



Athena SWAN Bronze department award application

Name of university: University of Leeds

Department: Faculty of Environment

Date of application: November 2015

Date of university Bronze and/or Silver SWAN award:

University Bronze initially awarded in 2009 and renewed in April 2013 (following resubmission in Nov 2012)

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Glossary of Acronyms used within the Report

Acronym	Definition	Acronym	Definition
Faculty	Faculty of Environment	HR	Human Resources
SOEE	School of Earth and Environment	ITS	Institute for Transport Studies
SOG	School of Geography	PGR	Postgraduate Research
E&I ELEC	Equality & Inclusion	PGT	Postgraduate Taught
DORI	Director of Research and Innovation	UG	Undergraduate
DSE	Director of Student Education	SAT	Self-Assessment Team
HEIDI ¹	Higher Education Information Database for Institutions	UoL	University of Leeds
HoS	Head of School	WiSET	Women in Science Engineering and Technology
ODL	Online Distance Learning	TSEC	Taught Student Education Committee

¹ In this application, wherever possible, national data from HEIDI is used for comparison purposes.

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

Faculty of Environment

University of Leeds

Leeds LS2 9JT

Tel: 0113 343 1941



UNIVERSITY OF LEEDS

30th November 2015

Dear Athena SWAN Assessment Team,

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

Preparation for this application has confirmed that there is a great deal of proactive support for gender equality and that a range of good practice exists in the Faculty. There is a supportive and positive culture around flexible working arrangements in particular and this flexibility is widely valued by Faculty staff as shown by our staff surveys, focus groups and by supportive letters provided to leaders in the Faculty and to the national media (evidenced by a letter in THES from a PDRA and Lecturer recently returned from maternity leave periods in March 2014). Whilst much good practice exists, we need to ensure that these good practices and options are well communicated to all our staff and students.

We are proud of our success stories. Three out of 10 of the University's Women of Achievement 2013 came from the Faculty and a further three in 2014 and this covers UG, PGT, PGR and staff for both research and teaching. We strive to celebrate success of staff and encourage them to act as mentors for early career female staff from across the Faculty. Women (students and staff) play an important role in Outreach activities, such as Carol White (PhD student, Geography and winner of "I'm a Scientist, Get me out of here!") who recently led an activity at Leeds Festival of Science.

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

We absolutely value the benefits that balanced representation has on the achievement of our strategic ambitions. The Faculty Action Plan is integrated with our strategic priorities with the actions clustered around:

- Attracting a diverse mix of high quality students;
- Improving the quality and gender balance of our recruitment of staff;

- Enhancing the career development and promotion processes for existing staff for retention;
- Supporting career breaks and flexible working to both attract and retain staff; and
- Creating an inclusive community where everyone feels valued.

The submission and Action Plan has the full support of the Faculty Executive Committee and I am committed to supporting the three schools in delivering the changes needed locally to reflect their circumstances. Progress against the plan will be monitored by the Faculty Executive Committee and the Faculty Equality and Inclusion Committee.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A Dougill', written in a cursive style.

Professor Andrew Dougill
Dean of Faculty

[Word Count 500]

2. The self-assessment process: maximum 1000 words – [Word Count 1183]

The Faculty of Environment (Faculty), formed in 2003, brings together world leading expertise in the School of Earth and Environment (SOEE), School of Geography (SOG) and Institute for Transport Studies (ITS). The Faculty submitted an application for a Bronze Athena SWAN Award in April 2014. The feedback from the Panel was that this was a strong Faculty submission and 48 commendations for good practice were noted. However, the Panel also concluded that “three individual departmental submissions may have been more appropriate than one combined as the differences between the departments are vast.” Before introducing the current submission, data and action plans, this section briefly sets out our decision to resubmit as a Faculty following further discussion with ECU staff in Autumn 2014.

The Faculty does indeed cover a range of disciplines from the physical science through to social science. It holds one of the most diverse portfolios of funding in the University of Leeds. However, this diversity exists within each of the three constituent schools as much as it exists across the Faculty. Diversity is a central and valued feature of our identity. The majority of actions which we need to take to promote a more diverse and inclusive place to work are organised, discussed and agreed at a Faculty level and, having evaluated the alternatives, we strongly believe that a Faculty submission remains the right approach. However, there are differences between the Schools within the Faculty and we have therefore adopted a different structure to the development of this resubmission to address the concerns of the previous panel and to ensure that our analysis and action planning is targeted appropriately.

Figure 2.1 below sets out the new structure and shows that we are now operating with both a Faculty level SAT and three school level SATs with each school having representation on the Faculty SAT. Mirroring this arrangement therefore we have an umbrella Faculty Action Plan and three shorter School Action Plans. This ensures that the problem analysis is focussed at the right level and that the actions belong to the appropriate scale for implementation. As the new Equality and Inclusion (E&I) framework for the University has developed we have brought the SATs into the reformulated E&I Committee structure although the conduct of the SAT teams and the presentation of Athena SWAN has retained its strong identity and process. As Figure 1 suggests, this structure retains our focus on sharing good practice across the three schools in every aspect of equality and inclusion but also creates clear faculty and school level accountability for the different parts of the Action Plan. In order to explain this fully we have been granted an extra 1000 words for this submission.

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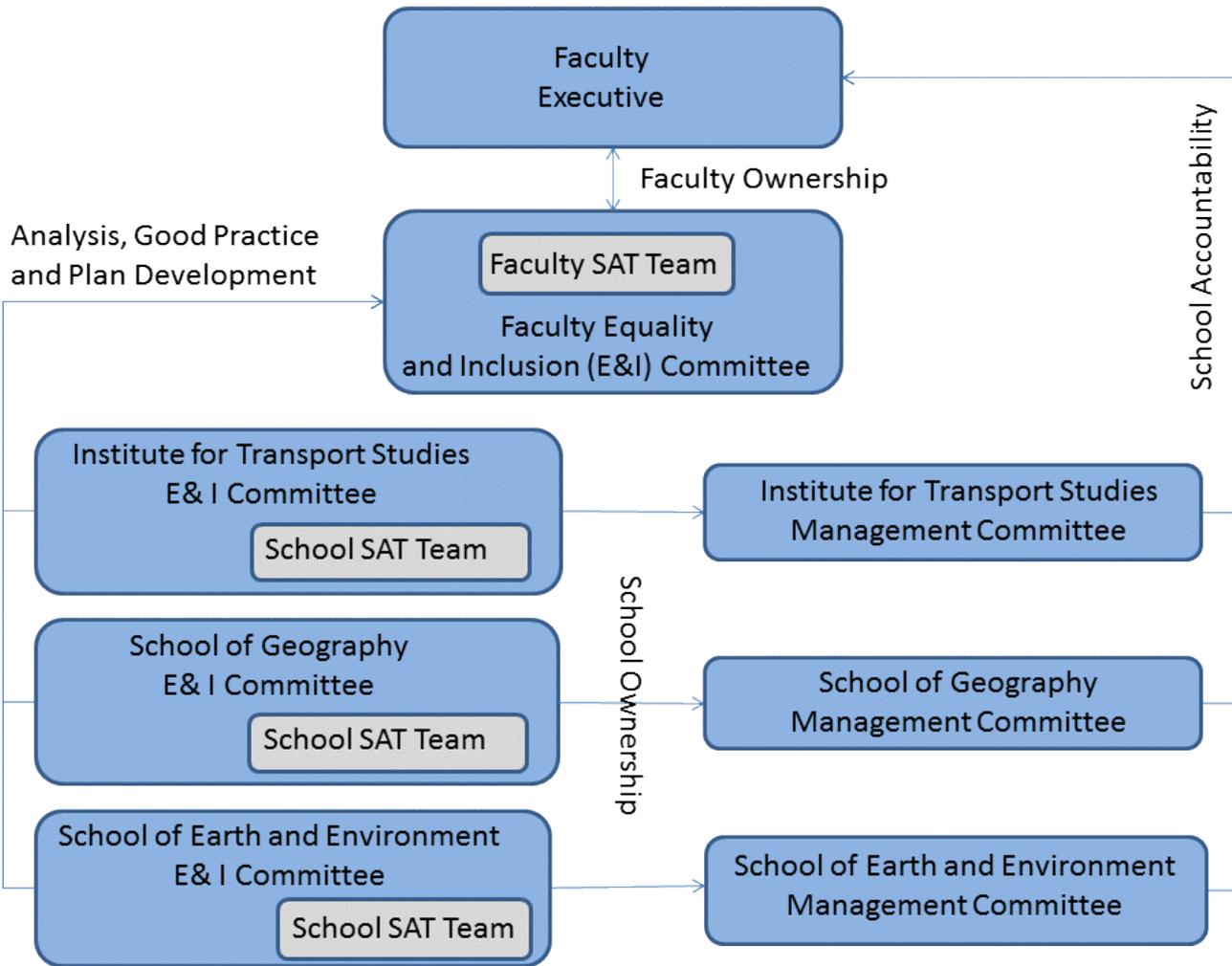


Figure 2.1: SAT Team Structure Faculty of Environment November 2015

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

There are 12 members of the Faculty of Environment team as set out in Table 2.1. The SAT teams for each of the Schools are described below in Table 2.2. In total, across the Faculty and School SAT teams there are 31 people engaged in the SAT process of which 13 are female (42%). This is higher than the 31% female staff in the Faculty but also reflects the interest from male staff in developing an inclusive environment.

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Table 2.1 Faculty of Environment Self Assessment Team

Name	School	Gender	Role	Additional Information
Professor Greg Marsden	ITS	M	Director of Institute and Chair of SAT	[REDACTED]
Professor Andy Dougill	SOEE	M	Dean	[REDACTED]
Professor Richard Batley	ITS	M	Pro-Dean Research and Innovation	[REDACTED]
Dr Andrea Jackson	SOEE	F	Pro-Dean Learning and Teaching	[REDACTED]
Professor Jouni Paavola	SOEE	M	Faculty Graduate School Director	[REDACTED]
Jo Squires	Faculty	F	Faculty HR Manager	[REDACTED]
Samantha Haynes	SOEE	F	School SAT Lead and Project Officer	[REDACTED]
Dr Haibo Chen	ITS	M	Institute SAT Lead and Principal Research Fellow	[REDACTED]
Dr Martin Zebracki	SOG	M	School SAT Lead	[REDACTED]
Dr David Bell	SOG	M	Head of School	[REDACTED]
Professor Simon Bottrell	SOEE	M	Head of School	[REDACTED]
Maria Ayaz	University	F	University Equality Policy Unit	[REDACTED]

Table 2.2 School Self Assessment Teams

School of Earth and Environment				
Name	School	Gender	Role	Additional Information
Samantha Haynes	SOEE	F	School SAT Lead and Project Officer	See Table 2.1
Professor Simon Bottrell	SOEE	M	Head of School	See Table 2.1
Dr Anne Tallontire	SOEE	F	Director of Student Education	[REDACTED]
Dr Debbie Rosen	SOEE	F	Project Manager (CPOM & COMET)	[REDACTED]
Dr Lucie Middlemiss	SOEE	F	Lecturer, Sustainability	[REDACTED]
Dr Cris Little	SOEE	M	Senior Lecturer, Palaeontology	[REDACTED]

Dr Stephen Stackhouse	SOEE	M	Lecturer, Solid Earth Geophysics	[REDACTED]
Dr Ben Murray	SOEE	M	Reader in Aerosol Science	[REDACTED]
Mrs Cara Healy	SOEE	F	School Administrative Assistant	[REDACTED]
Angela Whitely	Faculty	F	HR Officer	[REDACTED]

School of Geography

Name	School	Gender	Role	Additional Information
Dr Martin Zebracki	SOG	M	School SAT Lead	See Table 2.1
Fikir Assefa	SOG		School Administrative Officer	[REDACTED]
Dr Karin Bacon	SOG		Lecturer	[REDACTED]
Dr Nik Lomax	SOG		Teaching Fellow	[REDACTED]
Dr Andy Turner	SOG	M	Researcher	[REDACTED]
Dr Paul Waley	SOG	M	Senior Lecturer	[REDACTED]
Lynsey Cran	Faculty	F	HR Officer	[REDACTED]
Dr David Bell	SOG	M	Head of School	See Table 2.1

Institute for Transport Studies

Name	School	Gender	Role	Additional Information
Dr Haibo Chen	ITS	M	Institute SAT Lead and Principal Research Fellow	See Table 2.1
Bryan Matthews	ITS	M	Senior Research Fellow	[REDACTED]
Joanna Elvy	ITS	F	Postgraduate Research Student	[REDACTED]
Louise Reardon	ITS	F	Representative of academic staff (fixed-term)	[REDACTED]
Lynsey Cran	Faculty	F	HR Officer	[REDACTED]
Jo Moran	ITS	F	Student Education Services Manager	[REDACTED]

Paul Adams	ITS	M	Support Staff	[REDACTED]
Professor Greg Marsden	ITS	M	Director of Institute	See Table 2.1

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

A Faculty self assessment team has met monthly since January 2013, initially developing the April 2014 submission and progressing actions. In December 2014, following our unsuccessful application result and acting on advice from ECU staff, we took the decision to reconfigure the Faculty SAT team and School SAT teams as set out previously. The Faculty SAT meets bi-monthly with the School SAT teams meeting bi-monthly in between. The School Committees were all populated through open calls for participation.

A key data source which has informed our submission was the STEM Culture Survey which we implemented in Summer 2014 as part of our previous action plan. The survey received 178 responses (38% of all staff in the Faculty). Figure 2.2 highlights the level of engagement with the Athena SWAN agenda across the Faculty with 70% of the staff responding to the survey agree to some degree that they understand why we need to take action on gender equality (and only 5% disagreeing). This varies from 63% in SOEE to 82% in SOG.

We use the STEM culture survey data throughout the submission to discuss:

- Areas of shared good practice (e.g. treatment of requests for flexible working)
- Areas of shared developmental need (e.g. 62% of the Faculty had not completed on-line E&I training)
- Areas of difference (e.g. differences in the diversity of School Management Teams)

Our Action Plan sets out our goals for the coming three years. Actions listed within the text are given short name markers (e.g. FAC 1 or SOEE 1) and are expanded on fully in the attached Action Plan. Figure 2.3 shows that the plan builds on a sense of momentum on equality across the whole Faculty since the April 2014 submission and we discuss where actions have been effective in the document.

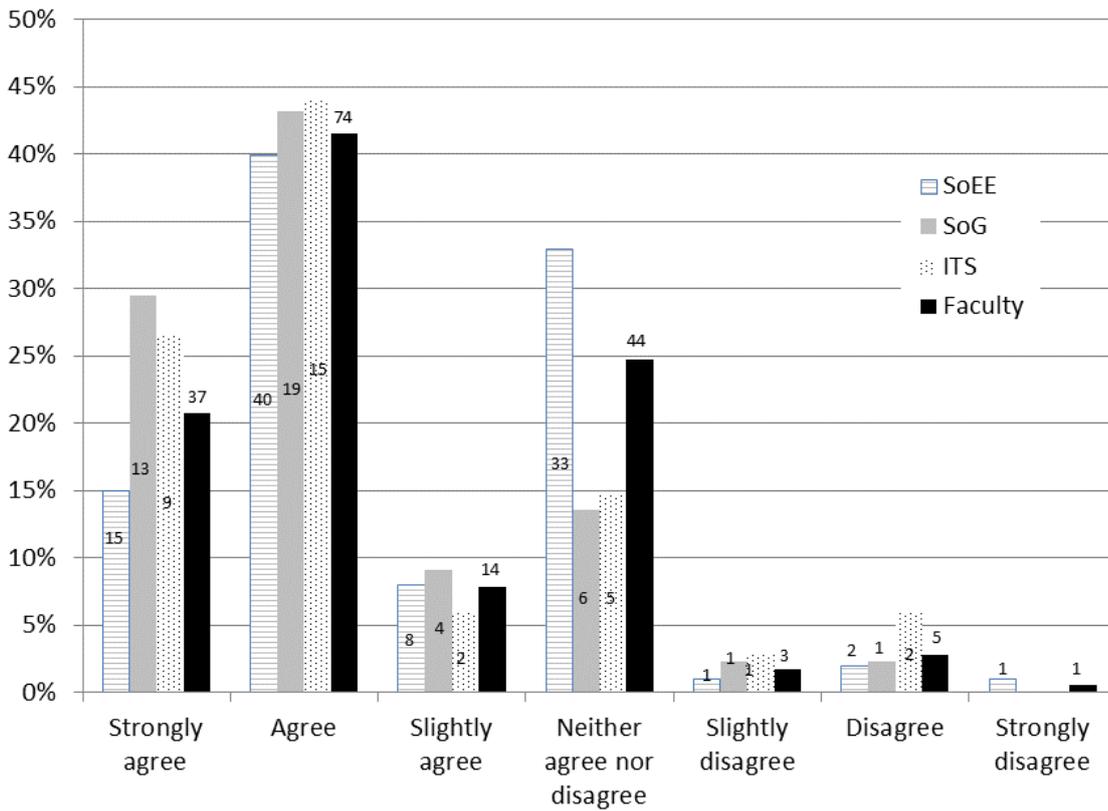


Figure 2.2: I understand the reasons for taking action on gender equality (STEM Culture Survey)

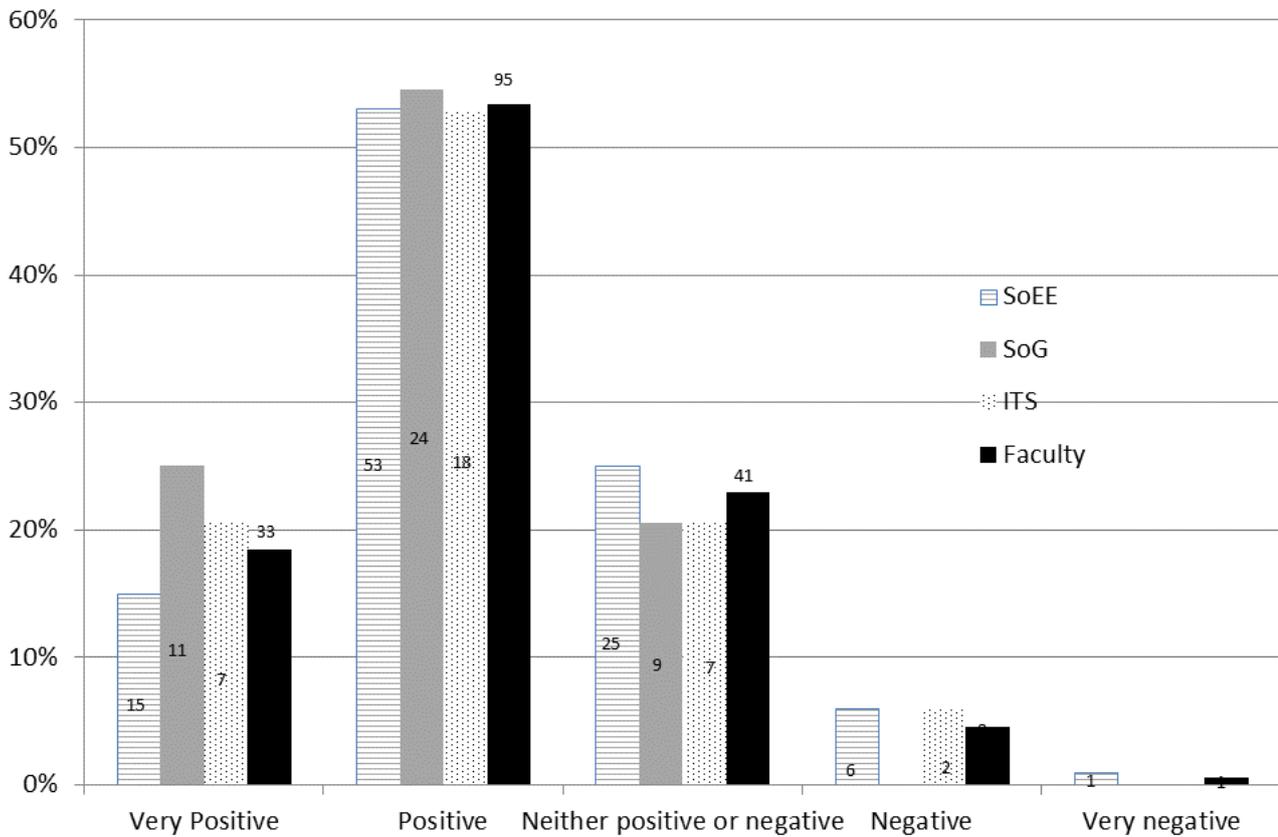


Figure 2.3: Percentage of Staff feeling the direction of travel on equality matters is positive, negative or neither positive or negative (STEM Culture Survey)

Each of the Schools invited ideas from all staff at an early stage in the process and communicated regularly through departmental meetings. Informal drop-in consultations were held for staff to comment on the draft final submission and Action Plan. In SOEE a group of six women recently returned and about to go on maternity leave was convened to discuss good practice and ideas for the Action Plan and we drew on feedback from a focus group of part-time academic and research staff from 2013. In SOG one to one discussions were held with the programme leaders for the different UG programmes and ITS joined the Chartered Institution of Highways and Transportation project team on diversity in the workforce across the transport sector.

The SAT has reviewed successful Athena Swan applications from within the UoL and other Universities, attended external good practice briefing events and we worked with the Faculties of Engineering and Medicine to peer review our submissions. The submission was signed off by all School Management Teams and Faculty Executive Committee.

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

For the development of this submission the SATs have focussed exclusively on Athena SWAN issues. Looking ahead our E&I Committees will integrate all of our inclusivity strategies and will become the SATs. These committees all operate with a continuous leadership role, open calls for membership and involve student members. Within each E&I Committee there will remain an Athena SWAN champion (which may be different to the Committee Chair). The Faculty E&I Committee will review the progression of the Action Plan on a quarterly basis with inputs from school committees. Key milestones and achievements will be reported as part of the following months' Faculty e-newsletter.

Each year in Spring, coinciding with the release of the student data, a half day workshop will be held for the combined School and Faculty teams to:

- review evidence across the whole submission;
- share good practice;
- identify further initiatives or data collection needs
- determine any specific emphasis on E&I which will be taken forward into the all staff survey for the year

The Spring meeting will also generate a short newsletter which celebrates the top 5 achievements across the Faculty and the five priorities for the coming year.

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3. A picture of the department: maximum 2000 words – [Word Count 2743]

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

As set out in Section 2, the Faculty of Environment, formed in 2003, brings together world leading expertise in the:

- School of Earth and Environment (SOEE);
SOEE is a major interdisciplinary academic centre that undertakes research and teaching across an immense breadth from deep earth geophysics to atmospheric processes with a strong focus on earth resources and environmental concerns. It is one of the largest such Schools in the UK.
- School of Geography (SOG); and
SOG is a large and diverse school spanning the natural, physical and social sciences. It has one of the largest UG intakes among the Russell Group, and undertook a systemic review of UG provision in 2011-14.
- Institute for Transport Studies (ITS).
ITS is one of the world's largest academic centres for transport research spanning mathematical modelling and engineering through to economics and psychology. It was the first academic department at the University to achieve Investors in People status in 2004 (re-confirmed 2007, 2010 and 2013).

For the purposes of the Athena Swan submission, the Faculty is considered as a "Department" because the financial and academic management, plus HR and other policies are determined and managed at Faculty level, and implemented consistently across the constituent Schools. Our common interests are in research and education that make a difference to key environmental and social challenges such as climate change, water management, inclusive cities and energy. Currently, there are 522 staff in the Faculty, comprising 190 academic staff, 170 research staff, together with 59 professional & managerial, 28 technical support and 75 clerical staff, plus 1243 full-time UG, 295 full time and 112 part-time PGT and 249 full-time and 37 part-time PGR students.

The Faculty's research portfolio cuts across the science and social-science portfolio with Leeds being the largest recipient of NERC and ESRC funding across the campus as well significant income from EPSRC. Our female staff lead major research initiatives and win national and international awards in research and teaching (e.g. Prof Lianne Benning (Royal Society Wolfson Research Merit), Prof Lindsey Stringer (Philip Leverhulme Prize), Prof Karen Lucas (E Ullman Prize from American Association of Geographers)). All of the Schools are significant in their market share (research and teaching) nationally and therefore our ambitions for gender equality are important for the sector as well as for the Faculty and Schools.

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

Student data

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

The Foundation students are admitted by the Life Long Learning Centre since inception in 2012-2013. On-line support is available to encourage participation. Numbers are small and whilst we see a positive trend in increasing female participation it is too early to be conclusive. We will continue to monitor these numbers going forwards with Lifelong Learning. [59]

ACTION FAC1: Monitor the proportions of female students accessing foundation programmes

Table 3.1: Foundation Students for Earth and Environmental Studies Programme

Year	Number Female (%)	Number Male (%)
2012/13	1 (13%)	7 (87%)
2013/14	5 (33%)	10 (67%)
2014/15	8 (57%)	6 (43%)

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

Table 3.2. Undergraduate student numbers and percentage female compared to national benchmarks²

	2010-11			2011-12			2012-13			2013-14			2014-15		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Faculty	636	668	49	626	669	48	600	630	49	607	633	49	654	589	53
<i>National</i>	14535	16580	47	15135	17255	47	14815	16995	47	15205	17110	47	-	-	-
SOEE	276	407	40	260	418	38	250	394	39	235	405	37	249	371	40
<i>National</i>	4040	5940	41	4190	6380	40	4185	6650	39	4215	6715	39	-	-	-
SOG	360	261	58	366	251	59	350	236	60	372	228	62	405	218	65
<i>National</i>	2695	14185	16.0	2825	14850	16.0	2765	14525	16.0	2755	14195	16.3	-	-	-

Overall the Faculty³ has increased its proportion of female full-time undergraduate students over the period since 2010 and exceeds national comparators. Our goal is therefore to develop the things which are currently working well and our main actions relate to the application, offer and offer conversion processes covered in Section (v).

² Throughout this document we compare to the national average for the subjects corresponding to our Schools in the HEIDI data, and use the average of these figures to obtain a faculty comparison. For all student data, the most recent benchmark is 2013-14.

³ ITS does not parent any undergraduate programmes.

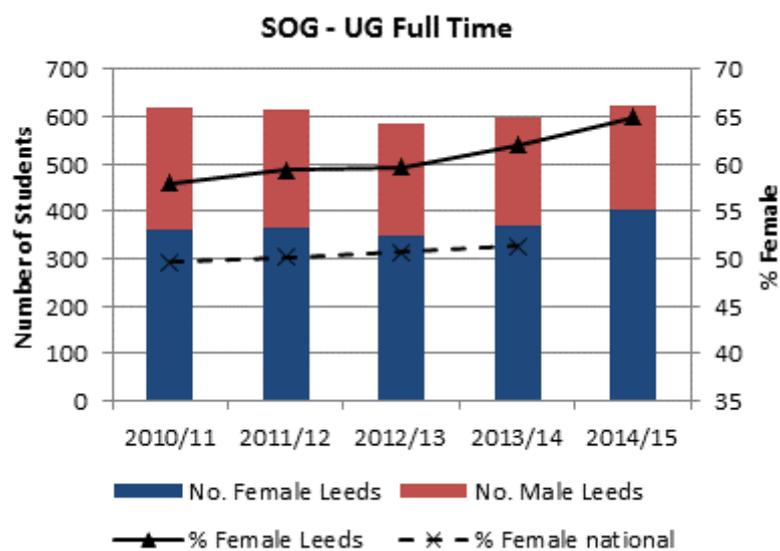
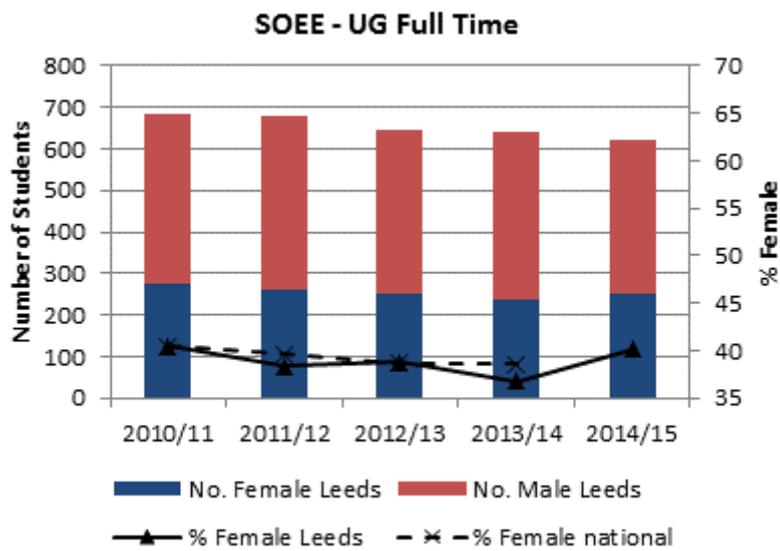
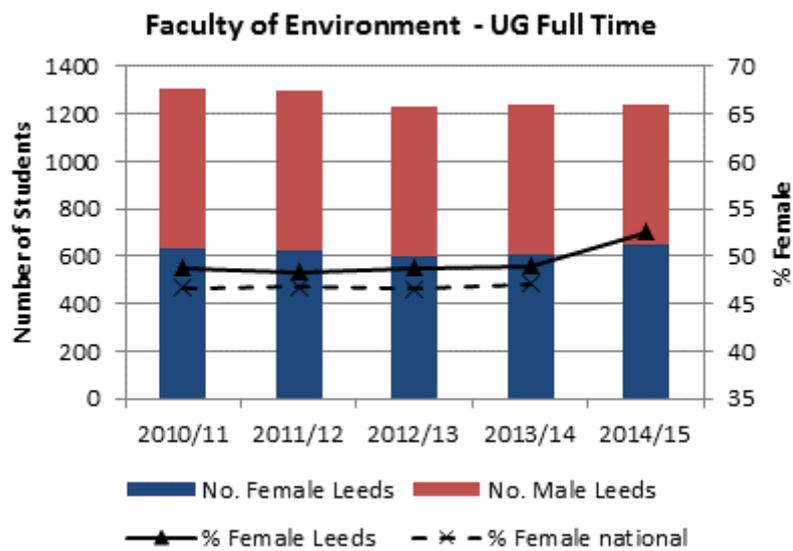


Figure 3.1. Proportion of full time female undergraduates in Faculty and by School compared to national benchmarks

The main action for SOEE since the 2014 submission has been around marketing and Open Days ensuring that women are represented at post-application open days as interviewers and improving the marketing materials (see below from BSc in Geophysical Sciences). This may have helped with the comparative growth in 2014/15.

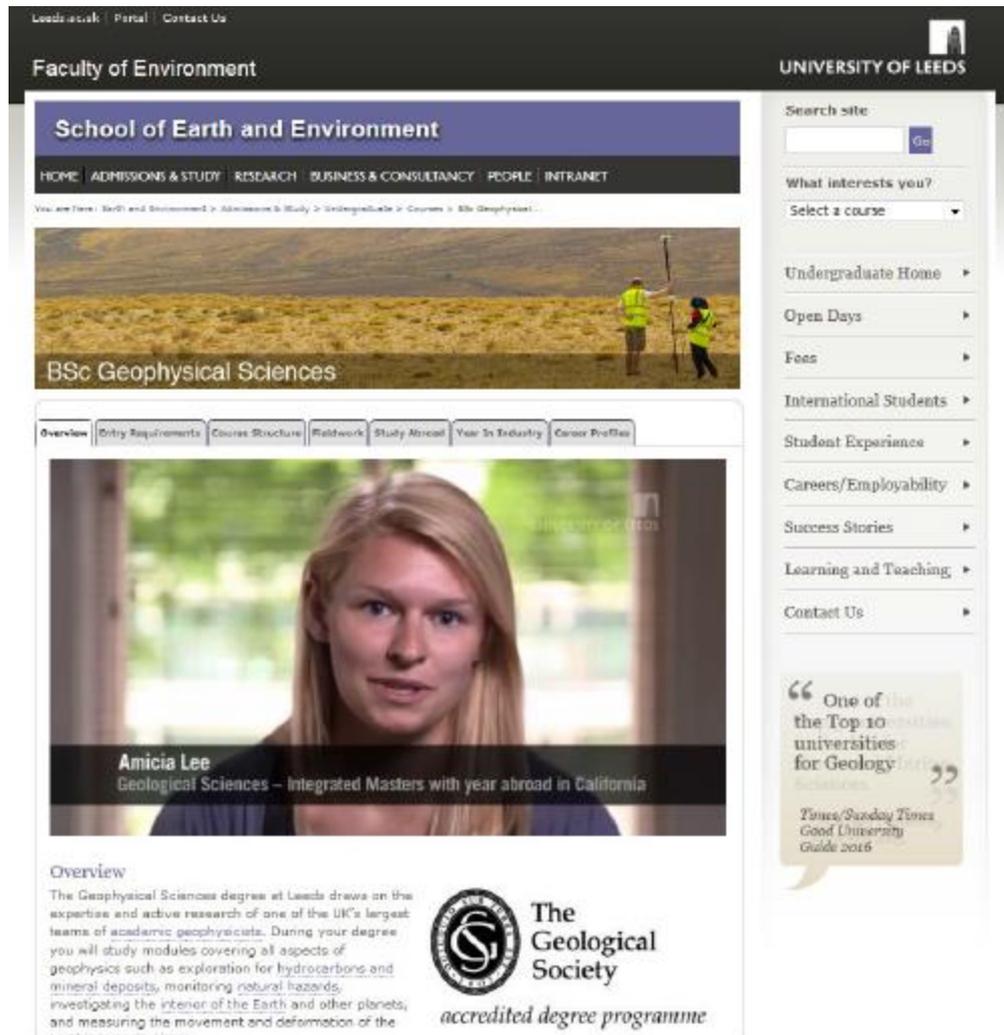


Figure 3.2. New marketing materials for undergraduate BSc in Geophysical Sciences

SOG exceeds the national benchmark figures for female UGs by at least 10%. As Figure 3.3 shows the more social science facing BA programme has a higher proportion of female students and this has grown in absolute terms and relative to the BSc over the past three years, leading to a growth in % females. In 2014/15 there was a drop of 7% in females on the BSc but pre-census figures suggest this has increased by 1% in 2015/16, 5% above the national benchmark for all BA/BSc courses combined. This is viewed as a helpful rebalancing of gender.

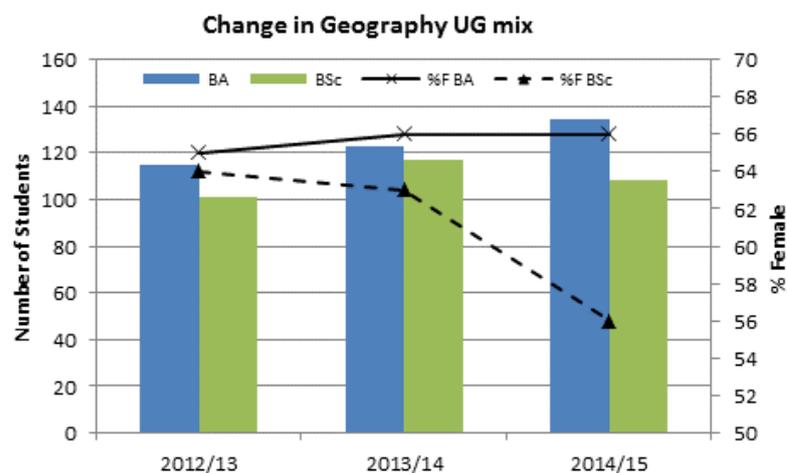


Figure 3.3. Change in UG gender balance split by BA and BSc programmes in SOG

There have been just five part-time undergraduates across the Faculty since 2010 and these low numbers are typical of the sector.

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

Table 3.3. Postgraduate taught student numbers and percentages of females

		2010-11			2011-12			2012-13			2013-14			2014-15		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Faculty	FT	99	199	33	112	170	40	84	118	42	104	180	37	105	190	36
	PT	37	72	34	42	95	31	40	82	33	37	84	31	42	70	38
	National ¹	2905	5120	36	2950	4835	38	2695	4190	39	2930	4430	40	-	-	-
SOEE	FT	56	116	33	75	98	43	49	58	46	76	108	41	69	115	38
	PT	6	5	55	6	8	43	5	9	36	5	6	45	7	9	44
	National ¹	1005	1375	42	980	1265	44	910	1210	43	1015	1285	44	-	-	-
SOG	FT	23	27	46	19	21	48	6	18	25	10	20	33	17	22	44
	PT	25	43	37	31	64	33	32	56	36	30	59	34	32	46	41
	National ¹	945	960	50	1010	925	52	865	720	55	920	745	55	-	-	-
ITS	FT	20	56	26	18	51	26	29	42	41	18	52	26	19	53	26
	PT	6	24	20	5	23	18	3	16	16	2	19	10	3	15	17
	National ¹	955	2785	26	960	2645	27	920	2260	29	995	2400	29	-	-	-

¹National Benchmark data for FT students in comparable subject areas, Faculty benchmark is sum of three schools

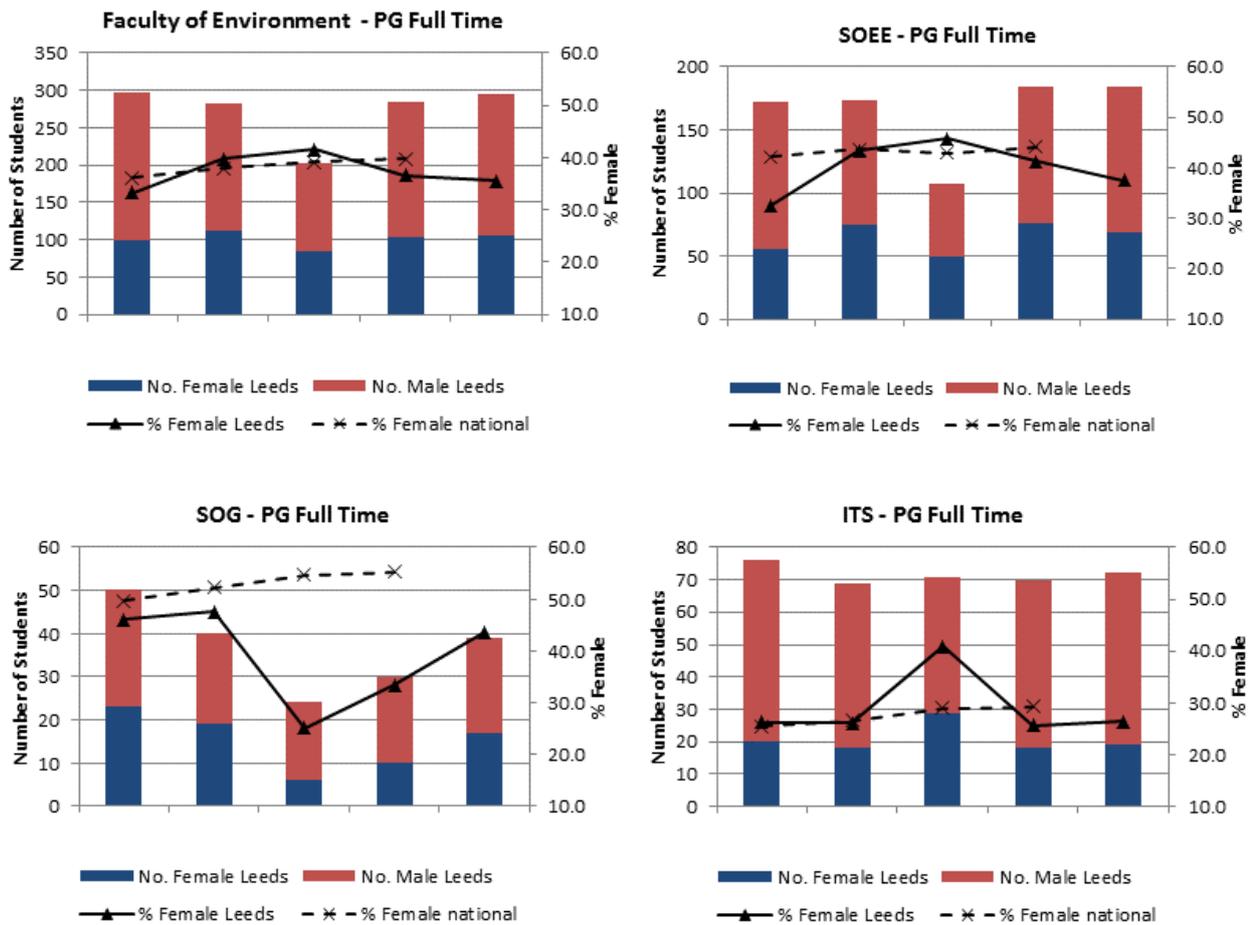


Figure 3.4. Proportion of full time female postgraduate taught students

There has been a 6% drop in the proportion of full-time female taught postgraduates across the Faculty since the high in 2012/13 although it remains 3% higher than 2010/11. As our Masters programmes are quite specialised and tend to trade on the reputations of the individual schools, our key actions sit at a School level although our shared marketing team and international activities group will support this.

ACTION FAC2: Ensure that all marketing materials are representative of the diverse intakes we have and are seeking to recruit

Whilst the Faculty figures suggest that we are in-line with or above our sector peers for part-time study the numbers, outside of the on-line distance learning programme, are comparatively small. However, measures such as lecture capture and on-line learning support tools could make part-time study more attractive and feasible.

ACTION FAC3: Grow numbers of part-time PGT students through effective use of new e-delivery mechanisms to increase the attractiveness of part-time study

In SOEE the numbers studying for PGT full-time are smaller than for UG so we see more annual variation. The proportion of female PGTs is lower than the national benchmark although broadly in-line with the proportions of female UG students but has been on a downward trend since 2011/12. Analysis by programme in Figure 3.5 (excluding climate science with very small numbers) shows that the proportion of female students is higher on our more social science facing programmes (Sustainability). We have good female representation at programme leader and graduate teaching assistant level and there are no

obvious changes to our practice that explain the fall following in the % of female students following the rise.

ACTION SOEE 1: SOEE to explore trends on a programme cluster basis for 2015/16 and determine programme specific actions

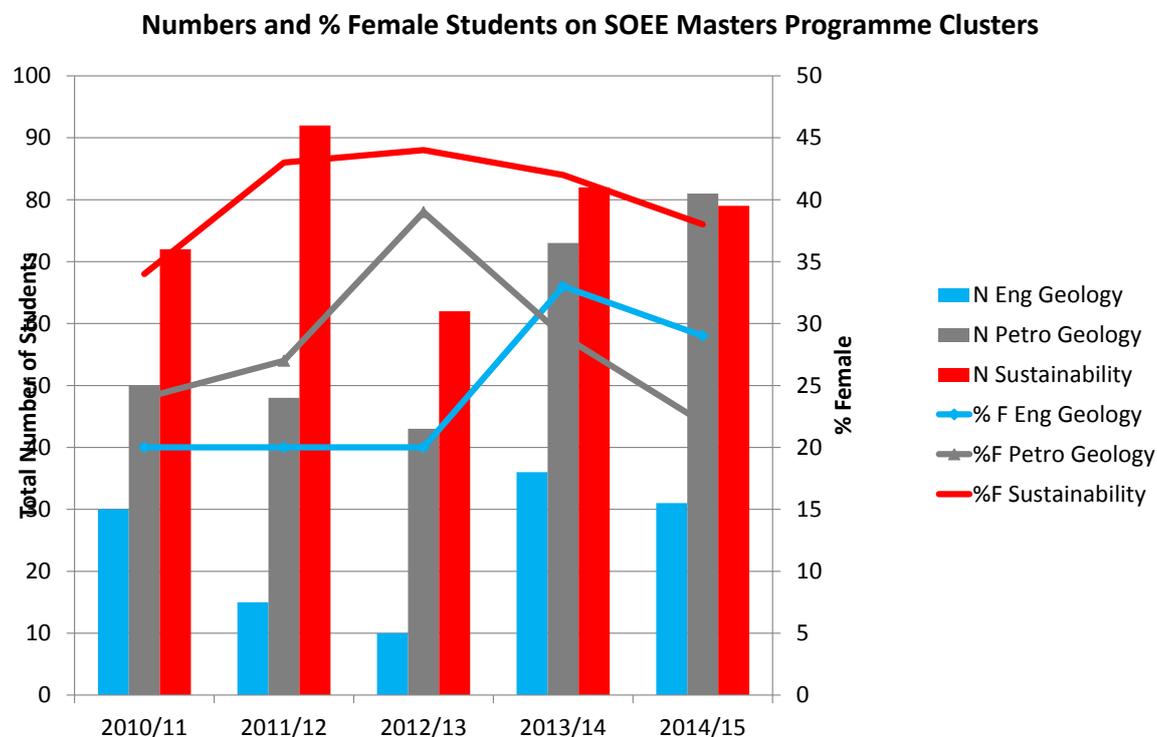


Figure 3.5. Full Time Taught Postgraduate student numbers by programme cluster - SOEE

SOG runs 4 Masters courses (in topics around River Basin Management and GIS), with a relatively small full-time intake. The proportion of female students is lower than the national benchmark but fluctuates. In 2015 a small cohort began on the new MA Global Urban Justice, and in future years MSc programmes in Water Consultancy and Consumer Analytics & Marketing Strategy are planned. Given the small numbers currently, the forthcoming change in programmes and difference from UG performance our key action over and above effective marketing relates to better understanding our position for the courses we offer.

ACTION GEOG 1: To identify a more similar peer benchmark group to review the Masters portfolio against

SOG runs an MSc in GIS via on-line distance learning (ODL) and therefore this school has relatively high proportions of part-time study relative to full-time. The ODL programme is attractive due to the flexibility of its delivery, which suits learners juggling other work or caring responsibilities.

In ITS, the proportion of females appears broadly stable at 26% which is 3% points below the national benchmark. We proactively promote the success of female graduates and make extensive use of alumni pages and linkedin network to promote its degree courses (Figure 3.6). The new ITS video marketing materials were reviewed to ensure they feature an even split of male and female students.

ACTION ITS 1: Use recently recruited staff, 3 new female chairs and alumni success stories to promote Masters programmes to potential female applicants

In this section

- ▶ Alumni Home
- ▶ Archived News

Related information

- ▶ University alumni pages
- ▶ ITS links
- ▶ Alumni bursary

International Women’s Day 2015

To mark International Women’s Day we celebrate some of the prominent women in the transport sector today who are graduates of the Institute.

[Read more...](#)

Lifetime Achievement Award & CBE

Congratulations to Michele Dix

Congratulations to **Dr Michèle Dix** (PhD, 1982) who has been presented with a lifetime achievement award recognising her outstanding contribution to transport planning in the capital. The award was presented by Daniel Parker-Klein, Director PTRC Education & Research Services Ltd, at the 12th PRTC conference at the Emirates Stadium. The award is presented to leading figures in the transport world recognising their long term commitment and contribution to the transport planning profession. - [Read More](#)



Figure 3.6. Alumni pages from ITS promoting celebrating female success stories

Part-time study at ITS tends to be mature students from local authorities and consultancy firms. As such, the proportion of part-time students is dependent on the proportion of female workers in transport planning and engineering across the region (across the EU27 this is 14%).

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

Table 3.4. Postgraduate research student numbers and percentages of females

		2010-11			2011-12			2012-13			2013-14			2014-15		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Faculty	FT	80	122	40	85	119	42	89	119	43	95	108	47	111	138	45
	PT	9	14	39	13	16	45	15	12	56	17	13	57	20	17	54
	National ¹	1795	2350	43	1810	2460	42	1785	2465	42	1800	2525	42	-	-	-
SOEE	FT	53	73	42	53	68	44	56	69	45	60	71	46	66	79	46
	PT	4	5	44	9	6	60	11	6	65	12	7	63	15	10	60
	National ¹	660	760	46	700	830	46	725	880	45	725	930	44	-	-	-
SOG	FT	21	29	42	24	23	51	24	28	46	26	20	57	29	39	43
	PT	5	3	63	3	3	50	3	2	60	4	1	80	4	1	80
	National ¹	740	710	51	695	725	49	665	690	49	680	710	49	-	-	-
ITS	FT	6	20	23	8	28	22	9	22	29	9	17	35	16	20	44
	PT	0	6	0	1	7	13	1	4	20	1	5	17	1	6	14
	National ¹	395	880	31	415	905	31	395	895	31	395	885	31	-	-	-

¹National Benchmark data for FT students in comparable subject areas, Faculty benchmark is sum of three schools

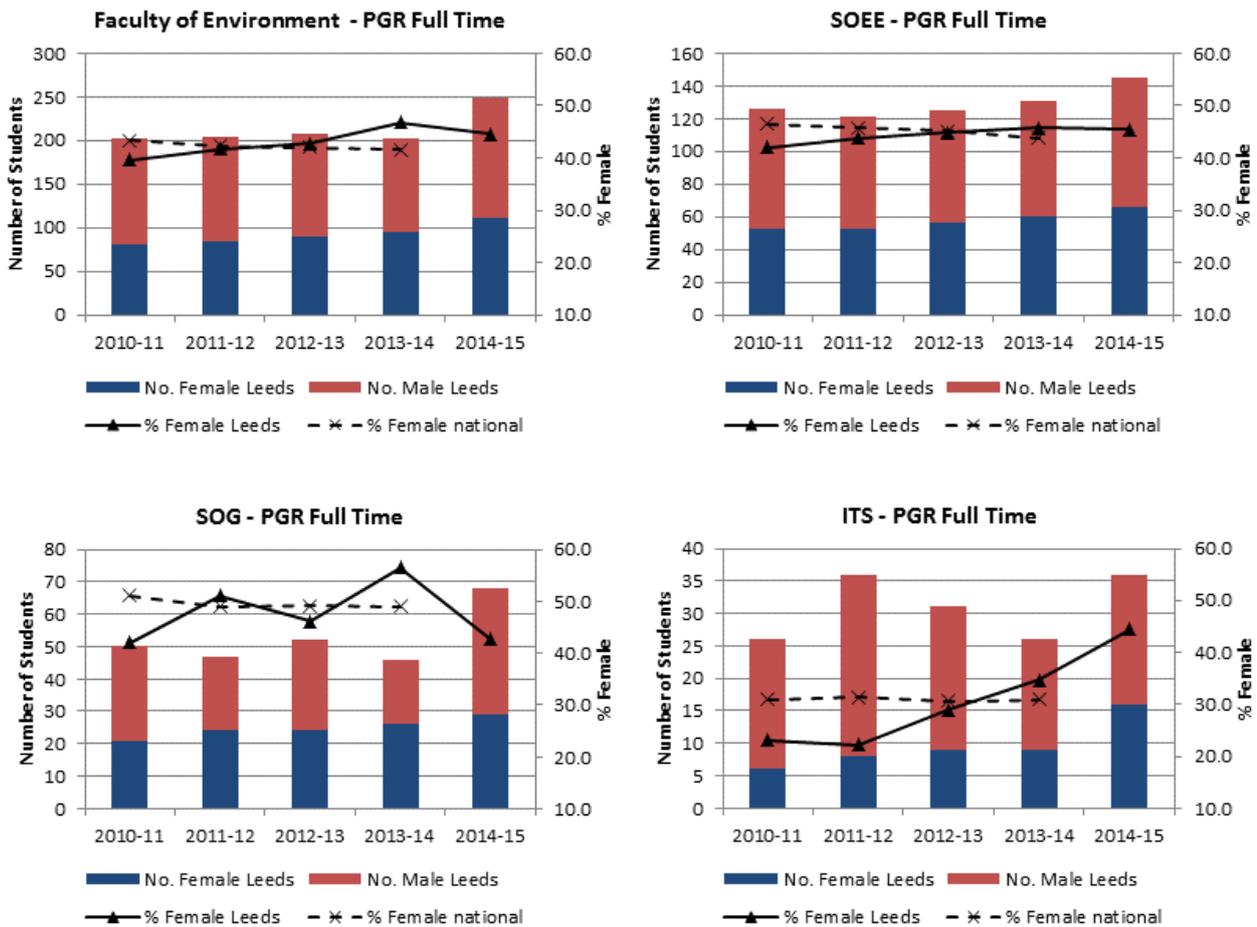


Figure 3.7. Proportion of full time female postgraduate research students

The proportion of female students is above the national average for all schools of the faculty, and it has been on a generally rising trend. The faculty has proactively developed a system of postgraduate research tutors (PGRT) with deputies with a goal of diversifying representation (now 3 females and 4 males) and ensuring that studentship allocation panels are mixed gender. We keep our marketing under review as a key gateway to further study.

ACTION FAC 4: To attract female PGR students through a biannual refresh of communication of PGR studies and opportunities

An annual Postgraduate Research Experience Survey is run which shows that overall satisfaction levels are high across the Faculty (ranging from 83% in ITS to 91% in SOEE). There are aspects which score lower (e.g. only 66% of students being satisfied with networking opportunities) and we will add a gender variable to future surveys to understand if these differences are gender specific.

ACTION FAC 5: To analyse future PRES surveys by gender and full/part-time status as well as by school

Overall we see a relatively low proportion of students studying for a PhD part-time. Whilst this is, in part, related to the availability of scholarships for full-time study our proportions of female part-time students, except in ITS are above the sector average. There is an opportunity to share practice in managing part-time PGR and to make our support clearer on our web pages.

ACTION FAC 6: To actively promote a positive part-time PGR study experience

In SOEE a higher percentage of female students are studying for postgraduate research degrees full-time (44%) than for postgraduate taught degrees (38%) suggesting that progression to PGR is encouraged. The proportion of female students is slightly above the national average for comparable schools, after a rise over time against a decreasing national trend. Gender ratios are above PGT across all clusters although numbers of atmospheric science PGTs too small for robust comparison.

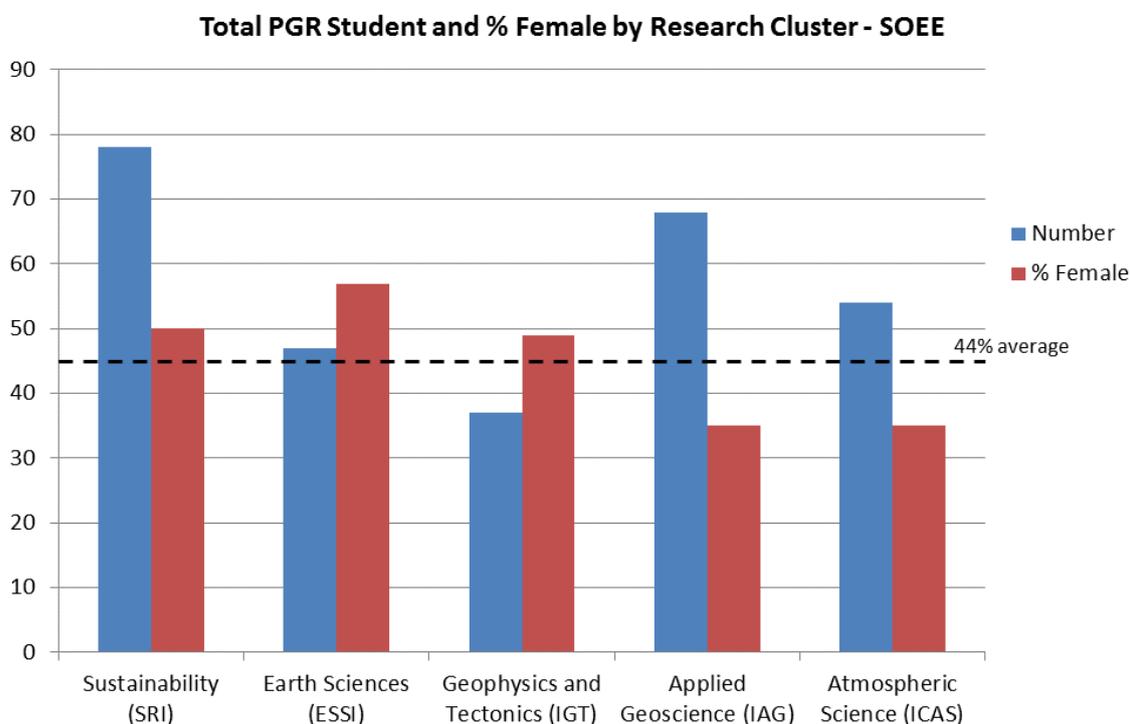


Figure 3.8. Full-time Research Postgraduate student numbers by Research Institute 2015 (SOEE)

In SOG the proportions of female students studying for full-time PGR is in-line with that for postgraduate taught degrees but well below the proportion of female undergraduates. Geography at Leeds has around one-tenth of all female PGR students from the Russell Group of 24 Universities. There are 40 out of 90 PGR students on physical geography facing PhDs with 58% female, equivalent to the %UG female intake on the BSc in 2015/16. Of the remaining 50 on human geography topics 48% are female, significantly below the UG %.

ACTION GEOG 2: To use Leeds for Life tutoring with undergraduate students to explore gender differences in research degree desirability

The proportion of female PGR students in ITS has increased consistently over the past three years. In preparing for the 2014 submission it was identified that the other Schools in the Faculty had good visibility of PGR success stories for females. Marketing materials were reviewed and we have an equal gender balance on our new marketing videos and promoted top students for prizes (see Section 5). Discussions with female PGR students suggest that the increase may be coincidental and therefore a longer time-series is needed to understand this.

ACTION ITS 2: Track time-series of female applications and establish reasons for choosing ITS at entry interview

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees**

Of the 40 data points from the three Schools at UG, PGT and PGR level we find only one where the % offers for females is lower than % applications and only 11 where the % acceptances are lower than % applications. We conclude there is no significant gender bias in our recruitment and selection processes and the discussion focusses on understanding which of our actions are most effective in converting offers to acceptances.

Table 3.5. Undergraduate UCAS applications, offers and acceptances per academic session, compared to national benchmarks (full-time)

		2010-11 Entry			2011-12 Entry			2012-13 Entry			2013-14 Entry			2014-15 Entry	
		Leeds		Nat	Leeds										
		No M+F	%F	%F	No M+F	%F									
Faculty ¹	App	2443	47	45	1965	47	45	1716	48	46	1993	48	48	2077	54
	Off	2012	49	-	1628	50	-	1589	49	-	1809	49	-	1921	55
	Acc	433	50	46	366	48	46	390	49	46	421	50	48	423	55
SOEE	App	989	40	39	848	40	38	824	38	39	883	35	38	808	39
	Off	863	40	-	741	40	-	746	39	-	772	35	-	711	40
	Acc	228	42	40	192	35	38	201	40	38	200	33	39	200	44
SOG	App	1454	52	48	1117	53	48	892	56	50	1110	58	52	1269	63
	Off	1149	56	-	887	57	-	843	58	-	1037	60	-	1210	64
	Acc	205	60	48	174	63	49	189	59	50	221	65	52	223	65

¹ITS does not parent undergraduate programmes

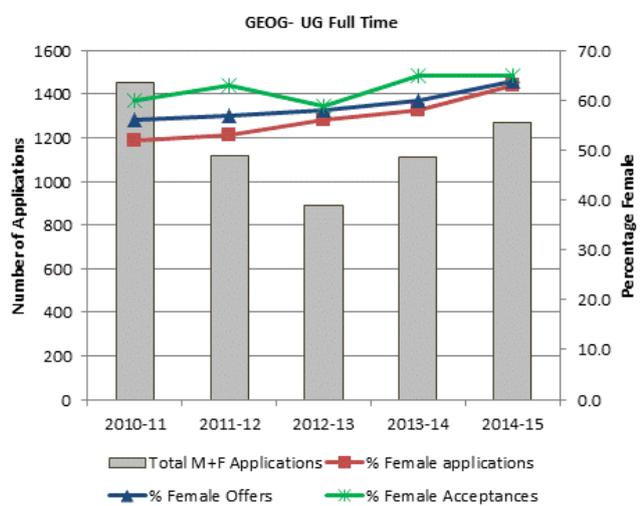
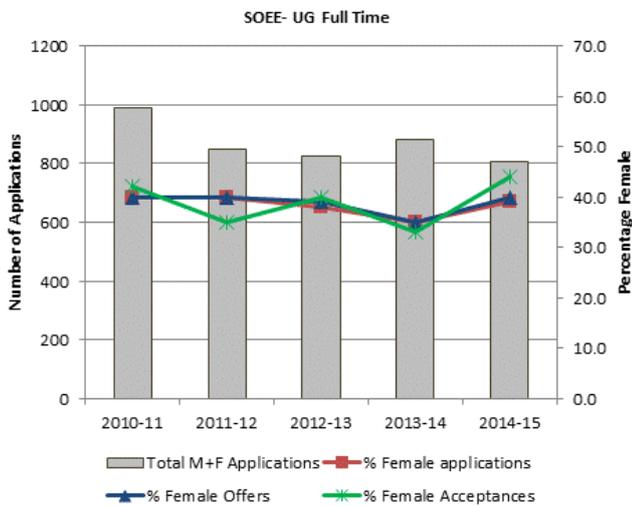
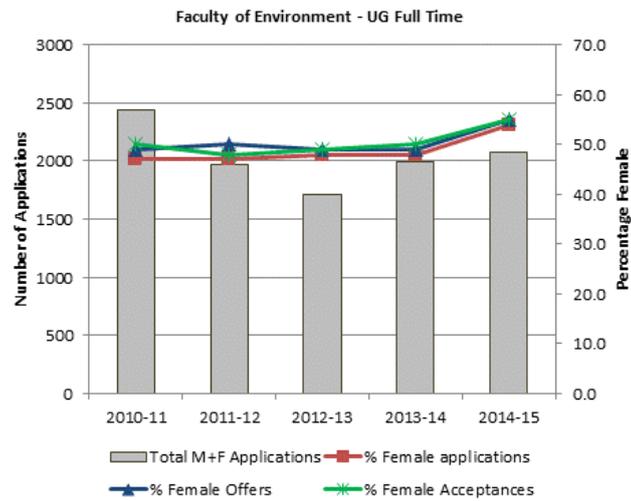


Figure 3.9. Female (%) UG UCAS applications, offers and acceptances, plus total applicant numbers

No part-time data is presented as there were only four applications registered over the five year period.

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

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F								
Faculty	App	1956	33	2025	34	1862	33	1939	32	1905	32
	Off	1342	35	1357	37	1181	37	1331	36	1306	36
	Acc	559	30	599	35	546	35	653	33	391	35
SOEE	App	1267	35	1304	37	1066	36	1164	35	1153	32
	Off	837	37	829	40	627	42	704	41	666	39
	Acc	334	31	368	38	299	38	362	40	239	37
SOG	App	327	35	325	38	268	31	298	33	302	34
	Off	213	37	210	43	135	36	224	37	243	46
	Acc	88	35	85	49	54	24	104	32	58	43
ITS	App	362	27	396	24	528	29	477	25	450	29
	Off	292	27	318	25	419	31	403	26	397	30
	Acc	137	25	146	24	193	32	187	21	94	26

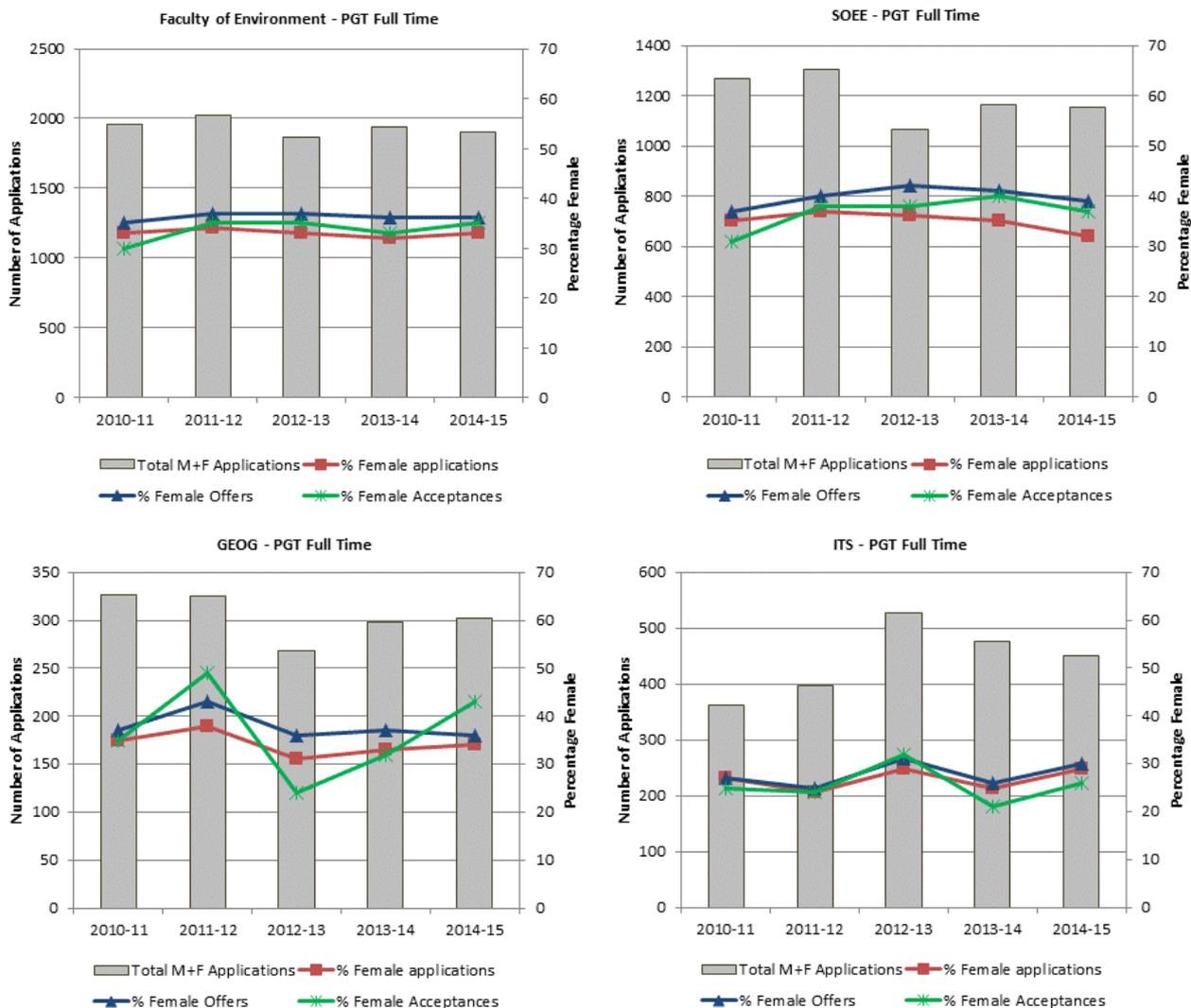


Figure 3.10. Female (%) PGT applications, offers and acceptances, plus total applicant numbers

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

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F								
Faculty	App	188	39	247	33	221	36	224	33	187	30
	Off	152	36	189	34	158	37	171	34	153	31
	Acc	86	40	105	31	93	38	101	37	94	35

Table 3.8. PGR Full Time applications, offers and acceptances per academic session

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F								
Faculty	App	715	34	664	33	624	35	610	33	789	38
	Off	225	37	196	39	190	42	217	45	245	42
	Acc	126	33	97	39	111	41	119	41	130	42
SOEE	App	433	34	416	35	363	33	364	30	503	39
	Off	105	39	111	41	93	44	93	35	99	41
	Acc	62	34	59	41	64	41	71	37	62	44
SOG	App	192	39	143	36	167	46	128	51	153	41
	Off	79	42	50	44	65	40	78	62	95	44
	Acc	38	39	22	50	28	43	28	54	41	41
ITS	App	90	22	105	20	94	24	118	25	133	30
	Off	41	22	35	26	32	41	46	35	51	39
	Acc	26	19	16	19	19	42	20	40	27	37

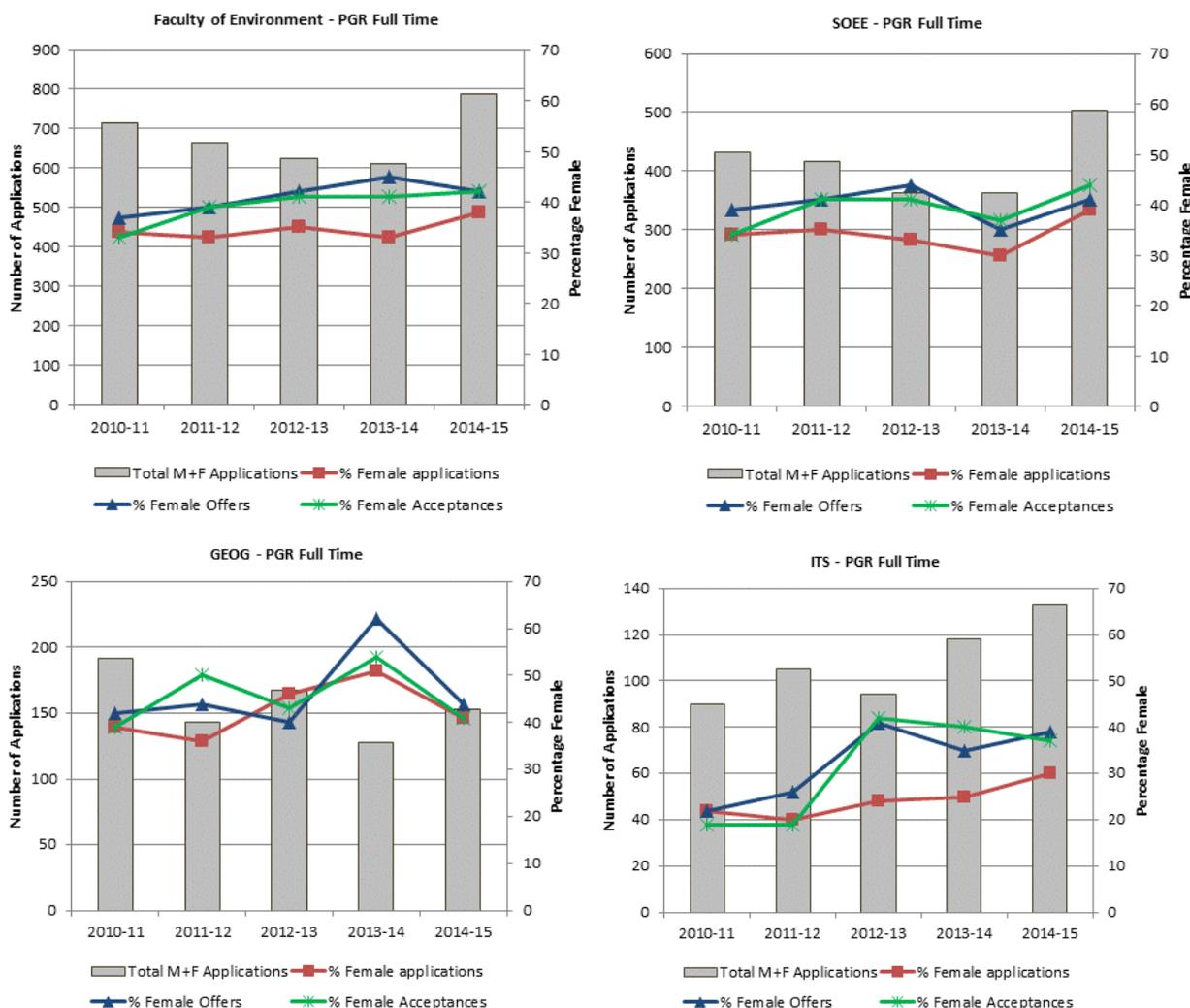


Figure 3.11. Female (%) PGR applications, offers and acceptances, plus total applicant numbers

Table 3.9. PGR Part-Time applications, offers and acceptances per academic session

		2010-11 Entry		2011-12 Entry		2012-13 Entry		2013-14 Entry		2014-15 Entry	
		No M+F	%F								
Faculty	App	27	33%	25	52%	27	22%	19	37%	20	40%
	Off	12	42%	11	73%	11	45%	7	29%	11	55%
	Acc	10	40%	8	75%	9	44%	6	33%	10	50%

At Undergraduate level the Faculty is above the national benchmark for all stages of the process. In particular there is an increase in the percentage of females from application through to offer and acceptance across every year suggesting no bias against female applicants (table. 3.5). Within this, SOEE maps largely to the national trends although 2013/14 saw a dip of 4% in applications which flowed through to acceptances. This has bounced back in 2014/15. SOG is above the national benchmark for applications and sees an increasing proportion of females at offer and acceptance, again outperforming the national benchmark.

Both SOEE and SOG have good representation from female staff at admissions events and post application open days and attractive and inclusive website materials (including fieldtrip videos, year abroad/year in industry case studies, student profiles) as shown below. Whilst open days are less often part of the application process for PGT students (88% are overseas) similar practices are applied and the web materials become relatively more important. Despite this good performance the STEM Culture survey showed that 62% of staff had not had E&I training and we will prioritise tackling this for Open Day staff.

ACTION FAC 7: All staff involved in Open Days and interviews to have undertaken on-line equality and inclusion training by 2017

School of Earth
and Environment



IMPROVE YOUR
EMPLOYABILITY



AND GAIN A COMPETITIVE EDGE

Figure 3.12: Employability Materials from SOEE

Elaine Paterson: BSc Geography Industrial 2012
 Co-operative Group, Energy and Environment Team

Whilst working for the Co-operative Group I assisted in a green travel project to try to encourage employees to commute to work in the most sustainable manner possible and project managed a scheme to reduce the amount of water consumed by the business. Alongside these major projects I also edited a monthly newsletter about energy and environment related projects from across the business and conducted research into the CRC Energy Efficiency Scheme. I was also given the opportunity to work with other teams across the business such as Group Marketing, Business Change and Transformation, Facilities and the development team for the new Head Office.

I made some valuable contacts during the year and was offered a graduate job at the end of my degree! I would strongly advise a Year in Industry to any prospective undergraduate.



Naomi Walker, BA Geography Industrial 2014
 Lloyds Bank, Analyst in Customer Analytics and Decisions

The combination of my practical, theoretical and extracurricular experience, and encouragement by the department led me to complete a Year in Industry at Lloyds Banking Group in the third year of my studies. I joined a team at Lloyds that builds and maintains models for mortgage applicants and received lots of in-house training in both technical and softer skills such as communication.

Working in a statistical analysis team for a year, enhancing my analytical skills, commercial awareness and confidence has put me in a fantastic position for my final year. I was able to attain three job offers fairly easily, having a strong CV and a rounded set of skills, so I had a choice of what to do post university. I will be starting on the Lloyds Risk Graduate Scheme in September, and I can't wait for the next challenge!

Figure 3.13: Year in Industry Materials from SOG

The screenshot shows the ITS Alumni website interface. At the top right, it says "ITS Alumni" and "A global transport network". Below this is a red banner with the text "Use the interactive map to explore some representatives of our global community". The main content area features a world map with numerous green dots indicating alumni locations. Below the map are three columns: "News" featuring a photo of Alumna Hilary Holden and the headline "Toronto's first sustainable transport director"; "Focus On" featuring a photo of Sir Peter Hendy and the headline "City devolution and transport policy"; and "Events" featuring a calendar icon and the headline "2015 Events around the world". On the left side, there is a navigation menu with sections for "In this section" (Alumni Home, News, News Archive, Profiles, Country Profiles, Nostalgia, History) and "Related information" (University alumni pages, ITS links, Alumni bursary). On the right side, there is a search bar and a list of links: News, Events, Events Archive, Alumni Magazine, Get involved, Newsletter, and Contact us.

Figure 3.14. Diversity in alumni pages in ITS

At PGT level, the overall picture for the Faculty shows that the percentage of female offers is greater than the percentage of female applications. Across the three schools this is not always matched with acceptances but there is significant year on year variation here, particularly in Geography and ITS where the numbers are smaller. In 2014 we invested in new video materials which capture the diversity of our student cohorts for all three Schools. We will monitor the impact of these materials and understand other reasons for choosing Leeds through an entry interview with each student.

Action SOEE 2; GEOG 3; ITS 3: Schools to conduct surveys to establish reasons for choosing Leeds.

At PGR level a growing percentage of applications have been received from female students. Female students account for a larger proportion of offers and acceptances than for applications in all schools. In part this reflects, on average, better merits of female students at the point of application. But it also suggests that our advertised projects are attractive to both genders and that any allocation of studentships is not discriminating against female candidates.

The part-time data presented for PGT and PGR is aggregated to a Faculty level due to small numbers outside of the Geography ODL at PGT. The trends suggest that offer percentages are higher for females than application percentages again suggesting no obvious bias.

[396]

(vi) **Degree classification by gender**

Table 3.10. Degree classifications in Faculty of Environment at Leeds

		Female					Male				
		%1	%2.1	%2.2	%3/O	No.	%1	%2.1	%2.2	%3/O	No.
Faculty	2014/15	18	74	7	1	180	17	66	16	1	143
	2013/14	29	63	8	0	167	21	68	10	1	199
	2012/13	17	71	11	1	184	16	67	15	2	188
	2011/12	19	69	11	1	199	10	64	24	2	192
	2010/11	19	66	15	0	191	10	57	29	4	199
SOEE	2014/15	13	75	12	0	67	22	55	21	1	89
	2013/14	38	51	11	0	71	23	63	12	2	123
	2012/13	21	63	14	1	76	16	65	17	3	108
	2011/12	21	62	14	2	85	14	59	25	3	117
	2010/11	21	62	17	0	77	13	53	29	5	117
SOG	2014/15	20	75	4	1	113	9	83	7	0	54
	2013/14	22	72	6	0	96	17	76	7	0	76
	2012/13	15	76	8	1	108	16	70	14	0	80
	2011/12	17	75	8	0	114	4	72	24	0	75
	2010/11	17	69	14	0	114	6	64	28	2	82

With the exception of 2014/15 in SOEE, the proportions of female students attaining first class degrees is higher than males. Across first class and upper second class degrees females outperform males across both schools every year. The national benchmark data below suggests this is reflective of a national trend. However, male students at Leeds also perform well above the national benchmark and more so than female students which is reflective of a good quality intake and a culture encouraging high performance. We have begun exploring how to close the gender performance gap with our new Faculty Royal Literary Fund Fellow (Julian Turner) seeking to encourage more males to access her support (in 2014-15 79% of those accessing were female).

[119]

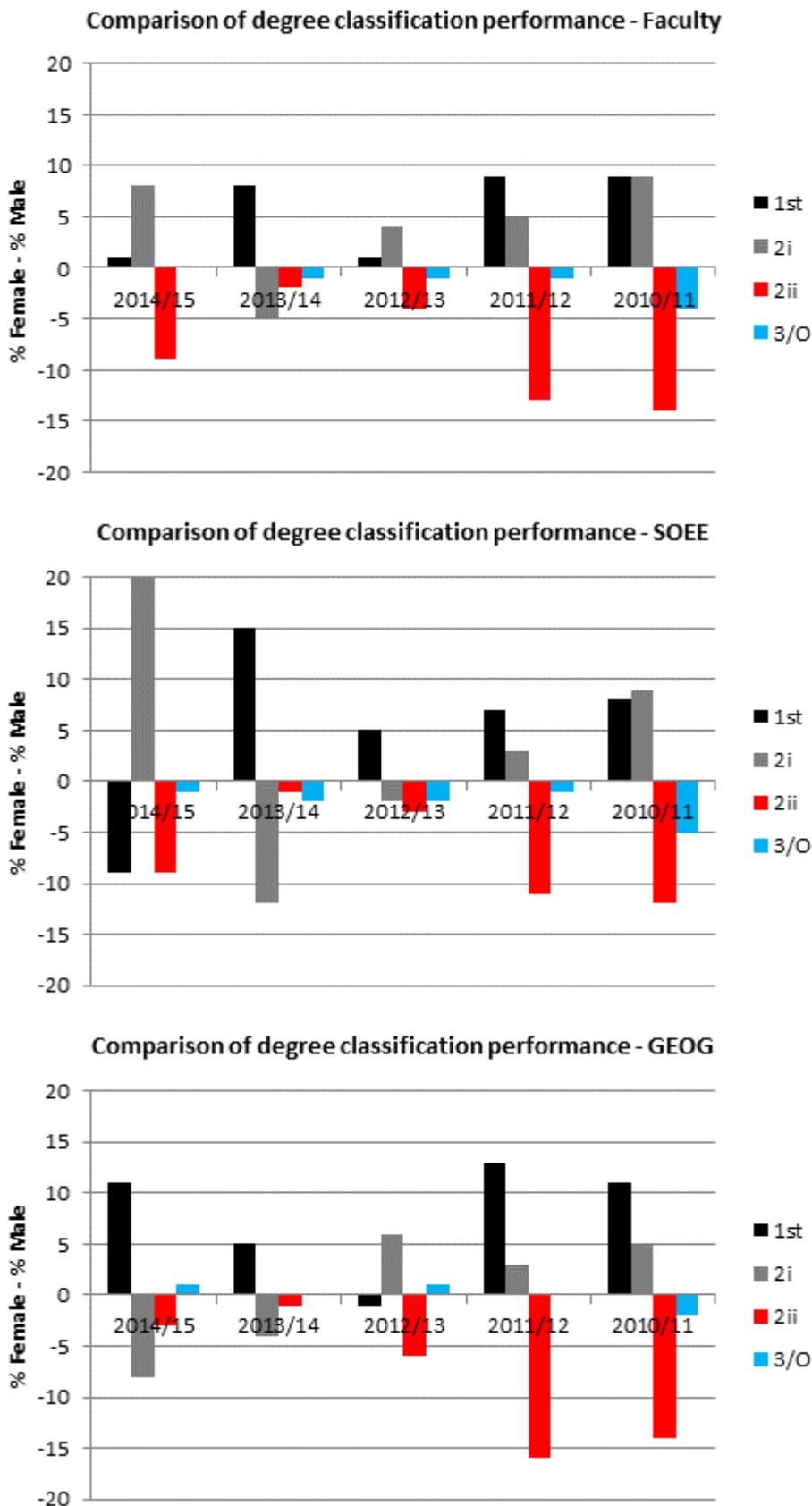


Figure 3.15. Comparison of %Female and Male in each degree classification across Faculty – above x axis means female outperform male

Table 3.11. Degree classifications for National Benchmarks to Faculty

		Female				No.	Male				No.
		%1	%2.1	%2.2	%3/O		%1	%2.1	%2.2	%3/O	
Faculty	2013/14	21	62	8	0	5220	15	57	25	4	6035
	2012/13	19	61	11	1	5120	14	54	27	5	5795
	2011/12	18	60	19	3	4850	13	54	29	4	5380
	2010/11	17	57	22	4	4870	12	53	30	5	5410
SOEE	2013/14	25	53	20	2	1320	17	52	26	5	1975
	2012/13	22	54	21	2	1265	17	47	30	6	1885
	2011/12	23	53	21	3	1150	16	49	30	5	1560
	2010/11	22	50	24	4	1140	16	48	30	6	1535
SOG	2013/14	19	65	15	2	3900	14	59	24	4	4060
	2012/13	18	63	16	2	3855	13	58	26	4	3910
	2011/12	16	63	19	3	3700	11	56	28	4	3820
	2010/11	16	59	21	4	3730	10	55	30	5	3875

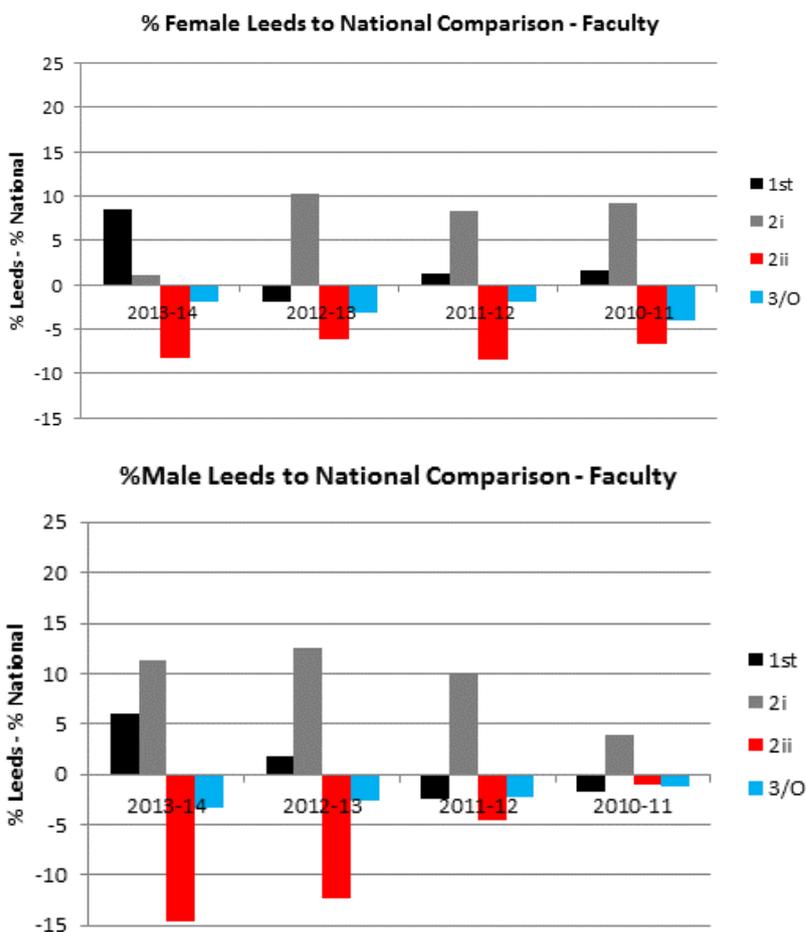


Figure 3.16. Comparison of %Female and Male in each degree classification against national benchmark for Faculty – above x-axis means Leeds has a higher percentage than nationally

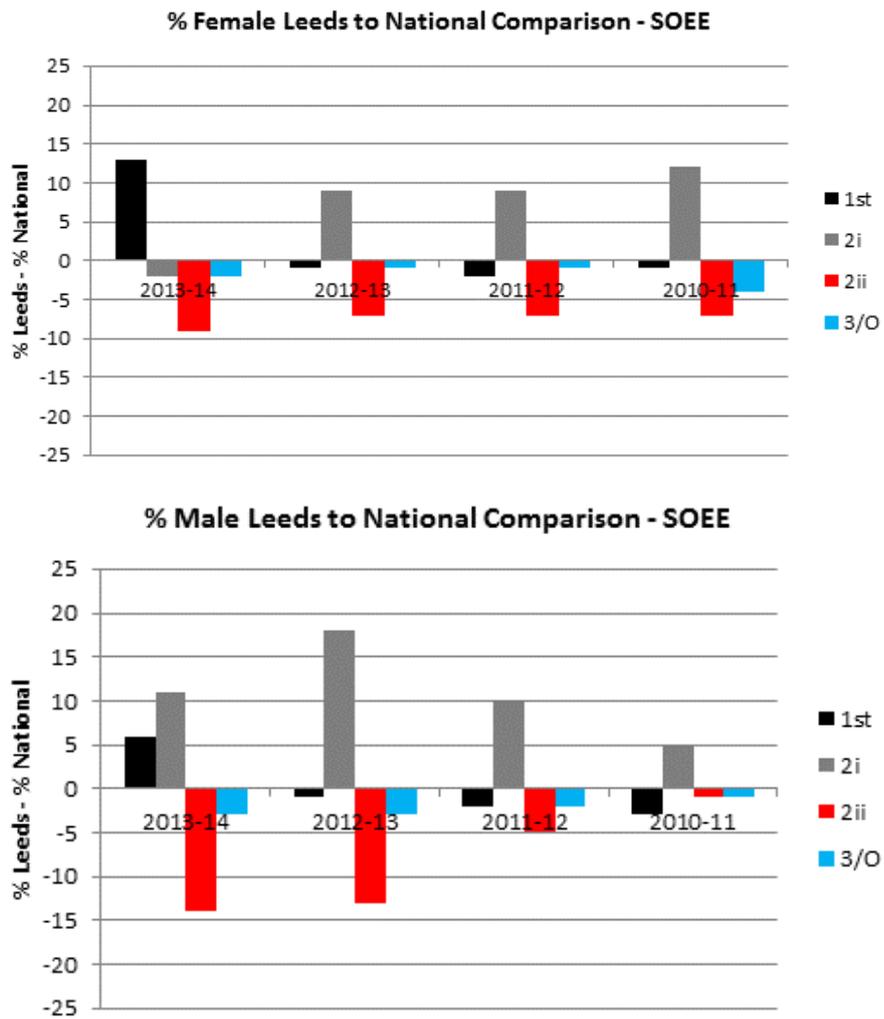


Figure 3.17. Comparison of %Female and Male in each degree classification against national benchmark for SOEE– above x-axis means Leeds has a higher percentage than nationally

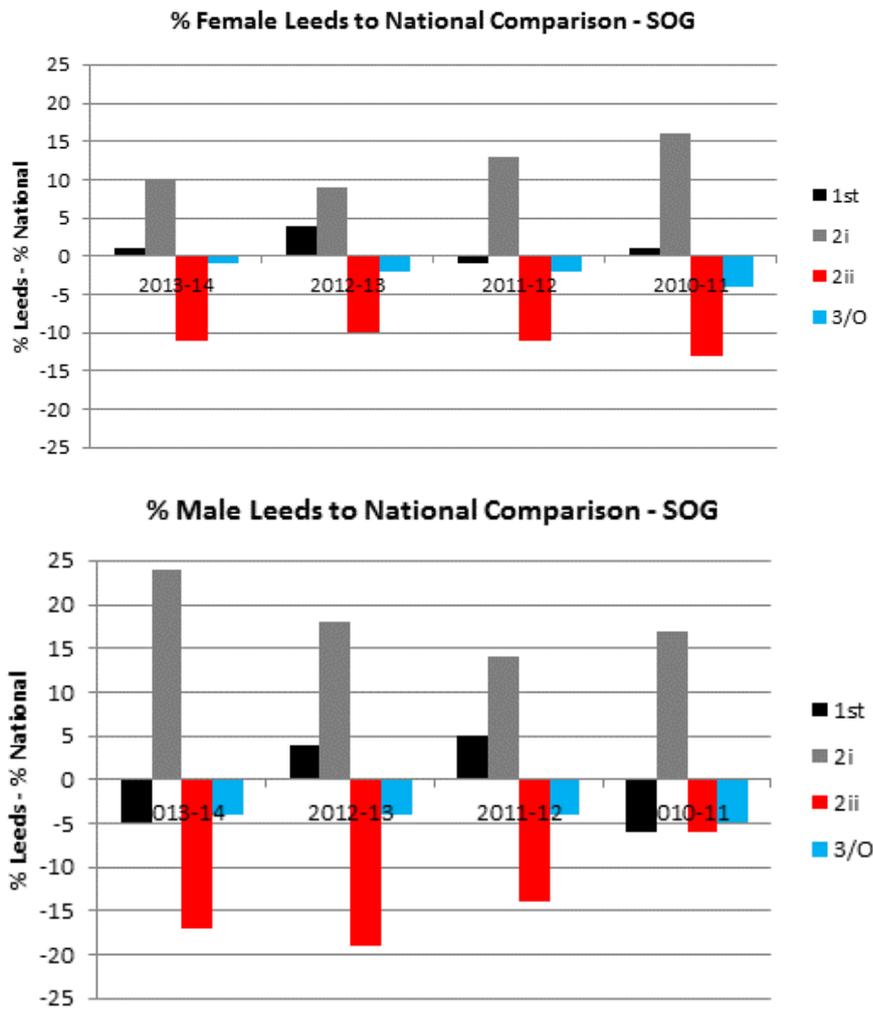


Figure 3.18. Comparison of %Female and Male in each degree classification against national benchmark for SOG – above x-axis means Leeds has a higher percentage than nationally

Staff data

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

Table 3.12 Female staff by category, with National Benchmarks

School	Category	2011			2012			2013			2014			2015		
		Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds		Nat
		F	%F	%F	F	%F	%F	F	%F	%F	F	%F	%F	F	%F	%F
SEE	Res	48	46	40	54	46	40	58	44	39	46	43	47	47	43	-
	L & AF	12	35	50	10	33	51	11	39	46	13	43	41	18	40	-
	SL, AP, Reader	4	13	24	3	11	23	5	16	24	7	21	24	7	19	-
	Prof	2	6	11	3	8	10	4	10	12	2	5	13	2	6	-
	TOTAL	66	33	32	70	33	32	78	34	31	68	32	32	74	33	-
GEOG	Res	10	33	43	13	38	42	11	39	45	9	33	36	12	46	-
	L & AF	9	53	33	7	37	34	9	38	34	7	39	43	6	32	-
	SL, AP, Reader	4	25	28	5	31	29	5	31	30	5	26	31	6	30	-
	Prof	1	7	15	1	7	17	0	0	18	0	0	19	0	0	-
	TOTAL	24	31	30	26	31	31	25	30	32	21	28	33	24	31	-
ITS	Res	9	31	27	8	26	29	5	17	30	6	20	23	8	24	-
	L & AF	0	0	23	0	0	19	1	50	24	1	50	27	1	17	-
	SL, AP, Reader	2	22	15	2	22	16	5	50	16	5	56	17	5	56	-
	Prof	0	0	5	0	0	7	0	0	5	0	0	7	0	0	-
	TOTAL	11	22	18	10	20	19	11	20	19	12	26	19	14	25	-
<hr/>																
	Category	2011			2012			2013			2014			2015		
		Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds		Nat	Leeds		Nat
		F	%F	%F	F	%F	%F	F	%F	%F	F	%F	%F	F	%F	%F
FACULTY	Res	67	41	39	75	41	39	74	39	40	61	37	37	67	39	-
	L & AF	21	40	37	17	34	37	21	39	36	21	42	39	25	36	-
	SL, AP, Reader	10	18	25	10	19	26	15	26	26	17	27	27	18	28	-
	Prof	3	5	12	4	6	13	4	6	14	2	4	15	2	4	-
	TOTAL	101	31	29	68	30	29	118	31	30	101	30	30	112	31	-

The staff data (table 3.12) show:

- an overall growth in the number of females from 2011 to 2015;
- a more even gender balance at researcher level in Geography in 2015 than in previous years;
- the total proportion of female staff across the Faculty is the same as the national benchmark (30%);
- very low numbers of female staff at Professorial level (all Schools are lower than the national position); and
- a positive direction of travel at Senior Lecturer/Associate Professor/Reader level, across the Faculty an increase from 18% to 28% across the period and noting particular improvements in SOEE (13-19%) and ITS (22-56%).

Our strategic priority is to achieve a more even gender balance with an initial focus on actions which address the underrepresentation at Professorial level.

[125]

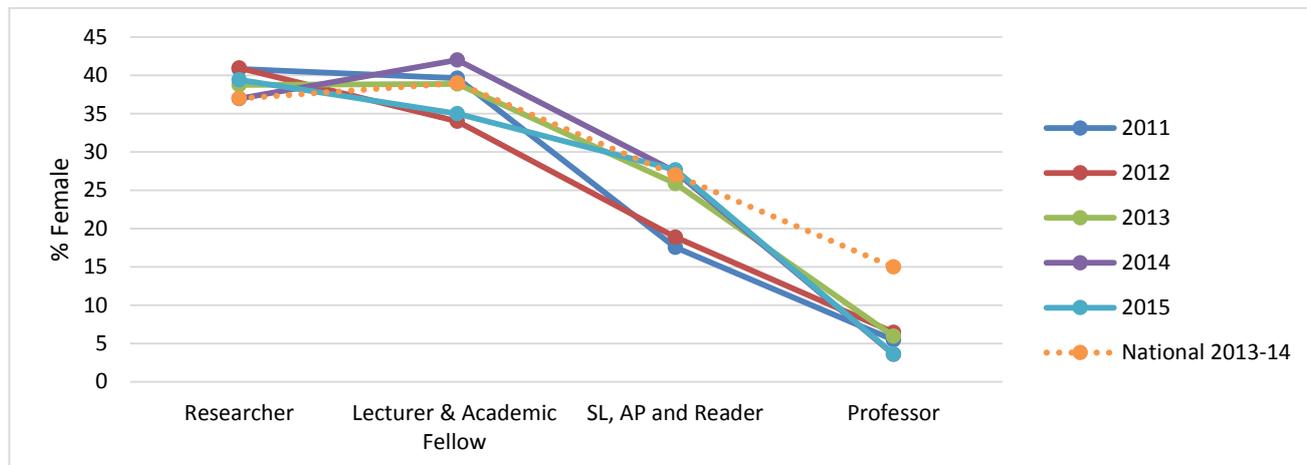


Figure 3.19 Faculty pipeline compared to national benchmarks showing % females at each career stage

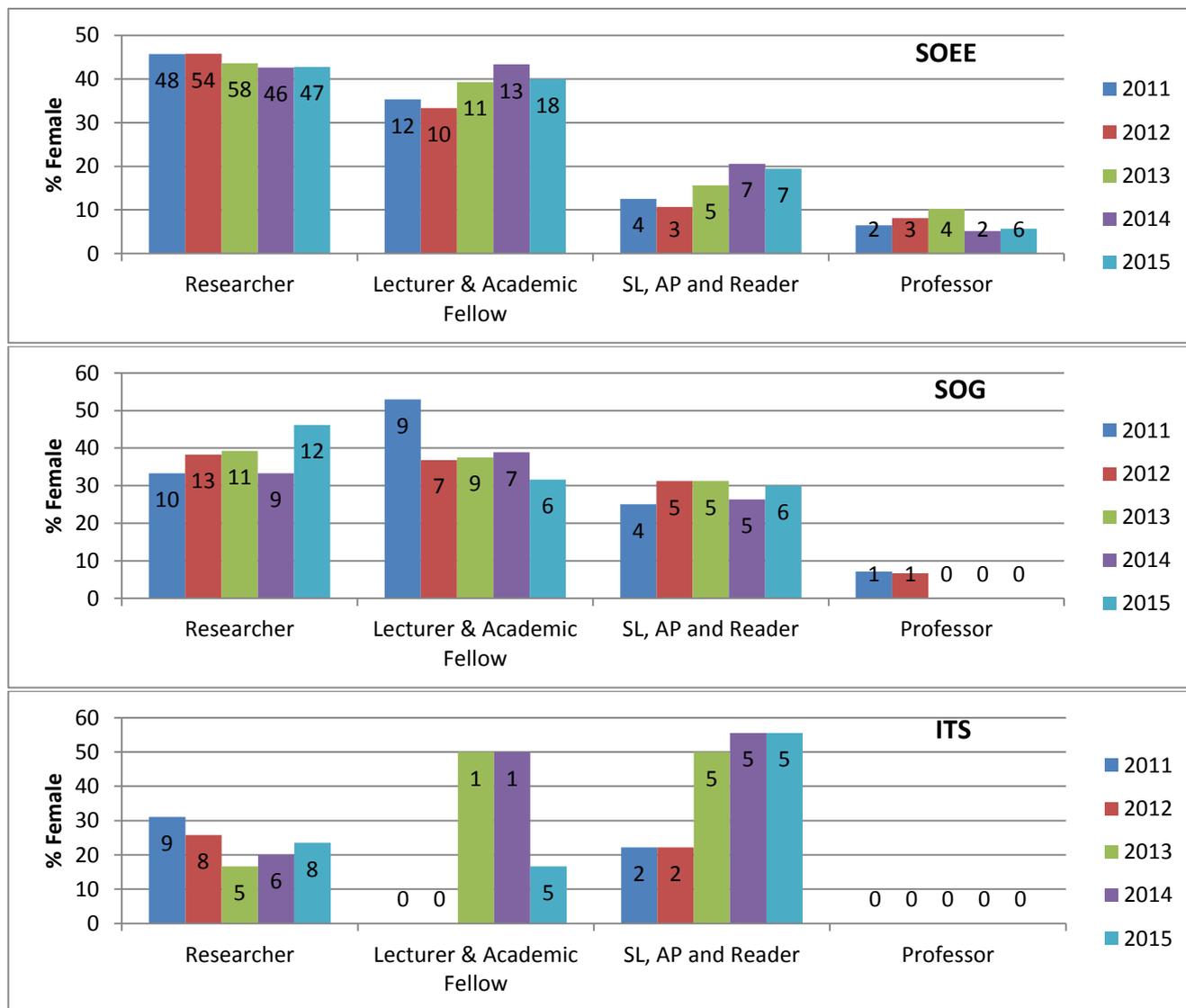


Figure 3.20: % female staff by category in each School. Numbers on bars represent absolute numbers of female staff.

We have begun to address the gender imbalance in a number of ways:

- we require all staff who are part of interview panels to complete equality and inclusion online training;
- we insist on female staff representatives on shortlisting and interview panels;
- the Dean and HR Manager run biannual promotions briefings to encourage timely promotion applications and to demystify the process. We ran the first briefings in May and July and have recently seen three attendees successfully promoted and another application is in preparation;
- it is now standard practice for promotion applications to Associate Professor and Professor to be reviewed by the Heads of School and the Faculty Dean;
- (progressing an action from our 2014 action plan), we have created a promotions 'peer support mentors' who can provide guidance on how best to structure promotions forms. We have matched three females to 'mentors' and one has now submitted her application.

We have seen a difference to recruitment decisions. For example, an all-male shortlisting group submitted an all-male shortlist for an academic post. The Head of School asked for this to be reconsidered with female staff shortlisters. The shortlist changed to two male and two female candidates and the successfully appointed candidate was one of the women. Our key actions on recruitment and retention are set out in Section 4.

[218]

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

Table 3.13. Turnover for Faculty of Environment

	Leavers			%Turnover		
	Male	Female	Total	Male	Female	Total
2010-2011						
Researcher	13	12	25	13	18	15
Lecturer	1	5	6	3	24	11
SL, AP, Reader	3	1	4	6	10	14
Professor	2	0	2	4	0	4
Total	19	18	37	8	18	11
2011-2012						
Researcher	12	13	25	11	17	14
Lecturer	2	0	2	6	0	4
SL, AP, Reader	2	0	2	5	0	4
Professor	2	1	3	3	25	5
Total	18	14	32	7	13	9
2012-2013						
Researcher	22	13	35	19	18	18
Lecturer	5	1	6	15	5	11
SL, AP, Reader	1	1	2	2	7	3
Professor	1	2	3	2	50	4
Total	29	17	46	11	15	12
2013-2014						
Researcher	18	12	30	17	20	18
Lecturer & Academic Fellow	4	4	8	14	19	16
SL, AP, Reader	1	0	1	2	0	2
Professor	6	0	6	11	0	14
Total	29	16	45	13	16	14
2014-2015						
Researcher	27	13	40	26	19	24
Lecturer & Academic Fellow	1	1	2	2	4	3
SL, AP, Reader	1	1	2	2	6	3
Professor	6	0	6	11	0	11
Total	35	15	50	14	13	14

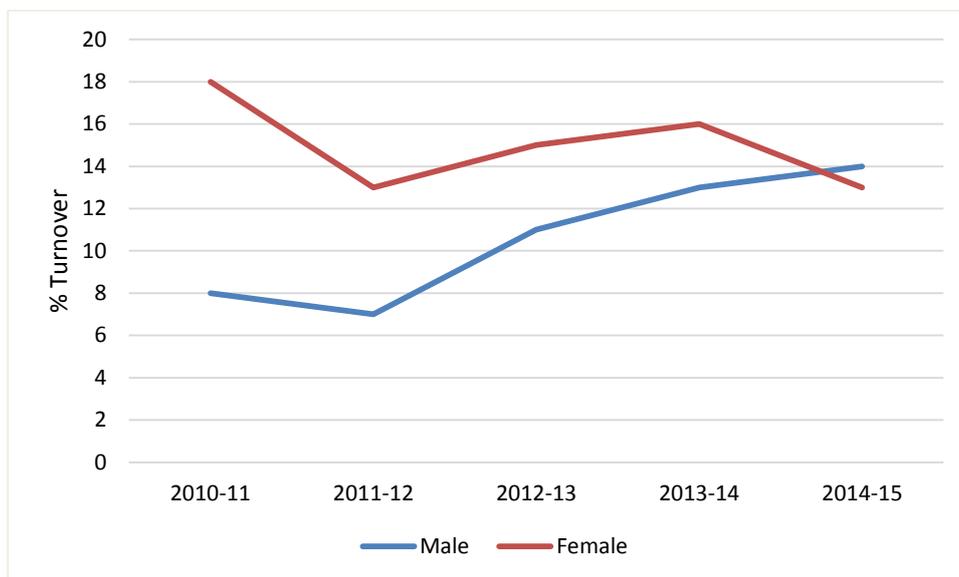


Figure 3.20 Total % Turnover by Gender

Turnover is low for the faculty, averaging 42 staff per year across the three schools for the five year period presented. On average 42% of leavers each year are as a result of the expiry of fixed term research projects (~17 staff per year). There has been a decline in the last four years of female staff whose fixed term contracts have ended - from 56% of contract expiries in 2011/12 to 32% of contract expiries in 2014/15. Staff on fixed term contracts are supported in two ways ahead of their contract end dates: through discussions, involving the PI and Head of School, which include the exploration of continued funding for contracts; and through access to and support to apply for roles using the University redeployment register which gives priority to jobs with a grade and 70% skills match.

This year for the first time we see a lower proportion of female leavers. In 2010/11 there was a notably higher proportion of female leavers in the lecturer and senior lecturer grades. In 2011/12, Professor Gill Valentine left her post as Head of the School of Geography to take the role of Pro-Chancellor – Social Sciences at the University of Sheffield. In 2012/13 two of the four Professorial leavers were female. The previous Faculty Dean, Professor Jane Francis, has been seconded to become the first female Head of the British Antarctic Survey whilst Professor Marjorie Wilson (Faculty Pro-Dean for Research and Innovation) retired. In 2014/15, Dr Noelle Odling (Associate Professor) also retired. Whilst we see Gill and Jane’s cases as positive career development they reinforce the current shortfall at this level. We currently have an absence of qualitative information around factors contributing to the departure of staff and therefore set an action in this regard.

[293]

ACTION FAC 8: Ensure exit interviews are offered to all departing staff and analyse responses taking remedial action where needed.

4. Supporting and advancing women's careers: maximum 5000 words – [Word Count 5058]

Key career transition points

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

Table 4.1. Recruitment Data for School of Earth and Environment

Feb 2011-Sep 2011						2011-2012					2012-2013					2013-2014					2014-2015				
	M	F	U ⁴	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F
Applications																									
Acad	101	33	36	170	19	113	66	54	233	28	105	35	18	158	22	199	69	36	304	23	149	56	1	206	27
Res	154	58	30	242	24	178	107	30	315	34	371	135	56	562	24	291	140	74	505	28	255	166	0	421	39
Total	255	91	66	412	22	291	173	84	548	32	476	170	74	720	24	490	209	110	809	26	404	222	1	627	35
Interviews																									
Acad	13	2	1	16	13	12	11	2	25	44	12	5	5	22	23	27	3	0	39	10	15	11	0	26	42
Res	25	11	2	38	29	25	22	0	47	47	70	28	98	196	14	39	35	0	74	47	47	26	0	73	36
Total	38	13	3	54	24	37	33	2	72	46	82	33	5	120	28	66	38	0	104	37	62	37	0	99	37
Appointments																									
Acad	3	3	1	7	43	6	3	3	12	25	2	4	3	9	44	3	2	0	5	40	3	5	0	8	63
Res	7	8	15	30	27	22	16	0	38	42	14	17	0	31	55	15	7	0	22	32	11	6	0	17	35
Total	10	11	1	22	50	28	19	3	50	38	16	21	3	40	53	18	9	0	27	33	14	11	0	25	44

Table 4.2. Recruitment Data for School of Geography

Feb 2011-Sep 2011						2011-2012					2012-2013					2013-2014					2014-2015				
	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F
Applications																									
Acad	107	29	18	154	19	100	68	22	190	36	104	68	38	210	32	7	5	1	12	33	101	40	3	144	28
Res	59	46	18	123	37	82	57	17	156	37	45	18	13	76	24	85	50	32	167	30	46	36	0	82	44
Total	166	75	36	277	27	182	125	39	346	36	149	86	51	286	30	92	55	33	180	31	147	76	3	226	34
Interviews																									
Acad	20	6	0	26	23	21	8	3	32	25	9	4	3	16	25	7	5	0	12	42	10	8	0	18	44
Res	17	10	2	29	34	17	18	2	37	49	13	2	1	16	13	19	11	0	30	37	7	7	0	14	50
Total	37	16	2	55	29	38	26	5	69	38	22	6	4	32	19	26	16	0	42	38	17	15	0	32	47
Appointments																									
Acad	2	1	0	3	33	4	2	2	8	25	2	3	2	7	43	4	1	0	2	50	2	3	0	5	60
Res	2	4	0	6	67	1	3	1	5	60	4	0	1	5	0	5	2	0	3	60	1	4	0	5	80
Total	4	5	0	9	56	5	5	2	12	42	6	3	3	12	25	9	3	0	12	25	3	7	0	10	70

⁴ U = Unknown

Table 4.3. Recruitment Data for Institute for Transport Studies

Feb 2011-Sep 2011						2011-2012					2012-2013					2013-2014					2014-2015				
	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F	M	F	U	Total	%F
Applications																									
Acad	1	1	0	2	50	14	5	9	28	18	25	9	14	48	19	5	0	0	5	0	75	14	1	90	16
Res	0	0	0	0	0	49	17	9	75	23	36	36	12	84	43	51	27	15	93	29	82	33	5	120	28
Total	1	1	0	2	50	63	22	18	103	21	61	45	26	132	34	56	27	15	98	28	157	47	6	210	22
Interviews																									
Acad	1	1	0	2	50	1	2	0	3	67	5	1	1	7	14	5	0	0	5	0	7	1	0	8	13
Res	0	0	0	0	0	15	1	0	16	6	9	6	15	30	20	19	3	0	22	14	24	5	0	29	17
Total	1	1	0	2	50	16	3	0	19	16	14	7	1	22	32	24	3	0	27	11	31	6	0	37	16
Appointments																									
Acad	1	0	0	1	0	0	2	0	2	100	0	1	1	2	50	1	0	0	1	0	1	1	0	2	50
Res	0	0	0	0	0	4	0	0	4	0	3	0	0	3	0	5	0	0	5	0	2	2	0	4	50
Total	1	0	0	1	0	4	2	0	6	33	3	1	1	5	20	6	0	0	5	0	3	3	0	6	50

The Information in the recruitment tables (4.1. to 4.3) relates to staff categories of Academic and Research only; we are unable to break down the categories further as the previous system could not provide this. The information relating to grade by Schools is also not available. However, a new e-recruitment system has been introduced meaning and we have checked that we will be able to break categories down further in future to provide more informative data.

The data shows that in all three Schools the numbers of female applicants are low in comparison to male applicants and we set out actions in section b).

Although female applications are low, the ‘conversion’ rates of applications to those appointed implies that there is no apparent gender bias in “hired” numbers as a percentage of total applicants for the Faculty. That said, 2013/14 saw a fall in female applicants in ITS moving to interview stage with no women appointed. However, we return to a positive position in the Faculty this year where the number of females appointed is equal to the number of males appointed. We saw a significant improvement in ITS where 50% of appointments were women and in SOG where 70% of appointments were women (from 25% in 13/14).

ACTION FAC 9: Use of executive search companies to provide gender balanced ‘longlists’ for Chair posts, where necessary (to address our priority shortfall area).

ACTION FAC 10: To collect recruitment data by positions applied for – to allow for better analysis and to further define actions required.

Table 4.4 shows local data for the 2014 University Academic Fellows (UAF) recruitment (a University coordinated recruitment campaign across the period 2014-2017, hiring individuals who have the potential to make a major contribution to the University’s academic performance and standing to a role which has a five year research intensive focus with a bespoke development programme).

Table 4.4. University Academic Fellowship recruitment data – round 1

Faculty of Environment					
All applicants - Gender data					
School	Female	Male	Unknown	Total	% F
Institute for Transport Studies	13	65	0	78	17
School of Earth and Environment	32	88	0	120	27
School of Geography	14	46	0	60	23
Total	59	199	0	258	23
Shortlisted candidates - Gender data					
School	Female	Male	Unknown	Total	% F
Institute for Transport Studies	1	4	0	5	20
School of Earth and Environment	7	5	0	12	58
School of Geography	3	3	0	6	50
Total	11	12	0	23	48
Appointed candidates - Gender data					
School	Female	Male	Unknown	Total	% F
Institute for Transport Studies	1	1	0	2	50
School of Earth and Environment	5	1	0	6	83
School of Geography	2	0	0	2	100
Total	8	2	0	10	80

In Environment, 258 applications were received, 29% of those were female. The selection process was in two parts:

1. School level Skype conversations with longlisted candidates; shortlists approved at School level by a gender balanced group and the Dean and Faculty HRM. 23 applicants were selected for the final stage process, 48% of those were female.
2. School presentations and a faculty-level interview with the Dean, Pro-Deans, all Heads of Schools and the Faculty HRM (two of the seven members of the panel were female). 10 appointments were made, 8 of who are females.

Comparing this to more traditional academic and research positions, we see much higher female success rate at short-listing and appointment stage than for those traditional roles. [384]

ACTION FAC 11: To trial the UAF-style recruitment process for academic posts to assess whether this approach continues to produce more balanced shortlists.

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

Table 4.5. Applications for promotion and success rates by gender across Faculty of Environment

2011									
Grade (to)	Applicants		Successful		Unsuccessful		% female apps	% Success rate	
	F	M	F	M	F	M		F	M
7	1	0	0	0	1	0	100	0	NA
8	0	1	0	1	0	0	0	NA	100
9	1	3	0	3	1	0	25	0	100
10	1	2	0	2	2	0	33	0	100
2012									
Grade (to)	Applicants		Successful		Unsuccessful		% female apps	% Success rate	
	F	M	F	M	F	M		F	M
7	1	1	1	1	0	0	50	100	100
8	0	0	0	0	0	0	NA	NA	NA
9	1	7	1	5	0	2	13	100	71
10	0	5	0	5	0	0	0	NA	NA
2013									
Grade (to)	Applicants		Successful		Unsuccessful		% female apps	% Success rate	
	F	M	F	M	F	M		F	M
7	0	0	0	0	0	0	NA	NA	NA
8	0	3	0	3	0	0	0	NA	100
9	3	3	2	3	1	0	50	67	100
10	1	3	1	3	0	0	25	100	100
2014									
Grade (to)	Applicants		Successful		Unsuccessful		% female apps	% Success rate	
	F	M	F	M	F	M		F	M
7	0	0	0	0	0	0	NA	NA	NA
8	1	1	1	1	0	0	50	100	100
9	4	3	4	3	0	0	57	100	100
10	1	2	0	2	1	0	33	0	100
2015									
Grade (to)	Applicants		Successful		Unsuccessful		% female apps	% Success rate	
	F	M	F	M	F	M		F	M
7	0	0	0	0	0	0	NA	NA	NA
8	0	0	0	0	0	0	NA	NA	NA
9	1	4	1	4	0	0	20	100	100
10	2	2	2	2	0	0	50	100	100

The number of applications for promotion in each of the years has been low (9, 15, 13, 12 and 9) representing less than 4% of all staff. Of the 58 applications:

- 18 females applied (31% just over the 30% of females in the Faculty), 13 were successful (72%)
- 38 males were successful (95%), 2 were unsuccessful.

There remains a comparative reluctance of female staff to bring forward applications for promotion. This suggests that there is a need for further mentoring and support around the applications that are submitted by female staff. This is also supported by feedback received from female respondents to the Culture Survey which we ran across the Faculty in autumn 2014. In this regard we have introduced the Dean and HR Manager biannual promotion briefings and the promotions peer-support group described on page 34. The Dean of Faculty and the Heads of School also review promotion applications to Grade 9 and 10. Whilst it is early to suggest that this has had sustained positive results, all applications to Associate Professor level by female staff were successful in 2014 and 2015 and we have recently had two female Professorial promotion successes in ITS which helps to address an unwelcome and long standing imbalance in senior ITS male:female staff (action FAC 15, p47).

The University also runs an annual contribution pay process which allows self-applications and recommendations for accelerated and discretionary increments and one off payments. Numbers of applications by School are small in the research and academic categories (Table 4.6).

Table 4.6. Contribution pay application and success rate by gender in the Faculty of Environment

Year	Total number applications	% Female applications (actual numbers shown in brackets)	% success rate	
			Female	Male
2010/11	22	23 (5)	100	76
2011/12	21	38 (8)	100	54
2012/13	18	28 (5)	100	77
2013/14	21	33 (7)	100	79

The total of female applications represents 31% of all applications (compared to 30% females in the Faculty). All female applications have been successful suggesting that there is not a bias in decision making. Male applications are not as successful which may suggest a comparative reluctance of female staff to seek contribution pay. We are seeking to address the overall position of small numbers of applications as well as keeping at least a representative gender balance by encouraging more manager led recommendations. We have not yet held the 2014/15 process.

[341]

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

- (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The Faculty applies the University’s Recruitment and Selection policy with the aim of ensuring, through consistent procedures and fair criteria, that the best person meeting the requirements of the post is appointed. E&I principles are integral to every aspect of recruitment practice.

In response to our low numbers of female applicants (having progressed actions from the 2014 submission) we:

- review recruitment literature to ensure it is female friendly, mentions the University’s family friendly policies and the inclusion of a paragraph promoting our commitment to Athena SWAN;
- review recruitment documents to ensure that wherever images are used on advertisements, they show a gender balance;
- advertise posts as having the possibility for job sharing unless otherwise approved by the Head of School and
- check that the requirements of the person specification do not disadvantage female applicants.

All shortlisting and appointing panels include at least one female member of staff. When considering the potential field that might apply for new posts, additional effort is made to ensure that we encourage applications from female candidates and this will continue. Examples of successes in this area include Karen Lucas, appointed to Associate Professor in 2013 and recently promoted to Chair and also Jillian Anable, recruited to Chair in late 2015.

However, there is more that could be done to reinforce the good practice which is in existence in the Faculty and also to present more clearly to external applicants the supportive environment which exists in the Faculty.

[242]

ACTION FAC 12: Ensure all staff on shortlisting panels have undertaken online equality training by July 2016.

ACTION FAC 13: Ensure all staff on interview panels have undertaken face-to-face Equality, inclusion and unconscious bias training by end 2017.

ACTION FAC 14: Develop a clear recruitment proposition which sets out clearly the faculty’s supportive environment.

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

Figure 3.19 (page 33), the Faculty pipeline, highlights the decrease in numbers of females at all levels beyond Postdoc. A key area to focus on therefore is the progression of female staff. The Faculty keenly promotes University wide initiatives which are targeted at supporting the career development of women. This includes the Women in Science, Engineering and Technology (WiSET) Network (established in 2010 to run monthly network meetings for female colleagues, facilitating networking across disciplines with speakers who share their experiences of developing a career as a woman in SET); and Springboard, a reflexive programme which aims to set goals and develop confidence and assertiveness skills in women. As a result of proactive promotion, we have seen a year on year increase in the numbers of women from the Faculty participating in the WiSET network (from 29 in 12/13, 52 in 13/14 to 72 in 14/15).

The Faculty is committed to the development of female staff into leadership roles and has had excellent representation at the highest level (Dean of Faculty (Professor Jane Francis), Pro-Dean for Research and Innovation (Professor Marge Wilson), Pro-Dean for Student Education (Dr Andrea Jackson) and within all Schools in the roles of Director of Student Education, Director of International Activities, and Director of Research and Innovation. Women also lead our research activities in all schools.

We encourage staff to take on leadership roles to help develop cases for promotion and this provides some explanation for the increase in numbers at SL, AP, Reader level. For example, in ITS a long serving female Lecturer was encouraged to take on the role of Postgraduate Research Tutor (PGRT) which allowed her to complete her portfolio of evidence. Another in SOEE was given the role of Deputy PGRT and leadership of a research facility and these activities contributed to her successful AP promotion application.

The Faculty is an active promoter of female participation in the University's 'Tomorrow's Leaders' programme:

- From the programme's inception in 2003 to 2010, 4 of the 21 Faculty participants (20%) were female.
- Since 2010, 13 of the Faculty's 26 participants (50%) were female.

Of the participants, 7 have then taken roles on School/Faculty management teams.

We have also supported participation in the Leadership Foundation's Aurora programme for 2 of the 11 women from across the university in 2015 and will support another in the 2016 programme.

Culture Survey female respondents indicated the need for better mentoring opportunities, and specifically in SOG, the need for better networking opportunities. We audited current

mentoring arrangements and are in the early stages of embedding more formal mentoring arrangements using the University wide mentoring scheme which was launched at the end of September 2015 and seeks to give all staff the opportunity to be mentored by a more senior colleague. To date, 5 members of staff in the Faculty have signed up to the University scheme, prompting us to promote this recently in School newsletters. There are also many locally managed arrangements in place in our Schools and, for example, all ITS staff have been offered the opportunity for new mentors in 2015/16.

[513]

ACTION FAC 15: Proactively develop staff to increase the percentage of female chairs in the faculty

ACTION GEOG 4: School of Geography specific action to communicate networking opportunities and explore further the barriers that female staff identify in this regard.

Career Development

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

The Staff Review and Development Scheme (SRDS) is an annual reflection on progress and an opportunity to set goals, identify career development in readiness for promotion, and training needs for the coming year. However, the need for improved SRDS meeting discussions was highlighted by Culture Survey respondents, particularly by females in ITS.

Table 4.7: Responses to the question “how important is improving the SRDS discussion to you”

	SOEE			SOG			ITS		
	% All	% Female	N (All)	% All	% Female	N (All)	% All	% Female	N (All)
Very important	20	16	20	18	20	8	21	22	7
Important	38	42	38	30	35	13	59	78	20

Since 2011, Annual Academic Meetings (AAMs) with the Head of School and the Directors of Research & Innovation and Student Education also take place. This forum allows people to raise issues regarding workload and portfolio balance with those that are able to most directly influence that. The AAMs also feed in to the SRDS meetings by identifying areas for development. Examples of outcomes of these meetings include the rescheduling of

departmental meetings, reallocation of teaching workload and a reduction in the range of academic expectations on part-time members of staff.

The promotions procedures make it very clear that assessment is made on quality of activity rather than quantity and members of staff can indicate if they have taken any kind of career break during the course of their employment. There are routes for advancement using a tailored combination of 'enhanced' contribution from the areas of teaching, research, scholarship and leadership (administration). Our part-time working focus group flagged the issue of the relationship between part-time working and promotion. The University works on a pro-rata basis for the allocation of workloads and the attainment of the promotions criteria. However, in reality working part-time does not reduce everything pro-rata. The group suggested that rather than adopting a pro-rata approach to all activities it would be better to adjust the expectations accordingly. The criteria is currently being reviewed and the Dean and Faculty HRM have input to drafting the revised criteria and ensured that pastoral and outreach activity is more clearly presented and that the application of the criteria for part-time staff is better explained. Members of staff were also invited to attend University level focus groups to directly input to the review.

[331]

ACTION FAC 16: Improve Staff Review and Development meetings to enhance the discussion on career development

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

A generic programme of induction is offered with the pathway varying a little by nature of the role. All staff as part of their induction are now required to complete the University's online introduction to equality and inclusion course – helping to address the Culture Survey findings that few staff have completed E&I training.

In summer 2014, a faculty working group considered how to ensure that probation processes are consistent across the Faculty. This work resulted in the development of template probation plans for PDRA, Lecturer and Associate Professor appointments. Whilst these give indicative expectations for each position, each plan must be tailored through discussion with the probationer taking into account previous experience, part-time working arrangements and development needs etc.

All staff also have the opportunity to have research and teaching mentors in addition to their probationary advisors and this will now be more formally recorded using the University scheme software allowing for an assessment of the value of these arrangements.

New staff are given a staff development account fund to help them with networking, conference attendance, equipment etc to support their research. Flexible working approaches are agreed with individuals. For example, in ITS appointee Dr Charisma

Choudhury was allowed to delay her start date and phase her fte uptake as she had her first child between interview and appointment. Nonetheless, it is not apparent how mechanisms such as flexible working are promoted in a consistent manner during induction. Feedback given in the Culture Survey also indicates that existing staff would appreciate more information about gender equality matters, for example changes to maternity and paternity entitlements, flexible working etc.

[268]

ACTION FAC 17: Materials promoting the various policies for flexible working, networking and development opportunities will be developed for adoption in all schools as part of the induction process.

ACTION SOEE 3, GEOG 5, ITS 4: More regular communications in newsletters and staff meetings regarding opportunities for and changes to family friendly and flexible working policies.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

All postgraduate students receive an induction that includes a video on Equality and Inclusion in student education and University life. SOEE has a pioneering “Step up to Masters” website and communications programme to help students prepare for postgraduate study at Leeds. All Masters students either have a personal tutor or, on smaller programmes, a regular series of meetings with their Programme Leaders, of which there is always at least one female.

Research postgraduate training is provided jointly between the Faculties of Environment, Mathematics and Physical Sciences and Engineering. The programme covers topics and skills including personal effectiveness and professionalism throughout the research process. The University Graduate Training and Support Centre also provides general training on time management, ethics and preparing for various stages of the PhD. Schools could do more to encourage PhD students to participate in the WiSET Network in order to encourage females to follow an academic career in STEM.

ACTION SOEE 4, GEOG 6, ITS 5: Encourage all female PGR students to join WiSET to encourage the pipeline from PGR to Postdoc level

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

[228]

Organisation and Culture

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Table 4.8: Male and female representation of Faculty level decision making committees

Committee	2010/11			2012/13			2012/13			2013/14			2014/15		
	M	F	%F												
Faculty Executive	9	5	36	8	6	43	8	7	47	8	6	43	9	5	36
Equality and Inclusion	2	10	83	4	8	67	2	9	82	7	6	46	8	7	47
Health and Safety	5	3	38	5	3	38	5	3	38	7	1	13	6	2	25
Research and Innovation	5	2	29	5	1	17	4	1	20	5	3	38	7	4	36
Taught Student Education	11	3	21	10	3	23	7	7	50	9	7	44	9	5	36
Reward and Recognition	3	5	63	4	4	50	5	3	38	7	4	36	4	5	56
Total	35	28	44	36	25	41	31	30	49	43	27	39	43	28	39

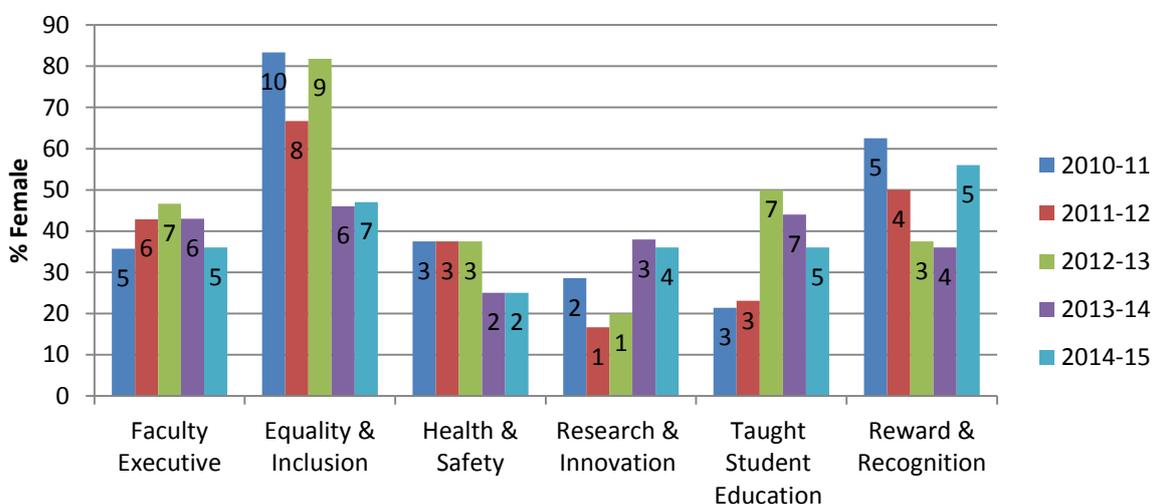


Figure 4.1: Proportion of female staff on key Faculty Committees. Numbers on bars represent absolute numbers of female staff.

Table 4.8 and Figure 4.1 show the percentage female representation on Faculty Committees. Representation should be seen against the benchmark figure of 31% females in academic and research positions in the Faculty with fewer females at higher grades.

The balance of all committees is being considered and corrective action will be taken where required. We have rebalanced the membership of the Faculty E&I Committee as this was female dominated in the 2010 – 2013 years.

Representation on some of these committees (Faculty Executive, Health and Safety, Taught Student Education, Rewards and Recognition and Research and Innovation) is largely shaped by the nature of the key role holders within the individual schools as well as at Faculty level. Our actions to support female staff promotion and ensuring good access to academic leadership positions addresses this to some degree in the short run and more significantly in the long run.

We have seen some fluctuation at School level as shown below in Table 4.9. In 2013/14 there was a fall in female representation on School Management committees in both SOEE and SOG and similarly in ITS in 14/15, reflecting recent changes in key role holders. There has been a change in the representation on the RRC in SOEE as a result. The Culture Survey feedback indicated that a third of respondents in SOEE did not feel that the leadership in the School was diverse and representative of the School. The 2014/15 change to SOG's Management Team gender split reflects a change in the overall governance structure of the School with the disbanding of the School Steering Group. All Geography academic staff have opportunities to directly influence and discuss School strategy via the academic staff forum and researchers' forum.

Representation on Taught Student Education Committees has improved and the proportions on School Student:Staff fora are generally good with the exception of ITS in 2013-14. SOEE introduced sub-committees in 2013-14 to allow for the TSEC to be smaller and more focused, hence the overall reduction in numbers in that period.

Engagement in decision making committees is an important component of promotions to Associate Professor and so if we are to tackle the trend shown in Figure 3.19 (page 33) it is important to review the grade restrictions that have been traditionally applied to many of our committees.

[382]

ACTION FAC 18: to diversify the pool of staff that committee members can be drawn from

Table 4.9: Male and female staff representation on key committees

School Executive/Management Committees									
	2012/13			2013/14			2014/15		
	Male	Female	%F	Male	Female	%F	Male	Female	%F
SOEE	4	3	43	6	2	25	6	2	25
GEOG	8	6	43	15	3	17	5	3	37
ITS	6	4	40	6	4	40	8	3	27
Total	18	13	42	27	9	25	19	9	32
Health and Safety Committees									
	2012/13			2013/14			2014/15		
	Male	Female	%F	Male	Female	%F	Male	Female	%F
SOEE	8	3	27	6	3	33	7	1	13
GEOG	4	6	60	4	5	66	4	5	56
ITS	7	1	13	6	1	14	6	1	14
Total	19	10	34	16	9	36	17	7	29
Reward and Recognition Committees									
	2012/13			2013/14			2014/15		
	Male	Female	%F	Male	Female	%F	Male	Female	%F
SOEE	4	3	43	8	4	33	Not yet convened		
GEOG	4	4	50	6	6	50			
ITS	5	3	38	7	4	36			
Total	13	10	43	21	14	40			
Taught Student Education Committees									
	2012/13			2013/14			2014/15		
	Male	Female	%F	Male	Female	%F	Male	Female	%F
SOEE	15	7	32	5	3	38	6	5	45
GEOG	11	3	21	8	5	38	6	7	54
ITS	11	4	27	7	3	30	8	6	43
Total	37	14	27	20	11	35	20	18	47
School Student:Staff Forums									
	2012/13			2013/14			2014/15		
	Male	Female	%F	Male	Female	%F	Male	Female	%F
SOEE	17	25	60	15	27	64	22	22	50
GEOG	11	7	39	9	18	66	8	17	68
ITS	8	5	38	7	1	13	6	4	40
Total	36	37	51	31	46	60	36	43	54

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

In April 2012, the University introduced a procedure to support the employment security of staff on fixed funding or fixed term contracts in line with the commitment to ensure the appropriate use of employment contracts irrespective of funding streams and avoid the use wherever possible

of successive fixed term contracts. For subsequent contracts that extend employment beyond three years, fixed term contracts are not used other than in exceptional circumstances. The category 'open ended - fixed funded' reflects a position where staff have open-ended status but where the salary is underpinned with fixed funds. Six to nine months before the end date of the funding source, staff enter into a process whereby Schools provide a high degree of support to the individual in order to source alternative funding or to find suitable redeployment opportunities. Full redundancy rights are also available to these staff.

[143]

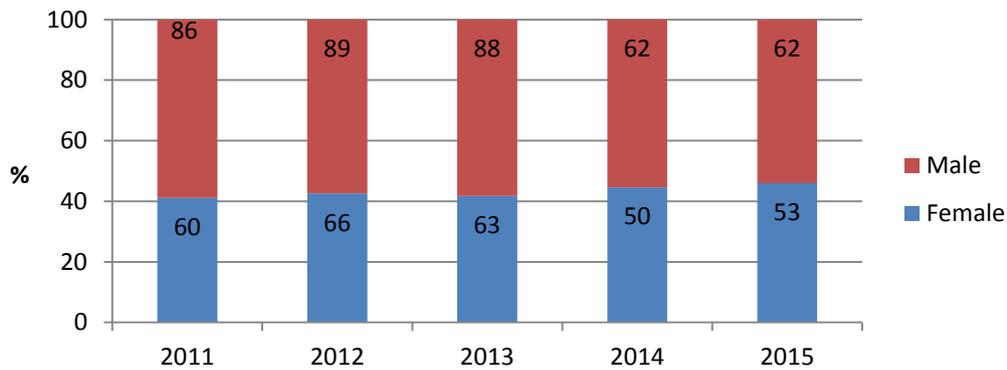


Figure 4.2: Gender breakdown of total fixed term staff in Faculty of Environment. Numbers on bars represent absolute numbers of staff.

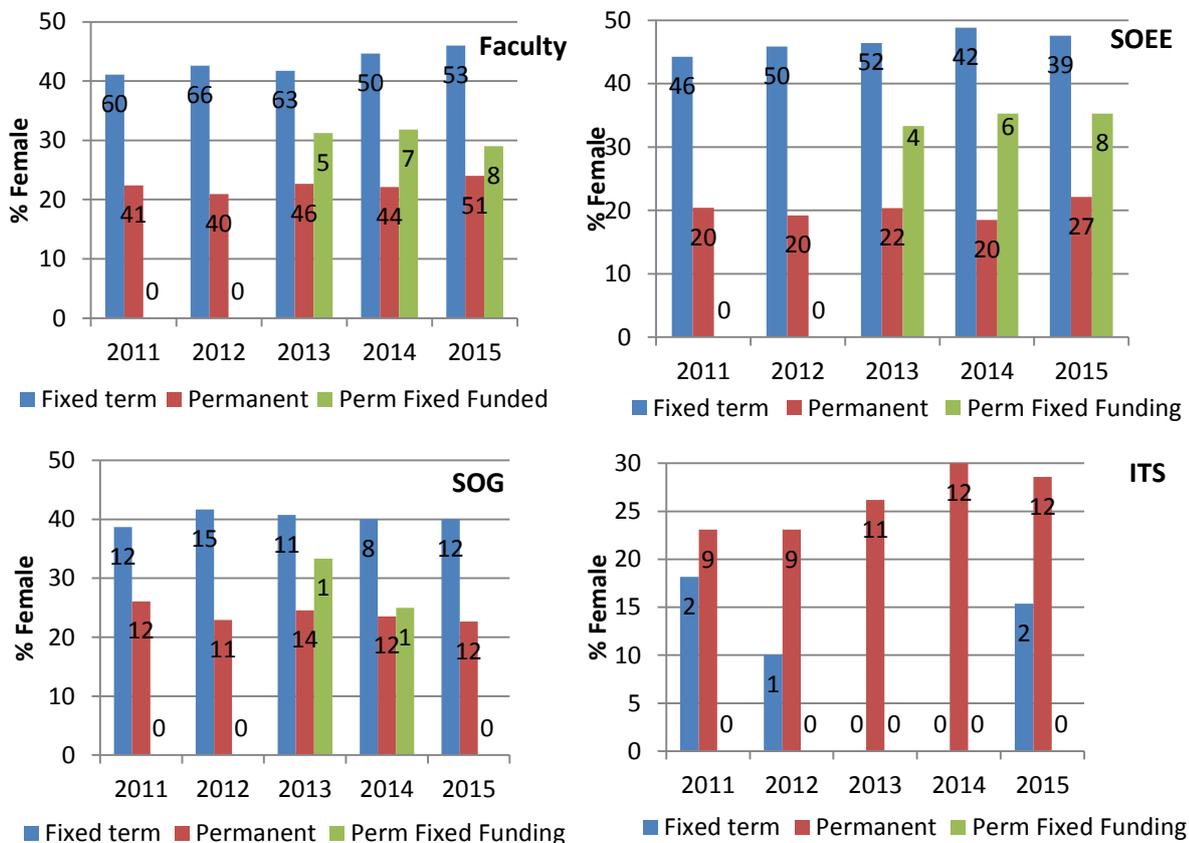


Figure 4.3: Proportion of female staff on a fixed term, permanent and permanent fixed funded basis. Numbers on bars represent absolute numbers of staff.

The proportions of female staff on fixed term contracts is higher than those on permanent contracts in SOEE and SOG. ITS has a greater proportion of female employees on a permanent basis. This is because the funding model in ITS and the culture of investing in the development of early career research staff has allowed for a successful transition of junior research staff to permanent research facing positions. There have been a number of new research projects in ITS which has led to new female fixed term contract holders in 2014/15 (figure 4.3). The culture of investing in the development of early career researchers has been adopted in SOEE and SOG and we would anticipate the position shifting for these Schools as research success makes such positions viable (reflected in the new category of open ended – fixed funded).

[138]

ACTION SOEE 5, GEOG 7, ITS 6: All Schools to look to develop longer-term fellowship positions which offer more job security for staff

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

All major roles are subject to open calls for applications and open selection processes, typically by a vote or interview process. Committee representation and esteem activities and their interaction with workload and career development are discussed at Annual Academic Meetings. Workload adjustments are made to avoid overloading in the long-run though we do not see committee overload as an issue. We would anticipate that the administrative responsibilities being taken on by females should soon begin to translate themselves into further promotion applications to more senior levels, concomitant with the level of strategic input being provided. Workload allocations for senior staff include additional resources to support external committee participation and roles such as Journal Editorships.

[114]

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

Each of our Schools pro-actively manage staff workloads. Transparent allocations of workload for different roles and tasks are provided. Where significant administrative tasks are taken on, concomitant reductions in teaching commitments or research income generation expectations are introduced. All new starters are given an induction by the WLM coordinator so they understand

how the data will be used by the School and how it supports them in their role. Outreach work is included on the model. The model is designed to be non-gender specific and works for part-time roles. It also takes into account parental leave and other absences due to illness or compassionate leave.

The rotation of roles is treated on its merit. All leadership roles have pre-defined allocations though they can be tailored to reflect the required commitment for the role in each School. Some may involve a very intensive commitment which clearly has a potential detrimental impact on the balance of a portfolio. In such instances staff have been offered sabbaticals (3 months for DoRI in ITS, 1 year for the Faculty Pro-Dean for Research). It is also standard practice to ensure that Head of School and Dean positions have a funded research fellow support position and we have recently adopted this model within our Faculty for the Pro-Dean for Student Education position which we are currently recruiting a replacement for and have attracted one application, a female candidate. Roles can also be shared, with for example research group leaders asking for a deputy to share the burden which increases the opportunity for part-time staff to take on such roles.

[263]

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

There is no University norm with regards to ‘core hours’ for academic staff. However, at Faculty level there is guidance that meetings should be held within the hours of 10am – 4pm wherever possible. Each of the Schools has made adaptations to their practices, holding meetings to accommodate part-time staff and those with caring responsibilities at either end of the day. All Schools schedule management meetings between 10am and 4pm. Other practices differ slightly but have been designed to support flexible working:

- ITS has, since 2012, cycled management and departmental meetings across the week. The research seminar series also cycles round Tuesday, Wednesday and Thursday lunchtime. Formal social gatherings are scheduled during the working day.
- SOEE also cycles its programme of departmental meetings though there has been some creep in the scheduling of other meetings. It moved its Christmas Social from an evening event to a lunchtime event and this has increased participation.
- SOG holds its meetings on a fixed day, wherever possible so that part-time staff can plan for attending the meetings and all major meetings are published on an annual School calendar so all staff can plan their attendance.

[190]

ACTION SOEE 6: SOEE to review how the meeting cycle and planning arrangements work for its staff and amend where needed.

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

Faculty practices regarding the management, development and support of staff are informed by our biennial People Management Framework and Culture Surveys and recommendations from the

Faculty E&I Committee. Due to the size of the Schools in the Faculty, there is tailoring of these practices as required for School specific needs.

SOEE launched a communications, culture and staff engagement project towards the end of 2012. They held three consultation events with staff to collectively identify ways of improving communications, culture and staff engagement . One of the outcomes was that staff wanted to embed a culture of mutual respect where everyone feels valued which led to a School Mutual Respect Charter, posted in the foyer. A refresh of this Charter is planned, via staff consultation again. The School's staff culture survey reported that over 70% staff agreed that work related social activities were welcoming to both men and women which is positive.

SOG has, as part of its strategy to "value and develop all members of the School of Geography". There is also a Mutual Respect Charter and the School has strong representation on the Faculty Ethics Committee. Culture has been a major theme in recent all-School Away Days. 80% of Culture Survey respondents agreed that staff are treated on their merits irrespective of their gender.

ITS now has many more advocates for family friendly and flexible working practices. The new ITS building (opening 2016) will have a breast-feeding space. In 2012, ITS consulted on and adopted a set of values for the Institute that include recognising and respecting diversity. The subsequent liP assessment report stated that "the Institute has created a strong ethos of teamwork and commitment to excellence in the work they do. People are proud of the reputation of the Institute and feel privileged to be working in a place with such high standing and regard". Unfortunately in 2014, 32% of Culture Survey respondents (66% of females) disagreed that the Institute makes it clear that unsupportive language and behaviour are not acceptable.

[334]

ACTION ITS 7: ITS to commission advice on how to tackle the STEM Culture issues around unsupportive language and behaviour

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

Our outreach activities are mostly based around regional feeder schools, largely between years 9 and 13. We have specific outreach officers and people tasked within SOG and SOEE to undertake outreach, these roles have workload attached to them. There were 66 outreach activities in 2014-15 embracing all school year groups in SOG and SOEE (the gender breakdown for staff and students involved in these activities is balanced 51% male/49% female); and ITS staff were also involved in various school based presentations and activities. An example is the development of the Environment Studies Academy designed to help make environmental sciences more accessible and provide A-level students with a flavour of University life, as they get to work in the labs and meet research staff and students. The promotion for the academy has paid particular attention to using images that show a good gender balance and students meet both male and female staff during the academy. Participation in outreach is part of the promotion criteria.

[163]

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Table 4.10: Environment Faculty Maternity Return Rates

Maternity/Adoption Leave Start Date	Number of staff taking leave	Number of returners	Comments
2010-2011	6 people	5 people	3 Lecturers and 3 Researchers. 3 people returned to work part time. 1 person left.
2011-2012	5 people	5 people	2 Lecturers, 2 Researchers and 1 Teaching Fellow. 2 people returned to work part time.
2012-2013	4 people	4 people	3 Researchers and 1 Lecturer.
2013-2014	8 people	8 people	4 Researchers and 4 Lecturers. 3 people returned to work part time.
2014-2015	10 people	8 people	5 Researchers and 5 Lecturers/Associate Professors took maternity/adoption leave. 3 people returned to work part time.

33 members of staff took maternity/adoption leave in the last three years. The data in Table 4.10 indicate that, for the majority of staff who take maternity leave, on completion of their leave they opt to return to their employment with the Faculty. The member of staff who didn't return to work left through the university's voluntary leaver's scheme. In 2014/15, one member of staff is still on leave and another member of staff who was on a fixed term research contract which had been extended to facilitate the payment of University Maternity Pay secured a permanent Lectureship in another Institution. 11 people requested to return to work on a part time basis and have done so.

These figures are based on the number of formal applications received, however all Schools support flexible working on the return from maternity leave which is often an informal arrangement between the individual and the Head of School and therefore not recorded by HR (see Action FAC 20 below). These arrangements typically involve gradually increasing hours back to the normal working pattern over a number of months, flexible start and finish times and occasional home working.

[192]

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

Table 4.11: Environment Faculty Paternity Leave

Paternity Leave Start Date	Number of staff taking leave
2010-2011	8 people
2011-2012	2 people
2012-2013	3 people
2013-2014	3 people
2014-2015	4 people

20 members of staff have taken up paternity leave in the last three years; including five Professors, four Senior Lecturers/Associate Professors, 4 Lecturers, 6 Researchers and one Technical member of staff.

The above data only refer to ordinary paternity leave. Only one member of academic staff applied for additional paternity leave during the three academic sessions to 2013/14. This period of additional paternity leave was taken by a Lecturer for a period of 4 months. Shared Parental Leave (SPL) has now superseded additional paternity leave and the University has agreed an SPL scheme that mirrors the University Maternity scheme. This is viewed as being particularly advantageous for research and academic staff and our Faculty HR Office are proactively communicating with women when they announce their pregnancies. Within the Faculty we have three forthcoming SPL arrangements with female staff and one with a male member of staff.

The above data show a decline in the number of applications made for paternity leave over the last five years. It is suspected that the decline is due to the lack of awareness of the policy, particularly given feedback in the Culture Survey (only 34% of respondents felt they were informed about parental leave policies), this could also be because in some instances this is granted via informal agreements. Given this decline the SAT are of the view that there needs to be better communication of this policy.

[234]

ACTION FAC 19: Paternity leave support to be communicated proactively along with wider communications on Shared Parental Leave provisions.

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

Table 4.12: Flexible Working Applications across the Faculty of Environment

Grade	2010-11		2011-12		2012-13		2013-14		2014-15	
	Male	Female								
Grade 6		1								
Grade 7	1	2	1	2		1		1		1
Grade 8	3	3		3	1	1	1	2	1	3
Grade 9			1	1	2			1		
Grade 10			1		1		3		1	
Total	4	6	3	6	4	2	4	4	2	4

Table 4.12 shows the number of formal flexible working applications received in the three year period. All applications received were successful; we have no record of, and are not collectively aware of, requests for flexible working being turned down.

The table shows that 22 applications were received by females and 17 applications by males. The high number of male applications indicates a good understanding of the University policy on flexible working. Although the figures for formal applications received seem to be relatively low there were 24 (13 female and 11 male) additional changes in FTE made for academic, research and technical staff made over the period via informal agreements.

[109]

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The University has a formal policy in place to support all members of staff who wish to request flexible working. The implementation of this University policy is the responsibility of each Head of School in consultation with line managers of those staff concerned. All formal applications are considered by line managers and heads of schools in liaison with Faculty HR.

Whilst we have 39 formal agreements on record and a further 24 changes in FTE on record, this is by no means representative of the degree of flexible working which goes on in the Schools. Flexible working is often an informal arrangement between the individual and Head of School and therefore not recorded. Flexible working is encouraged for men and women and accommodated where possible, including working from home and flexible hours. Examples of these types of working arrangements are thought to be relatively common in all three schools. Feedback from the Culture Survey (in Table 4.13) shows the majority of respondents agree or strongly agree that

their line manager is supportive of requests for flexible working which would suggest people feel comfortable making a request. Only in SOEE do any female staff disagree and this should be set against SOEE also having the highest proportion (44%) of females strongly agreeing.

[211]

Table 4.13. Culture Survey responses to the question “my line manager is supportive of requests for flexible working

	SOEE			Geography			ITS		
	% All	% Female	N All	% All	% Female	N all	% All	% Female	N all
Strongly agree	32%	44%	32	27%	35%	12	35%	22%	12
Agree	36%	35%	36	41%	45%	18	38%	22%	13
Slightly agree	8%	2%	8	11%	15%	5	3%	0%	1
Neither agree nor disagree	19%	9%	19	21%	5%	9	21%	56%	7
Slightly disagree	0%	0%	0	0%	0%	0	0%	0%	0
Disagree	2%	5%	2	0%	0%	0	3%	0%	1
Strongly disagree	3%	5%	3	0%	0%	0	0%	0%	0

ACTION FAC 20: Gather data on flexible working to allow for a proper assessment of the breadth of arrangements in place.

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

In October 2014 the Faculty agreed to fund the costs of maternity leave for staff funded by external grants to allow for maternity cover posts and/or for an extension to the researcher’s contract on return from leave.

Our focus groups and culture survey suggests:

- generally high levels of support for the preparation process, including providing support for research projects and handing over teaching;
- good levels of support for flexible working and phased returns to work including examples of gradual phasing of a return and agreeing readjusted workloads prior to return;
- examples of good practice around funding support for attending conferences with small children;
- a ‘parenting induction’ to guide people through the options including a return to work meeting would be welcomed;
- strong support for a buddying system on return;
- people make good use of KIT days though there is feedback around childcare difficulties for these days;
- fragmented information about options

In response, we have developed a guide which integrates the opportunities to prepare for maternity leave and the return to work. This is being trialled with current members of staff about to take, or who are about to return, from leave. The Faculty HR Manager has also lobbied the University to explore whether the onsite nursery can offer day places for women using KIT days.

Feedback from a recent group was positive: comments included “Not only has the department logistically supported my wish to continue breast feeding when I returned to work, they have also been financially supportive in helping me continue attending academic conferences and international meetings and moreover they have enabled me to work flexible hours so that I can meet my childcare requirements”.

[276]

ACTION FAC 21: Faculty to develop principles for funding support for parents with caring responsibilities to facilitate participation in fieldwork, conferences, meetings etc.

ACTION FAC 22: The introduction of a buddy system for members of staff preparing for and returning from parental leave.

ACTION FAC 23: Develop a faculty policy on the financial support options available to staff on return from parental leave which allow for research momentum to be maintained/re-established

5. Any other comments: maximum 500 words – [Word Count – 499]

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

We organised our previous action plan into clusters of actions which tie in with our strategic priorities. We have maintained this approach, as it helps to embed E&I in everything we do and it allows action plans to very quickly be related to School or Faculty strategy (see Dean's letter).

Since our 2014 Athena SWAN submission, the pace of our E&I activity, particularly the progression of our actions on gender matters has accelerated due to its increased prominence on the Faculty and individual Schools' agendas.

We will continue to run our staff survey (the People Management Framework) which asks about how staff feel in the organisation, whether they understand their roles and whether they think the Schools are being run in an inclusive fashion on a biennial basis alternated with the HE STEM Culture Survey to allow us to track progress with our broader culture change goals.

ACTION FAC 24: Alternate the People Management Framework Survey with HE STEM Culture Survey

The feedback gathered via our Culture Surveys has provided an excellent understanding of the perceptions which exist and provided additional clarity on where we need to focus our efforts. The survey results revealed a lack of up-to-date training on E&I (only 37% of respondents had undertaken training). This is likely to link to other elements of culture across the Schools (e.g. 33% of female respondents had "experienced a situation(s) where I have felt uncomfortable because of my gender" in the past five years). We have set early targets (ACTION FAC 7 & 13) for undertaking training for staff on shortlisting and interview panels and Open Days. We aim for all staff to take this training. Following a request from the Faculty Dean to complete the online course, completion rates increased by 75% to just under a quarter of all staff. More needs to be done at a school level to achieve this.

ACTION FAC 25: All staff to complete the online equality and inclusion course

A central part of our aim to attract high quality staff to the Faculty is to celebrate the success of all our staff and to pro-actively support recognition for great achievements. We are proud in 2015 that University Women of Achievement Awards were made to three Faculty nominees, building on three winners in the previous round at UG, PGR and Professorial level:

- Andrea Jackson, Pro-Dean Student Education for her National Teaching Fellowship;
- Anne Clarke, ITS Postgraduate Student who won best young paper at the Scottish Transport Conference
- Lindsay Stringer, SOEE - awarded the 2013 Philip Leverhulme Prize.

Recently two of our early career researchers have also won prestigious awards: Anja Schmidt, Independent Research Fellow won the George Walker Award of the International Association of

Volcanology and Chemistry of the Earth's Interior (IAVCEI); and Cathryn Birch, a University Academic Fellow, won an award for most outstanding presentation by an early career scientist at the GEWEX 7th International Scientific Conference on the Global Water and Energy Cycle.

Rawia El Rashidy

Celebrating the University's "Women of Achievement 2013": Rawia El Rashidy, PhD student in the Institute for Transport Studies.



Rawia holds a White Rose Scholarship for her PhD studies with the Institute for Transport Studies.

In 2012, beating competition from hundreds of early-career researchers from across Europe, she was awarded a *Gold Medal* in the Young European Arena of Research competition for her work on the use of digital data and information and communications technology to enhance the resilience of transport systems under unexpected climate change-related event.

Figure 5.1. Celebrating Success at all Levels

We will continue to be active contributors to shaping the University of Leeds Athena SWAN approach, and contributing to the cross-University team for Athena SWAN (which our Faculty Athena SWAN Chair is a member of).

[499]

Faculty of Environment, University of Leeds

Athena-SWAN Bronze Award Submission

Action Plan 2015-2018

Glossary of acronyms used:

AS – Athena SWAN

PDR – Pro-Dean for Research

DGS – Director of Graduate School

FEC – Faculty Executive Committee

HoS - Heads of Schools

FMM – Faculty Marketing Manager

DSE – Director of Student Education

DF – Dean of Faculty

PDSE – Pro-Dean of Student Education

EIC – Equality & Inclusion Committee

FIT – Faculty Information Technology Support

SRDS – Staff Review & Development Scheme

PGRT – Postgraduate Research Tutor

HRM – Human Resources Manager

STRATEGIC AIM: ATTRACT A DIVERSE MIX OF HIGH QUALITY STUDENTS					
Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC1 (p12): Monitor the proportions of female students accessing foundation programmes	Identify whether actions are needed to grow foundation level participation by females	PDSE	Annual	Rolling two year average levels of female participation at 55%	Averaged 45% in past two years but over 50% in 2014/15
FAC2 (p16): Ensure that all marketing materials are representative of the diverse intakes we have and are seeking to recruit	Increase proportion of taught postgraduate student applications from females	FMM School Programme Leaders	Monitor success of recent changes by end of 2016 with view to further actions in 2017	40% of applicants are female by 2018	Currently at 33% and recent marketing material update complete.
FAC3 (p16): Grow numbers of part-time PGT students through effective use of new e-delivery mechanisms to increase the attractiveness of part-time study	Increase attractiveness of part-time taught postgraduate study for all but particularly for females	PDSE	Work with University Digital Learning team in 2016	40% growth in part-time taught postgraduate numbers.	Lecture Capture is now bedding in and e-learning part of the Teaching Enhancement Scheme for staff

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 4 (p19): To attract female PGR students through a biannual refresh of communication of PGR studies and opportunities	Increase proportion of postgraduate research student applications from females	DGS, FMM, School PGRTs	2017	45% of applications from females (up from 38%)	2015 review complete
FAC 5 (19): To analyse future PRES surveys by gender and full/part-time status as well as by school	Understand whether there are gendered differences in postgraduate student experience	DGS, School PGRTs	2016 and annually	Identify variances of 10% or more between genders as a trigger point for action	Request made to PRES survey coordinator
FAC 6 (p19): To actively promote a positive part-time PGR study experience by understanding what helps (focus groups) and providing further support for this	Increase attractiveness of part-time taught postgraduate study for all but with anticipated additional benefits for females	DGS, School PGRTs	2016	15% increase in part-time PGR student numbers by 2018	
FAC 7 (p25): All staff involved in Open Days and interviews to have undertaken on-line equality and inclusion training by 2017	Reduce possibility of bias in any aspect of student recruitment	HRM and PDSE	2017 Open Days	100% of staff involved	75% increase in completion rates since late Spring 2015
STRATEGIC AIM: IMPROVE THE QUALITY AND GENDER BALANCE OF OUR RECRUITMENT					
FAC 9 (p40): Use of executive search companies to provide gender balanced 'longlists' for Chair posts, where necessary (to address our priority shortfall area).	To address the lack of female staff at the highest level	DF	From December 2015	Increase in numbers of female staff shortlisted and appointed to Professorial posts – contributing to the aspiration for 15% female Professors by 2018	Will apply to search for Priestley International Centre for Climate Chair appointments

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 10 (p40): To collect recruitment data by positions applied for – to allow for better analysis and to further define actions required.	To understand where female applicants are seeing our job opportunities. To build a picture of the subject areas women are most commonly applying to. To set further actions based on this information.	EIC	Establish benchmarks by mid 2016 and review annually	Recruitment data available (targets for applications and interviews below)	
FAC 11 (p41): To trial the UAF-style recruitment process for academic posts to assess whether this approach continues to produce more balanced shortlists	To assess whether this approach continues to have an impact on numbers of females shortlisted and interviewed.	DF and HoS	2015-16 academic year	Sustained increase in the proportions of females interviewed from 2014/15 benchmark (Tables 4.1 to 4.3). Up to 45% for SOEE, 50% for SOG and 30% for ITS Differential targets reflect start points	Improved UAF process for 2015/16 recruitment underway.
FAC 12 (p44): Ensure all staff on shortlisting panels have undertaken online equality training by July 2016.	To give all members of recruitment panels an up-to-date understanding of equality and inclusion matters in order to improve recruitment decisions.	EIC	July 2016	100% of staff on interview panels passed online course by July 2016	Initial request for staff to undertake on-line training made.

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 13 (p44): Ensure all staff on interview panels have undertaken face-to-face Equality, Diversity and unconscious bias training by end 2017.	To allow for a more detailed exploration of equality, inclusion and unconscious bias to enhance the fairness of decisions made in the recruitment process and change traditional recruitment practices	EIC	2015 – 2017	All staff on panels meet requirement by end of 2017	First four unconscious bias training sessions run
FAC 14 (p44): Develop a recruitment proposition which sets out clearly the faculty's supportive environment	To appeal to a more diverse group of applicants than we currently do	HRM and FMM	Available 2016 and used throughout	Sustained increase in the proportions of female applicants from 2014/15 benchmark (Tables 4.1 to 4.3). Up to 40% for SOEE and SOG and 30% for ITS Differential targets reflect start points	The Athena SWAN process has generated a range of case studies to use
STRATEGIC AIM: ENHANCE CAREER DEVELOPMENT AND PROMOTION PROCESSES TO RETAIN STAFF					
FAC 15 (p46): Proactively develop staff to increase the percentage of female Chairs in the faculty	Ensure that progression at Leeds is supported well to keep our academic leaders	DF and HoS	2015-2017	Matching national benchmark for female Professorial staff of 15% by 2018	2 females promoted to chair and one appointed in 2016
FAC 16 (p47): Improve SRDS meetings to enhance the discussion on career development	To make SRDS conversations meaningful with valuable career development advice	HoS	Annually	PMF and Culture survey feedback showing minimum of 70% agreeing useful	Have established issues and will re-train reviewers for 2016

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 18 (p50): Diversify the pool of staff that committee members can be drawn from	To address the imbalance of female staff on committees and avoid overload by opening up committees to a wider range of grades	DF, HoS	2015-2017	Gender balance on all decision making committees at least representative of % females within school composition	
STRATEGIC AIM: SUPPORT FOR ALL ASPECTS OF CAREER BREAKS AND FLEXIBLE WORKING TO ATTRACT AND RETAIN STAFF					
FAC 8 (p36) Ensure exit interviews are offered to all departing staff, analysing responses and taking remedial action where needed.	To understand reasons for leaving addressing any areas which may give rise to other departures	HoS	Immediate and ongoing	75% of staff leaving take part in an exit interview	Process for establishing exit interviews in place
FAC 17 (p48) Materials promoting the various policies for flexible working, networking and development opportunities will be developed for adoption in all schools as part of the induction process	Increased awareness and uptake of these opportunities	HRM	December 2015	No staff report feeling uninformed about flexible working, networking and development opportunities (STEM Culture Survey)	
FAC 19 (p57): Paternity leave support to be communicated proactively along with wider communications on Shared Parental Leave provisions.	Create greater awareness and uptake of the provisions	HRM	Immediate and ongoing	Paternity leave taken by all eligible staff Shared Parental Leave meeting offered for all staff with recent SPL staff within Faculty	Shared parental leave provisions pro-actively communicated.

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 20 (p59) Gather data on flexible working to allow for a proper assessment of the breadth of arrangements in place	A guide to be developed setting out the range of opportunities available to staff	HoS and HRM	2016	Increase in declared uptake of flexible working available across the faculty (baseline 2016 for target setting)	
FAC 21 (p60): Faculty to develop principles for funding support for parents with caring responsibilities to facilitate participation in fieldwork, conferences, meetings etc.	To have a consistent range of options available to staff	FEC	2016-17	No parents with caring responsibilities feel unable to participate in fieldwork, conferences, meetings as a result of lack of Faculty/School support	New question is to be added to STEM Culture survey
FAC 22 (p60): The introduction of a buddy system for members of staff returning from parental leave.	Provision of impartial guidance and confidential sharing experiences	HoS	2016-17	All staff taking up buddying system report a positive experience	New question is to be added to STEM Culture survey
FAC 23 (p60): Develop a faculty policy on the financial support options available to staff on return from parental leave which allow for research momentum to be maintained/re-established	To have a consistent range of options available to staff	FEC	2016-17	No difference between proportions assessed as meeting REF entry criteria set by University for staff taking shared parental leave and all other staff	

STRATEGIC AIM: CREATING AN INCLUSIVE COMMUNITY WHERE EVERYONE FEELS VALUED

Actions	Objective	Responsibility	Timescale	Measures of success	Progress
FAC 24 (p61): Alternate the People Management Framework Survey with HE STEM Culture Survey	To regularly and systematically assess progress and identify areas which require action	HRM	Annually	Achieve minimum of 50% response rate across Faculty	PMF survey planned for mid-2016
FAC 25 (p61): Requirement for all staff to complete the online Equality and Inclusion training	To ensure all staff develop their understanding of E&I best practice and change practices with E&I principles in mind	FD and HoSs	By 2018	100% completion with 3 yearly refreshers thereafter	This requirement is now part of staff induction. 75% increase in completion rates since late Spring 2015 from Dean's encouragement

SCHOOL OF EARTH AND ENVIRONMENT ACTIONS

STRATEGIC AIM: ATTRACT HIGH QUALITY STUDENTS

Action	Objective	Responsibility	Timescale	Measures of success	Progress
ACTION SOEE 1 (p17): SoEE to monitor trends on a programme cluster basis for 2015/16 and determine programme specific actions	To fully understand the make-up of our taught post-graduate programmes and ensure they offer an inclusive environment for all students across all cluster areas	DSE	Review by cluster in September 2016 Action Plans for 2017 and 2018	% PGT female students returns to 2013/14 peak of 46%	We have broken down the programme clusters for this submission and raised awareness of the distinctiveness of each area.
SOEE 2 (p27): Conduct surveys to establish reasons for choosing Leeds	To develop a better understanding of why PGT students chose SOEE and Leeds through a short survey. Survey to consider all forms of communication with students (web, printed materials, acceptance communications, open days, etc.).	DSE & School Programme Leads	Spring 2016 with current 2015-16 intake and then annually	% PGT female students returns to 2013/14 peak of 46%	

STRATEGIC AIM: SUPPORT FOR ALL ASPECTS OF CAREER BREAKS AND FLEXIBLE WORKING TO ATTRACT AND RETAIN STAFF

Action	Objective	Responsibility	Timescale	Measures of success	Progress
SOEE 3 (p48): More regular communications in newsletters and staff meetings regarding opportunities for and changes to family friendly and flexible working policies.	To increase staff awareness of policies and procedures through a range of channels in response to comments in the culture survey.	School E&I Committee	To commence immediately, and be on-going and responsive as new policies and opportunities are highlighted to the E&I Committee	No staff report feeling uninformed about flexible working, networking and development opportunities (STEM Culture Survey)	Weekly newsletter already including more E&I issues.
SOEE 4 (p48): Encourage all female PGR students to join WiSET	Through these activities promote STEM as a career path for women, as well as provide a forum for support and networking.	School PGRT and Supervisors	Annually in induction processes and also via WiSET committee who can provide breakdown of attendance by Faculty/School	At least 80% of female PGR students join WiSET	
SOEE 5 (p53): All Schools to look to develop longer-term fellowship positions which offer more job security for staff	To offer more job security for staff	HoS and School Executive	2015-2018	An increase in the number of open ended and open ended-fixed funded contracts. No numeric target is selected as this will depend on strength of School finances.	

STRATEGIC AIM: CREATING AN INCLUSIVE COMMUNITY WHERE EVERYONE FEELS VALUED

Action	Objective	Responsibility	Timescale	Measures of success	Progress
SOEE 6 (p54): SOEE to review how the meeting cycle and planning arrangements work for its staff and amend if needed.	Ensure that the programme of meetings works as well as possible for part-time staff	SOEE E&I committee	To commence immediately and make recommendations in Spring 2016 for 2016/17 academic year calendar.	95% of staff agree that meetings and social events are held in ways which encourage attendance (STEM Culture Survey)	

SCHOOL OF GEOGRAPHY ACTIONS

STRATEGIC AIM: ATTRACT HIGH QUALITY STUDENTS

Action	Objective	Responsibility	Timescale	Measures of success	Progress
GEOG 1 (p17): To identify a more similar peer benchmark group to review the Masters portfolio against	To understand our performance for the types of course we offer where no meaningful national benchmark exists	DSE & School Programme Leads	Establish in 2015/16 & review performance for 2016/17 intake	Understand whether our performance requires action (triggered by performance below relevant benchmarks)	
GEOG 2 (p20): To use Leeds for Life tutoring with undergraduate students to explore gender differences in research degree desirability	To understand if there are actions that can be taken with UG students to make studying for research degrees more attractive	PGRT and Tutors	2016/17 academic year to incorporate into tutoring programme	Increase of 5% in proportions of UG students applying for PGR study	
GEOG 3 (p27): Schools to conduct surveys to establish reasons for choosing Leeds	Understand what actions will be effective in marketing courses	FMM and Programme Leads	2015/16 cohort	Achieve 50% of PGT applicants as female	

STRATEGIC AIM: ENHANCE CAREER DEVELOPMENT AND PROMOTION PROCESSES TO RETAIN STAFF

Action	Objective	Responsibility	Timescale	Measures of success	Progress
GEOG 4 (p46): Communicate networking opportunities and explore further the barriers that female staff identify in this regard	Responding to feedback about the need for better networking	HoS	2016	Min 75% of both male and female staff agree useful networking opportunities provided (STEM Culture survey)	Benchmark of 45% all staff and 40% female staff agree in 2015 STEM survey.

STRATEGIC AIM: SUPPORT FOR ALL ASPECTS OF CAREER BREAKS AND FLEXIBLE WORKING TO ATTRACT AND RETAIN STAFF

GEOG 5 (p48): More regular communications in newsletters and staff meetings regarding opportunities for and changes to family friendly and flexible working policies.	To increase staff awareness of policies and procedures through a range of channels in response to comments in the culture survey.	School E&I Committee	To commence immediately, and be on-going and responsive as new policies and opportunities are highlighted to the E&I Committee	No staff report feeling uninformed about flexible working, networking and development opportunities (STEM Culture Survey)	
GEOG 6 (p48): Encourage all female PGR students to join WiSET	Through these activities promote STEM as a career path for women, as well as provide a forum for support and networking.	School PGRT and Supervisors	Annually in induction processes and also via WiSET committee who can provide breakdown of attendance by Faculty/School	At least 80% of female PGR students join WiSET	
GEOG 7 (p53): All Schools to look to develop longer-term fellowship positions which offer more job security for staff	To offer more job security for staff	HoS and School Executive	2015-2018	An increase in the number of open ended and open ended-fixed funded contracts. No numeric target is	

				selected as this will depend on strength of School finances.	
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INSTITUTE FOR TRANSPORT STUDIES ACTIONS					
STRATEGIC AIM: ATTRACT HIGH QUALITY STUDENTS					
Action	Objective	Responsibility	Timescale	Measures of success	Progress
ITS 1 (p17): Use recently recruited staff, 3 new female chairs and alumni success stories to promote Masters programmes to potential female applicants	To ensure that the proportion of PGT females at the Institute (in particular on engineering programmes) above national benchmarks as the UK market leader.	DSE Programme leaders FMM	2015 and onwards	A doubling of female PGT students with a target of at least 30% females.	Nomination for women of achievement Michele Dix CBE invited to speak February 2016 Preparing the Institute's marketing materials.
ITS 2 (p20): Track time-series of female applications and establish reasons for choosing ITS at entry interview	To maintain the momentum of the success in increasing female PGR, and ensure that such a successful rate is sustainable.	School PGRT	Recurrent analysis and next one in 2016; to be maintained annually.	At least maintain the current proportion of female PGR students at the Institute which is more than 12% above the national average	Ongoing Accumulate data on annual basis.
ITS 3 (p27): Schools to conduct surveys to establish reasons for choosing Leeds	Understand what actions will be effective in marketing courses	FMM and Programme Leads	2015/16 cohort	At least 35% of PGT applicants to be female (up from 29%)	

STRATEGIC AIM: SUPPORT FOR ALL ASPECTS OF CAREER BREAKS AND FLEXIBLE WORKING TO ATTRACT AND RETAIN STAFF

Action	Objective	Responsibility	Timescale	Measures of success	Progress
ITS 4 (p48): More regular communications in newsletters and staff meetings regarding opportunities for and changes to family friendly and flexible working policies.	To increase staff awareness of policies and procedures through a range of channels in response to comments in the culture survey.	School E&I Committee	To commence immediately, and be on-going and responsive as new policies and opportunities are highlighted to the E&I Committee	No staff report feeling uninformed about flexible working, networking and development opportunities (STEM Culture Survey)	Athena SWAN application and STEM Culture survey used to raise awareness of options
ITS 5 (p48): Encourage all female PGR students to join WiSET	Through these activities promote STEM as a career path for women, as well as provide a forum for support and networking.	School PGRT and Supervisors	Annually in induction processes and also via WiSET committee who can provide breakdown of attendance by Faculty/School	At least 80% of female PGR students join WiSET	Ongoing
ITS 6 (p53): All Schools to look to develop longer-term fellowship positions which offer more job security for staff	To offer more job security for staff	HoS and School Executive	2015-2018	An increase in the number of open ended and open ended-fixed funded contracts. No numeric target is selected as this will depend on strength of School finances.	

STRATEGIC AIM: CREATING AN INCLUSIVE COMMUNITY WHERE EVERYONE FEELS VALUED

Action	Objective	Responsibility	Timescale	Measures of success	Progress
ITS 7 (p55): ITS to commission advice on how to tackle the STEM Culture issues around unsupportive language and behaviour	To ensure that unsupportive and inappropriate language is not used in the Institute.	ITS Director of Staff Development	Commission advice in 2016 and take actions from this	100% of respondents in Culture Survey agree that the Institute makes it clear that unsupportive language and behaviour are not acceptable.	