.5** Initiate student-facing publicity campaign on the subject of the faculty's Athena Swan work and longer term strategy		-Survey indicates 54% of female PhD students have participated in AS activities and 45% of male PhD students (who completed survey).	

4.2 Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching only

Overall the number of female research and academic staff in FB has changed little over the period (36%–37%, $p > 0.05$; Table 4.2.A). In 2014, UoL launched an exciting new tenure-track position, a University Academic Fellow (UAF) as part of a strategic investment to recruit "250 great minds". FBS has recruited 22 UAFs in 2015 and 2016. The first cycle resulted in 56% females and the second in 42% females being recruited.

Over the 2010-16 period there has been a small overall reduction in the number of lecturer posts because most academic appointments at grade 8 have been to UAF positions, and several lecturers have been promoted (see later). UAFs have a comprehensive set of objectives over a 5-year period, which on successful completion will lead to promotion to Associate Professor (Grade 9). This will therefore increase the number of female Grade 9 academics in FBS in 4 years.

The percentage of Grade 9 staff (Senior Lecturer/Reader/Associate Professor) who are female has declined slightly, the result of 3 promotions to Grade 10. The overall number of female professors within the Faculty has increased. The slight decline between 2014/15 and 2015/16 is due to two female Professors retiring. However, since the census date (2016), two further female Professors have been appointed, (not included).

The leaky pipeline predicts a decline in women advancing up the academic career ladder. Our analyses at Faculty level revealed that at transitions between Lecturer/UAF (grade 8) and grade 9 there is no significant drop in the proportion of females ($p > 0.05$). But there is a significant reduction in the proportion of female Professors ($p < 0.05$) compared to Grade 9. Therefore, for female academics in FBS the most challenging step is from grade 9 to grade 10. There is a higher proportion of female Teaching Fellows ($p < 0.05$), but numbers in teaching track positions are too low to profile in detail.

Table 4.2.A – FBS total numbers and % female staff in post by category

	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
Researcher (postdoc: grades 6,7)	149	**44**	154	**45**	144	**46**	127	**46**	116	**47**	121	**43**
Teaching Fellow (grade 6,7)	0	**0**	0	**0**	0	**0**	4	**50**	7	**71**	11	**55**
Lecturer (grade 8)	34	**24**	32	**25**	33	**36**	30	**40**	33	**27**	35	**31**
UAF (grade 8)	-	**-**	-	**-**	-	**-**	-	**-**	9	**56**	19	**42**
SL/Reader/AP (grade 9)	38	**32**	42	**29**	41	**29**	40	**25**	38	**29**	38	**29**
Professor (grade 10)	37	**19**	34	**21**	36	**19**	41	**24**	40	**25**	40	**23**
Total	258	**36**	262	**37**	254	**38**	242	**38**	243	**39**	264	**37**

Fig 4.2.1 –Percentage of research and academic staff who are female in FBS
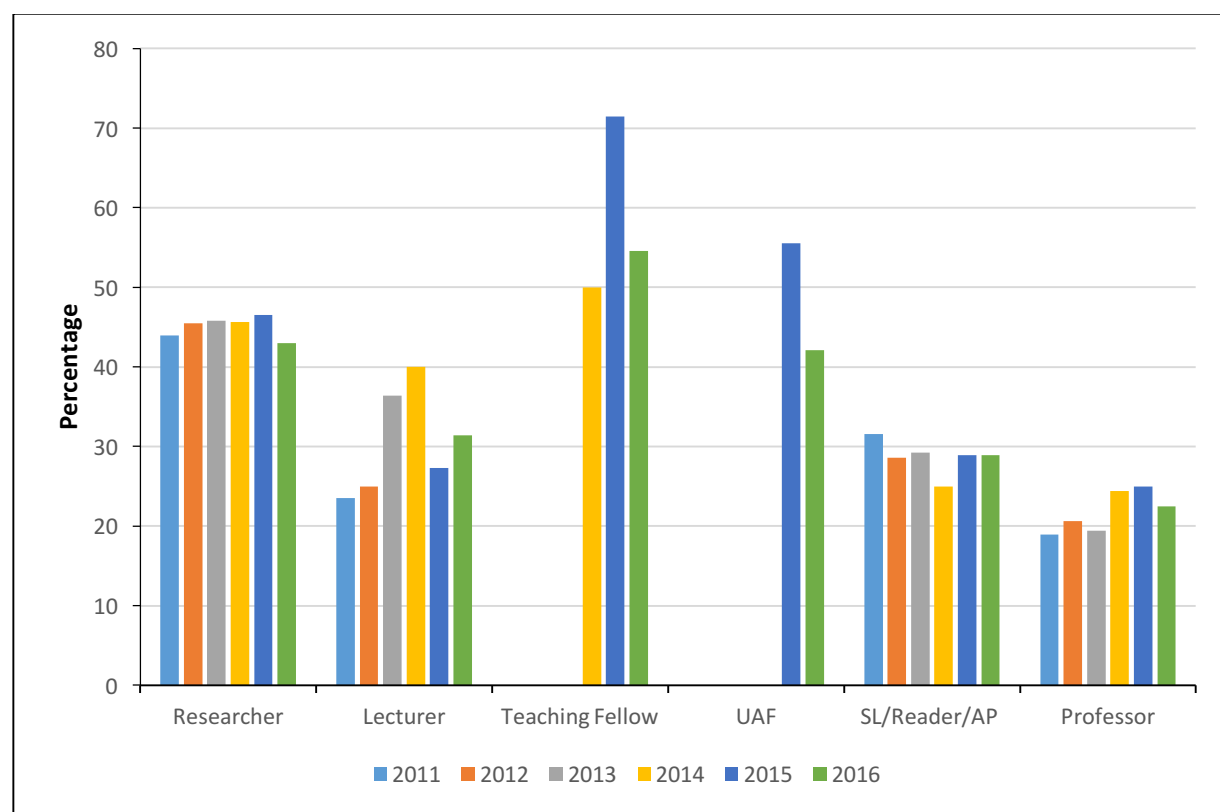
To look at the transition from postdoc to junior academic we have combined all grade 8 roles (lecturers and UAFs).

Table 4.2.B – FBS and National benchmarks of % female staff in post by category

	2011	**2012**	**2013**	**2014**	**2015**	**2016**
FBS Postdoc (researcher)	44	45	46	46	47	43
National Postdoc (Researcher)	50	51	50	50	51	
FBS Grade 8 (Lecturer and UAF)	24	25	36	40	34	36
National Lecturer	55	55	54	53	53	
FBS SL/Reader/AP	32	29	29	25	29	29
National SL/Reader/AP	34	35	35	35	35	
FBS Professor	19	21	19	24	25	23
National Professor	17	17	18	18	19	

FBS: academic pipeline

Data show a substantial drop from levels of female researchers (postdocs) to lecturer (blue to grey), but significant improvement since 2013. The proportion of female postdocs is steady but the proportion of grade 8 female academics has increased from 24% in 2011 to 36% in 2016, due to recruitment of UAFs. The combination of cultural change and unconscious bias training may be improving the ability of FBS to recruit female academics.

Since 2014 the percentage of female Professors has risen to above the national average. The percentage of female postdocs is close to the national average, whilst grade 8 and 9 levels are both below. (Fig. 4.2.2).

Fig 4.2.3 – Percentage of women in research and academic roles in FBS compared to National benchmarks. The national averages, by career stage, are shown as squares, and the variation that could occur by random chance is shown with error bars. FBS values are plotted as crosses, and all lie within this random chance region.
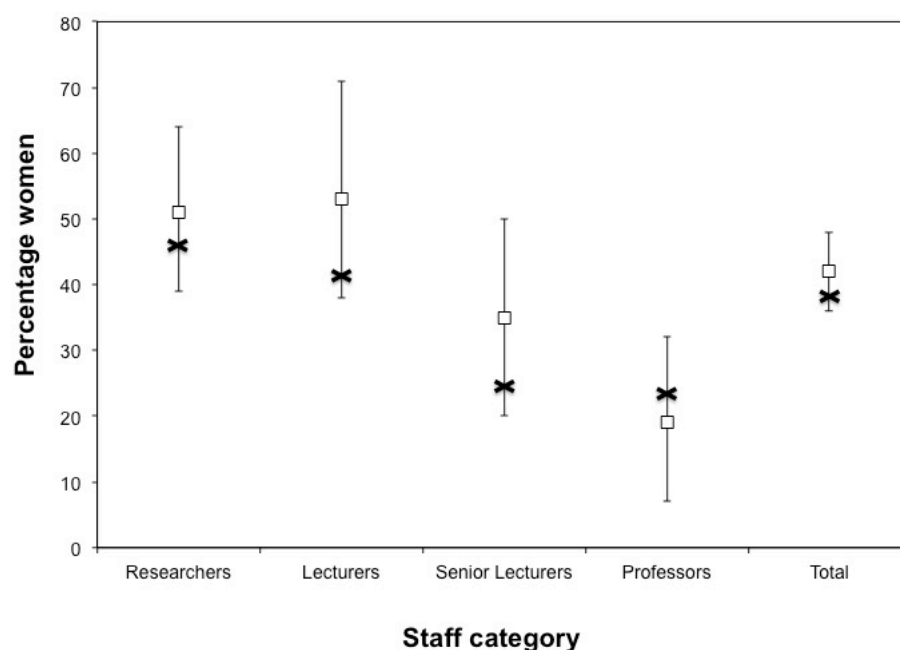
Table 4.2.C: Percentage of women in research and academic roles in School of Biology

School of Biology	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
Researcher	42	**52**	40	**53**	37	**57**	33	**64**	26	**58**	25	**60**
Lecturer	5	**0**	8	**13**	9	**33**	9	**44**	8	**38**	9	**44**
Teaching Fellow	0	**0**	0	**0**	0	**0**	1	**0**	0	**0**	0	**0**
UAF	-	**-**	-	**-**	-	**-**	-	**-**	2	**100**	4	**75**
SL/Reader/AP (Grade 9)	12	**17**	12	**17**	10	**20**	9	**22**	9	**22**	9	**22**
Professor	14	**21**	13	**23**	14	**21**	14	**14**	14	**14**	13	**15**

Table 4.2.D: Percentage of women in research and academic roles in School of Molecular and Cell Biology

School of Molecular and Cellular Biology	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
Researcher	73	49	78	45	65	45	59	37	63	41	70	37
Lecturer	13	31	8	25	8	38	8	38	8	25	8	25
Teaching Fellow	0	0	0	0	0	0	1	0	1	0	2	0
UAF	0	0	0	0	0	0	0	0	6	33	9	22
SL/Reader/AP (Grade 9)	11	36	13	31	13	23	15	20	15	27	14	29
Professor	15	27	13	31	12	25	15	33	14	36	16	31

Table 4.2.E: Percentage of women in research and academic roles in School of Biomedical Sciences

School of Biomedical Sciences	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F	Total	% F
Researcher	32	22	36	39	42	38	35	43	27	48	26	42
Lecturer	16	25	16	31	16	38	13	38	17	24	18	28
Teaching Fellow	0	0	0	0	0	0	2	100	6	83	9	67
UAF	0	0	0	0	0	0	0	0	1	100	6	50
SL/Reader/AP (Grade 9)	15	40	17	35	18	39	16	31	14	36	15	33
Professor	8	0	8	0	10	10	12	25	12	25	11	18

Fig. 4.2.4: Percentage of women in research and academic roles in School of Biology along with National benchmarks

SB: academic pipeline

Legend:
- SB Researcher
- SB Lecturer/UAF
- SB Teaching Fellow
- SB SL/Reader/AP
- SB Professor
- National Researcher
- National Lecturer
- National SL/Reader/AP
- National Professor
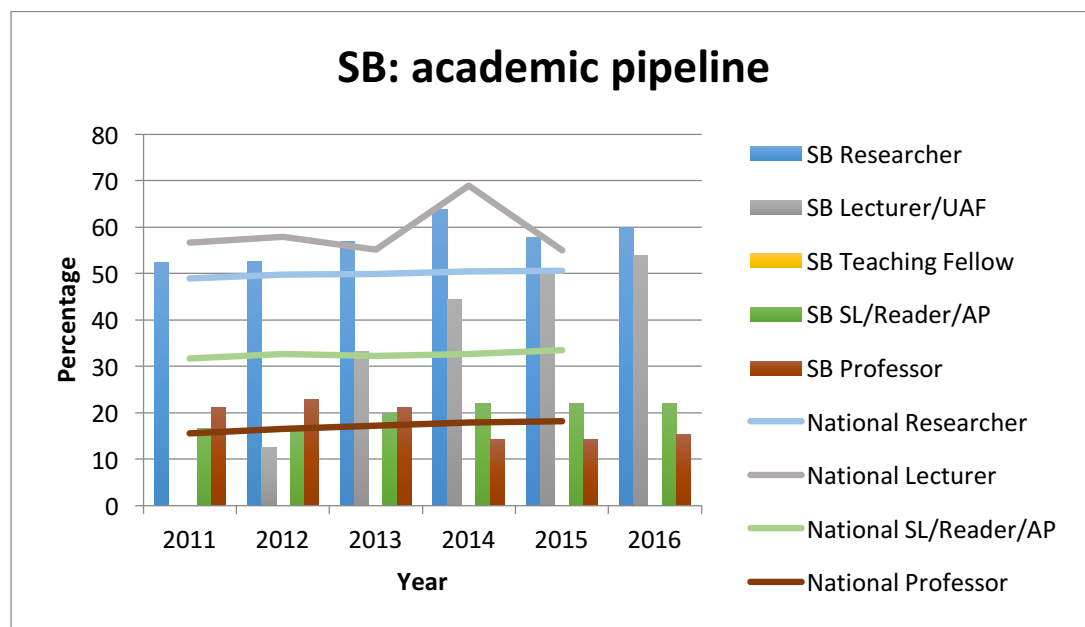
Fig. 4.2.5: Percentage of women in research and academic roles in School of Molecular and Cellular Biology along with National benchmarks.

SMCB: academic pipeline

Legend:
- SMCB Researcher
- SMCB Lecturer/UAF
- SMCB SL/Reader/AP
- SMCB Professor
- National Researcher
- National Lecturer
- National SL/Reader/AP
- National Professor
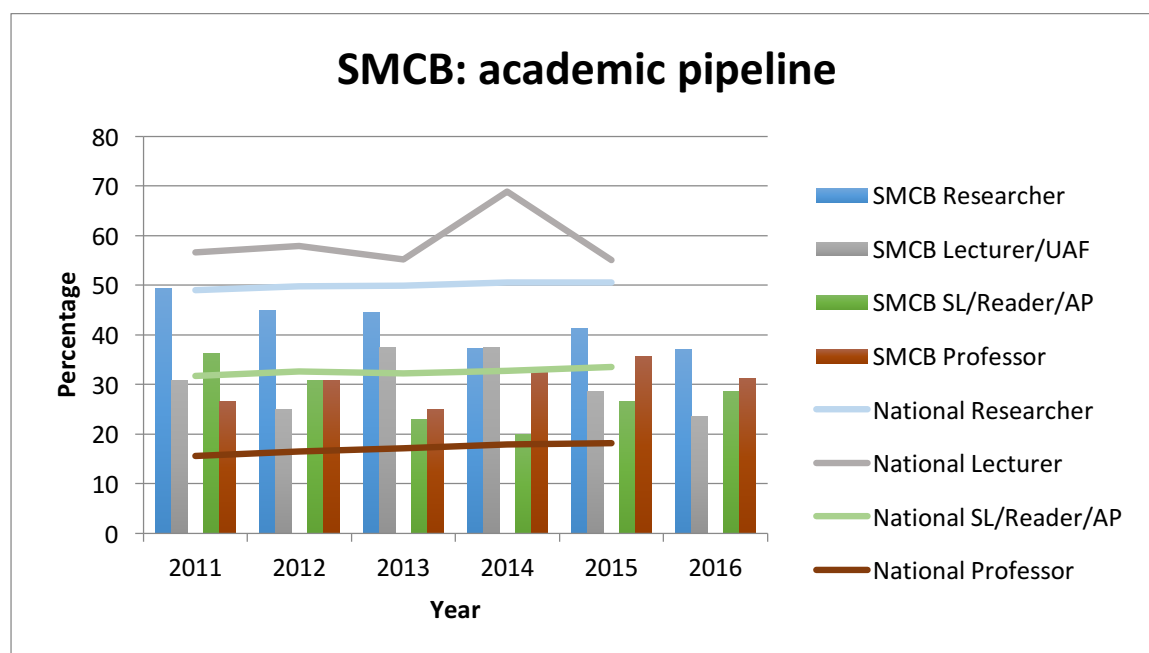
Fig. 4.2.6: Percentage of women in research and academic roles in School of Biomedical Sciences along with National benchmarks
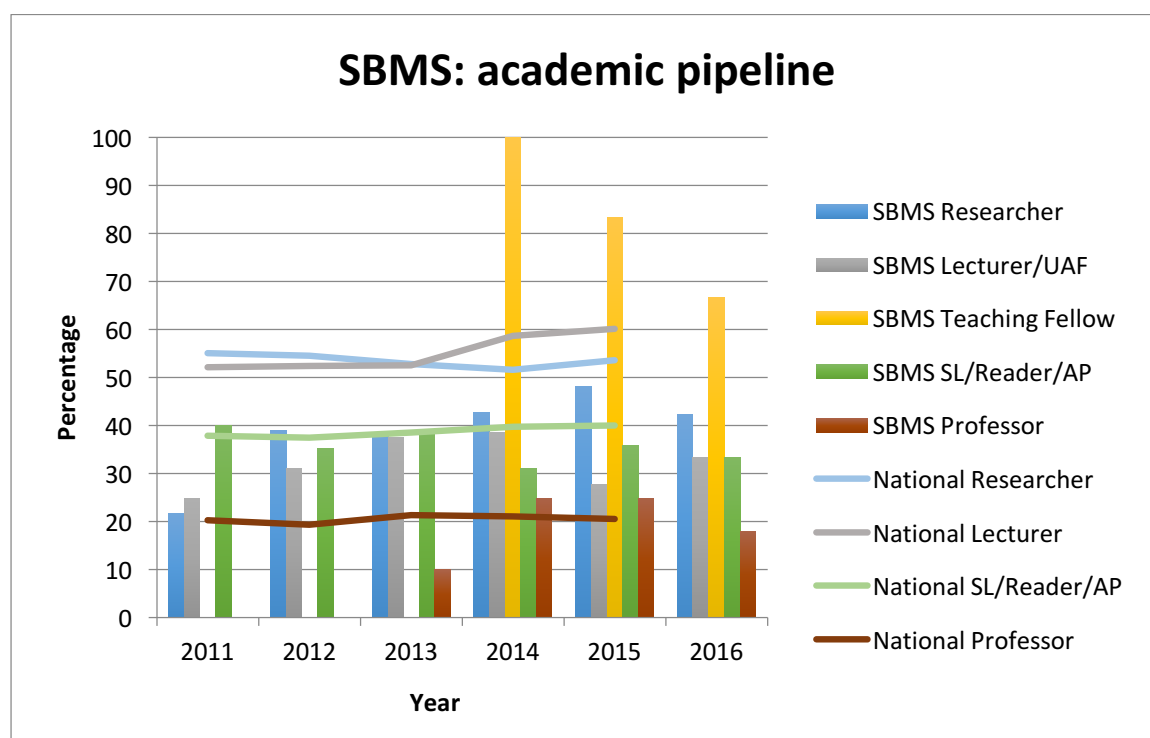
In all Schools, unsurprisingly, the greatest loss of female staff comes between postdoc and lecturer roles. Partially, this will be due to lack of recruitment at lecturer level. However, postdoc mentoring circles, together with increased support for activities such as paper/proposal writing will maximise opportunities for postdocs to obtain continued employment in academic roles, at UoL or elsewhere.

SBMS makes most use of the teaching career track, with a number of recent Teaching Fellow appointments. The other change in SBMS since 2013 is the increase in the number of female Professors, supported by Athena Swan action to improve the promotion process for females (2013 action).

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Table 4.2.F: FBS Staff by contract type and grade

2011

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	72	61	133	1	1	2	0	0	0	0	0	0	0	0	0	73	62	135	46
Permanent	12	4	16	25	7	32	0	0	0	26	12	38	30	7	37	93	30	123	24
Fixed Funding	0	0	0	0		0	0	0	0	0		0	0		0	0	0	0	0
Total	84	65	149	26	8	34	0	0	0	26	12	38	30	7	37	166	92	258	36
% Fixed-Term	86	94	89	4	13	6	-	-	-	0	0	0	0	0	0	44	67	52	

2012

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	72	67	139	1	3	4	0	0	0	0	0	0	0	0	0	73	70	143	49
Permanent	8	1	9	23	5	28	0	0	0	30	12	42	27	7	34	88	25	113	22
Fixed Funding	4	2	6	0	0	0	0	0	0	0	0	0	0	0	0	4	2	6	33
Total	84	70	154	24	8	32	0	0	0	30	12	42	27	7	34	165	97	262	37
% Fixed-Term	86	96	90	4	38	13	-	-	-	0	0	0	0	0	0	44	72	55	

2013

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	53	48	101	1	4	5	0	0	0	0	0	0	1	0	1	55	52	107	49
Permanent	8	0	8	20	8	28	0	0	0	29	12	41	28	7	35	85	27	112	22
Fixed Funding	17	18	35	0	0	0	0	0	0	0	0	0	0	0	0	17	18	35	33
Total	78	66	144	21	12	33	0	0	0	29	12	41	29	7	36	157	97	254	37
% Fixed-Term	68	73	70	5	33	15	-	-	-	0	0	0	3	0	0	35	54	42	

2014

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	48	48	96	1	3	4	2	2	4	0	0	0	1	0	1	52	53	105	49
Permanent	6	0	6	17	9	26	0	0	0	30	10	40	30	10	40	83	29	112	22
Fixed Funding	15	10	25	0	0	0	0	0	0	0	0	0	0	0	0	15	10	25	33
Total	69	58	127	18	12	30	2	2	4	30	10	40	31	10	41	150	92	242	37
% Fixed-Term	70	83	76	6	25	13	100	100	100	0	0	0	3	0		35	58	43	

2015

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	44	47	91	2	1	3	1	5	6	0	0	0	0	0	0	47	53	100	49
Permanent	6	0	6	22	8	30	0	0	0	27	11	38	30	10	40	85	29	114	22
Fixed Funding	12	7	19	0	0	0	0	1	1	0	0	0	0	0	0	12	8	20	33
Total	62	54	116	24	9	33	1	6	7	27	11	38	31	9	40	145	89	234	37
% Fixed-Term	71	87	78	8	11	9	100	83	86	0	0	0	0	0		32	60	43	

2016

contract type	Researcher M	F	Total	Lecturer M	F	Total	Teaching Fellow M	F	Total	SL/AP/Reader M	F	Total	Professor M	F	Total	Total M	F	Total	%
Fixed Term	49	40	89	1	1	2	4	5	9	0	0	0	0	0	0	54	46	100	49
Permanent	4	0	4	22	10	32	0	0	0	27	11	38	31	9	40	84	30	114	22
Fixed Funding	16	12	28	0	1	1	1	1	2	0	0	0	0	0	0	17	14	31	33
Total	69	52	121	23	12	35	5	6	11	27	11	38	31	9	40	155	90	245	37
% Fixed-Term	71	77	74	4	8	6	80	83	82	0	0	0	0	0		35	51	41	

Fig 4.2.7: Percentage of females on Fixed-term contracts: with linear trendline
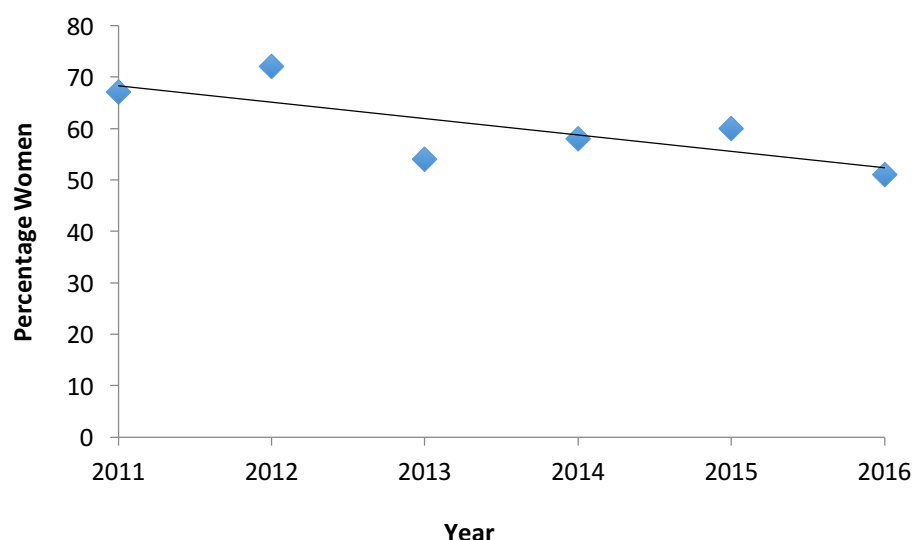
The percentage of women on fixed-term contracts has fallen (Figure 4.2.7). In 2011, 67% of women were on fixed-term contracts compared with 51% in 2016. However, only 35% of men are on fixed-term contracts, due to the higher proportion of males in more senior (i.e. permanent) roles.

In the period the number of females on permanent/permanent fixed funded contracts has risen by 5%, a positive sign. This was achieved by ensuring that all fixed-term contracts are reviewed regularly and where there is a successive 3-year contract or 3 years' service we move to open ended/permanent contracts linked to fixed funding. No staff are employed on zero hours contracts. Fixed term contracts are only used in cases of maternity leave or long-term absence cover, secondment or where there is time-limited funding. We have a proactive redeployment scheme whereby members of staff who have been employed for 12 months receive priority consideration for all posts before external advertisement. Staff eligible for redeployment meet with a member of the Faculty HR team and support given to ensure they are redeployed to a post within the Faculty or wider University. If this is not possible, then those with more than 4 years' service are eligible for enhanced redundancy.

(iii) Academic leavers by grade and gender and full/part-time status

Table 4.2.G: Percentage of turnover by staff category and gender

		Headcount			Leavers			%Turnover		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	Researcher	69	58	127	4	8	12	6	14	9
	Lecturer	18	12	30	1	2	3	6	17	10
	Teaching Fellow	2	2	4	0	0	0	0	0	0
	UAF	0	0	0	0	0	0	0	0	0
	SL/Reader/AP	30	10	40	1	0	1	3	0	3
	Professor	31	10	41	1	0	1	3	0	2
	Total	150	92	242	7	10	17	5	11	7

		Headcount			Leavers			%Turnover		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2015	Researcher	62	54	116	4	7	11	6	13	9
	Lecturer	24	9	33	0	2	2	0	22	6
	Teaching Fellow	2	5	7	0	0	0	0	0	0
	UAF	4	5	9	0	0	0	0	0	0
	SL/Reader/AP	27	11	38	1	0	1	4	0	3
	Professor	30	10	40	2	0	2	7	0	5
	Total	149	94	243	7	9	16	5	10	7

		Headcount			Leavers			%Turnover		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2016	Researcher	69	52	121	6	10	16	9	19	13
	Lecturer	24	11	35	0	0	0	0	0	0
	Teaching Fellow	5	6	11	0	2	2	0	33	18
	UAF	11	8	19	0	0	0	0	0	0
	SL/Reader/AP	27	11	38	0	0	0	0	0	0
	Professor	31	9	40	1	2	3	3	22	8
	Total	167	97	264	7	14	21	4	14	8

The turnover figures show staff who have resigned or retired, not those whose fixed term contract/funding has finished. Turnover has remained stable since 2014. There is a higher turnover with researchers (14-19%) due to the short-term nature of research posts. Overall turnover of female researchers is slightly higher than for males, which is concerning and may be linked to differing attitudes to job security. There is a high turnover for teaching fellows (18%) but this equates to 2 staff leaving.

We ask all staff who leave to complete on-line exit interviews, and offer a face-to-face exit interview, however uptake is very low. A key action is to increase the response rate from staff who

leave, by making an appointment for them with HR and completing questionnaires together, and offering a chance to win a voucher if the online survey is completed.

Table 4.2.H: Leave destinations for staff who resigned since 2014

Leave destination	Male	Female
Another University/Education Provider	8	12
Not in regular employment	1	2
Private sector	2	1
Research Institute	3	3
Student	1	1
Unknown	2	9
Voluntary Sector	1	0

The majority of staff find employment within another university (Table 4.2.H), suggesting that they remain in academic roles. 4/7 (2/3 female) responses from academic and research staff stated their reason for leaving was a lack of career prospects and promotion opportunities at UoL. To inform and support young female scientists around issues like job security we plan discussion groups, led by newly appointed academics describing how they managed these issues.

Table 4.2.I: Part-time turnover

Year	Male	Female
2014	1	2
2015	2	1
2016	1	1

Part-time staff turnover is very low and male part-time retirements relate to senior academics (Grade 9/10) taking normal retirement and returning briefly part-time. The four female part-time leavers were all researchers. More detailed Leaver's surveys should identify and where possible address issues specific to part-time staff.

Action

2.1   Explore initiatives to increase greater completion of EXIT survey (ie by offering incentives such as winning a voucher)

Word Count 2157

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

(i)   Recruitment

Table 5.1.A: Recruitment of researchers and academic staff across FBS (F=female, M=male, U=unknown)

|		2014				2015				2016			
		F	M	U	%F	F	M	U	%F	F	M	U	%F
Researcher (Grade 6,7,8)	Apps	192	304	63	34	180	240	1	43	315	526	2	37
	Int	37	63	4	36	37	49	0	43	74	103	1	42
	Appointed	10	6	2	56	20	13	0	61	25	36	0	41
Teaching Fellow (Grade 7)	Apps	8	3	4	53	45	47	0	49	21	19	0	53
	Int	4	0	0	100	13	12	0	52	5	7	0	42
	Appointed	0	0	0	0	5	1	0	83	2	2	0	50
UAF (Grade 8)	Apps					65	171	10	26	112	295	1	27
	Int					9	17	4	30	8	31	1	20
	Appointed					6	6	0	50	3	9	0	25
Academic (Grade 8-9)	Apps	25	88	12	20	1	19	0	5	10	9	0	53
	Int	3	16	0	16	1	9	0	10	2	2	0	50
	Appointed	0	1	0	0	0	3	0	0	0	0	0	0
Professor (Grade 10)	Apps	1	3	2	17	2	6	0	25	2	4	0	33
	Int	0	1	0	0	1	0	0	100	1	0	0	100
	Appointed	0	1	0	0	0	0	0	0	1	0	0	100
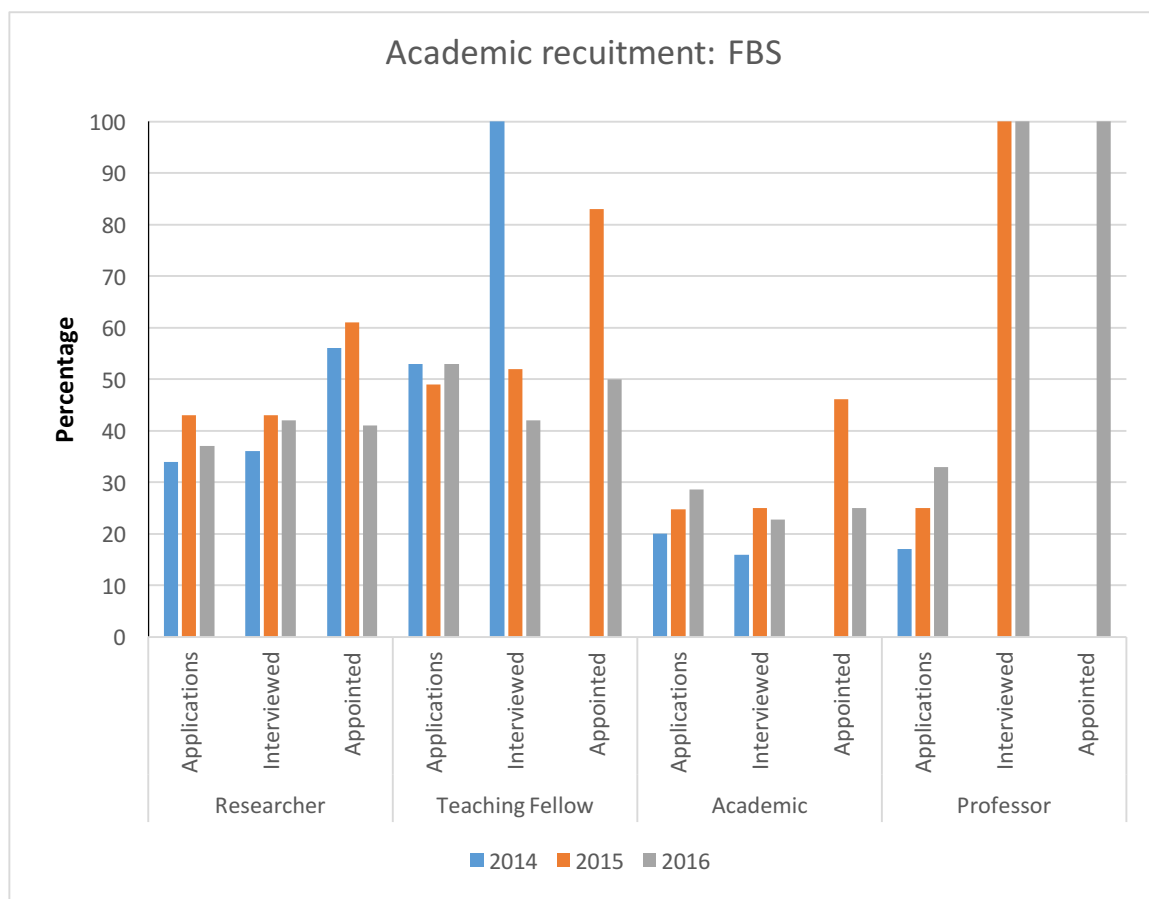
Fig 5.1.1: Percentage of applicants, interviewees and appointments who are female.

The percentage of those interviewed, who were female, is generally higher than the percentage of applications and the same with appointments, showing that when women apply they are more likely to be interviewed and offered the job. There has been an increase in the proportion of female applications, between 2013-2016, especially in academic positions. This may be due to a drive to increase research income, leading to an increase in research grants awarded, and a potentially more financially secure environment for young female scientists. The size of FBS and high-quality research environment means that it is possible after one research positions ends to find another suitable researcher position within FBS. The increase could also be attributed to 2013 AS actions (increasing unconscious bias training).

It is disappointing to see low levels of female applicants for researcher roles, considering national and local gender balance at PhD level. The PhD student survey indicates a higher proportion of male students (58%) than females (42%) plan to undertake an academic postdoc. More females were planning to go into industry (31%F, 26%M). This may relate to a greater desire on the part of female for job security, but other factors may also be involved.

There is an increase in the number of female professors appointed but the number of female applicants is still low, probably owing to the lower number of females at higher grades. Further action needs to be taken in order to address this gap, though impact is likely to take some years to accomplish, as the total number of females in academic roles throughout the sector increases. Currently FBS includes information about AS in job descriptions. We will also add additional content

about flexible working and family friendly policies. Unconscious bias training will be compulsory interview panel members by 2018 (2013 Action 4.3).

Table 5.1.B: FBS UAF Recruitment Data

		2015	2016
applications	male	171	295
	female	65	112
	unknown	10	1
	total	246	408
	%F	26	27
shortlisted	male	17	31
	female	9	8
	unknown	4	1
	total	30	40
	%F	30	20
Appointed	male	6	9
	female	6	3
	unknown	0	0
	total	12	12
	%F	50	25

From UAF recruitment, we are encouraged by high female success rates, from 26% of applicants, to 30% interviewed and 50% appointed. Care was taken during the recruitment process to ensure that actions from 2013 (4.1, 4.2, 4.3) were applied, so we regard the success rates for females as evidence of impact.

After 2015 UAF recruitment, ASWG looked at ways to increase female applications. We looked at post titles and made them more generic; as studies [1] show than women are more likely to apply for a job that they feel they match 100%. In 2016 FBS advertised for a 'UAF in Biology' (Table 5.1.C). This broader advert attracted a higher proportion of female applicants (33%) and more applications in general, similarly to other general titled positions; "UAF in Neuroscience". However, fewer females were appointed in 2016 compared to 2015.

Table 5.1.C: Applications for the UAF positions advertised in the 2016 round

UAF Title	Male	Female	Total	%Female
UAF in Biology	106	52	158	33
UAF in Cardiovascular Physiology/Cardiovascular Exercise Physiology	17	5	22	23
UAF in Cellular and Disease Biology	32	11	43	26
UAF in Computational Biology	21	6	27	22
UAF in Interdisciplinary Biology	59	14	73	19
UAF in Neuroscience	13	7	20	35
UAF in Regenerative Medicine	11	6	17	35
UAF in Structural Molecular Biology (The Astbury Centre and Cellular and Disease Biology)	36	11	47	23

Actions

2.2 Include information on flexible working opportunities, shared parental leave, family friendly policies, Stonewall Employer in the advert or job description.

2.3 Provide access to case studies (Footsteps brochure/website) of female academics along with adverts

2.4 Ensure all new posts widely advertised, e.g. at conference

2.5 Actively support our female postdocs to apply for academic positions at University of Leeds and elsewhere through mentoring circles, Coffee & Careers seminars (ASWG): develop system to monitor post-doc destinations

(ii) Induction

In addition to UoL's, FBS has a website for new starters. It contains useful information for new staff including details about AS, flexible-working policies, training, career progression and Postdocs at Leeds network.

On arrival staff are given a detailed induction pack, go through an induction checklist and receive an HR induction. FBS runs induction sessions every Tuesday. An online induction questionnaire is sent to new starters within one month of their arrival to seek feedback on the induction. Since introduction of feedback in 2015, 100% of staff surveyed reported that their *'induction was helpful and informative'* and they *'felt well informed and comfortable in their new role'*.

(iii)   Promotion

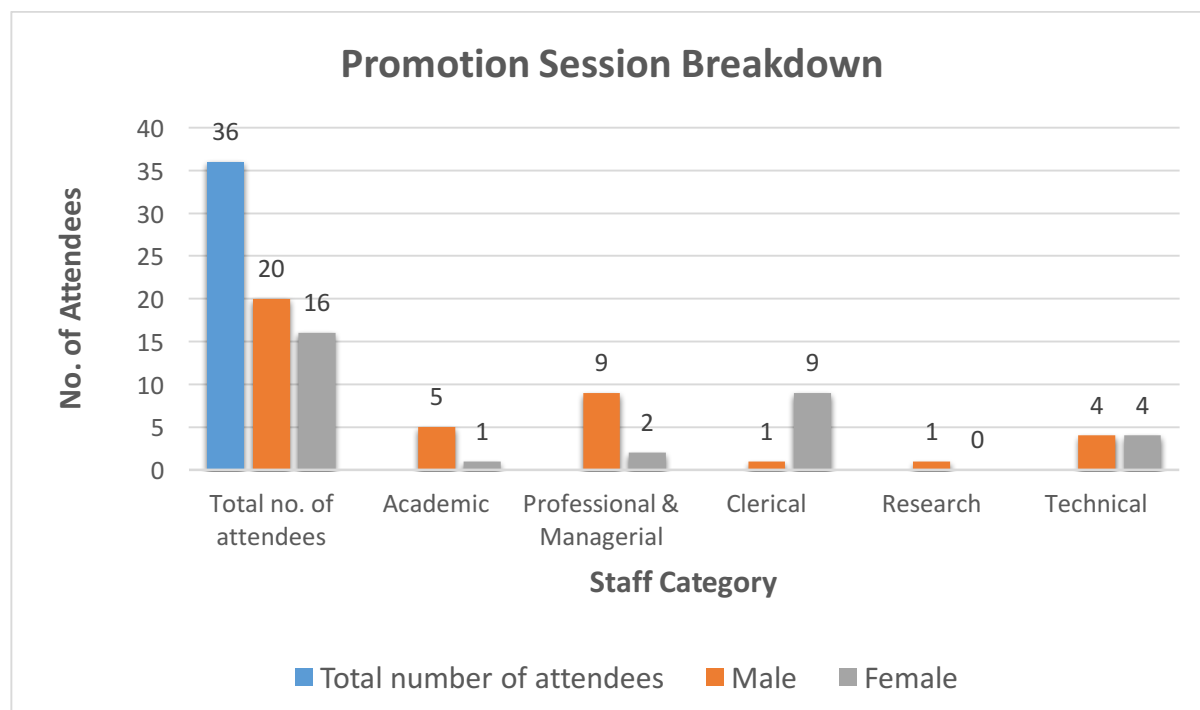Table 5.1.D: Promotions data for male and female staff in FBS

Grade	Applied		Successful		Unsuccessful		% Success rate	
	Male	Female	Male	Female	Male	Female	Male	Female
2013/14								
Grade 8	1	0	1	0	0	0	100	na
Grade 9	3	0	2	0	1	0	67	na
Grade 10	1	2	0	2	1	0	0	100
Total	5	2	3	2	2	0	60	100
2014/15								
Grade 8	0	1	0	1	0	0	na	100
Grade 9	1	0	0	0	1	0	0	na
Grade 10	1	0	1	0	0	0	100	na
Total	2	1	1	1	1	0	50	100
2015/16								
Grade 8	1	0	1	0	0	0	100	na
Grade 9	0	0	0	0	0	0	na	na
Grade 10	1	0	1	0	0	0	100	na
Total	2	0	2	0	0	0	100	na
Total all	9	3	6	3	3	0	67	100

The 2013 survey revealed 45% of staff (50% female) found the promotion procedure unclear. In response to this, both FBS and UoL have reviewed and updated the promotion policy. The new process and criteria were launched in 2016, and applications can now be made year-round. FBS has simplified the criteria introducing a "pick and mix" approach for higher flexibility, accommodating staff with either research or teaching focus. ASWG had direct input into changing these FBS benchmarks. The suggestions for the type of evidence that might be put forward to show a candidate met the criteria for promotion were limited; some areas, which were not recognised (e.g. outreach) are activities more likely to be undertaken by females, and this might deter or disadvantage female staff. ASWG was instrumental in inclusion of a wider range of evidence for promotion. Now the proportion of those applying reflects the female population within academics (~30%).

A FBS-HR website was set up to provide easy access to all necessary information, forms, criteria and benchmarks required for the application. Moreover, FBS ran two information sessions and 1 focus group (2016) to provide information on procedures.

The total number of applications for promotions has dropped since 2013, as a result of changes to promotions procedures. During this transition period staff may have delayed putting in an application until the new promotions scheme was launched. The success rate from females was 100% whilst for males it was 67%, although actual numbers are very small. This suggests that we should be supporting more women to apply for promotions, with more structure provided through AAMs/SRDS.

Promotion Session Breakdown

No. of Attendees

Staff Category	Total number of attendees	Male	Female
Total no. of attendees	36	20	16
Academic		5	1
Professional & Managerial		9	2
Clerical		1	9
Research		1	0
Technical		4	4

■ Total number of attendees ■ Male ■ Female

Although female uptake of promotion information sessions has been good with support staff, it has not been successful in academic and research areas (Fig 5.1.2). To tackle this we will hold more sessions and target them at specific groups (late 2017).

Staff progression through promotion is discussed during AAMs and suitable candidates are encouraged to apply for promotion (2013 Action 4.4). Only 25% of applications are from female staff, which is lower than the proportion of female academics in FBS (37%). This may reflect that female staff, are more reluctant to put themselves forward for promotion, which will be addressed by coaching.

UAF tenure-track positions will ensure increased level of promotion to grade 9, with targets clearly laid out and discussed annually. All FBS UAFs have trained mentors to help support this process

Actions

2.6 Target tailored promotion sessions at specific groups e.g. female early career research staff.

2.7 Promotion workshops for staff including input from staff who have successfully been through the new promotions process

2.8 Identify and encourage (via SRDS and AAMs) appropriate female staff to apply for promotion

2.9 ASWG to review recruitment and promotions figures and report to Dean/HoS and highlight any changes in gender balance

2.10 Ensure all staff involved in selection interviewing have received E&I and Unconscious bias training

(iv)   Department submissions to the Research Excellence Framework (REF)

FBS performed extremely well in REF 2014, ranked 6th in UK for research impact. Cardiovascular, Sport and Exercise Sciences ranked 1st in UK for "World Leading" 4* research.

Fig 5.1.3: Number of female and male academics who were returned (i.e. included) or excluded from REF in 208 and 2014.
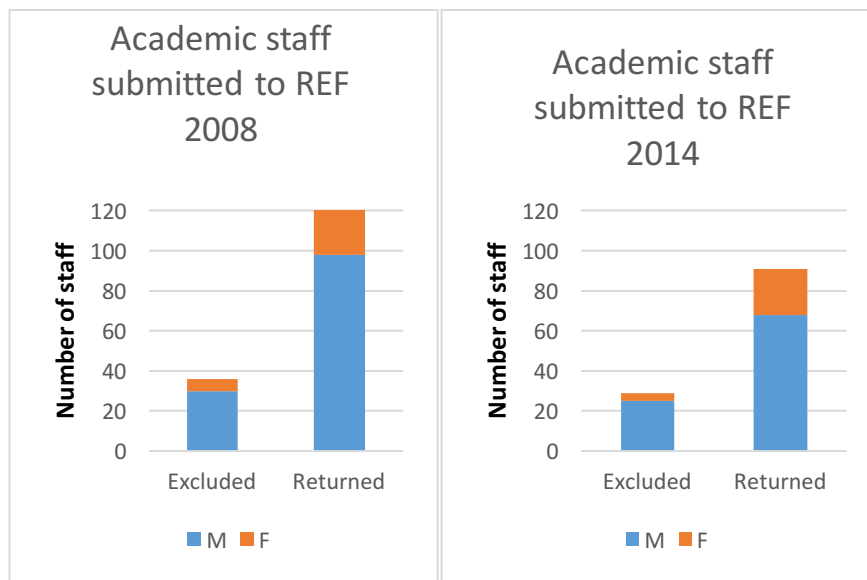
Female academics made up 37% of those submitted for REF 2014 (Fig 5.13), compared to 19% in 2008, a higher proportion of total females were included compared to males (85%F, 73%M in 2014). This demonstrates the high-quality research being performed by FBS female academics.

5.2 Key Career Transition Points: professional and support staff

(i)   Induction

FBS induction of Professional and support staff is the same as for academic and research staff. This goes towards maintaining equality in inclusion and respect among all staff of the Faculty. See 5.2 (i)

(ii)   Promotion

Table 5.2.A: Number and percentage of applications and successful promotions of professional and supports staff across FBS by gender (P&M= Professional and Managerial)

Role	Applied		Successful		Unsuccessful		% Success Rate	
	male	female	male	female	male	female	male	female
2014								
P&M	1	0	1	0	0	0	100	NA
Support	0	0	0	0	0	0	NA	NA
Technical	0	1	0	1	0	0	NA	100
Total	1	1	1	1	0	0	100	100
2015								
P&M	0	0	0	0	0	0	0	NA
Support	0	4	0	4	0	0	NA	100
Technical	0	1	0	1	0	0	NA	100
Total	0	5	0	5	0	0	NA	100
2016								
P&M	0	0	0	0	0	0	0	NA
Support	0	1	0	1	0	0	NA	100
Technical	0	0	0	0	0	0	NA	NA
Total	0	1	0	1	0	0	NA	100
Total All	1	7	1	7	0	0	100	100

The promotion process differs for support staff, in that for most roles there is no clear progression route. Progression is achieved though applying for a different role at a higher grade. Promotion only occurs when there is genuine progression within a role, required by FBS, which warrants the need for a role with more responsibility. New posts that are required are sometimes advertised within FBS as a development opportunity. One senior technician started in FBS as a grade 2 lab assistant, then applied for a grade 5 research technician, which was advertised internally. After two years in this post she applied for and was appointed to a grade 6 senior specialist technician post.

When promotion is appropriate, applications are authorised by the Dean. More females (7) have applied for promotion than males (1), which reflects the composition of support staff (66%F). All applications have been successful. However, results from surveys and focus groups suggest that many technical staff feel that promotion and career options are not available or clear to them. Professional services staff take advantage of secondment opportunities to up-skill and prepare for higher graded roles.

Actions

2.11 Set up mentoring for technical, professional and support staff to provide advice on and support with applying for roles at a higher level.

2.12 Discussion of availability and potential benefits of mentoring added to discussion points for all SRDS meetings

Summary of 2013 Action points and outcomes related to career transition, with future actions.

Rationale	Action Point	Progress	Impact	Future Actions
To ensure equal opportunities during the recruitment process, and to identify whether actions can be taken to tackle gender imbalances at both application and shortlisting stages of recruitment	4.1 Monitor gender-balance of applications & short-lists for advertised academic posts.	Change UAF advert to more general areas – led to an increase in applications.

Short-listing carried out by team, some of whom have had unconscious bias training. | 33% improvement in the number of female applications. | 2.9 ASWG to review recruitment and promotions figures and report to Dean/HoS and highlight any changes in gender balance |
| To ensure the documentation used when recruiting is appropriate to attract female academics | 4.2 Review recruitment documentation (including advert and job description) to attract applications from female academics. Ensure that options for flexible/PT working explicit in recruitment adverts. | All adverts now have Athena Swan wording and say that they welcome applications from women. Some adverts have flexible working wording in but not all. | Not easy to assess in the short term. A general increase in female applicants to FBS roles should result, but multiple reasons might underpin this. | 2.2. Include information on flexible working opportunities, shared parental leave, family friendly policies, Stonewall Employer in the advert or job description.

2.3. Provide access to case studies (Footsteps brochure/website) of female academics along with adverts |
| To inform and encourage staff to apply for promotion | 4.3 (i) HR to provide tailored workshops & more guidance on the process & the forms, introduce promotions advisors to support staff through process. | Promotions workshops have been run in 2016 and 2017. | 36 attendees so far but only 44% female attendance and only 3% female academic attendance. | 2.6. Target tailored promotion sessions at specific groups e.g. female early career research staff.

2.7. Promotion workshops for staff including input from staff who have successfully been through the new promotions process |

To minimise likelihood of bias in recruitment processes	4.3 (ii) Provide further training of those on promotion panels e.g. on unconscious bias.	Unconscious bias training has been done and continues to run.	In 2016 80% of interview panels had at least one panel member who had been trained in unconscious bias. 121 members of staff and PhD students have received Unconscious bias training of that number 59% were females.	2.10. Ensure all staff involved in selection interviewing have received E&I and Unconscious bias training
To ensure local benchmarks do not inadvertently act as a barrier to promotion for women.	4.9 Input to the University review of promotion criteria. Review local benchmarks linked to promotions criteria	Faculty benchmarks have been updated with ASWG involvement. Implemented in 2016 so expect to see impact in long term.	There have been 3 successful female promotion applications 2013-2016.	Action complete
To ensure that new staff are fully informed about opportunities, policies & practices in relation to gender equality in employment	4.11 Review induction packs/process to ensure: - all information is included in accessible format - consistency of approach - induction completed within required time frame	Induction feedback questionnaire introduced in 2015 which is regularly monitored	Although the number of respondents are low, we have received 100% positive feedback	Action complete

5.3 Career development: academic staff

(i)   Training

FBS provides varied training opportunities towards career development of staff via SDDU, Library, I.T., UoL Career Centre and local FBS training. Several programmes specifically to align career development activities with AS (Fig 5.3.1). Longer courses including "Springboard" and "Aurora" prepare female academics for leadership roles.

Fig 5.3.1: Examples of the broader areas of training offered to research and teaching staff of FBS towards enhancing career development

Athena SWAN driven
Personal Development for
Women (Springboard)
Aurora programme
Equality and Inclusion (online, compulsory)
Advertising a Role
Candidate Selection

Leadership development programme
Personal leadership
Leading collaboratively
Leading our university
Staff Review and Development Scheme Reviewer
Training
Building and Developing a Positive Team Environment
Mentoring Others
Media, Communications and Web Skills
Management Essentials
Introduction to leadership & management
Leading & managing in the new academic environment

Professional skills
Time Management
Personal Resilience in Times of
Change
Be Your Own Career Coach
Stress & Pressure
Meetings
Project Management
Writing Skills
Presentation Skills

Career progression
Planning the next steps to your academic career
Effective Research Student Supervision
Overview of Research Student Training
Publishing
Funding
Project management
StrengthsFinder
Follow up to StrengthsFinder
Career Architect
Business Model You
Writing your Redeployment Skills Profile
Identifying your skills
Planning a Career Change
Selling yourself – getting the right CV
CV Drop-In Clinics
How to read and evidence a job advert?
Preparing for an Interview – tips and technique
'LinkedIn' or Locked Out
What is the selection process?
Me not We
Using graphic facilitation
Being effective at conferences
Going Social: Raising your professional profile

Training is offered by FBS on the principles of AS, including training modules on Equality and Inclusion (mandatory), Unconscious bias training, and recruitment. In addition to Leadership development courses (Fig 5.3.1), longer modules such as "Introduction to leadership and management" are also available.

The uptake of training has varied between 2013-2017. Analysis reveals a consistent improvement in the relative participation of female academic staff (Fig 5.3.2).

Fig 5.3.2: Percentage of academic staff members trained through FBS who are female
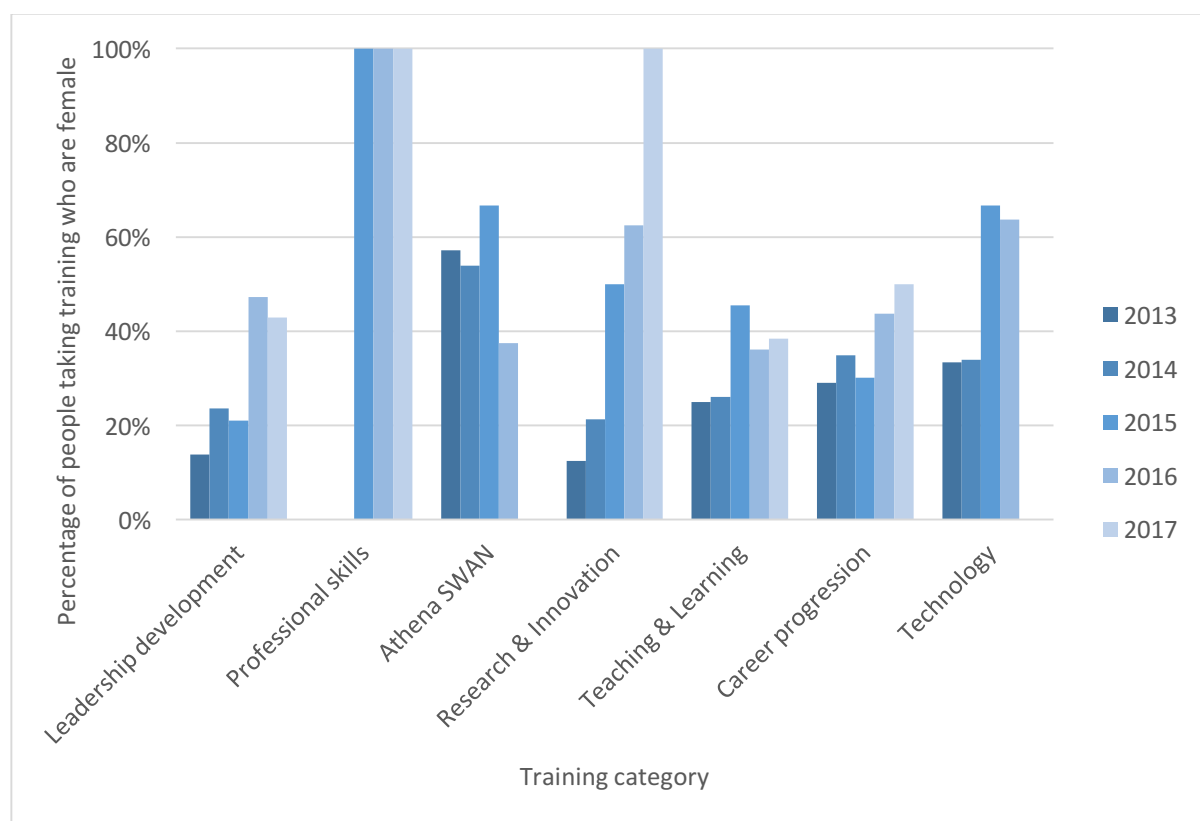
Staff and students are informed about these training opportunities through communications from SDDU and FBS line managers, particularly during probation and review meetings. Opportunities targeting female academics are disseminated via Women at Leeds Network (WaLN), ASWG and Dean's communication emails.

FBS monitors effectiveness of training at several levels; uptake and reach to staff of different genders, Schools and appointment levels are documented and analysed. ASWG monitors the effectiveness of training through FBS Researcher Skills Senior Training and Development Officer. Leadership training has had a tremendous impact on the careers of females in FBS (Case Study 2).

UAFs have a tailored development programme run at UoL level, which incorporates leadership Development, e.g. How to run a research group. Julie Aspden (co-chair of ASWG) has already benefitted from these sessions, which have helped her lead her research group.

(ii) Appraisal/development review

FBS offers an annual SRDS/AAM to all staff who have passed probation and FBS has a dedicated person responsible for ensuring SRDS/AAMs are completed appropriately and recorded. During meetings, training and career development are discussed, and a training and development plan for the year is recorded. For the past four years FBS has exceeded the university target of 90% of staff having a review (2013 Action 3.3). All AAM/SRDS reviewers are required to have undergone training. FBS run courses every year to train new reviewers.

Table 5.3.A – Percentage of staff who have had an annual review – all staff categories

	Male	Female	Overall
2013	99	100	99
2014	100	99	99
2015	91	94	93
2016	88	98	93

In the 2016 survey 80% of staff feel that they are provided with a helpful annual staff review, a large improvement from 50% in 2013 (female staff 54% to 85%). So females are obviously getting more from these annual meetings than they did previously, as a result of reviewer training and formalising the AAM/SRDS process (2013 Action 3.3).

Staff on probation are not required to have an SRDS. Focus groups suggests that some researchers feel disadvantaged as probation discussions tend to focus on current work and they do not have an opportunity to discuss career progression early in of their role.

Action

3.1 Career development to be included in discussion points at probation review meetings

3.2 Explore feasibility of creating a postdoc champion (academic) post to support postdocs.

(iii) Support given to academic staff for career progression
All new FBS academics are matched with a mentor, whilst existing staff can sign up to UoL mentoring scheme. 74% (81%F) of staff agreed that they had access to mentoring in 2016, compared to 53% (54%F) in 2013 (Table 5.3.B).

Table 5.3.B: Current mentoring arrangements for academics across schools within FBS

School	Mentees		Mentor		% of Female academics being mentored
	Male	Female	Male	Female	
SB	6	9	8	2	82
SBMS	5	7	7	8	47
SMCB	15	9	19	5	29

In 2017 ASWG introduced a circle-mentoring scheme for postdocs (2013 Action 3.2). Each circle consists of two academic mentors and four postdocs, who meet regularly to focus on key career development issues. Both mentors and mentees within each group are 50% female. We will run these circles for a year and then gather feedback to assess their impact.

Postdocs have set up their own network, PAL, which has strong links with ASWG. A number of PAL events have been sponsored by AS including the successful 'speed dating for careers event' (2015) and the 'coffee and careers' seminar series. These "coffee and career" events 1/month attract ~60 attendees to hear FBS alumni discuss their careers outside academia, providing a range of staff and students with information on varied science related careers. Engagement with females is high (~50-60%, Table 5.3.C) and these events are already impacting the way female students and staff see their career options. We will measure the impact of this in future surveys.

Table 5.3.C: Attendees for the Coffee and Careers events

Career	Total attendees	Females	PhD	Postdoc	Technical staff
Biotechnology scientists (Jan 2017)	66	58%	58%	15%	19%
Patent Law (Feb 2017)	52	51%	71%	20%	5%

Fig 5.3.3: Photographs from Coffee and Careers events, sponsored by FBS Athena Swan

Since 2013 mechanisms have been put in place to increase awareness of training courses. A Dean's communication bulletin has been introduced, which includes details of WaLN activities, SDDU courses and FBS career development opportunities (2013 Action 4.5). The impact of this can be seen in an increased awareness of WaLN with women especially from 65% in 2013 to 94% in 2016. The proportion of women engaging with these activities has also increased from 14% to 31%.

FBS postdocs actively take part in career development opportunities such as presenting their work at seminars. Many career development activities take place within research groups such as writing papers. PAL also arrange techniques-focused seminars to help improve postdoctoral understanding.

Leadership

Until 2015 UoL ran a leaders development programme "tomorrow's leaders". Nominations for attendees were put forward by HoSs and there was gender parity across attendees (Table 5.3.D). In 2016 this was replaced by 'Leadership Excellence Programme', and only two male academics have taken part in this scheme so far, who were selected mandatorily from the senior management team, which at the time was all male. Next year we aim to have a 50:50 gender balance. FBS has sent a number of women on Aurora leadership training since 2014, from various roles within FBS. Participants report that it is extremely worthwhile (Case Study 2). In addition to the single UoL funded place on Aurora, FBS funds 1-2 additional candidates each year. Individuals are nominated from across FBS, by themselves or line-managers

> **2016 Aurora Participant**
> "this is about developing my very own flavor of leadership"….."been really valuable"

Table 5.3.D: Summary of individuals who have benefitted from formal leadership training programmes

	2010		2011		2012		2013		2014		2015		2016		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tomorrow's Leaders/ Leadership Excellence	1	0	1	0	1	4	0	2	2	2	4	0	2	0	11	8
Springboard	-	4	-	4	-	4	-	0	-	2	-	1	-	0	-	15
Aurora									-	2	-	2	-	3	-	7

(iv) Support given to students (any level) for academic career progression

FBS implements a range of support networks for students through academic programmes, supplementary training on career development skills and employability activities, developed through the Employability Working Group. These have resulted in improvement in employment outcomes of female and male students (Fig 5.3.4)

Fig 5.3.4: Percentages of female and male graduates of 2012-2015 academic years with positive employability outcomes (i.e. with graduate prospects or graduate-level employment) in first two years following graduation).
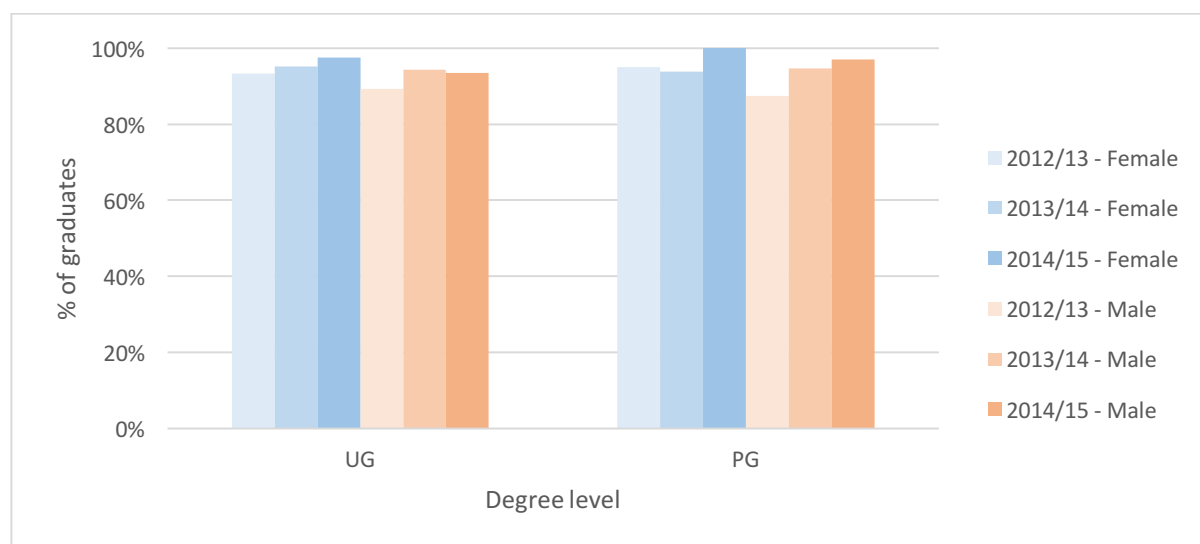

Undergraduates: All programmes include a strong focus on skill development towards employability, practical laboratory and industrial experience. These offer students opportunities to develop and apply scientific and professional skills, fostering self-confidence and personal growth. FBS provides professional development modules and a discovery module "Skills in communicating research beyond the university". We offer resilience training to UG students. FBS provides a range of activities to develop career prospects (Table 5.3.E).

Postgraduates: Activities such as informal events on postgraduate and postdoctoral careers and, local support for interviews and job applications (Table 5.3.E) have been successful in building employability, tracked through FBS alumni pages. Crucially, postgraduate researchers are offered training courses (Table 5.3.E) on career progression. FBS has maintained strong uptake of these courses amongst female postgraduate students (Fig 5.3.5).

Table 5.3.E: Activities within FBS targeting career development of undergraduate and postgraduate students

Undergraduate	Postgraduate
FBS careers page dedicated for internships	Coffee and Career events for phd students and Postdoctoral staff
Monthly employability newsletter with quick links to opportunities	Mock interviews, CV and cover letter writing support integrated as summative assessments into the Masters level curricula
FBS Employability Facebook page	PhD talks at the Annual Faculty Careers Fair
Annual Faculty Careers Fair	FBS-based support targeting postgraduate/ PhD scholarships (RCUK and Leeds Anniversary Research Scholarships)
FBS career counselling sessions (additional to the University's Career Centre) "Model FBS Graduate" web-based skills matrix	Training courses offered by FBS and SDDU
Timetabled employability lectures, workshops and networking events	
Support with CV writing/application/mock interviews	
Weekly Careers Centre drop-ins	
Support with year-in-industry placements	
Information about internships, summer placements and volunteering opportunities	
Hosting employer events/workshops/guest speakers	
Alumni networking events	
Resources including placement brochures, careers literature, company information and work experience booklets	
Visits to national placement and graduate fairs	
Linkage with prospective employers via Industrial Advisory Board	

Fig 5.3.5: Percentage of postgraduate students participating in training who are female
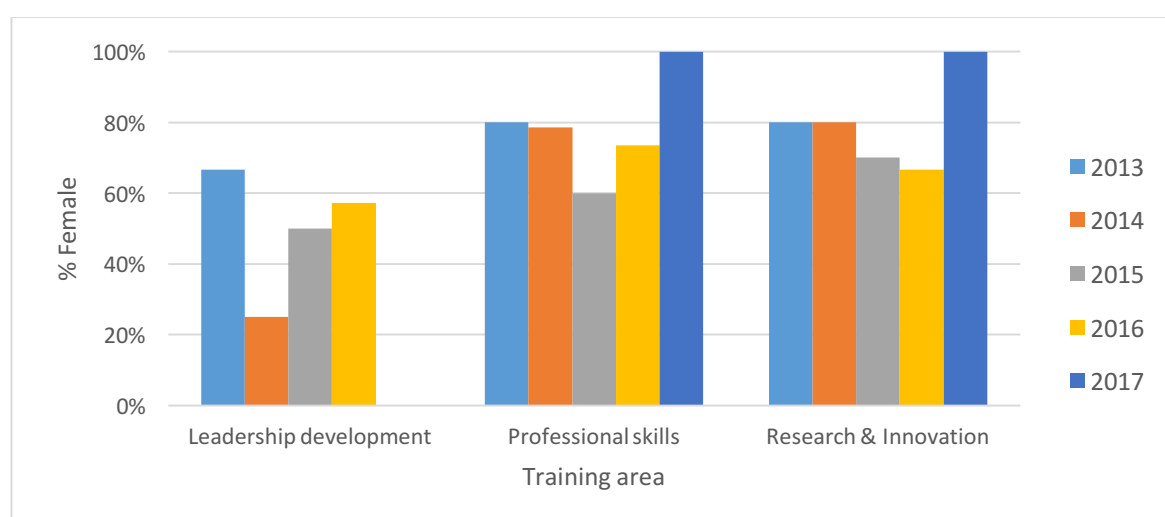
The impact of these career development opportunities is currently not measured so it is difficult to determine which are useful and what is missing. Our action to survey PhD students with detailed AS specific survey annually, will start in Oct 2017 and address this.

UG wishing to continue onto doctoral studies are supported through scholarship schemes such as Leeds Anniversary Research Scholarships. FBS offers support developing interview and application writing skills. The Annual Careers Fair includes talks by current PhD students in FBS, which promote PhD opportunities.

The FBS undergraduate mentoring scheme has been highly successful in drawing on professionals (both academic and industrial) to provide students with the opportunity to enhance their employability, expand their professional networks and increase their confidence. The impact of the mentoring is significant on student career plans (Fig 5.3.6).

Fig 5.3.6: Feedback from UG mentorship programme

> It was fascinating to see it on an industrial scale and see how drug candidates are determined….more informed about the pharmaceutical industry with an insight into a future career option."
>
> UG mentee Helen Clough

Action

3.4 Use PG survey to investigate PGR career aspirations, and whether/how (and why) these change during PhD.

3.5 Stronger advertisement of nation-wide events supporting smaller subsets of students (e.g. LGBT-STEMinar symposia at York University)

(v)   Support offered to those applying for research grant applications

FBS offers a range of support to staff applying for research grants including mentorship. Schools implement internal grant peer-review systems and mock-interview panels. FBS Pro-Dean of Research facilitates quarterly lunch discussions to foster new collaboration and awareness of the project grants available to new academics. He also runs training on how RCUK panel meetings work especially for new academics. External applicants benefit from support when writing fellowships to come to FBS. Senior postdocs can receive mentorship to transition to fellowship application through both through their own research groups and via the Wellcome Trust Institutional Support Strategy Fund (WTISSF). This runs a small fellowship scheme to help postdocs transition to independence and postdoc mentoring circles also discuss fellowship writing.

To achieve efficient targeting of relevant funding opportunities, FBS Research and Innovation provide monthly email digests on upcoming funding deadlines, specific support on unconventional funding sources and advise staff on developing specific aspects of applications via one-on-one feedback.

These activities have underpinned a steady increase in the number of funding applications submitted and the value awarded to both female and male academic staff (Fig 5.3.7). Whilst the proportional difference between female and male staff in each of these analyses has not changed significantly since 2014, the proportional increase in the applications made and funding (£) received is notably larger for females than males.

Fig 5.3.7: Comparisons of applications made and successful grants (left) and requested values and funded grants (right) of female and male academic staff.
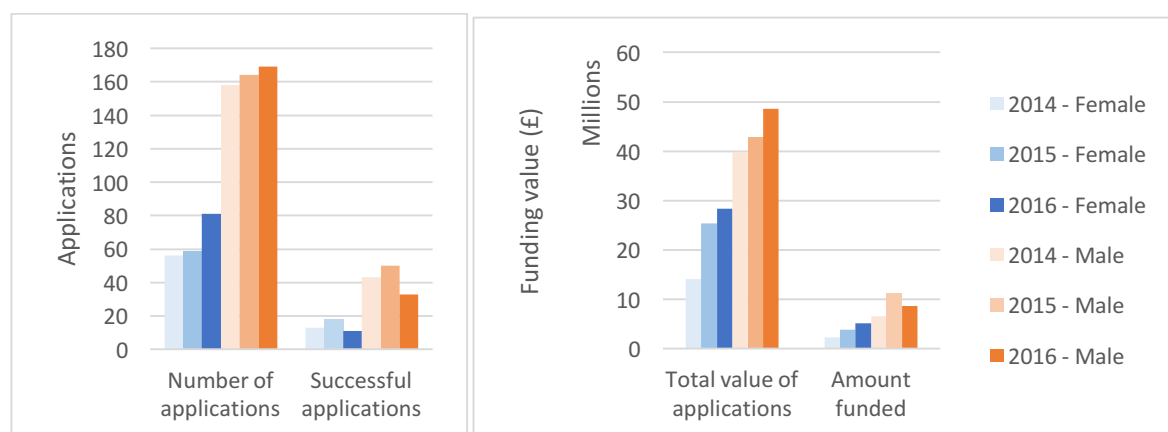
The current funding climate means that success rates for grant applications are generally low and specifically lower for females (Fig 5.3.7). To help increase the success rate we will implement additionals support for grant writing including a grant writing session once a month in a quiet space within FBS.

Action

3.6 Supplement internal peer-reviews with panel/group discussions of applications in the pre-submission stages

3.7 Develop a repository of successful grant applications to support early career researchers

5.4 Career development: professional and support staff

(i)   Training

FBS staff are encouraged to apply to the Faculty Training and Development Policy for funding for training courses/workshops conferences. Many members of the Student Services Team have taken advantage of this. Longer periods of training and study are also offered; PhD, MSc and degree level options are available to support staff as are personal development courses such as Springboard. Training needs are identified in SRDS meetings. However, we currently do not have formal monitoring of career development activities for Professional and Managerial Staff but SRDS could provide an opportunity for this.

FBS is highly supportive of the development of technical staff. We are currently supporting 3 female technicians to undertake PhDs in FBS whilst carrying out their technical role, and 2 female technicians to study for MSc degrees (2013 Action 2.4). Given that the majority of technical staff are female, the lack of males in these groups is unsurprising. The support offered is both financial, (FBS training fund), and career orientated. Before funding is granted, the technician has a one-to-one discussion with the senior technical services manager to discuss the impact on their workload and their work-life balance. Any potential barriers are discussed thoroughly before funding is granted.

Some common needs are addressed by bespoke training developed using either in-house (FBS) or external suppliers. Due to the diversity of the training records of external training have not always been kept. Training has been loosely categorised into Vocational and Professional.

Fig 5.4.1 Number of Professional and support staff taking advantage of training
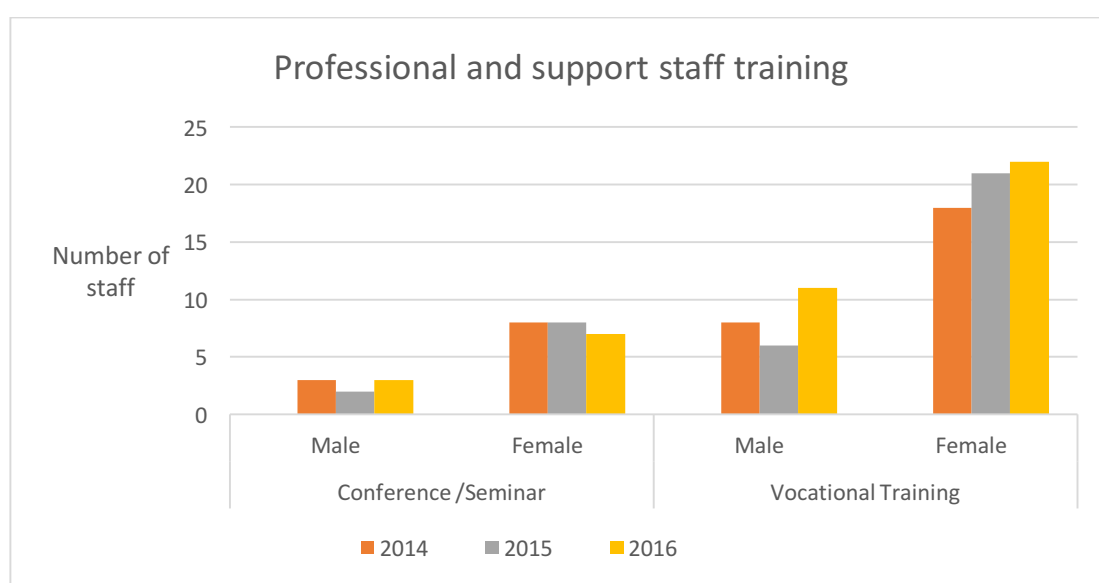
In general, more female staff take advantage of both types of training opportunities. 64% of staff taking up training in 2016 are female, which reflects the composition of 62% female professional and support staff. More people, both genders are taking vocational training. The impact of this training help staff perform better and make them feel more confident in their skills.

 (vi)   Appraisal/development review

The SRDS is used for all staff including professional and support. In 2016 staff survey 87% of support staff agree that they are provided with a useful annual staff review (90%F) an increase of from 2013.

SRDS discussions include identifying training opportunities and suggesting specific training that they should focus on the following year. 80% of support staff agree that they have benefitted from training and development opportunities in the faculty (82%F).

(ii)   Support given to professional and support staff for career progression

All staff are encouraged to develop their career both within FBS or wider community as appropriate, e.g. achieve registered status via their sector body, providing funding and time release Staff at the lower grades are more easily able to develop their careers in-house and have significantly more opportunity to so do than those at a higher grade. This is because progression for senior support staff relies upon a position becoming available and there is a limited requirement within FBS for

these senior roles. Quarterly FBS meetings and annual technicians' symposium help disseminate career progression opportunities. For Professional Staff there is the admissions network, Continuous improvement training and Lean for Leaders. These types of network activities empower people to feel that they contribute to FBS community.

Fig 5.4.2: Comments from the Technicians' Symposium 2016

Support staff member attending Technicians' Symposium
"I don't know many technicians, especially teaching technicians, and I would like to get to know them more in the future, so an event like this is perfect that. I think this way we can help each other and be more useful for the University"

Support staff member attending Technicians' Symposium
"helped to focus in on what the core issues are for technical and support staff, which can inform more detailed analysis and discussion elsewhere."

Summary of 2013 Action points and outcomes linked to career development, with future actions.

Rationale	Action points	Progress 2013-2016	Impact	Future Actions
Address the underrepresentation of women at higher academic grades through the offering of guidance and support, and to ensure that the guidance and support offered is structured and unbiased.	**3.2** Roll out a one-to-one mentoring scheme for all academic staff & researchers with clear description of mentor role, guidance and training for mentors and an agreed process for assigning mentors	All new staff are appointed a mentor New scheme introduced in 2016 for existing staff to sign up get a mentor Introduction of circle mentoring for postdocs	74% of staff agree that the Faculty provides them with access to mentoring opportunities compared to 53% in 2013. (81% female agree) 12 postdocs taking part in circle mentoring	2.11 Set up mentoring for technical, professional and support staff to provide advice on and support with applying for roles at a higher level.
Address the underrepresentation of women at higher academic grades by ensuring line mangers understand their role in career progression and promotion.	**3.3** Increase awareness of the role of SRDS reviewers concerning supporting & advising staff on their career development & promotion opportunities. Ensure SRDS & Staff academic review processes link to each other more effectively	Increase in people trained Improvement in perception of SRDS Closer links between AAM and SRDS	80% of staff agree they are provided with a helpful annual staff review (85% female) compared to 50% (54% female) in 2013.	Will continue to provide training sessions for new reviewers.

To ensure that female staff actively engage and are made aware of personal development and management training opportunities to aid with career transition.	**4.5** Encourage participation of female staff on relevant personal development and management training programmes e.g. 'Springboard', 'Tomorrow's Leaders'.	Continued participation from FBS staff on Springboard and Aurora	New female head of school in BMS	
To ensure career progression and courses aiding career progression are relevant to the audience, therefore enabling them to develop career strategies.	**4.6** Establish current provision & explore need for more locally tailored training courses provided through FBS or SDDU & focused on career progression, getting promoted & career strategies.	Held local promotion information sessions. Had a focus group on career progression.	Too early to measure	2.7 Promotion workshops for staff including input from staff who have successfully been through the new promotions process
To ensure that employees who are looking at career progression/transition have easy access to relevant information	**4.8** Ensure awareness of & access to careers advice & career progression training. Provide support via closest peer group.	Introduced career architect training for early career researchers

Speed dating for careers event

Coffee and careers seminar series | Good attendance at the speed dating and coffee and careers events (~60/month). | 3.1 Career development to be included in discussion points at probation review meetings |

To ensure the Faculty are employing best practice in relation to induction processes and support opportunities through accessible information that is available to all Faculty employees.	**4.10** Ensure that all training & support opportunities are visible & known to staff at all levels. Make this information available to new staff through the Induction process and through the Athena-SWAN website	Training opportunities go out in the Dean's communication and are visible on plasma screens Managers are encouraged to discuss training and development opportunities through SRDS Details of training courses and seminars are advertised on the Athena Swan website	89% of staff agree that they can access appropriate training and development opportunities when needed (96% female staff)	

5.5 Flexible working and managing career breaks

(i)   Cover and support for maternity and adoption leave: before leave

Before taking maternity or adoption leave, an HR representative will discuss and explain formal policy and answer questions. HR arrange a pregnancy health and safety risk assessment. If the individual is on a fixed-term contract, the implications of this will also be discussed. In some cases contracts can be put on hold whilst the member of staff is off and then when they return they have the full amount of time remaining on the contract. The majority of fixed-term contracts are linked to external research grant funding so this depends on the policy of the funding body.

(ii)   Cover and support for maternity and adoption leave: during leave

Staff are entitled to 10 Keep-In-Touch (KIT) days whilst they are off. These can be used to attend meetings, training or to just keep in touch with work. Staff are kept informed of training or career development opportunities by email, letter or other preferred modes of contact, agreed with line managers.

> I used KIT days to handover work from my replacement before I returned to work, which made my return much easier.
>
> Return to Work Focus Group Participant

(iii)   Cover and support for maternity and adoption leave: returning to work

2013 Action 5.6 was to provide support for staff returning from a career break. In 2013 ASWG set up a funding scheme, to cover the cost of a conference or training course that would help them in their return to the workplace. It can also fund childcare to enable staff to attend a conference or training course. So far we have only had only application, which was granted to pay childcare so a technician could go on a training course. In 2013 ASWG developed a new guidance document for all staff returning from long-term leave. For academic staff, prior to their return-to-work they meet with HoS and discuss a temporary reduction in teaching load, allowing research active academics to ensure their research is well supported. Staff are entitled to apply for flexible-working (Flexible working policy).

> "When my first aid certificate was for due for renewal, AS funding enabled me to pay for the extra childcare I needed to go on the re-qualification course. This meant I was able to continue my contribution as a first aider at work despite the course taking place outside my new part-time hours. Thank you!"
>
> FBS Technician

These arrangements are at the discretion of HoSs. Therefore, our new action is to write specific guidelines for a more structured phased return of teaching responsibilities for academic staff. Staff who participated in the return to work focus group said that their line managers had been happy to accommodate a change in hours on their return but the reduction in hours did not always reflect a reduction in workload. To address this, a more formal checkpoint will be included in AAM/SRDS meetings

(iv)   Maternity return rate

Table 5.5.A: Number of staff taking maternity leave and returning or not returning to work

Staff role	2014		2015		2016	
	Support	Academic & Research	Support	Academic & Research	Support	Academic & Research
Commenced Maternity Leave	4	1	5	2	4	6
Did not return from Maternity Leave	0	1	0	0	0	
Staff remained in post, 6 months after return	4	0	5	2	4	2 (4 still on maternity; unable to report further)
Staff remained in post, 12 months after return	4	0	4	2		
Staff remained in post, 18 months after return	4	0	4	2		

Since 2014, 22 staff took maternity leave, with a small increase over the period (Table 5.5.A). The recruitment of junior female academics might lead to an increase in the numbers since many wait until they have secured such a position before starting a family [2]. The majority of staff (94%) returned to work following maternity leave and remained in post at least 18 months. However, one person did not return to work (2014) because their fixed-term contract expired and one in 2015 who returned to work for 8 months until their fixed-term contact ended. So, all those not returning to work/remaining in post left as a result of fixed-term contracts. In the 2016 survey 61% of people (66% of females) were confident that taking a period of absence from work, like maternity leave, would not affect their career progression, up from 36% in 2013. Actions to improve this will include protection from teaching requirement and a return to work buddy system.

In FBS when an individual's fixed-term contract will expire during their maternity leave, their contract is automatically extended until the end of their statutory maternity pay period. They are also offered the opportunity to join the UoL redeployment service. HR will prepare the documentation for this with the individual's CV and provide a high level of help. The two individuals that did not return (2014) or remain in post (2015), were provided with the same opportunity through our redeployment but unfortunately were unsuccessful in securing another role. From our survey, many people are still unclear on the logistics of taking maternity leave with fixed-term contracts. We are tackling this by having HR drop-in desks and writing a simplified guide to maternity leave policies, to be hosted on the AS website. The AS website is being expanded to be an easy to understand focal point for AS related HR policies.

Action

4.1 Monitor uptake, directly email everyone who goes on maternity leave/career break/family leave details of guidance for return to work, and details of "returners fund"

4.2 Monitor uptake of the "returners fund" to support those staff returning from maternity, shared parental leave, adoption leave etc.

4.3 Include leaflet about the guidance for return to work and details for the "returners fund" in all maternity leave letters

4.4 Introduce return to work buddy system

4.5 Provide designated room for breast feeding/expressing with fridge

4.6 Develop guidelines in consultation with HoS on recommendation for phased return to teaching for research active academics

4.7 Guidance to be provided for line managers & SRDS reviewers to address these issues of workload and flexible or part time working

4.8 AAM/SRDS meetings to include discussion of appropriateness of workload for staff on flexible working

(v)   Paternity, Shared Parental, Adoption and Parental Leave Uptake:

Table 5.5.B: Number of staff taking leave (apart from maternity leave)

Type of Leave	2014	2015	2016
Paternity Leave	1	8	3
Shared Parental Leave	0	1	1
Adoption Leave	0	0	0
Parental Leave	0	0	0

11 staff have taken paternity leave since 2014 (Table 5.5.B) and although there have not been any applications for adoption leave or unpaid parental leave, UoL has a formal Adoption/Surrogacy Leave policy that reflects our generous maternity leave entitlements. No females have opted to share their parental leave, but 2 male staff opted to take shared parental leave. UoL has been one of the first universities to implement Shared Parental Leave.

Since surveys indicated understanding and uptake of these policies is low, FBS ASWG will provide information on them more easily through HR-drop sessions and policy page on AS website, and more visible inclusion in job adverts. Shared parental leave will also help attract academics, whose partners are also academics. 83% of female STEM academics have academics for partners, compared to 54% for males [3], so these type of actions to support both careers are critical in support of young female academics.

Table 5.5.C: Grade of staff taking paternity and Shared Parental Leave

Paternity by Grade	2014	2015	2016
Professional and Support Staff	1	1	0
Academic and Research Staff	0	7	3
Shared Parental Leave by Grade			
Professional and Support Staff	0	0	1
Academic and Research Staff	0	1	0

Since 2014, 79% of those who have taken paternity or shared parental leave are academics (Table 5.5.C), reflecting the distribution of male staff across FBS.

<div style="background:orange">

Action

4.9 Provide and publicise successful role models for staff utilising flexible working

4.10 Monitor requests for flexible working arrangements annually

4.11 Monitor awareness of flexible working arrangements via culture survey

</div>

(vi)   Flexible working

FBS actively promotes UoL's Flexible Working Policy and ensures that staff are aware of it; through HR website, Dean's weekly emails and AS coffee mornings/HR drop-in. UoL has a formal policy to support all members of staff who wish to request flexible working. There is a clear application and appeals process, together with guidelines with a range of flexible working approaches.

There are also many informal flexible-working arrangements that are agreed with HoS. To ensure everyone has access to this flexibility, we will action this to be a formal discussion point during AAMs/SRDS. FBS has a remote desktop service where staff can access their files remotely enabling working from home. As a result of a suggestion at an AS sponsored FBS Coffee Morning, guidelines on how to use remote desktop are available on AS website. We have a suggestions box at coffee mornings to gather feedback regularly. Informal flexible working is supported across FBS especially within in support functions e.g. flexible hours for to ensure staff can do school pick up.

2013 Action 5.8 was to increase knowledge of flexible-working and record applications. There has been a large increase in recorded requests since 2013 when there were only 7 (Table 5.5.D).

> I reduce my hours to 0.4 FTE during the summer holidays to allow me to balance childcare responsibilities. This is a great help and without it I would really struggle with childcare.
>
> FBS employee

Table 5.5.D: Number of staff requesting flexible working

Year	Male	Female	Total	% Female
2014	1	14	15	93
2015	2	12	14	86
2016	8	17	25	68

We have encouraged staff and managers to inform HR about their flexible working even if it is arranged informally so we can monitor uptake and embed flexible working into our culture. The majority of requests come from females but the proportion of requests from males has increased over last 3 years. Despite the increase in the number of people working flexibly, being part-time and working flexibly are still viewed in a detrimental way. In 2016 survey 47% of staff (46% of female staff) thought that staff who use flexible working arrangements are viewed to be less career focussed than their peers. This is of concern and we will address this by show-casing role models who work flexibly and contribute substantially to success of FBS. We will extend the Footsteps booklet with additional examples.

(viii)   Transition from part-time back to full-time work after career breaks

Whilst there is no formal policy to enable staff to transition from part-time back to full-time work after a career break, this is done on an individual basis following consultation between the individual and their line manager. Staff can use holiday that they have accrued so that they have a phased return to the workplace (Case Study 1). Alternatively staff can reduce their FTE for an agreed short period of time.

Summary of 2013 Action points and outcomes related to flexible working, with future actions.

Rationale	Action Point	Progress 2013-2016	Impact	Future Actions
To ensure there is support to enable women to readjust when they return from maternity leave, and to minimize the impact of maternity leave/career break on future career aspirations & promotion.	**5.6** Consider the development of a policy to support academic staff on or returning from maternity leave or career break	In 2015 guidance document designed outlining options for staff returning from family leave or a career break, including flexible working, working from home. ASWG successfully applied for faculty funding to set up small grants for returning staff to facilitate training, conference attendance etc. WTISSF return to work fund set up.	We have had one member of staff successfully apply for a payment since the policy was introduced.	4.1 Monitor uptake, directly email everyone who goes on maternity leave/career break/family leave details of guidance for return to work, and details of "returners fund" 4.3 Include leaflet about the guidance for return to work and details for the "returners fund" in all maternity leave letters
To ensure that employees know that the Faculty offers flexible working and work life balance options.	**5.7** Increase awareness amongst staff of the flexible working /work life balance policies and opportunities. Measure uptake & duration of maternity/ paternity/ adoption leave & identify reasons for lack of uptake.	HR clinic at coffee mornings Footsteps brochure sent to all members of staff Policy overview on AS website Regular updates in Dean's communication email	Survey shows increase in line managers supporting requests for flexible working from 58% in 2013 to 69% in 2016 All focus group participants (8 people attended) said they had a positive experience when they went on maternity leave and were	4.11 Monitor awareness of flexible working arrangements via culture survey

		Focus group on returning to work in 2017 to assess effectiveness of policies.	impressed with the support given.	
To identify the gender makeup of flexible working and approval requests, to assess whether employees are aware of the flexible working policy and to maximise transparency & minimise impediments	**5.8** Review and monitor the gender of staff requesting flexible working arrangements (both formal and informal) and the approval rates	Flexible working requests are recorded and reviewed annually. Improved IT support for flexible working from home to access faculty it resources.	Flexible working requests have increased from 15 in 2014 to 25 in 2016, 68% female applications	4.10 Monitor requests for flexible working arrangements annually

5.6 Organisation and Culture

(i)   Culture

FBS considers equality and inclusion across all activity and is embedded into how FBS operates at all levels. This is facilitated through FBS's Equality & Inclusion Committee (FBS E&I; Fig 5.6.1), which meets quarterly and incorporates representatives from different groups that work and study in FBS. E&I ensures that FBS protects and upholds the interests of all people providing a learning/working environment that is free from barriers. Co-Chairs of ASWG are automatically members of FBS E&I. One important area of discussion recently has included provision of non-gendered toilets in the design of a refit of FBS. This will ensure adequate toilet facilities for transgender students and staff. Chair of FBS E&I (Dean) also sits on the University committee. Examples of best practice and areas of discussion are reported through this network as appropriate e.g. FBS footsteps booklet was shared at UoL E&I. Co-chairs of FBS AS and HR manager are also members of UoL ASWG, which meets regularly to share best practice and work on University-wide initiatives. ASWG uses a variety of mechanisms to highlight its work and embed gender equality across FBS (Table 5.6.1).

Table: 5.6.A: Summary of activities taking place in FBS, overseen by ASWG and FBS E&I separated into categories

Type	Activity
Communication of activity and impact	Athena Swan sponsored faculty coffee mornings (4/year)
	Updates/notices in weekly "Dean's Communication" email
	Twitter account
Marketing	Plasma screens to advertise events (strong visual identity in faculty-wide social space)
	AS pull-up banner to use for events
Culture	Unconscious bias training
	'Equal Opportunities Guidelines for Seminar Organisers'
Role models	Postdoc circle mentoring
	Women in Science Day
	Women of Achievements awards in FBS
	Footsteps booklet
	Annual Irene Manton Women in Science Lecture (~100 attendance)
	Discovery Zone Athena Swan stand (outreach event for school children): discussion and women in science activities in March 2017. Run by PhD student AS representatives.

These activities have significant impact on individuals and FBS culture. At a coffee morning, we had a question regarding the UoL Trans Policy. This was in response to ASWG highlighting this newly developed policy and its inclusion on the AS website. ASWG see this sort of discussion as important in extending Trans activity at UoL to FBS.

To determine the cultural impact of AS actions we undertook a staff "culture" survey (Oct 2016) of all staff. We received 162 (50%F) out of 498 (33% return-rate), up from 100 in 2013. The survey included questions on the profile of AS, policies and behaviours. It was a UoL survey adapted for our use. Analysis has shown that we need to ask more specific question to measure the impact of actions specifically targeted to different staff groups. We are developing new surveys tailored to different groups. This is particularly important going forward to represent Professional, Managerial and Support staff. We will also develop PhD student and UG surveys.

Importantly, results of 2016 survey reveal an increased awareness of AS activity, from 68% in 2013 to 92% in 2016. We have also conducted a survey of our PhD students in which we got 45 respondents out of 312 (14% response level). 58% of female PhD students have attended an AS event and 42% of males students. At the 2017 FBS student award ceremony, the E&I Award was presented by AS co-chairs. Integration of AS with this type of event raises the profile of AS with UG students.

Table 5.6.B: Survey results show increase in awareness and cultural shift in gender equality

Question	2013			2016		
	% agree all	% agree male	% agree female	% agree all	% agree male	% agree female
I am aware of the Athena SWAN initiative (its principles and aims) in my Faculty and university	68.3	70.7	66.6	**91.9**	**88.7**	**95.0**
I support the principles and aims of the Athena SWAN initiative in my Faculty/University	71.3	73.1	70.2	**92.0**	**88.8**	**95.0**
Unsupportive language and behaviour are not acceptable in my Faculty	55.5	63.4	50.9	**96.9**	**96.3**	**97.6**
Inappropriate images that stereotype women or men are not acceptable in my Faculty	74.3	82.9	68.4	**96.9**	**96.3**	**97.6**
I am aware of the Women at Leeds (formerly WiSET) network within the university – its principles and aims	59.4	53.7	64.9	**74.1**	**55.0**	**93.8**
I engage in Women at Leeds activities within the university	8.0	0	14.0	**21.6**	**10**	**31.3**
During my time in this Faculty, I have experienced a situation(s) where I have felt uncomfortable because of my gender.	21.7	14.6	26.3	**14.8**	**7.5**	**22.5**

We have considerably updated and improved the AS website to provide up-to-date information. Sections on the website include postdoc/PhD section, funding, policies, events and mentoring. The FBS AS twitter account has helped publicise this, started Nov 2016, we now have 81 followers. These tools help embed gender equality into the culture of FBS staff and students.

Actions

5.1 A bespoke AS survey will be developed and undertaken annually to gather the views of staff on their working environment and its culture. Surveys will be designed to include questions relating to different roles and grades as required (e.g. for postdocs and PGR students)

5.2 Outcomes from the survey will be considered at AS & E&I committees and will be used to inform development of action plans.

5.3 Continued roll-out of unconscious bias training for staff and students

5.4 New mandatory E&I online training modules currently being developed by UoL address inappropriate behaviours

5.5 Plans to enhance UG & PGT awareness include introduction of a lecture on AS/unconscious bias/, and Equality & Inclusion training as part of induction programmes.

5.6 Assessment of awareness/support for AS amongst UG/PGT students will be introduced, and monitored annually.

(ii)   HR policies

HR policies are UoL negotiated and FBS ensures information about them are available both through FBS intranet pages and links to UoL HR website. FBS HR team keep a confidential case log of both formal and informal cases related to grievance, disciplinary, harassment etc, and annual reports are made to Senate on cases within formal procedures.

FBS HR team are present at quarterly FBS AS coffee mornings, with an open surgery to discuss policies and procedures, and respond to any general HR issues or queries. Our FBS HR intranet webpages ensure that any updates to University HR policies are available, and any such changes are communicated through the Dean's weekly communication email. In the staff survey 69% of staff agreed that faculty policies are accessible (77% of females, up from 47% in 2013). This FBS HR website provides an overview of policies, as well as copies of policies, contact details for more information. HR held several update sessions on the new Promotions Process and Criteria (2016) to ensure staff and managers are aware of the changes. Several Probation/Objective setting workshops have taken place aimed at PIs to raise awareness of the Probation Procedures and how to set objectives. We will continue to run these regularly and advertise them more effectively to those who line-manage.

(iii)   Representation of men and women on committees

There are 11 major FBS committees spanning research, education, safety, planning, E&I and building management (Fig 5.6.1). Table 5.6.C and Fig 5.6.2 contain summaries of the gender balance on the committees (2013/14-2016/17), with average percentage of female staff and students on committees for each year (penultimate row). The last row is the average percentage of female academic or academic-related staff across the committees.

Fig 5.6.1: Schematic diagram of Faculty of Biological Sciences Committee and their relationships

Faculty Strategy
(monthly)
Chair: Dean of Faculty

Faculty Executive Committee
(FEC: monthly)
Chair: Dean of Faculty
Attendees;
Pro-Deans, HoSs,

Faculty Board
(twice a year)
Chair: Dean
Attendees;

Faculty Education Committee
(monthly)
Chair: Pro-Dean for Education
Attendees;,

Faculty Research & Innovation
Committee (monthly)
Chair: Pro-Dean for Research &
Innovation
Attendees; School Directors of
R&I,

Support Staff
Management
Committee
(6/year)
Chair: Dean
Attendees;

Faculty Equality &
Inclusion Committee
(quarterly)
Chair: Dean
Attendees; co-chairs of
AS, School E&I reps,

Faculty Estates
Committee
(quarterly)
Chair: Dean
Attendees;

Faculty Health & Safety
(5 x per year)
Chair: Dean of Faculty

School Management Teams (SB,
SBMS, SMCB)
(monthly)
Chair: Head of Schools
Attendees;

School Meetings
(monthly)
Chair: Head of Schools
Attendees;

Faculty Athena Swan Committee
(monthly)
Chair: Chairs of Athena Swan
Attendees; Dean, Two School
representatives (x3 Schools), HR
representatives, PhD student reps
(x2), Postdoc reps (x3),

Faculty Athena Swan UG
sub-committee
(quarterly)

Biological Safety sub-
commitee
(4 x per year)
Chair: Head of Health &
Safety
Attendees; safety
officers

UG Taught Student Education
Committee
(4/year)
Chair: Pro-Dean for Education
Attendees;,

Taught Student Recruitment
Education Committee
(monthly)
Chair: Pro-Dean for Education
Attendees;,

Graduate School Committee
(monthly)
Chair: Pro-Dean for Education
Attendees;,

Masters Taught Student
Education Committee
(monthly)
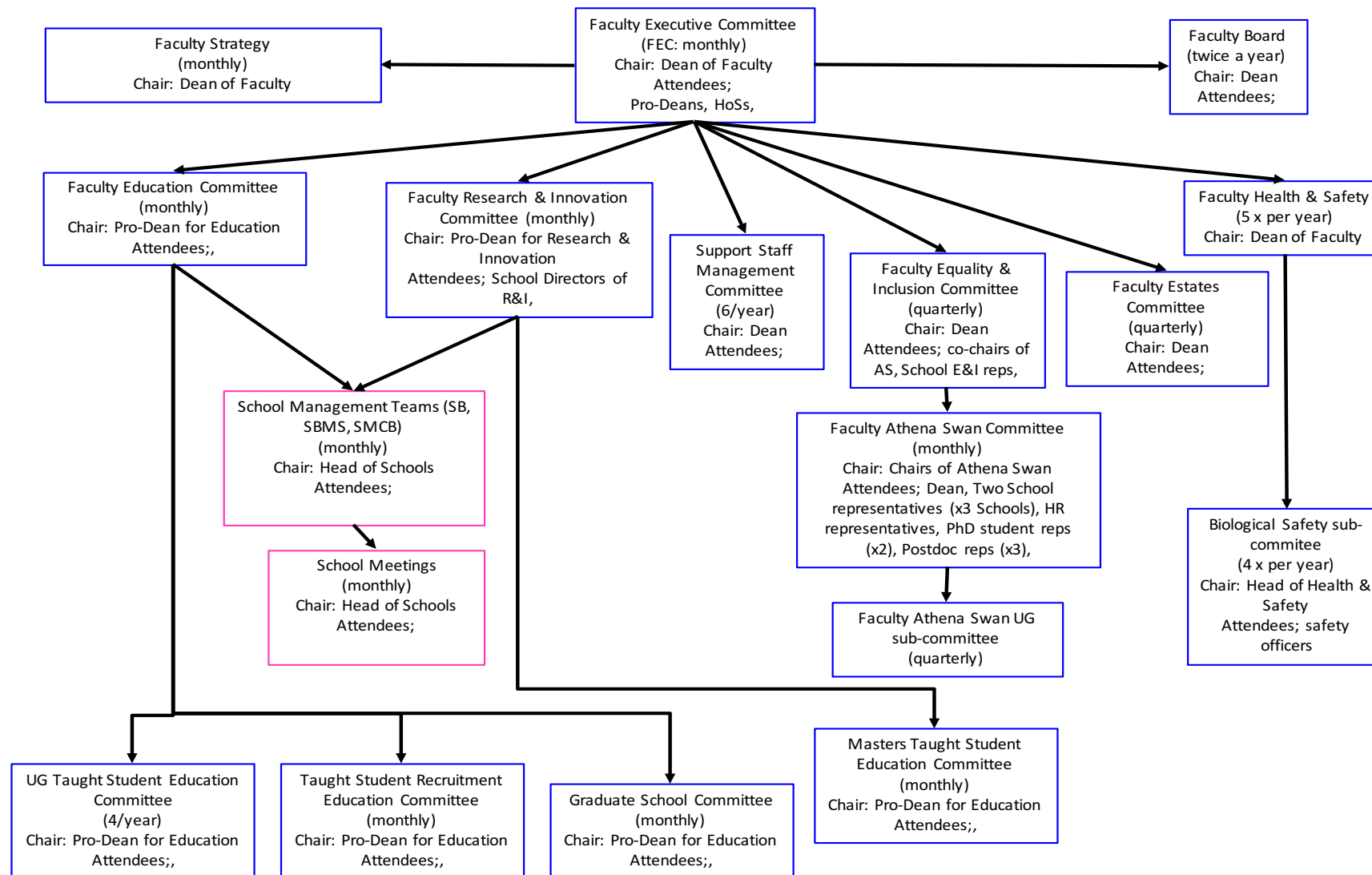Chair: Pro-Dean for Education
Attendees;,

Table 5.6.C – Summary of the number of female and male staff and students in committees from 2013/14-2016/17. The School Management Committees have been combined into one row but are expanded on further in tables 5.6.E and 5.6.F. The last two rows are calculated from the total number of females and males in all committees in each academic year.

	2013/14				2014/15				2015/16				2016/17			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Faculty Executive Committee	7	10	17	41.2	4	7	11	36.4	7	10	17	41.2	4	7	11	36.4
Faculty Board	20	35	55	36.4	19	30	49	38.8	19	26	45	42.2	20	24	44	45.5
FRIC	5	14	19	26.3	9	8	17	52.9	6	13	19	31.6	4	7	11	36.4
Faculty Equality and Inclusion Committee	6	7	13	46.2	5	9	14	35.7	7	5	12	58.3	6	6	12	50.0
Health and Safety Committee	4	9	13	30.8	5	10	15	33.3	5	11	16	31.3	3	8	11	27.3
Biological Safety Sub-Committee	0	10	10	0.0	0	10	10	0.0	0	10	10	0.0	0	9	9	0.0
School Management Committees	16	23	39	41.0	16	21	37	43.2	13	23	36	36.1	16	26	42	38.1
Undergraduate Taught Student Education Committee	19	24	43	44.2	19	22	41	46.3	16	26	42	38.1	14	19	33	42.4
Faculty Taught Student Education Committee	12	13	25	48.0	15	13	28	53.6	8	12	20	40.0	10	14	24	41.7
Taught Student Recruitment Group	13	5	18	72.2	12	5	17	70.6	12	5	17	70.6	10	9	19	52.6
Graduate School Committee	12	13	25	48.0	7	14	21	33.3	8	7	15	53.3	12	13	25	48.0
Masters Taught Student Education Committee	8	7	15	53.3	7	7	14	50.0	7	7	14	50.0	5	11	16	31.3
Average				41.8				43.3				41.2				39.2
Academic/Academic-related average				35.3				36.9				33.8				35.3

Fig 5.6.2: Gender break-down of major committees within FBS over last 4 academic years

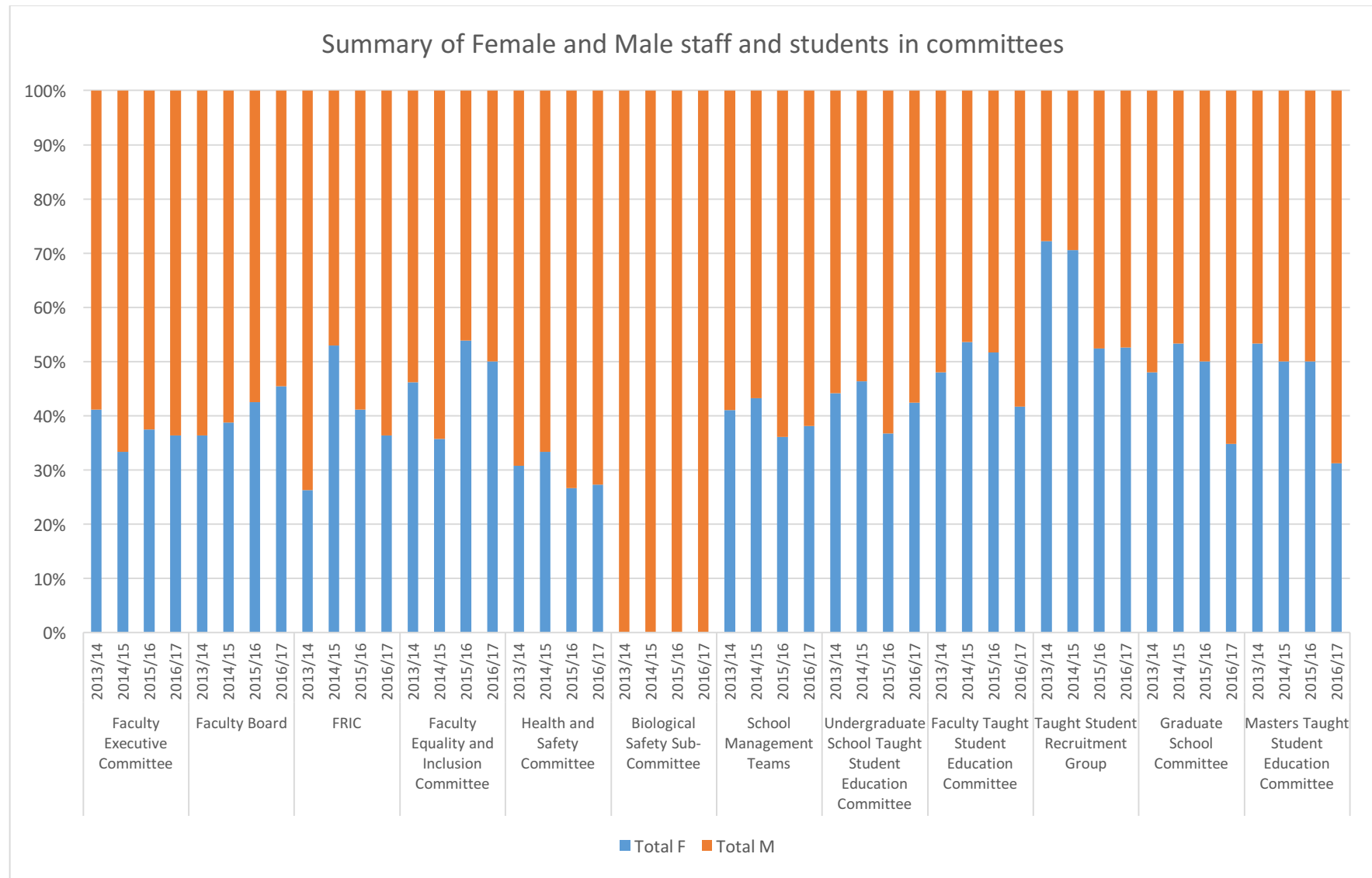Summary of Female and Male staff and students in committees

Table 5.6.D: Membership of general management committees from 2013/14 broken down by gender and grade

		F Prof	F G9	F G8	F G7	F G6	F G5	F G3	M Prof	M G9	M G8	M G7	M G6	M G5	M G4	M G2
Faculty Executive Committee	2013/14	2	2	1	2	-	-	-	5	3	2	-	-	-	-	-
	2014/15	-	1	2	1	-	-	-	5	1	2	-	-	-	-	-
	2015/16	-	3	2	1	-	-	-	6	2	2	-	-	-	-	-
	2016/17	-	1	2	1	-	-	-	6	1	-	-	-	-	-	-
Faculty Board	2013/14	2	4	4	2	6	1	1	13	10	4	5	1	1	-	1
	2014/15	2	3	5	1	5	2	1	11	9	3	4	1	1	-	1
	2015/16	1	5	3	2	5	4	-	11	5	6	3	-	1	-	1
	2016/17	1	6	4	4	5	-	-	10	6	4	2	-	1	-	1
FRIC	2013/14	2	-	2	1	-	-	-	11	3	-	-	-	-	-	-
	2014/15	2	2	3	2	-	-	-	6	2	-	-	-	-	-	-
	2015/16	1	1	3	2	-	-	-	7	3	-	-	-	-	-	-
	2016/17	-	1	1	2	-	-	-	5	2	-	-	-	-	-	-
Faculty Equality and Inclusion Committee	2013/14	2	1	1	2	-	-	-	3	3	-	-	-	-	1	-
	2014/15	1	1	2	1	-	-	-	5	2	1	-	-	-	1	-
	2015/16	1	1	3	1	-	1	-	5	-	1	-	-	-	-	-
	2016/17	-	2	3	1	-	-	-	5	-	1	-	-	-	-	-

Fig 5.6.3: Gender and grade break-down of general management committees within FBS over last 4 academic years

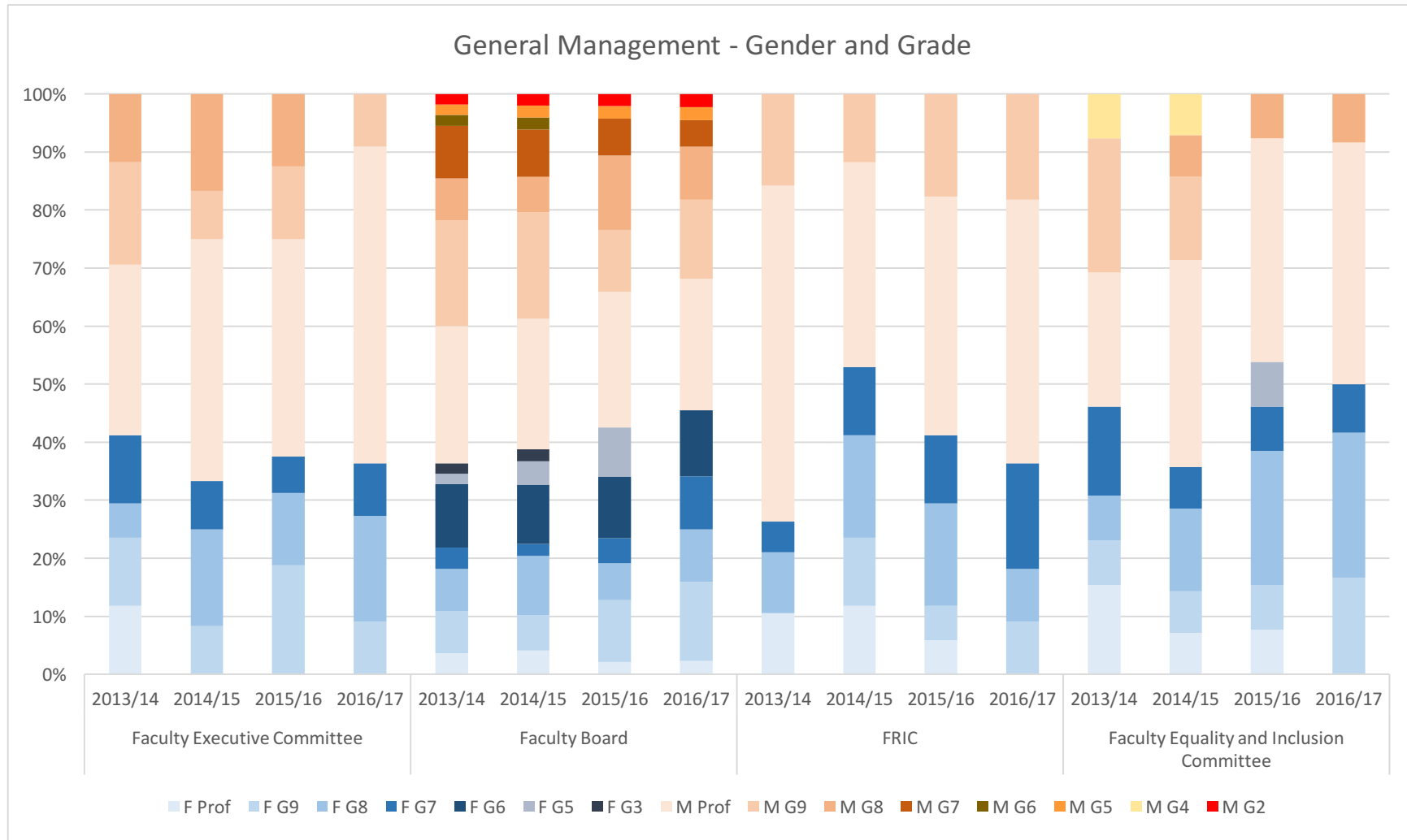General Management - Gender and Grade

Table 5.6.E – Membership of general management committees from 2013/14 broken down by gender and staff type

		F Acad	F AR	F Res	F Tech	F Cler	F Stu	M Acad	M AR	M Res	M Tech	M Cler
Faculty Executive Committee	2013/14	3	4	-	-	-	-	7	3	-	-	-
	2014/15	-	4	-	-	-	-	5	3	-	-	-
	2015/16	1	5	-	-	-	-	8	2	-	-	-
	2016/17	2	2	-	-	-	-	7	-	-	-	-
Faculty Board	2013/14	5	6	1	4	4	-	23	4	5	2	1
	2014/15	4	7	-	4	4	-	19	5	3	2	1
	2015/16	5	6	-	3	6	-	18	5	2	1	1
	2016/17	9	6	-	4	1	-	20	2	-	1	1
FRIC	2013/14	2	3	-	-	-	-	14	-	-	-	-
	2014/15	4	4	1	-	-	-	8	-	-	-	-
	2015/16	3	3	1	-	-	-	10	-	-	-	-
	2016/17	1	3	-	-	-	-	7	-	-	-	-
Faculty Equality and Inclusion Committee	2013/14	2	4	-	-	-	-	6	-	-	-	1
	2014/15	1	4	-	-	-	-	8	-	-	-	1
	2015/16	1	5	-	-	-	1	6	-	-	-	-
	2016/17	2	4	-	-	-	-	6	-	-	-	-

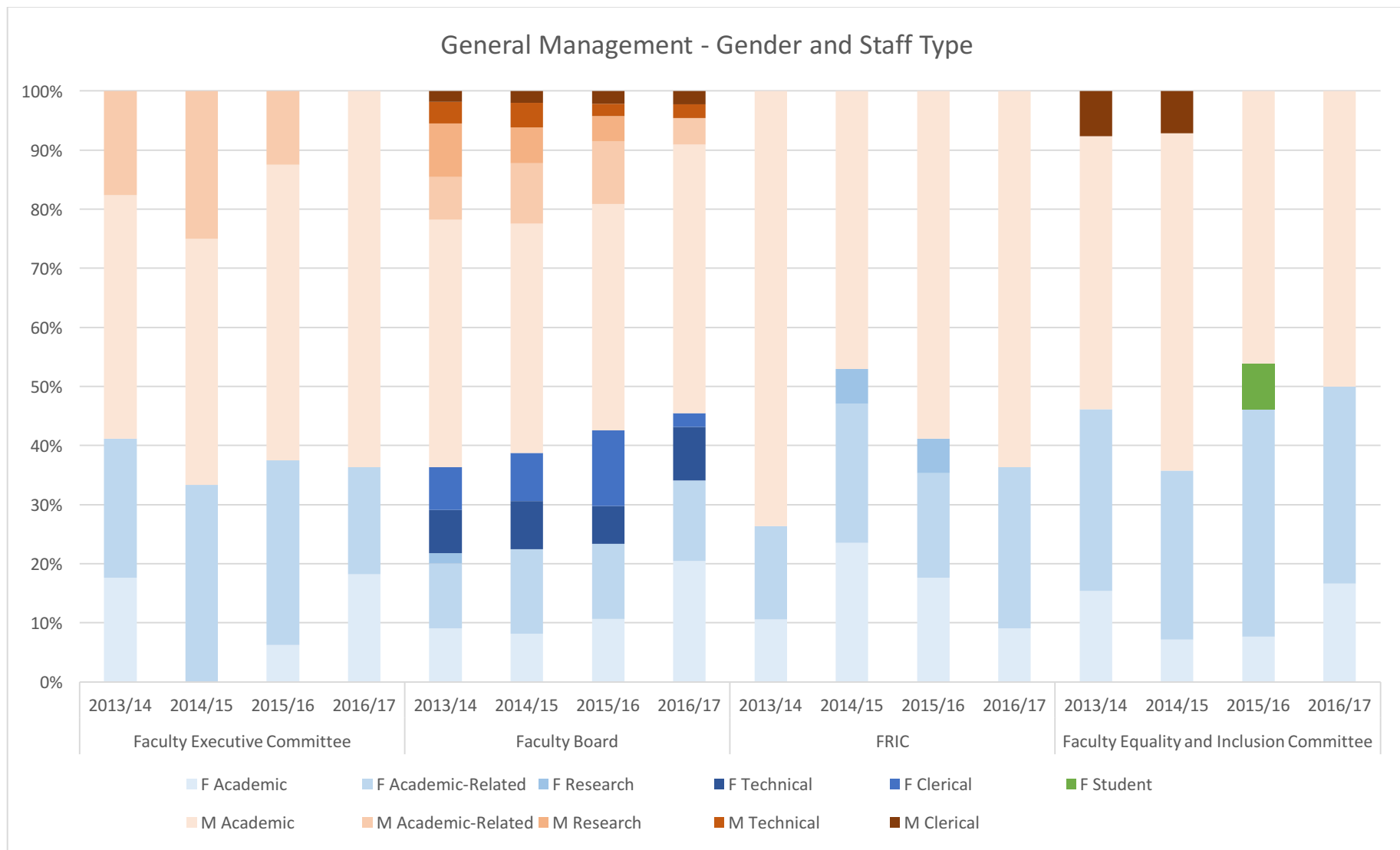General Management - Gender and Staff Type

Table 5.6.F – Membership of health and safety committees from 2013/14 broken down by gender and grade

		F G9	F G8	F G7	F G6	F Student	M Prof	M G9	M G8	M G7	M G6	M Student
Health and Safety Committee	2013/14	1	1	-	2	-	4	-	2	3	-	-
	2014/15	1	1	1	2	-	4	-	3	3	-	-
	2015/16	1	1	-	1	1	4	-	3	2	-	2
	2016/17	1	1	-	1	-	4	-	2	2	-	-
Biological Safety Sub-Committee	2013/14	-	-	-	-	-	2	1	5	1	1	-
	2014/15	-	-	-	-	-	1	2	5	1	1	-
	2015/16	-	-	-	-	-	1	2	5	2	1	-
	2016/17	-	-	-	-	-	1	2	4	1	1	-

Table 5.6.G – Membership of health and safety committees from 2013/14 broken down by gender and staff type

		F Aca	F AR	F Res	F Tech	F Cler	F Stu	M Aca	M AR	M Res	M Tech	M Cler	M Stu
Health and Safety Committee	2013/14	-	2	-	2	-	-	4	5	-	-	-	-
	2014/15	-	3	-	2	-	-	4	6	-	-	-	-
	2015/16	-	2	-	1	-	1	4	5	-	-	-	2
	2016/17	-	2	-	1	-	-	4	4	-	-	-	-
Biological Safety Sub-Committee	2013/14	-	-	-	-	-	-	4	4	-	2	-	-
	2014/15	-	-	-	-	-	-	4	4	-	2	-	-
	2015/16	-	-	-	-	-	-	4	5	-	2	-	-
	2016/17	-	-	-	-	-	-	4	3	-	2	-	-

Fig 5.6.5: Break-down of Health and Safety Committee by A) Gender and grade and B) Gender and staff type
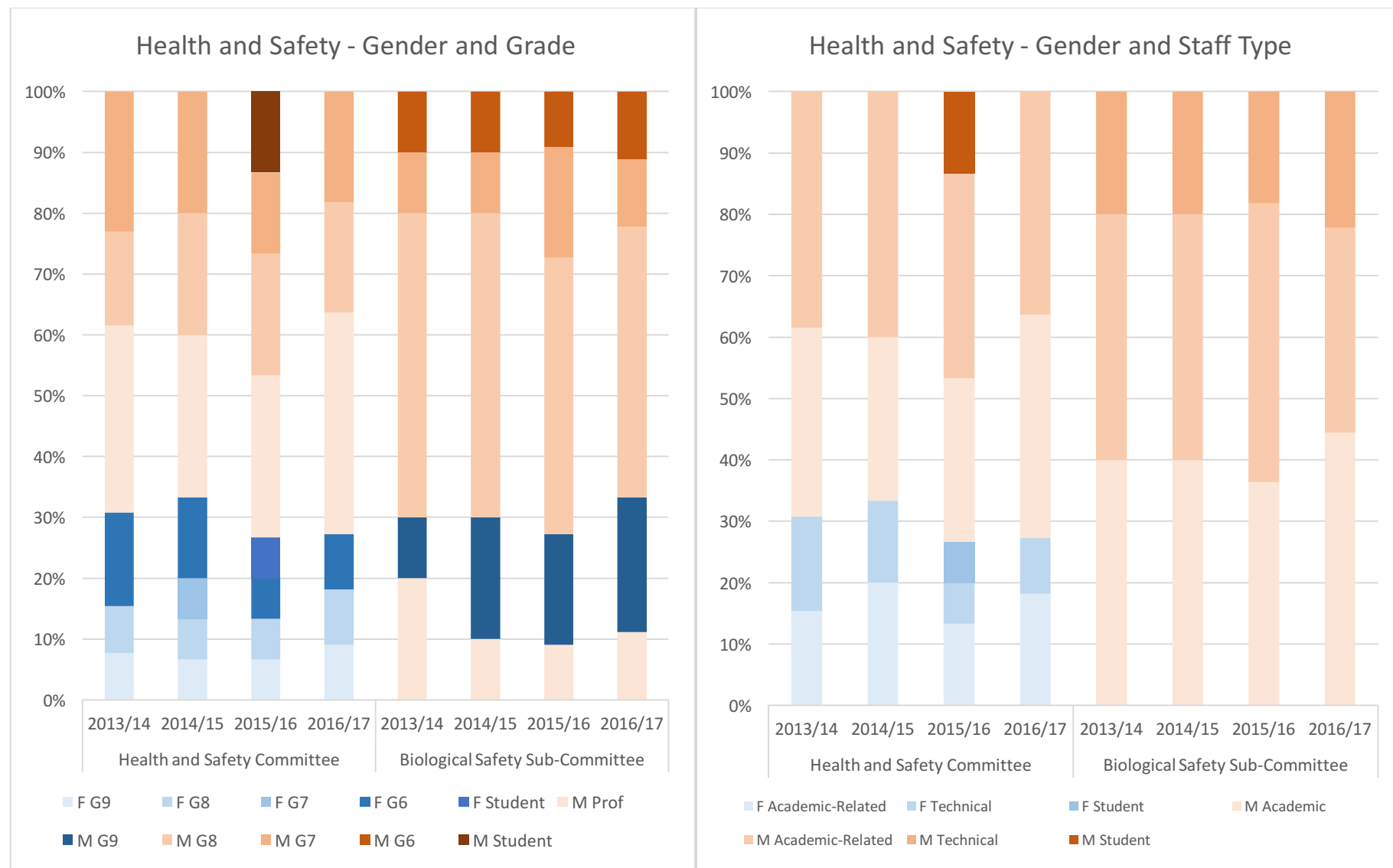
Table 5.6.H – Membership of School Management Committees from 2013/14 broken down by gender and grade

		F Prof	F G9	F G8	F G7	F G6	F G5	M Prof	M G9	M G8	M G7
School of Biology	2013/14	2	-	2	-	1	-	4	3	-	-
	2014/15	2	-	2	-	1	-	3	4	-	-
	2015/16	2	-	1	-	-	1	4	3	-	1
	2016/17	1	2	1	-	-	1	5	3	1	1
School of Biomedical Sciences	2013/14	-	3	2	1	1	-	3	2	3	-
	2014/15	-	3	2	1	1	-	3	2	3	-
	2015/16	-	1	1	2	1	-	3	2	3	1
	2016/17	-	1	1	4	1	-	3	2	3	3
School of Molecular and Cellular Biology	2013/14	-	1	1	1	1	-	6	2	-	-
	2014/15	-	1	1	1	1	-	4	2	-	-
	2015/16	-	1	1	1	1	-	4	2	-	-
	2016/17	-	1	2	-	-	1	3	2	-	-

Table 5.6.F – Membership of School Management Committees from 2013/14 broken down by gender and staff type

		F Aca	F AR	F Res	F Tech	F Cler	M Aca	M Res	M Tech	M Cler
School of Biology	2013/14	2	1	-	-	2	7	-	-	-
	2014/15	2	1	-	-	2	7	-	-	-
	2015/16	2	1	-	-	1	7	-	-	1
	2016/17	2	1	-	-	2	9	-	-	1
School of Biomedical Sciences	2013/14	3	-	1	-	3	7	-	1	-
	2014/15	3	-	1	-	3	7	-	1	-
	2015/16	3	-	1	-	1	8	-	-	1
	2016/17	5	-	1	-	1	9	1	-	1
School of Molecular and Cellular Biology	2013/14	1	-	-	1	2	8	-	-	-
	2014/15	1	-	-	1	2	6	-	-	-
	2015/16	1	-	-	1	2	6	-	-	-
	2016/17	2	-	-	-	2	5	-	-	-

School Management Committees - Gender and Grade

Legend: F Prof, F G9, F G8, F G7, F G6, F G5, M Prof, M G9, M G8, M G7

Fig 5.6.8: Break-down of School Management Committees by gender and staff type

School Management Committees - Gender and Staff Type

Legend: F Aca | F AR | F Res | F Tech | F Cler | M Aca | M Res | M Tech | M Cler

School of Biology: 2013/14, 2014/15, 2015/16, 2016/17

School of Biomedical Sciences: 2013/14, 2014/15, 2015/16, 2016/17

School of Molecular and Cellular Biology: 2013/14, 2014/15, 2015/16, 2016/17
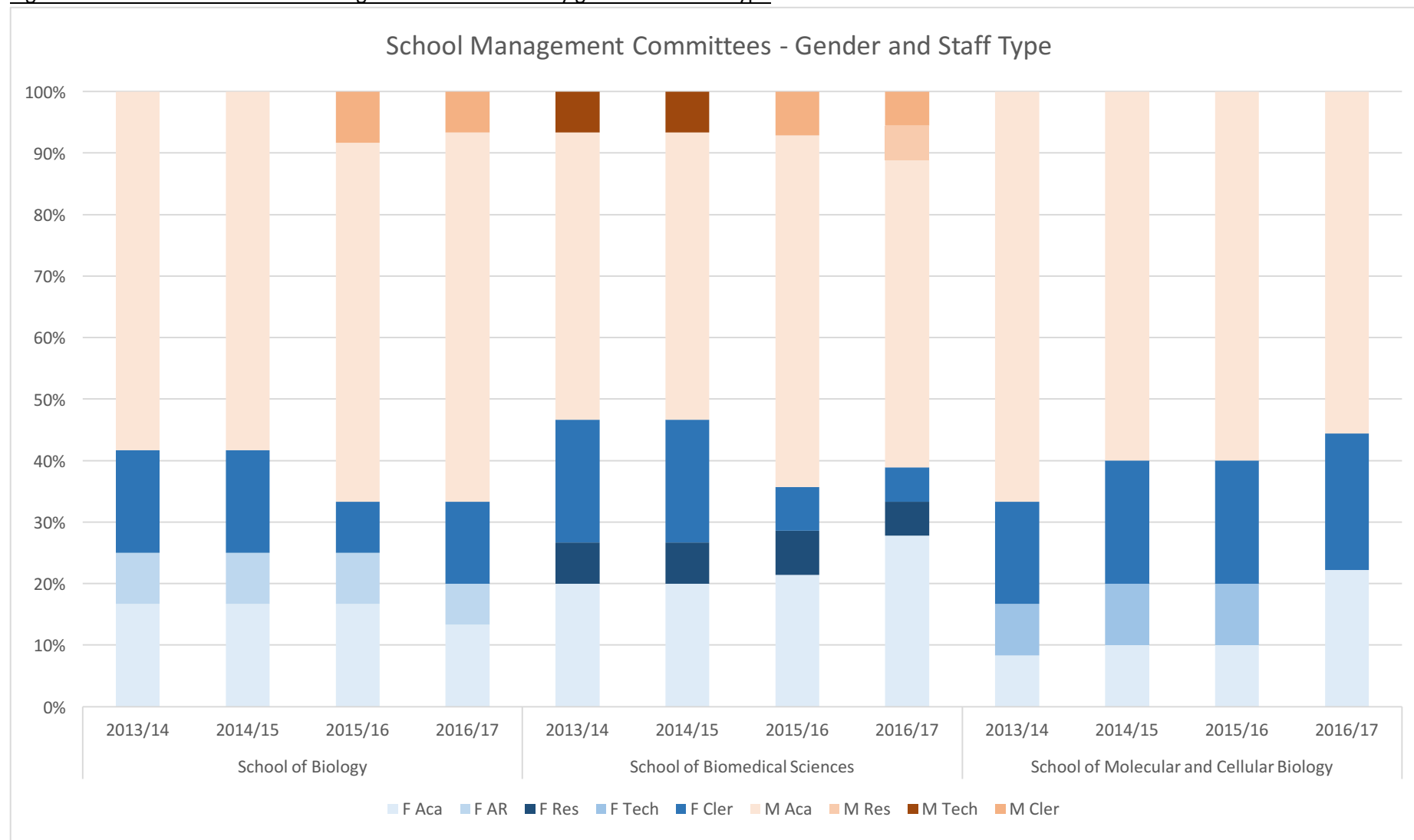
Table 5.6.J – Membership of education committees from 2013/14 broken down by gender and grade

		F Prof	F G9	F G8	F G7	F G6	F G5	F G4	F G3	F Stu	M Prof	M G9	M G8	M G7	M G5	M G4	M G3	M Stu
Undergraduate Taught Student Education Committee	2013/14	1	7	5	4	-	-	-	-	2	3	16	5	-	-	-	-	-
	2014/15	1	7	4	5	-	-	-	-	2	2	14	5	-	-	-	-	1
	2015/16	1	6	3	7	-	-	-	-	1	6	12	8	2	-	-	-	3
	2016/17	-	5	4	4	-	-	-	-	1	1	10	3	2	-	-	-	3
Faculty Taught Student Education Committee	2013/14	2	3	3	3	-	-	1	-	-	5	6	2	-	-	-	-	-
	2014/15	2	3	3	2	-	-	1	-	4	4	8	1	-	-	-	-	-
	2015/16	1	3	4	5	-	1	-	-	1	3	6	2	-	-	-	-	3
	2016/17	-	3	3	3	-	-	-	-	1	3	6	2	-	-	-	-	3
Taught Student Recruitment Group	2013/14	-	3	3	1	2	4	-	-	-	1	1	3	-	-	-	-	-
	2014/15	-	3	3	-	3	3	-	-	-	-	2	3	-	-	-	-	-
	2015/16	-	1	2	-	4	4	-	-	-	-	2	5	1	1	1	-	-
	2016/17	-	1	1	3	1	4	-	-	-	-	1	4	2	1	-	1	-
Graduate School Committee	2013/14	3	1	-	3	1	1	-	-	3	7	3	1	-	-	-	-	2
	2014/15	2	-	-	3	-	1	-	-	2	4	2	-	-	-	-	-	1
	2015/16	1	-	2	2	-	4	-	-	4	7	4	2	-	-	-	-	-
	2016/17	1	1	-	3	-	2	1	1	-	6	5	3	-	-	1	-	-
Masters Taught Student Education Committee	2013/14	2	2	-	2	-	1	-	-	1	3	3	1	-	-	-	-	-
	2014/15	2	2	-	2	-	1	-	-	-	2	3	1	-	-	-	-	1
	2015/16	1	2	-	1	-	1	-	-	2	2	4	1	-	-	-	-	-
	2016/17	1	2	-	1	-	1	-	-	-	4	3	3	1	-	-	-	-

Fig 5.6.8: Break-down of Education Committees by gender and grade


Education - Gender and Grade
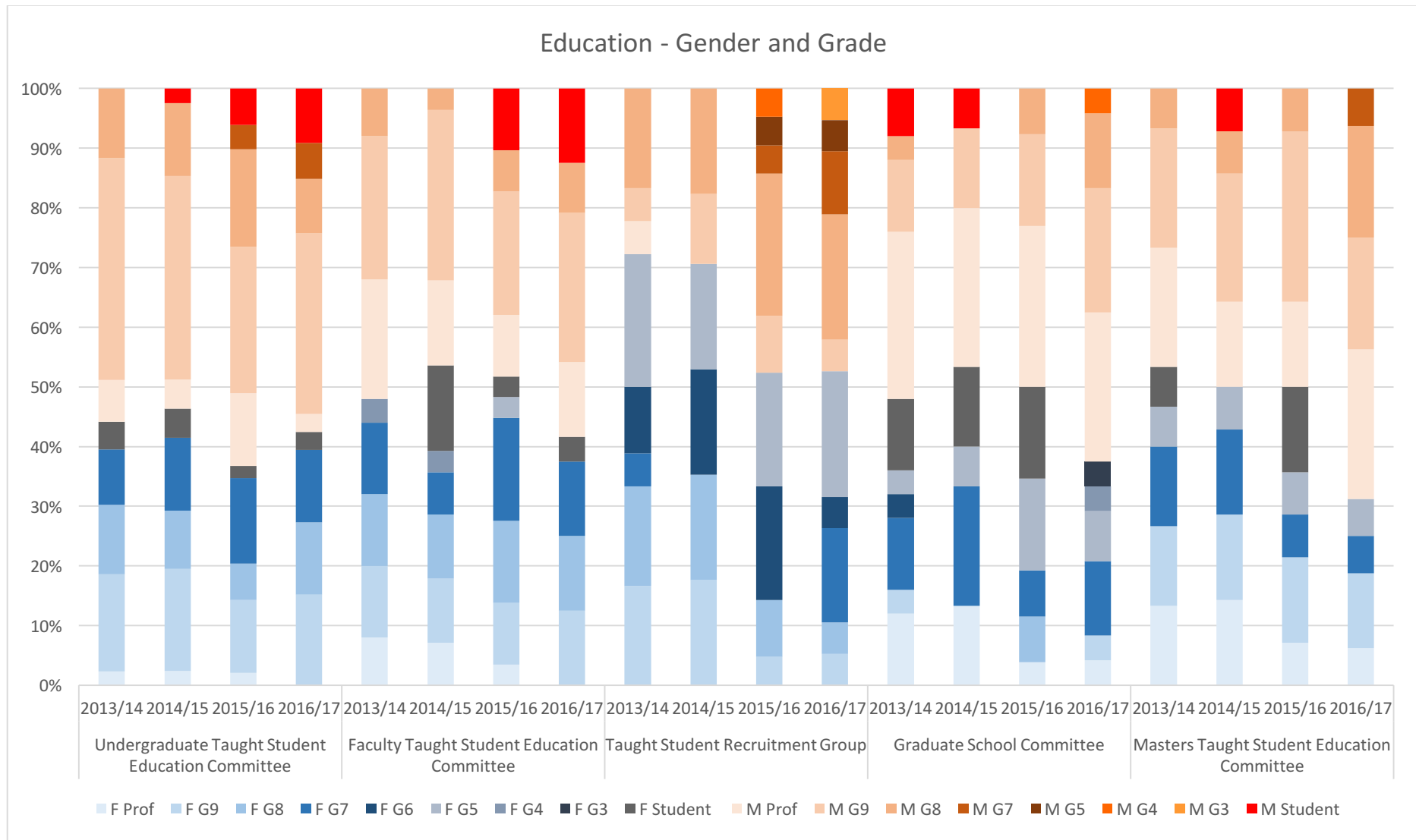
Table 5.6.K – Membership of Education Committees from 2013/14 broken down by gender and staff type

		F Aca	F AR	F Res	F Tech	F Cler	F Stu	M Aca	M AR	M Res	M Tech	M Cler	M Stu
Undergraduate Taught Student Education Committee	2013/14	11	5	-	1	-	2	24	-	-	-	-	-
	2014/15	10	6	-	1	-	2	21	-	-	-	-	1
	2015/16	9	7	-	1	-	1	27	1	-	-	-	3
	2016/17	7	5	-	1	-	1	14	2	-	-	-	3
Faculty Taught Student Education Committee	2013/14	6	5	-	-	1	-	12	1	-	-	-	-
	2014/15	7	3	-	-	1	4	13	-	-	-	-	-
	2015/16	6	7	-	-	1	1	11	-	-	-	-	3
	2016/17	5	4	-	-	-	1	11	-	-	-	-	3
Taught Student Recruitment Group	2013/14	4	3	-	-	6	-	3	2	-	-	-	-
	2014/15	4	2	-	-	6	-	3	2	-	-	-	-
	2015/16	1	2	-	-	8	-	6	2	-	-	2	-
	2016/17	2	3	-	-	5	-	3	4	-	-	2	-
Graduate School Committee	2013/14	4	3	-	-	2	3	11	-	-	-	-	2
	2014/15	2	2	1	-	1	2	6	-	-	-	-	1
	2015/16	1	4	-	-	4	4	13	-	-	-	-	-
	2016/17	3	2	-	-	3	-	14	-	-	-	1	-
Masters Taught Student Education Committee	2013/14	4	2	-	-	1	1	7	-	-	-	-	-
	2014/15	4	2	-	-	1	-	6	-	-	-	-	1
	2015/16	3	1	-	-	1	2	7	-	-	-	-	-
	2016/17	3	1	-	-	1	-	10	1	-	-	-	-

Fig 5.6.8: Break-down of Education Committees by gender and staff type

Education - Gender and Staff Type
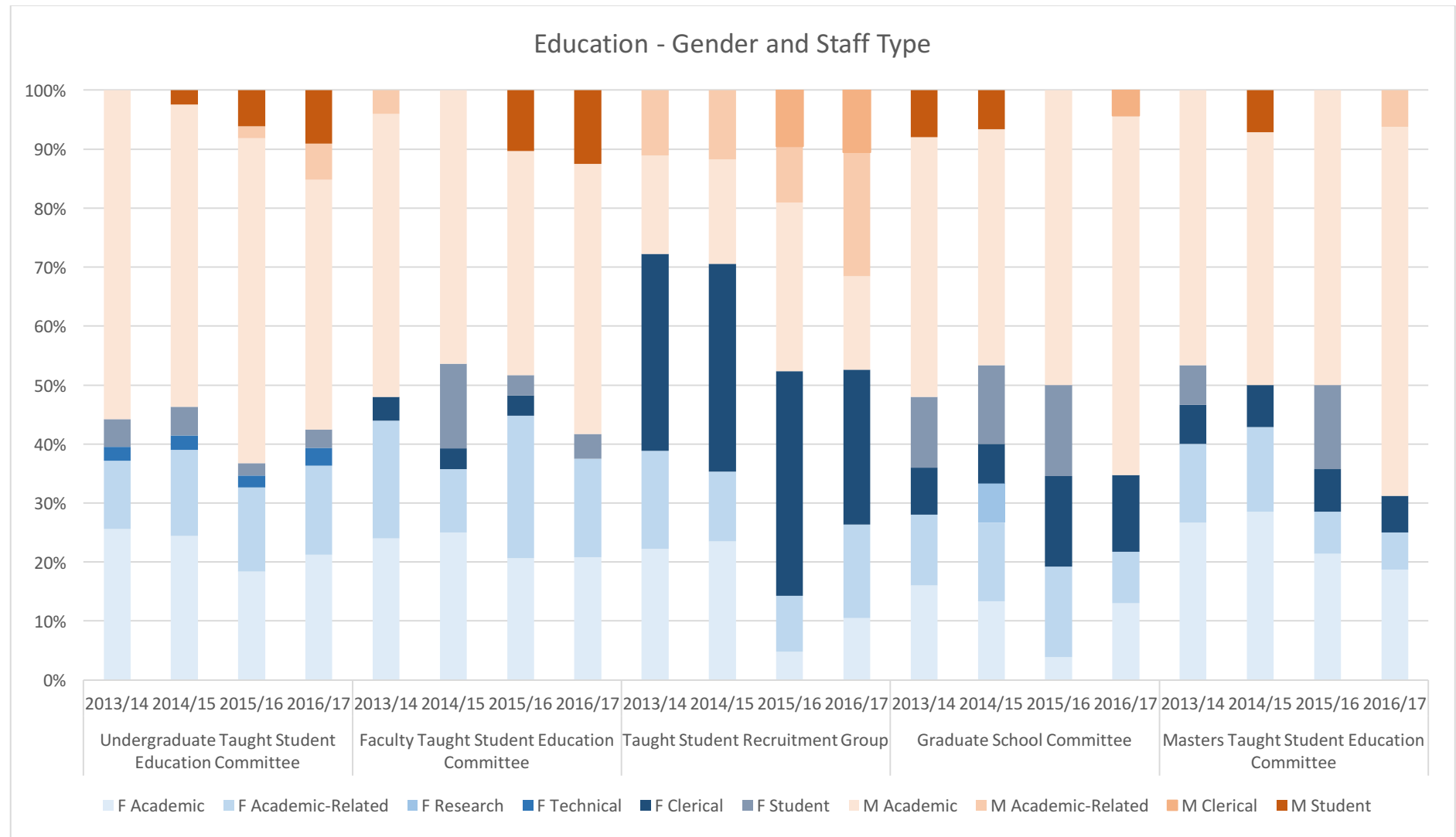
The total percentage of females (35%) within committees has not changed since 2013/14 and is representative of the percentage of female academics/professional and managerial staff in FBS (37%). While the gender balance as a whole reflects the composition of FBS, there are areas with poor gender balance. The committees with the greatest gender imbalance are the Health and Safety Committees. The members of these committees is based upon permanent job positions and there has been no turnover in these. Education committees are female dominated due to the student education service staff being mostly female. E&I committee is currently well gender balanced.

Male committee membership in is predominantly Professors but there is a greater spread of female grades (Fig 5.6.3). Across the four management committees in 2016/17 there is only one female Professor. This is likely due to many of the leadership roles, being held by male Professors.

FBS does not currently advertise every role for committee members. Some positions are linked to roles (e.g. DoR) and there is limited turnover. Other positions staff are recruited by advertisements (e.g. Faculty Equality representative on E&I Committee) or directly approached because of their expertise or experience. Student positions are advertised on an annual basis. From the culture survey it is clear that some staff perceive that when leadership roles are not advertised openly that they become "jobs for the boys". A major action point is to advertise all School management roles. Support for this initiative has come through senior management including the Dean and E&I committee.

Action

5.7 Improve number of high grade females and lower grade males in committees.

5.8 Do this by increasing the succession planning of membership in these committees that are not tied to specific roles within the Faculty

5.9 Recruit all School level roles (e.g. DSE, DoR) and committee positions by advertisement.

(iv)   Workload model

The workload model developed in 2012, is updated regularly by FEC, and implemented/reviewed by HoSs and HR. The model allocates academics time for different activities, but is not designed to track every hour, more help share workloads. "It is used as an indicator of workload" HoS.

Newer staff have lighter administrative roles than more established academics, so that research activity can be built up. To ensure fairness jobs are assigned fixed hourly allocations. The model includes averages for schools and faculty for context. The model makes allocation of teaching and responsibilities more transparent. The average number of hours spent on teaching, supervising PhD students and research, is very similar between the genders (Table 5.6.L). In general, female academic staff do slightly more PhD student supervision, whilst males have slightly more research and teaching commitments. The differences that exist between schools are larger than these differences between genders. We will analyse data comparing between gender within Schools and at different grades in the future.

Table 5.6.L: Average workload model hours by gender across FBS academics

| Role	FBS average	Female average	Male average
Research grant hours	312.6	320.3	336.3
Contact hours for teaching	72	56.6	73.5
Level of PhD supervision	177.2	217.2	205.7

Action

5.10 Ensure that all positions of responsibility are recognised within workload model, with appropriate FTE allocation.

(v)   Participation on influential external committees

Many academic staff sit on external committees e.g. funding bodies. From profiling the grade and gender of these contributions (Fig 5.6.9A) and individuals (Fig5.6.9B) it is clear that such activity is not distributed evenly.

Figure 5.6.9; Representation of women on external committees (A) Number of external committees on which females and males of each academic grade sit. (B) Number of individuals in each grade serving on external committees.

A

B

Number of individuals on external committees
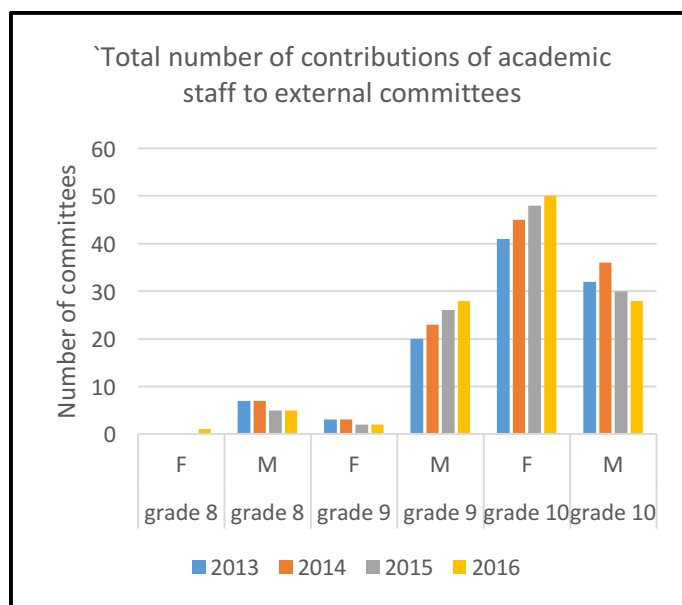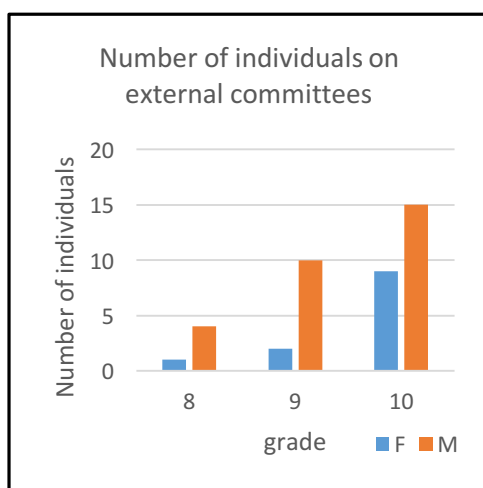
Female Professors sit on more external committees (Fig 5.6.9A) even though there are fewer of these individuals and sitting on external committees (Fig 5.6.9B). This means female Professors end up with a higher workload than male counterparts. In contrast, there are far more contributions by male grade 8/9 academics than females. This could negatively impact female careers because this type of activity is required for promotion. Membership to sit on these types of external committee and panels is mainly by invitation, and academic staff are encouraged to engage with such activity during AAMs. To tackle the inequality we will make external committees/panels part of the checklist to always be discussed at AAMs.

(vi)   Timing of departmental meetings and social gatherings

We strive to ensure all FBS meetings and Away Days fall within core hours 10–4pm. In the 2016 staff survey, 95% of staff (97%F) agreed that formal meetings are completed in core hours, a large increase from 60% in 2013.

(vii)   Visibility of role models

Diversity is strongly considered in publicity materials, which is almost entirely aimed at students. Across all brochures, leaflets and banners that the FBS marketing team produce 59% of the people featured are female, accurately reflecting the Faculty's student population.

In December 2016, ASWG launched the 'Footsteps' booklet that was distributed to staff and in recruitment packages. This booklet highlights various career paths that scientists within FBS have taken. There are profiles of 6 women and 2 men, including interviews, photographs and a timeline of their career milestones.

> Journeys full of determinations and challenges, provide inspiration to reach beyond expectations … Footsteps is a great inspirational read!
>
> Postdoc

FBS runs a variety of seminars (Fig 5.6.10) and ASWG aim keep the proportion of speakers >40% who are female to ensure there are role models for junior scientists. While SMCB have actively been improving in the proportion of female speakers, most are dominated by male speakers. Both SB and SBMS both have ~30% female speakers. To address this a 'Seminar Guidelines' document was developed by ASWG and sent to all FBS seminar organisers. It highlights the importance of gender balance and diversity in seminars, and reminds staff to keep this in mind when inviting speakers. While SB seminar series are the lowest of the three schools they also host several specific seminars that are more balanced (Fig 5.6.11). Given

the lack of female speakers in Astbury 2016/17 series, we spoke to the organiser highlighting the issue and the schedule for next semester is ~50% female.

ASWG organised 2 events for UN Day of Women and Girls in Science; a research seminar and a discussion panel on 'Role Models' including both male and female academics at a variety of careers stages from grade 8-10, with different career paths. This was attended by ~35 staff and students, ~95% of whom were female.

ASWG introduced the annual Irene Manton lecture in 2015, sponsored by the Linnaean Society, this lecture showcases the work of successful female academics, and is followed by a social event. These lectures have been well attended by staff and students.

Action

5.11 Expand "Footsteps" brochure and ensure that Case Studies are made available via AS website

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Fig 5.6.10 School Seminar Speakers
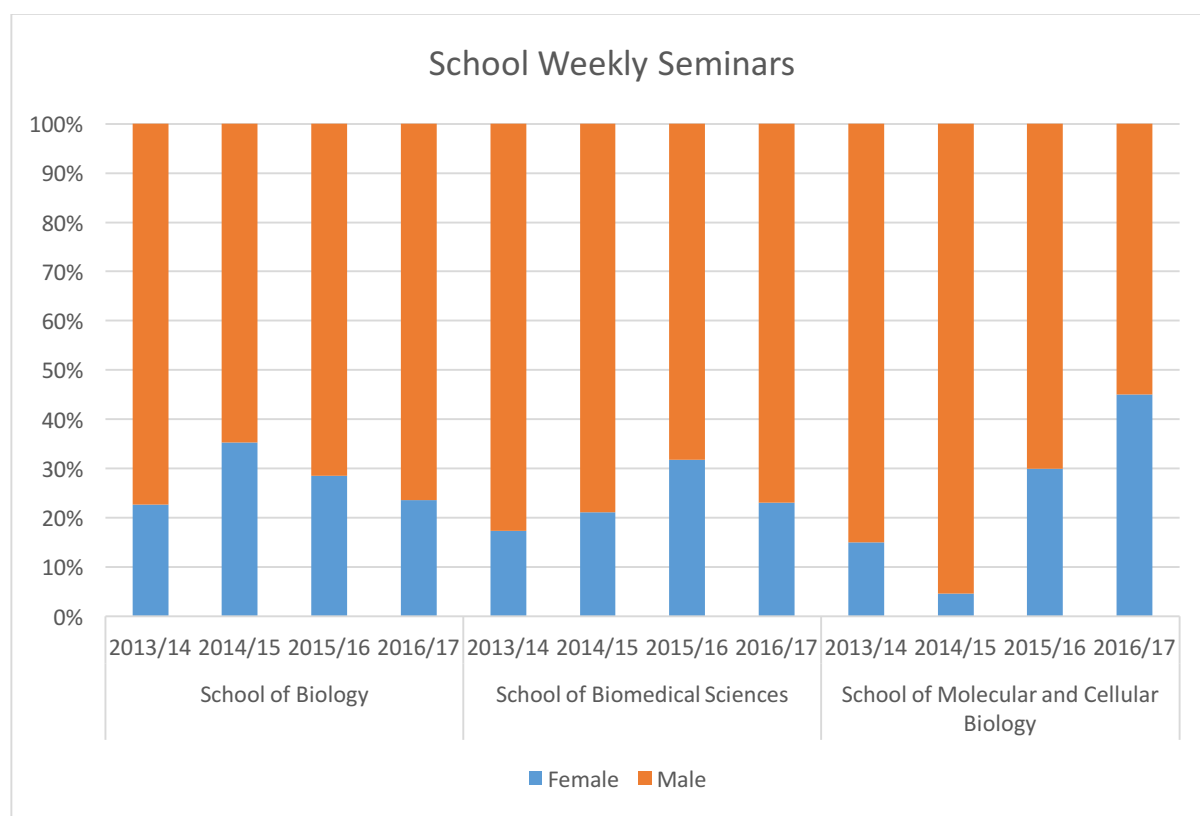
Fig 5.6.11 Research Group Seminar Speakers
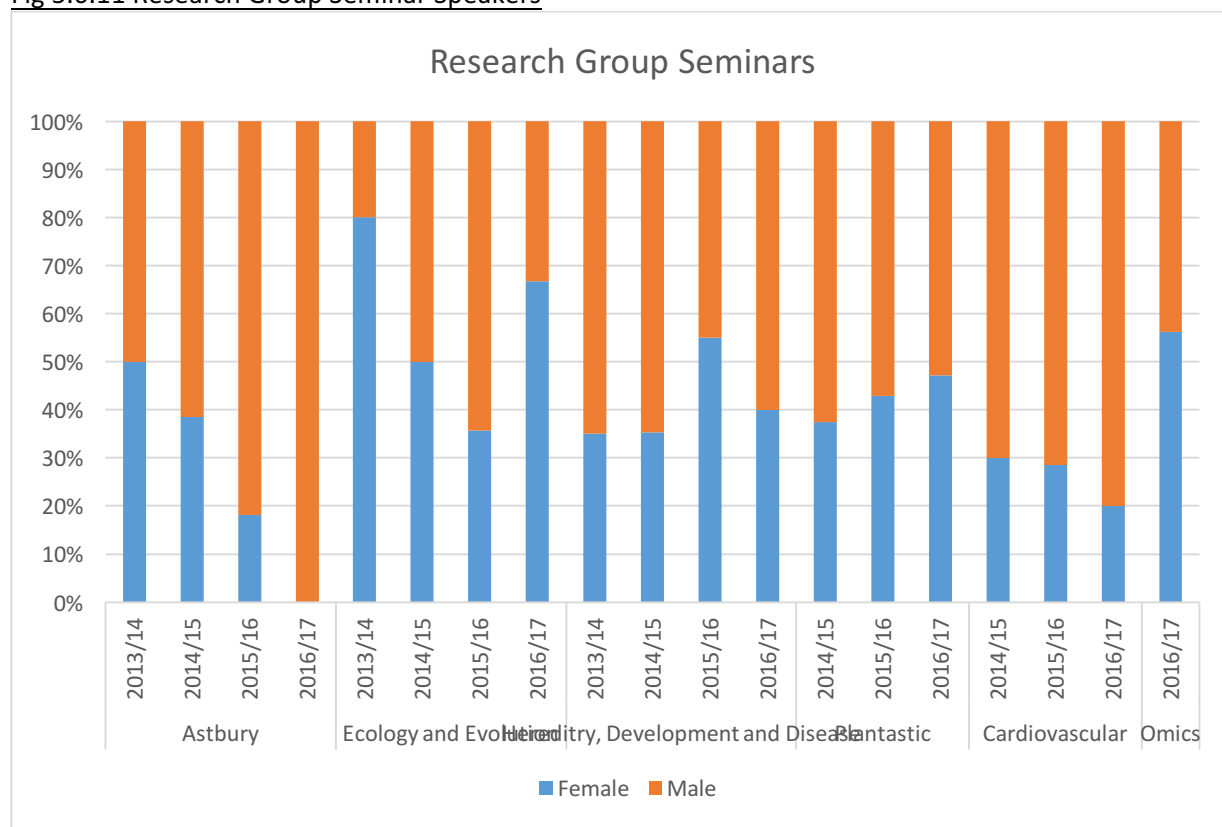
(viii)   Outreach activities

Outreach activity is organised in FBS, across UoL and independently. This makes it difficult to accurately measure, however activities run through FBS are reported here.

Fig 5.6.12: Percentage of staff involve in outreach who are female and male (right) and proportion of females contributing to outreach by roles (left)
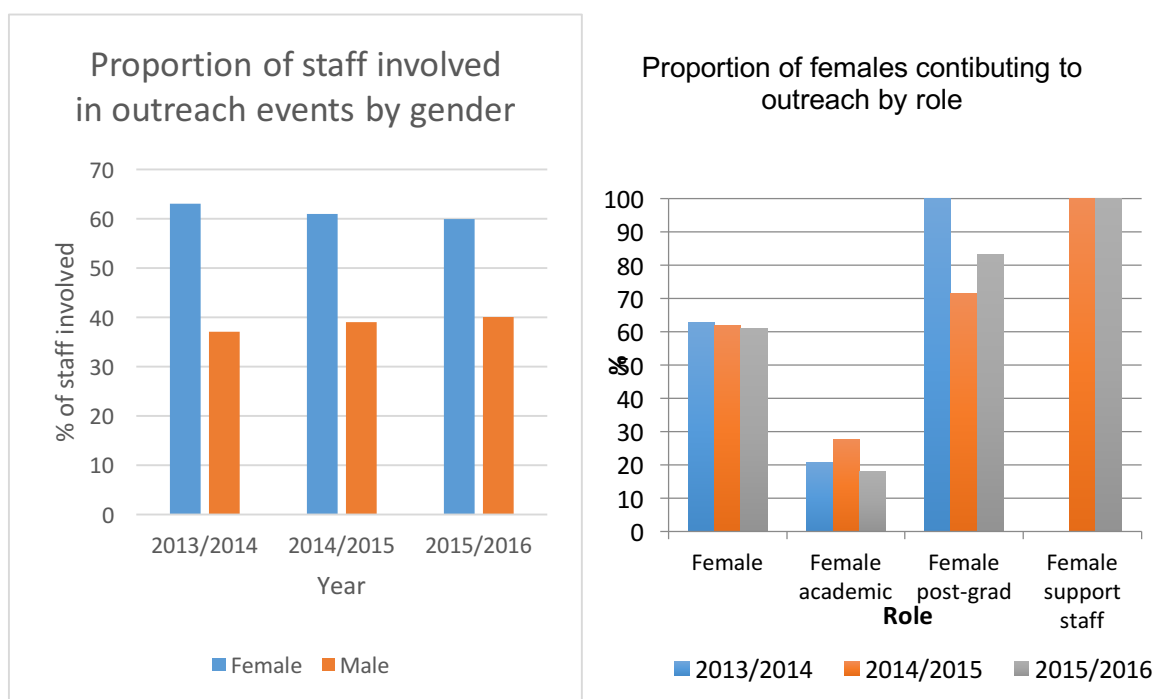
Outreach is recognised within citizenship in the workload model, along with other contributions. Therefore, not every academic is taking part in outreach. Gender is considered in outreach activities, both of those performing and those taking part. Overall, 60% of the faculty members organising and running the outreach are females (Fig 5.6.12, left). Amongst academic staff, ~30% of those performing outreach are female reflecting the composition of academic staff. There is an over-representation of post-grad and support staff females in our outreach (Fig 5.6.12, right). This potentially has both positive and negative consequences; positive female scientific role models are being provided for young people but there is uneven distribution of workload on female young scientists. The preponderance of females may also discourage interest from prospective male students, so improved gender balance is required.

The majority of time contributed to outreach is by female postgrads and support staff (Fig 5.6.13). This could potentially negatively impact their research productivity setting them at a disadvantage to their male counterparts.

Fig 5.6.13: Hours contributed to outreach activities for different groups with Faculty

Hours contributed to outreach activities for different groups with Faculty
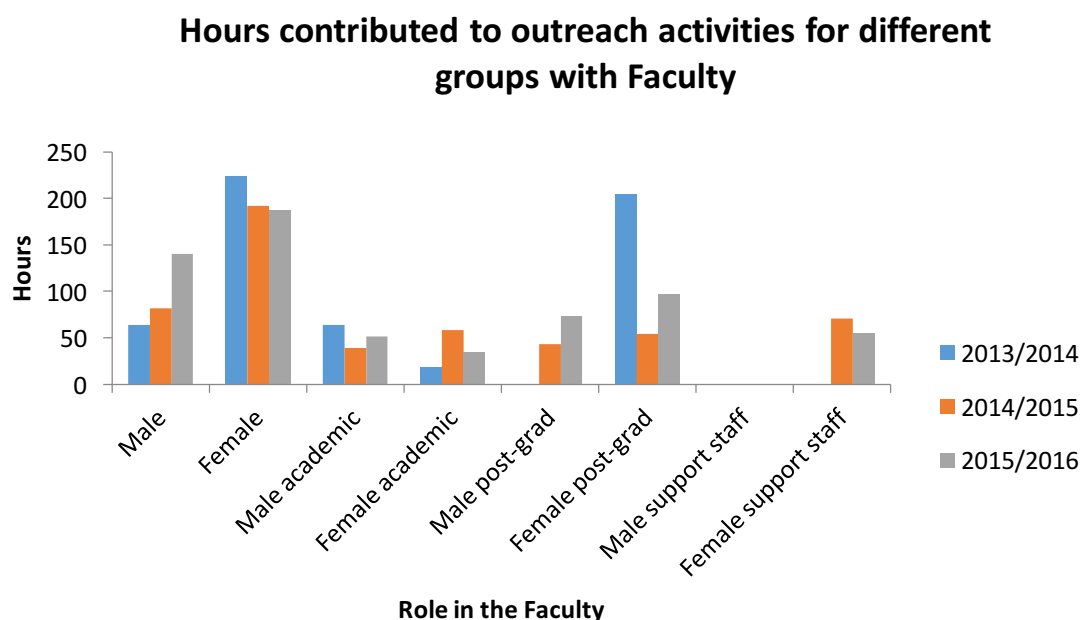
 The beneficiaries of outreach activity are spread over different school types (Fig 5.6.14-15), the majority being community and academy schools. Single sex schools represent a very small proportion of this outreach. Importantly students in disadvantaged catchment areas are being reached. Numbers are only included for the last two years when we have reliable data and overall there has been an increase in the number of students benefiting from outreach. Hopefully this will continue to encourage young people to pursue science after school.

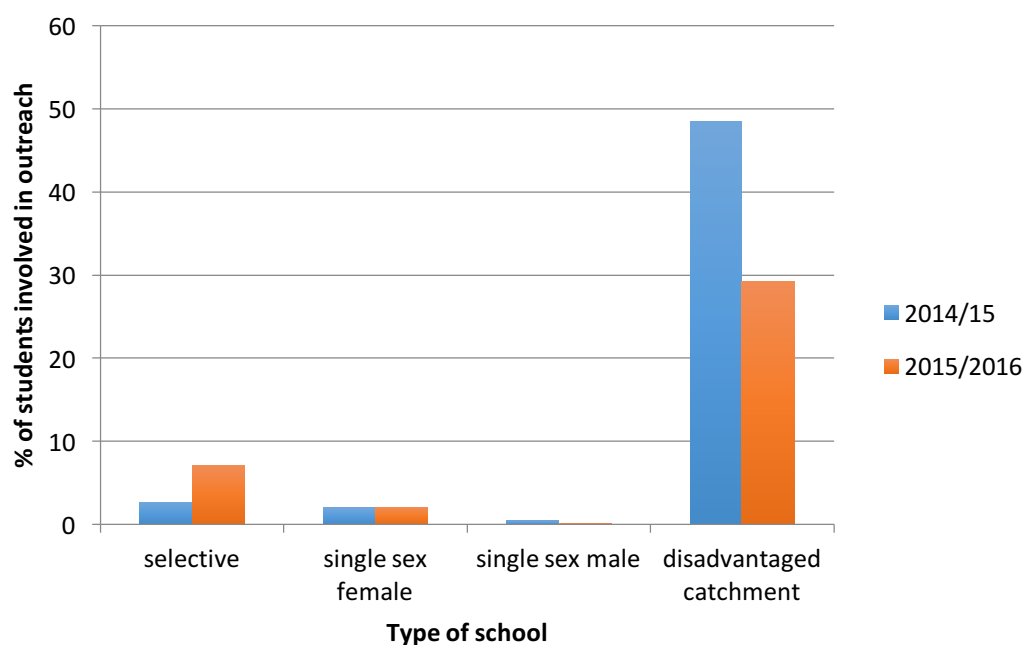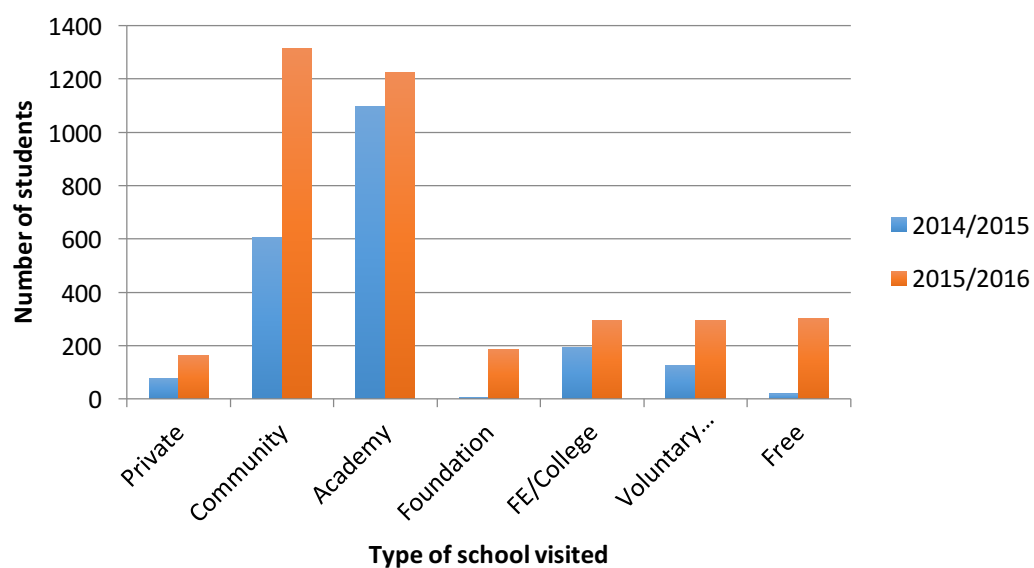Fig 5.6.14: Percentage of students FBS interacted with by outreach

Fig 5.6.15: Number of students in contact with outreach at different school types

Word Count: 6648

6. Case Studies

Dr Philippa (Pip) Garner

After graduating from Leeds with a BSc in Medical Sciences I became a high school teacher, returning to FBS in 2008 to start a PhD. I successfully wrote an EPSRC Prize Doctoral Fellowship, 2012-2014, then became a Teaching Fellow in Neuroscience, a 3-year fixed-term contract in 2014.

I have benefitted from excellent mentorship throughout my career. When preparing my fellowship application, a number of academics, peers and technical staff provided invaluable support. During my Fellowship I was encouraged to find a mentor, which was really helpful. I have a team of unofficial mentors, whom I access regularly. Recently students and postdocs have approached me for mentorship regarding applications for academic teaching positions and fellowships.

I took maternity leave in October 2016 and have since secured a permanent Teaching Fellow position. My husband also works in FBS and when I return, he will take shared parental leave. This has meant that we could make decisions based on what is best for our family, rather than being dictated by financial pressures or fear that my career could be negatively affected. UoL has fully supported the concept of shared leave i.e. my husband gets paid whatever proportion of salary I would be entitled to at that stage of the parental leave period, which I am told is not the practice in most organisations. I plan to phase my return to work, ensuring I will be in place for UG recruitment, which is key to my role. The flexibility of keep-in-touch days allowing me to bring my baby with me has been a bonus, because he is exclusively breastfed.

I am keen to apply for promotion in the near future. I would appreciate support from an appropriate "promotions champion".

I joined FBS ASWG in 2012, and have noticed a change in culture of FBS over the years in terms of gender equality. I have attended several WISNET events at UoL. The supportive environment enables me to ask for advice and support from colleagues. The support during my maternity leave has been excellent. I was asked what level of communication I would like during my leave, and this has mainly been respected. I also valued the encouragement provided by my DSE during my application for a permanent position. Just before I took maternity leave, before my permanent contract was in place, I was impressed that HR would put together a redeployment profile for me. When I return from leave I will provide ASWG with recommendations to improve support given to staff going on maternity leave.

I intend to request flexible working hours and hope to get a 'return to work buddy' to advise in this process. I will also apply for financial support from the AS fund, to pay for my husband and baby to join me at a conference in Manchester, to allow continued breastfeeding.

Dr Karen Birch

I am a Reader in Exercise Science, in the School of Biomedical Sciences. I joined UoL as a Lecturer in 2002. Having held the role of Senior Lecturer at Manchester Metropolitan University I wanted to move to a RG university but took a cut in salary to achieve this. Within 12 months, I was promoted to Senior Lecturer, to Reader in 2011, and was appointed as Head of School in 2016 to commence April 2017.

I have always had a strong research, teaching and administrative portfolio. My publications have been submitted for each REF, which helped achieve the Number 1 in UK for 4* papers in Sport and Exercise Science in 2014.

I have served on numerous internal committees, including Faculty Research and Innovation committee, University Research Ethics Committee and now Faculty Executive. I have also been an active member for the University promotions college.

In 2008 I took 7 months maternity leave and returned to work full-time. Both my partner (also an academic) and I work flexibly, allowing us to maintain a good work-life balance. Since I started in FBS the culture supporting people returning after maternity leave has improved but further work is needed, e.g. a buddy system to help adjust and discuss issues that many people face. After returning to work I felt I was trying to prove my credibility. Now I know I can't do everything at 100%, all the time, but rather parts of my life and work take priority at different times, my partner doing the same. There was limited support when I returned, and I think the financial support now available through Athena Swan, is an excellent way to help.

During my career, I have not encountered barriers due to my gender. However, I do feel the culture within the faculty has become more supportive for female leaders. I have always enjoyed the challenge of leadership and have taken opportunities for personal and professional development e.g. through the Staff Development Unit. In 2016 I was nominated by the Faculty to take part in Aurora; "developing future leaders for higher education" female-only program. This was extremely inspiring and thought provoking. I learnt the value of self-reflection which was instrumental in my application for Head of School. I really value the importance of different management styles, which comes by having males and females in leadership roles.

In 2009 I became Director of Research for the School. This was supported and encouraged by my Head of School and has been great preparation for me becoming Head of School. When I applied for this role, I was concerned that I was not yet a Professor, but was encouraged by colleagues and mentors. I will apply for promotion in the near future and still believe women tend to wait until we are totally ready before applying. The review of the promotion system, which Athena Swan played a role in, has improved the path to promotion and hopefully this will encourage more women to apply. My mentoring experiences within the Faculty have been very positive and I now enjoy mentoring and providing support, direction and guidance to male and female staff and students.

Word Count: 995

8. Action Plan

UNIVERSITY OF LEEDS

FACULTY OF BIOLOGICAL SCIENCES

ATHENA SWAN SILVER APPLICATION PLAN   2017 - 2019

1. Student Data				
Area of Need/Rationale	**Action**	**Responsible person/ group**	**Timescales**	**Measures of Success**
Decreasing proportion of male students entering via Access routes from 46% to 30% over 5 years: need to prevent trend continuing.	1.1 Recruit male Ambassador Plus students from September 2017 *(page 17)*	Student Education Service	September 2017	Increase male entry via Access programmes to ~ 35-40% Expect to see impact commencing 2018-19
Over 70% of acceptances to SBMS programmes are female: need to encourage more males apply/accept places on programmes	1.2 2017-18 brochures will be modified to include equal emphasis on male and females in illustrations and Case Studies *(page 17)*	Student Education Service in conjunction with DSE SBMS and Marketing team	September 2017	Increase number of male applicants /acceptances to SBMS. Expect to see impact on applications/acceptances from 2018-19
	1.3 Review number of male and females hosting open days, and promotional materials to attract male students, particularly in SBMS *(page 19)*	Student Education Service	September 2017	
SES undergraduate applications and acceptances increasing, but this has not yet led to overall increase in registrations	1.4 Monitor ongoing effects of changes to strategies and materials on SES registrations *(page 27)*	Athena Swan Working Group	Commence September 2017	Registration of female students to SES programmes increases in line with changes to acceptances over next 3 years.
Female undergraduates persistently outperform their	1.5 Joint project will be undertaken with Faculty of Arts, Humanities & Cultures to	Student Education Service	September 2017	Project to report in 2018-19

male counterparts at degree level: investigate interventions to address this.	investigate causes of male underperformance: actions may be taken depending on outcomes. *(page 30)*			
Females form a smaller % of PGR than national/RG averages: encourage more females to apply to FBS.	1.6 Review research postgraduate website and advertising materials for good gender balance. Create 'Women in Science' video *(page 36)*	Marketing team	Commence 2017	Review & Case Study development during 2017-18 for 18-19 application cycle.
	1.7 Develop female PhD case studies for PG recruitment material *(page 36)*	Student Education Service	Year 1	Expect to see impact commencing 2019-20
	1.8 Ensure even gender balance of staff and students hosting postgraduate open day/evening events *(page 36)*	Student Education and Head of Graduate School		Expect to see impact commencing 2019-20
	1.9 Survey UG/PhD students to identify barriers/issues affecting experience of males and females to identify gender-related issues relating to career aspirations, application and completion *(page 37)*	Athena Swan Working Group Undergraduate & postgraduate reps	Commence Summer 2017	Survey annually from 2017. Trends and issues for action reported to Athena Swan Working Group

Some evidence that female PhD completion rates are lower than for males	1.10 Monitor completion rates: investigate causes of slightly poorer completion rates for females if necessary *(page 38)*	Athena Swan Working Group/ Student Education Service	Commence September 2017	Monitor part time PGR students' completion rates 2017-2020. Report any emerging trend to ASWG/FDSE.
				Determine any barriers to completion for female students from PGR survey and develop actions if appropriate.
2. Key Career Transition				
Area of Need/Rationale	**Action**	**Responsible person/ group**	**Timescales**	**Measures of Success**
Information obtained from EXIT surveys is limited currently	2.1 Explore initiatives to increase greater completion of EXIT survey (ie by offering incentives such as winning a voucher) *(page 54)*	Faculty HR team	July 2017	50% Increase in completion of EXIT surveys or EXIT interviews
Females are under-represented in academic staff particularly at grades 9 & 10; encourage both recruitment and promotion of female staff.	2.2. Include information on flexible working opportunities, shared parental leave, family friendly policies, Stonewall Employer in the advert or job description *(page 58)*	Faculty HR team	July 2017	Increase of female staff at grades 9 in a 5 year period by 50%
	2.3. Provide access to case studies (Footsteps brochure/website) of female academics along with adverts *(page 58)*	Faculty HR team	July 2017	
	2.4. Ensure all new posts widely advertised, e.g. at conference *(page 58)*	All academic staff, led by ASWG	July 2017	

	2.5. Actively support our female postdocs to apply for academic positions at University of Leeds and elsewhere through mentoring circles, Coffee & Careers seminars (ASWG): develop system to monitor post-doc destinations *(page 58)*	ASWG	March 2017	Increased success for FBS postdocs in gaining academic positions over 5 year period
	2.6. Target tailored promotion sessions at specific groups' e.g. female early career research staff. *(page 60)*	Faculty HR team	2017	Increased applications of promotion from females by at least 50% over 5 year period.
	2.7. Promotion workshops for staff including input from staff who have successfully been through the new promotions process *(page 60)*	Faculty HR team	2017	
	2.8. Identify and encourage (via SRDS and AAMs) appropriate female staff to apply for promotion *(page 60)*	Faculty HR team, Dean, HoS	May 2017	
	2.9 ASWG to review recruitment and promotions figures and report to Dean/HoS and highlight any changes in gender balance *(page 60)*	ASWG	January 2018	
	2.10. Ensure all staff involved in selection interviewing have received E&I and Unconscious bias training *(page 60)*	Faculty HR team	July 2018	
Professional, support and technical staff (most of whom are female) report lack of clarity about opportunities for promotion, development and progression	2.11 Set up mentoring for technical, professional and support staff to provide advice on and support with applying for roles at a higher level. *(page 63)*	Faculty HR team and Professional Service Managers	From 2017 (Technical Staff)\n\n2018 (Professional and support staff)	55% of staff engaged in mentoring

	2.12 Discussion of availability and potential benefits of mentoring added to discussion points for all SRDS meetings *(page 63)*	Faculty HR team and Line Managers	From 2017	

3. Career Development				
Area of Need/Rationale	**Action**	**Responsible person/ group**	**Timescales**	**Measures of Success**
Researchers on probation feel that they need more opportunity to discuss career development	3.1 Career development to be included in discussion points at probation review meetings *(page 68)*	Faculty HR team, HoS, Pro Dean for Research	2017	Improved satisfaction of postdocs researchers measured through annual culture survey
	3.2 Explore feasibility of creating a postdoc champion (academic) post to support postdocs. *(page 68)*	Dean, Pro Dean for Research	2018 onwards	
Postdocs' training needs and access to career development opportunities are poorly understood	3.3 Introduce post doc researchers annual survey to investigate postdocs' learning needs: take actions as necessary. *(page 71)*	ASWG	Actions will be developed from first postdoc survey in 2017	Effectiveness monitored through repeated surveys on an annual basis over the next 2-3 years.
Loss of numbers from PhD to postdoc (particularly of females)	3.4 Use PG survey to investigate PGR career aspirations, and whether/how (and why) these change during PhD. *(page 73)*	ASWG	Actions will be developed from 2017 survey	Effectiveness monitored through repeated surveys on an annual basis over the next 2-3 years
	3.5 Stronger advertisement of nation-wide events supporting smaller subsets of students (e.g. LGBT-STEMinar symposia at York University) *(page 73)*	Equality Policy Unit and ASWG	From September 2017	Students in these subsets reporting increased satisfaction with support via surveys Longer term goal (3-5 years) to increase proportion of PGR students progressing to postdoc.

Additional support is required to further increase the success of female academic staff applying for external grant funding	3.6 Supplement internal peer-reviews with panel/group discussions of applications in the pre-submission stages *(page 74)*	Dean, Pro Dean for Research	From September 2017	Increased number of applications for grants from female staff over the next 2-3 years
	3.7 Develop a repository of successful grant applications to support early career researchers *(page 74)*	Pro Dean for Research and School Directors of Research	From September 2017	Increased success rate for female staff in applying for funding over the next 2-3 years

4. Flexible working and managing career breaks				
Area of Need/Rationale	**Action**	**Responsible person/ group**	**Timescales**	**Measures of Success**
Some staff who take absence from work (e.g. maternity leave) perceive that this affects their career progression	4.1 Monitor uptake, directly email everyone who goes on maternity leave/career break/family leave details of guidance for return to work, and details of "returners fund" *(page 82)*	Faculty HR team	March 2017	Improved satisfaction around these issues from staff who have taken a period of absence in annual culture survey over the next 2-3 years.
	4.2 Monitor uptake of the "returner's fund" to support those staff returning from maternity, shared parental leave, adoption leave etc. *(page 82)*	Faculty HR team/ASWG	March 2017	
	4.3 Include leaflet about the guidance for return to work and details for the "returners fund" in all maternity leave letters *(page 82)*	Faculty HR team	March 2017	
	4.4 Introduce return to work buddy system *(page 82)*	Faculty HR team/HoS	End of 2017	
	4.5 Provide designated room for breast feeding/expressing with fridge *(page 82)*	Dean, Facilities manager	End of 2017	

Area of Need/Rationale	Action	Responsible person/ group	Timescales	Measures of Success
	4.6 Develop guidelines in consultation with HoS on recommendation for phased return to teaching for research active academics *(page 82)*	Faculty HR team		
Staff who have flexible working arrangements (many of whom are female) report that workload reduction was not always commensurate with agreed decrease in hours	4.7 Guidance to be provided for line managers & SRDS reviewers to address these issues of workload and flexible or part time working *(page 82)*	Faculty HR team, HoS	Commence June 2017	Increased awareness and improved satisfaction around these issues from staff who are part time/ use flexible working arrangements in annual culture survey.
	4.8 AAM/SRDS meetings to include discussion of appropriateness of workload for staff on flexible working *(page 82)*	HoS, Directors of Research, Directors of Student Education, Service Managers, Faculty HR Team		
Some staff who have flexible working arrangements perceive that they are regarded as less career-focussed than full time staff	4.9 Provide and publicise successful role models for staff utilising flexible working *(page 83)*	ASWG, HoS	From 2018	Improved satisfaction around these issues from staff who have taken a period of absence in annual culture survey over the next 2-3 years.
	4.10 Monitor requests for flexible working arrangements annually *(page 83)*	Faculty HR team		
	4.11 Monitor awareness of flexible working arrangements via culture survey *(page 83)*	ASWG		
5. Organisation and culture				
Area of Need/Rationale	**Action**	**Responsible person/ group**	**Timescales**	**Measures of Success**

Staff have limited opportunities to feed back on their perceptions of issues on the AS agenda	5.1 A bespoke AS survey will be developed and undertaken annually to gather the views of staff on their working environment and its culture. Surveys will be designed to include questions relating to different roles and grades as required (e.g. for postdocs and PGR students) *(page 89)*	ASWG	January 2018	Information obtained from staff in relation to AS activity
	5.2 Outcomes from the survey will be considered at AS & E&I committees and will be used to inform development of action plans. *(page 89)*	ASWG Chair	Survey annually from 2018	This will allow monitoring of success of action plan, and the development of new actions as required on an annual basis.
>20% of female staff report instances where they feel uncomfortable because of their gender	5.3 Continued roll-out of unconscious bias training for staff and students *(page 89)*	Faculty HR team, Student Education Service	Ongoing in 2017	All staff, postdocs and PGR students to have completed unconscious bias training.
	5.4 New mandatory E&I online training modules currently being developed by UoL address inappropriate behaviours *(page 89)*	UoL Equality Policy Unit	End of 2018	Decreased reporting of such incidents in 2-3 years.
Limited actions in place to make undergraduate/PGT students aware of AS. Improve UGT/PGT awareness of AS	5.5 Plans to enhance UG & PGT awareness include introduction of a lecture on AS/unconscious bias/, and Equality & Inclusion training as part of induction programmes. *(page 89)*	Student Education Service	October 2017	Success will be monitored by changes in awareness as shown by survey.
	5.6 Assessment of awareness/support for AS amongst UG/PGT students will be introduced, and monitored annually. *(page 89)*	Student Education Service	Survey annually.	
There is an imbalance of gendered seniority on some Faculty and School committees	5.7 Improve number of high grade females and lower grade males in committees. *(page 107)*	Dean, Pro Deans, Faculty HR team	From May 2017 all Faculty and	Success will be monitored by improved gendered

			School roles on will be advertised	seniority balance on Faculty and School committees
	5.8 Do this by increasing the succession planning of membership in these committees that are not tied to specific roles within the Faculty *(page 107)*	Dean, HoS, HR	Within the next 3-5 years	
	5.9 Recruit all School level roles (e.g. DSE, DoR) and committee positions by advertisement *(page 107)*	Dean, HoS, HR		
Involvement in outreach activities is not gender-balanced (predominantly female).	5.10 Ensure that all positions of responsibility are recognised within workload model, with appropriate FTE allocation. *(page 108)*	Dean, HoS	Commence June 2017	Improved gender balance in staff outreach activities.
Some staff feel that their contributions are not recognised by the current workload model	5.11 Expand "Footsteps" brochure and ensure that Case Studies are made available via AS website *(page 110)*	Dean, Pro Deans	End of 2017	Improved satisfaction around these issues in annual culture survey over the next 2-3 years.
More positive role models for females, and for staff who have flexible working arrangements, and/or who have taken career breaks are needed.	5.12 Encourage all academic staff to contribute to citizenship by having 2.5% allocated on the workload model and another 2.5% on evidence of "citizenship" activity allocated. *(page 114)*	ASWG	Commence Summer 2017	Long term goal to see increase in female staff at higher grades via increased recruitment and promotion.

Total word count 11,713

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