

**University of Leeds  
Gender Action Plan (2016 – 19)**

This forward looking action plan has been drawn up through wide discussion within the Athena SWAN Steering Group<sup>1</sup>, Faculty and School SATs, the University E&I Committee and other specific consultation events and has been endorsed through the University's relevant governance structures. The plan has been developed in alignment with the University's overarching Strategic Plan (*Investing in Knowledge and Opportunity: 2015-2020*) and sets a pathway for achieving our main objectives under our Leeds Gender Initiative:

*To have real impact and to achieve our mission we will:*

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

The actions have been prioritised as follows:

Priority High: to be actioned immediately and completed as soon as possible

Priority Medium: to be actioned and completed over the 2017-18 and 2018-2019 academic years

Priority Low: on-going activity with annual reporting on progress.

Appropriate timescales for each action are given within the GAP.

**Management and Governance of the Gender Action Plan Oversight Group**

Frequency of meetings: Every six weeks.

Reporting responsibility: Professor Steve Scott (Institutional Academic Lead, Gender Equality) to Leeds Gender Initiative group, Equality & Inclusion Committee, University Executive Group.

GAP Oversight Group members: Chris Craven (CC), Jenny Creagh (JC), Sue Cunningham\* (SC), Tina Egan\* (TE), Claire Honess (CH), Sarah Gray (SG), Ann Meredith (AM), Natasha Mutch-Vidal (NMV), Cath Noakes (CN), Sabiha Patel (SP), Ian Robertson\* (IA), Steve Scott (SKS), Jo Squires (JS), Paul Taylor (PT), Sarah Ward (SW), David Wardle\* (DW), Nicola Whitefield\* (NW)

<sup>1</sup> Superseded by the Gender Action Plan Oversight Group

\*These members of the Oversight Group will provide regular email updates to the Gender Action Plan and attend meetings when their specific input is required.

Objective	Planned action	Priority and timescale	Lead reporting responsibility to GAP Oversight Group	Rationale: what problem/opportunity are we addressing?	What do we hope to achieve – what impact are we looking for?	How will we monitor the action?	How will we evidence impact?	Progress to date
<b>A. Attract, retain and progress women in academia, professional and support services.</b>	A1. Implement a major 'root and branch' revision of our recruitment procedures – from paperwork, messaging, advertising and search strategies to interview and selection methodology to deliver a truly inclusive process to recruit high- quality staff in all roles. This will include research-based studies to understand which elements of our process are most successful (pilot underway in ENG).	High	RR&R team JS	Identified that women were not applying for jobs to the same extent as men: focus group discussion with female staff indicated that they found our recruitment processes a barrier.	Increased number and range of high-quality female applicants for posts within the University.	Complete review of recruitment processes, assess pilot programme, and implement recommendations. Measure number and increase in female applications and recruitment at all levels	Monitor statistics. Gather feedback on our recruitment processes via focus groups and individual discussions. Talk to recruiters about the impact of changes and improvements.	
	A2. Cascade across the whole University the approaches that delivered improved female application rates in cohort 2 of the UAF scheme to encourage female applications more generally in recruitment processes.	Medium	FHRMs, HoS JS	We had fewer female applicants across Cohort 2 of the UAF recruitment process in some key areas. However, some STEMM faculties managed a significant increase by more proactive search activity and wider advertising. We want to replicate this success more widely.	Ensure that all relevant areas receive increased levels of female applicants: balanced appointment of males and females.	On-going - increased number of applications from females, leading the increased appointment of females.	Show an increased number of female applications/appointments	Outcome was positive, and approach embedded across UoL.
	A3. Conduct annual focus group/surveys with individuals recruited onto the UAF scheme to understand their experiences of developing a career in UK HEIs and implement any gender specific actions that might be identified from that study.	Medium	UAF Steering Group, Deans, HoS AM	UAFs provide a defined group of new staff with valuable new perspectives and high expectation. We can use their experiences to help us attract and retain a more diverse range of colleagues.	Improve the inclusivity of our recruitment, induction and development schemes	Ongoing – high retention rate for UAFs and modification of existing induction/progression processes. Survey two cohorts of UAFs, in particular to analyse post-probationary period.		
	A4. Ensure all contract Research and Teaching staff have an awareness of the University's mentoring scheme which can provide dedicated career development support and guidance. Encourage all senior female and male colleagues to train and register as mentors. Monitor engagement with and success and impact of the scheme.	Medium	OD&PL, HoS/Line managers AM	Evidence shows that early-career stage staff and staff on fixed-term contracts have less understanding and lower perception of provision of tailored mentoring support or career advice available in the institution. We need to raise awareness of these opportunities.	Provide opportunities for Research and Teaching staff to be mentored by: those in the same field/faculty/department; someone from a different area; external mentorship for senior staff; group mentoring for those at the same stage of career; short-term mentoring for those at critical points in their career; leadership mentoring.	Ongoing - high response on awareness through surveys: increase in employment/progression outcomes for PDRAs		

	A5. Develop a UoL Aurora Network to continue the aspirations of Women in Leadership (for our academic and professional women in STEMM, BASSH and Professional Services) develop self-awareness; reflection and learning to support personal and professional development.	Medium	Aurora institutional champions and Aurora participants, OD&PL, EPU SP, AM, SG	Differential progression of female staff begins at an early career stage. General development programmes appear not to address some specific issues for female staff.	To provide female colleagues with the skills, knowledge and support to pursue their academic and professional ambitions.	Two network meetings a year to track and monitor career journey of participants.		
	A6. Use recent and on-going analysis of the University's exit questionnaire to address reasons for leaving related to gender inequality or other barriers. Offer questionnaire/exit meetings to more colleagues to increase uptake.	High	FHRMs, HoS, Faculty E& I Committees CC	Statistics reveal higher turnover rate among female staff compared to male staff: analysis will reveal if there are systemic issues.	To identify specific reasons why women leave the University and what changes can be implemented to help retain and encourage high- quality individuals	Embed annual reporting. Use analysis to implement practical actions to ensure we retain staff who otherwise would consider leaving.	Monitor increase in completion of exit questionnaires. Changes implemented as a result of feedback – now BAU.	Review of questionnaire underway
<b>B. Address the imbalance of women in decision-making and leadership roles and in succession planning</b>	<p>B1. (a) UEG, HoS and all other senior staff to actively promote the new Leadership Development programmes established within the University to encourage strong female participation, and articulate clearly the benefits of engaging with leadership development and taking on leadership roles.</p> <p>(b) Ensure that leadership programmes and related development activity have strong female representation in their planning, delivery and execution, showcasing female role models and their achievements as part of wider activity.</p> <p>(c) Develop university-wide succession planning and talent management approaches providing transparent and inclusive access to related assessment and development. Initial focus to be on senior academic roles (eg, Deans, HoS/Services and Pro-Deans):</p> <ul style="list-style-type: none"> <li>• In conjunction with OD&amp;PL to articulate clearly the advantages of engaging with leadership development and taking on leadership roles.</li> <li>• University wide activity to promote and increase take up opportunities through the mentoring scheme.</li> <li>• Publish case studies and personal stories of staff at different career stages who have benefitted from development and/or mentor/mentee involvement.</li> </ul>	High	<p>UEG, HoS, Directors of Services AM</p> <p>OD&amp;PL, FHRMs, Communications team, EPU AM</p> <p>UEG, Leadership Forum SKS</p> <p>HR, OD&amp;PL, EPU JS, SG, AM</p>	We recognise that to achieve a more balanced gender profile amongst leaders and senior roles, we must attract and encourage more women to prepare for and take on leadership roles and participate in leadership development activities.	Increased/wider pool of staff interested and prepared for leadership roles at all levels.	<p>Target of 50% female applicants and proportional acceptances on to development programmes to be from women by 2018.</p> <p>Mentoring scheme currently being evaluated and will be relaunched after review.</p> <p>Ascertain take-up of Leadership Programme. Investigate how LP and other leadership opportunities are communicated and understood.</p>	Individual case studies demonstrating the positive effect of leadership development activities and participation in decision-making.	

	B2. Broaden recruitment for senior academic posts as vacancies arise, both activity encouraging internal applications and increased use of external recruitment (see also A1)	High By 2019	RR&R team JS	Statistics show that a high proportion of appointments to Professor and other senior posts are male.	To provide a broader choice of high-quality female candidates, from within and external to the institution, with the aim of increasing the gender balance of applicants shortlisted and appointing a greater number of female senior academics. To achieve a 30-35 % increase in females in these roles, eg, Deans, Directors of Service, HoS/ Service by 2019.	Gather data that monitors how many new staff on induction programmes and all staff on appointing committees have completed web-based equality training.	Increased proportion of potential female candidates and applicants for senior leadership roles including HoS, Pro-Deans and Directors of Research/Student Education., Directors of Centres.	
	B3. Identify mechanisms to increase diversity in governance and gender balance of membership of University key committees, faculty Executive Groups, etc, for example, beyond 'ex officio' membership. Monitor and target membership by academic v professional roles. Actively encourage female staff to become members of key university groups/enable shadowing opportunities	Medium	Secretariat, UEG, Faculty/ Service Executive and local groups SKS, DW	Membership of main executive and governance bodies are predominantly male – partly as this reflects gender imbalance in senior role holders.	Governance that more accurately reflects and gives a voice to the diverse population and of the University	Key University, Faculty and Service and local committee membership has a gender balance of at least 35% female membership by 2019.	Change in % female on these groups. Ideally – use of focus groups to identify different ways of working of these groups from more diverse membership	
	B4. Embed E&I training to include a focus on unconscious bias in all induction and development programmes and support with web-based delivery of training packages.	Medium 2017-18 session	EPU, OD&PL, FRHMs SP, SG	Good practice and demonstrates institutional commitment to all aspects of E&I which in turn will encourage a more diverse set of applicants.	To raise awareness of unconscious bias in order that all colleagues can take action to mitigate against it, helping to prevent discrimination and build a more diverse workforce across the University. Centralise UoL provision and deliver for 2017/18 session and aim for 95% of leaders and managers by 2019.		Interviews with members of panels and candidates to assess whether conduct of selection processes is changing.	Mandatory E&I module launched Jan 2018, contains UB section.
	B5. Support managers to ensure that development planning arising from SRDS is better supported throughout the University with an enhanced focus on developing inclusive and creative approaches to support career development through SRDS training and support for managers.	Low	HR team, OD&PL, EPU CC, AM	Annual PMF responses indicate staff do not feel strongly that SRDS is leading to significant changes in terms of career development.	To ensure that managers are equipped with the skills to support and encourage all colleagues to develop their careers	Staff surveys indicate at least 70% satisfaction with SDRS outcomes.	Case studies of successful SRDS interventions	

	B6. Extend the scope, reach, capacity and strategic alignment of key internal networks such as W@LN and the Women in Leadership Roles forum: include PGT and PGR (female) students to support career aspirations at the University or within higher education/industry partnerships.	Low	Staff network coordinators, University E&IC SKS, CN	We need aim to raise awareness of these networks as a valued and valuable University resource for female colleagues.	To encourage more participation in these networks which offer support, advice and encouragement to women who wish to pursue an academic career.	Financial and leadership support to ensure key internal staff networks are sustainable.  Women Rising has received funding for two more years (Patrician Gray contact)	Clarity of strategy. Case studies of career support and development.	
<b>C. Tackle the gender pay gap, by addressing the differential progression of women through the grading structure and the appointments process</b>	C1. Deliver improved progression through new promotions systems ( <i>see also B5</i> ): <ul style="list-style-type: none"> <li>support individuals in career and progression planning through Academic Review Meetings and SRDS meetings</li> <li>access to the University's mentoring scheme particularly at key career stages</li> <li>instigate annual 'road shows' delivered by successful role models to support individuals through process of making appropriately timed and successful promotions applications (these events are open to all but have a demonstrably differential effect of encouraging applications from under-represented groups)</li> <li>make available examples of successful promotions applications to support career choices and applications.</li> </ul>	High  By 2019	Deans, HoS and Directors of Services, OD&PL, FHRMs JS	Analysis shows that origin of overall pay gap is predominantly due to differential distribution of male and female staff over grades rather than differential pay within grade.	More women to put themselves forward for and achieving promotions, leading to increased numbers of women in senior academic and professional roles and more gender balance across grades.	Monitor (and encourage) gender balance of promotion applications.  Reduce pay gap to no more than 15% (excl. clinical) by 2019.  Ascertain and evaluate local activities to support objective.	At least 30% of professors to be female by 2019 (50 more female professors including 30 more in STEMM areas). At least 50% of associate professors female by 2019 (50 more associate professors) with at least 40% in STEMM areas (40 more).	
	C2. Increased emphasis on ensuring high-quality female candidates for externally-advertised appointments particularly to higher grades through search committees, targeted advertising and clearer display of the availability of a variety of flexible working options ( <i>see also A1</i> ).	High  By 2019	Deans, HoS, FHRMs CC, JS	Low proportion of females in higher grade and leadership roles – external applicants at this level disproportionately male.	To increase the number of high-quality female applicants for University posts by raising awareness of our commitment to E&I.	Monitor and analyse statistics for applications, short-listing and appointment, with view to taking further action.	At least 30% of professors to be female by 2019 (50 more female professors including 30 more in STEMM areas). At least 50% of associate professors female by 2019 (50 more associate professors) with at least 40% in STEMM areas (40 more).	Flexible working consideration on all JDs
	C3. Increase progression and recruitment of female professors into higher professorial zones to address the current under-representation in Zone 3 through raising awareness of criteria for progression and providing senior level mentoring to support professorial career development.	Medium  By 2019	Deans, HR SKS, JS	At the highest grade/salary bands there is a significant underrepresentation and 'within grade' gender pay gap.	Address imbalance across this zone – increase number of female staff in this zone	Annual statistics + proactive career development delivered by Deans/HR	Target for 30% female professors in Zones 2 & 3 (through promotion and appointment) by 2019.	

	C4. Adapt the newly developed HR framework for reward to ensure equality in starting salaries and contribution pay activity.	Medium	HR, UEG JC	Develop systematic policy advice on starting salaries	To maintain gender pay parity, underlining the University's commitment to equality.	Maintain 'zero' gender pay gap in starting salaries within grades.		Contribution pay scheme and starting salaries reviewed and guidance issued.
	C5. Through further consultation, develop guidance to ensure the new promotions system is inclusive for part-time workers, and review to determine its effectiveness.	Medium	HR, UEG SKS, JS	Part-time staff perceive new promotions system has not fully addressed barriers to their progression – not clear on how part-time working is taken into account.	To clarify advice and modify processes if required to remove perceived barriers and encourage more part-time colleagues to apply for promotion.	Increase in proportion of part-time staff achieving promotions by 2019.	Focus groups with part time staff to understand experience.	
	C6. Support progression of University Academic Fellows (and similar early career staff) to enable strong performers to gain early promotion to Associate Professor.	Medium	Deans, HoS AM		To retain and nurture our UAFs, and use their experiences to inform our recruitment and training of future cohorts.	20% of UAF cohort 1 complete probation at first review stage, equal numbers of male and female UAFs achieve this.		
	C7. Adopt and implement good practice recommendations from LFHE report for supporting 'mid-career academic women'.	Medium	HR SP, AM	Female academics most likely to be at Grade 8. Some evidence of slow progression to G9 compared to males.	To increase the progression of female staff from G8 to G9	Evidence of an increase in retention and progression of mid-career female academics	Annual statistical report on promotions and focus groups	
<b>D. Embed an inclusive student environment and maximise female student potential for future careers within and outside academia</b> (Delivered through our Partnership with Leeds University Union).	D1. Embed high standards for Student Behaviour and Zero Tolerance to Sexual Harassment across all areas of the University to address 'lad culture', bullying and harassment and barriers to participation for all female students on campus.	Medium	Head of Student Support PT, NMV, CH (& Chris Warrington)	Female student report feeling unable to participate in full range of opportunities due to adverse cultural environment	To ensure all students feel able to fully participate in activities of their choosing across campus	DMR policy reviewed and communicated, staff and students aware of reporting and support structures.	LUU student surveys and focus groups. Monitor and investigate complaints.	
	D2. Ensure awareness and implementation of the student parents' policy to ensure all pregnant students and those with children are effectively supported to maximise their attainment and employment/career in HE outcomes.	High	Head of Student Support, Faculty Student Education Service Managers, Personal tutors PT, NMV, CH (& Chris Warrington)	Discontinuation of studies due to pregnancy and carer responsibilities.	To support and so maximise the attainment and employment/career ambitions of student parents and pregnant studies.	Monitor student completion, attainment and career outcomes by parental responsibilities.	Case studies. Statistics of continuation rates.	
	D3. Embed diversity into the curriculum (design, delivery, content and assessment) commencing with a particular focus on gender diversity within learning styles; reading lists/resources and assessment strategies.	Medium	DVC Student Education, Leeds Curriculum Leads PT, CH	Traditional curricula under-represent diverse contributions and provide narrow settings	Curriculum is inclusive of, and relevant to, a diverse range of students.	Inclusive curriculum design incorporated into QA process	Focus groups. Reward for novel curriculum developments.	
	D4. Complete an equality analysis of Leeds for Life Foundation Awards to ensure female representation is reflective of student female population and across the disciplines.	High	Leeds for Life Foundation Board PT & David Gardner	No equality assessment of awards to date – not clear if a problem exists.	Ensure diverse participation and awards	On-going report on diversity of nominations and awards	Statistics show genuine diversity representative of student body.	

D5. Deliver outreach campaigns and programmes to support gender representation objectives, eg, within the STEMM Outreach Programme.	High	Head of Educational Engagement PT	To address the imbalances in gender representation that are apparent in some academic areas.	To increase applications from female students, especially in subject areas where they are under-represented.	Monitor and measure the success of the programmes through changes in the student gender profile.		
D6. Develop the Leeds Alumni Mentoring Programme (LAMP) as a network for supporting the University's global reach aspirations for advancing gender equality.	High	Chair of Inclusivity Strategy Group PT & CH	Many alumni return to environments where diversity is less encouraged and so find new barriers to full career progression and fulfilment.	Alumni returning to home countries or choosing to work in countries where diversity is not actively pursued or encouraged to be mentored by University colleagues, giving advice and support that will help them achieve professional ambitions within their chosen country.	Number of female alumni mentored by UoL staff (especially early career/PGR).	Case studies of role models established.	
D7. All admissions tutors and student-facing staff to receive baseline equality, inclusion and unconscious bias training ( <i>also see B4</i> ).	Medium	Deans, Faculty Student Education Service Managers AM, SP, CH	To raise awareness of unconscious bias in order that admissions colleagues can take action to mitigate against it, helping to prevent discrimination.	Build a more diverse student cohort	Roll out of good practice. 100% completion of training recorded in SAP or equivalent.	Evidence of inclusive practice within student recruitment and support.	
D8. Promote the Diversity and Outreach Awards (part of the LUU Partnership Awards) widely with the University's Student Education community and key staff groups.	High	LUU Executive Team, Communications team NMV, & NW	Similar to D4	Increase the number and range of nominations for the Awards, so that they are more representative of the University's diverse community.	Increase in the number of nominations and celebrate achievements widely	Statistics and focus groups.	
D9. University Alumni Network to act as role models to encourage students to consider careers in academia or other HE roles.	High	Alumni Team NW	Lower progression to and, possibly, appetite and realisation of opportunities for early career stages for academic roles amongst female students/PGRs.	Provide role models who can explain and emphasise the benefits and attractions of working in HE, Increase the number and range of high-quality female students seeking a career in HE (academic and other career paths).	Increase in % of conversion of UG/PGT to PGR and beyond.	Focus groups with appropriate student and PGR groups	
D10. Use best practice from across the University and outside to embed equality into new campus-wide plans for PGR student, training, administration and career development. We will use the experiences of the 330 recently recruited PGR students through the 'Leeds Anniversary Research Studentship' scheme plus Doctoral Training Centres across campus to understand	Medium	Head of Educational Engagement, Dean of PGR CH	Ensure our systems and processes actively support and encourage a diverse PGR community.	To attract an increased and broader range of high-quality applications from female and trans students applying to continue their studies to postgraduate level.	On-going process review. PGR survey.	Statistical analysis of PGR community. Focus groups.	

	needs and barriers to establish robust and inclusive process and support.							
	D11. Investigate reasons underlying the starting gender pay gap for graduates and identify measures we can implement within our programmes to support female graduates. Although this is not specifically a University of Leeds issue, our own research aligns to national studies indicating significant gender pay gaps exist for graduates in most career pathways.	Medium	Director of Student Opportunity, Head of Student Careers Jane Campbell (via PT)	Nationally and locally there is a gender pay gap with regard to starting salaries.	Understand origin of this gap and support our female graduates with strategies to counter these.	Delivery plan to be clear on times of information gathering and analysis of information gained.	Improvement in reported starting pay gaps.	
<b>E. Promote a culture of reward and recognition for achievement and contribution and embedding inclusive and flexible work practices</b>	E1. Instigate a consultation and detailed analysis to raise further awareness of and identify any barriers to the uptake of flexible working opportunities and, in particular, parental leave opportunities: implement adjustments to address any such barriers.	High	HR, Communications Team CC, NW	Lower than possible uptake of these opportunities. Culture of not regarding these as 'standard'.	To ensure that colleagues are aware and take advantage of the full range of flexible working options. This will encourage more colleagues – particularly women with parental responsibilities – to stay with the University to pursue their careers.	Campus-wide staff engagement with consultation activity.	Monitoring data shows annual Increase in advice, enquiries and uptake of flexible working opportunities.	Working group including input from M&H, Eng
	E2. Increase the proportion of advertised posts that offer part-time working or job share opportunities/increase the visibility of this option in advertisement of posts ( <i>also see C2</i> ).	Medium	Faculty Deans, HoS and Directors of Services, FHRMs JC, CC	To set a culture of this as a normal mode of working.	To ensure that prospective employees are aware of the full range of flexible working options. This will encourage more high-quality female applicants to apply to University positions.	Case study examples of job-share / part-time working roles in each faculty and as example of inclusive practice.	Survey feedback. Case studies.	
	E3. Raise the profile of the information and services provided by Carers Leeds, including the one-to-one advice sessions. Also publicise staff networks and events that can help colleagues who have caring responsibilities.	High	EPU SP, SW, NW	Staff with caring responsibilities (predominantly female) currently feel under-supported and unable to continue careers.	To ensure that colleagues who have caring responsibilities are aware of the full range of flexible working options and support that is available for UoL.	At least 8 carers drop-in sessions delivered annually	More colleagues to take advantage of these provisions and enable them to remain in employment with the University.	
	E4. Provide all line managers including PIs with E&I training, including unconscious bias, through web-based delivery of training packages ( <i>also see B4</i> ).	Medium	OD&PL, EPU AM, SP	Non-systematic enforcement of policy on E&I training for staff. Absence of effect on-line training provision at scale.	All colleagues are aware of: UoL's commitment to E&I; the basic principles of E&I and other training; raise awareness of unconscious bias in order that all colleagues can take action to mitigate against it, helping to	Provision of on-line training and systematic monitoring of completion – with follow up action from line managers where staff fail to complete.	PIs have increased awareness of equality practice and use flexible approaches in supporting, managing and developing staff.	

					prevent discrimination and build a more diverse workforce across the University.		Case studies. Responses in PMF surveys.	
	E5. Further identify support and facilities beyond current provision: <ul style="list-style-type: none"> <li>extension of current flexible provision of campus services such as Bright Beginnings, to enable colleagues' attendance at conferences and events outside core hours</li> <li>extend the M&amp;H pilot 'Academic development funding following period of leave' scheme for academic staff attending conferences</li> <li>Identify how this support is being accessed and used, and remove any potential barriers.</li> </ul>	Medium	HR, Bright Beginnings, ASSG Ian Robertson, CC	Share best practice and continuous development as a supportive employer.	Enhance and broaden resources and financial support for colleagues who have childcare and other caring responsibilities, making it easier for them to attend conferences and events. This will enable them to build and maintain professional knowledge and contacts.	Increased provision realised  Monitor of Open Day take-up of childcare provision. Looking into after-hours childcare.	Focus groups with relevant staff groups. Staff with caring responsibilities supported to attend workshops / conference.	Conference support options to be taken to AS HRM group
	E6. Provide inclusive and flexible IT/ISS workplace facilities to ensure full participation in school/service and faculty business.	Low	IT Sue Cunningham TBC	Seen as a limiting factor in uptake of more flexible working practices	Colleagues provided with the technological means to fully participate in UoL business remotely or otherwise thus ensuring they feel valued and engaged with their work and colleagues.	Investment in dial in options (eg, Skype/conference call) at meetings become established norm. Training required for Skype meetings. Cultural change and wider awareness needed to encourage more use of facility.	Surveys, case studies	
	E7. Create more effective means of promoting awareness of benefits of inclusive working practices and how to implement them effectively to managers via management development provision.	Medium	OD&PL AM, NW	Lack of awareness of benefits of flexible working amongst managers is hindering development of more flexible working culture and hence of uptake.	More colleagues enabled to take advantage of these provisions and hence remain in employment with the University.	Managers are aware of the full range and benefits of flexible working options, and they take action to disseminate this information to colleagues.	PMF survey, statistics on uptake. Focus groups with managers.	
<b>F. Mainstream exemplars of good gender equality practice across campus</b>	F1. Deliver E&I training to all staff on appointing committees. Ensure current web-based training is refreshed in to 3 'bite-size' modules, including option to update personal equality monitoring profile via ESS/MSS and then roll out to all staff. <ul style="list-style-type: none"> <li>Implement process record and check that all staff involved in staff / student recruitment have completed University on-line training developed</li> <li>KPIs introduced to monitor the completion rate of on-line training on an annual basis.</li> </ul>	High	EPU , University E&IC, Central HR, OD&PL, Faculty HR Managers AM, SP, SW	Currently unable to ensure that all members of staff complete E&I training so they are aware of UoL's commitment to E&I, and the expectations we have of colleagues' behaviour and attitudes.	100% training.  Increase in the gender balance of applicants shortlisted and appointed.	Data shows all new staff on induction programmes and all staff on appointing committees have completed web-based equality training.  Monitoring will enable us to identify areas where completion is not taking place, and take actions to improve.	Statistics on gender balance. Focus groups with staff groups involve in appointments and promotions.	
	F2. Use the opportunity provided by the extension of Athena SWAN/Gender Equality charter Mark (GEM) activity, particularly across BASSH faculties and services to ensure University-wide engagement Athena SWAN:	High	ASSG,EPU Communications Team, LUU Equality Officer, HR	'Moment in time' opportunity to raise awareness of the aims of AS and encouragement of more colleagues and students to engage with	Understanding of the University's commitment to AS will give female staff and students greater confidence in the institution and	STEMM and BASSH faculty and Services engaged with AS/GEM and committed to achieving objectives outlined within the Leeds Gender Initiative.	Staff and student focus groups	

	<ul style="list-style-type: none"> <li>visibly demonstrate University commitment to equality and inclusion to all existing staff and students</li> <li>Athena SWAN commitment is communicated at University Open Days</li> <li>Raise awareness of AS at student induction events and highlight opportunities for involvement</li> <li>Include extension of AS activity on vacancy information and on any on-boarding activity.</li> </ul>		AM, NMV, SP (lead responsibility NW & SW)	AS-related groups and activities.	increased understanding that it will support them to achieve professional objectives.			
	<p>F3. Use the institutional/ strategic framework to progress gender equality to support developments through STEMM, BASSH faculties and services:</p> <ul style="list-style-type: none"> <li>All STEMM departments to apply for Silver award by 2019.</li> <li>All BASSH departments engage in Faculty/Departmental level AS submissions</li> </ul>	Medium	ASSG, EPU, Deans, Directors of Services SP, SW	Moment in time' opportunity to extend AS/LGI activity across the whole institution.	AS/LGI activity embedded as standard business in all faculties and services.	Clear aims and objectives for achievement of AS awards set, underlining the University's commitment to achieving gender equality. Submissions made to plan.	Regular reports to UE&IC and annual reports to UEG and Council.	
	<p>F4. The University ASSG to be relaunched as the GAP Oversight Group with ongoing leadership from the University Executive Group and reporting/advising the University E&amp;I Committee: meet on a <u>six-weekly</u> basis to progress the action plan, and support the development of the Leeds Gender Initiative</p>	High	ASSG , UEG SKS	Currently some lack of clarity of ownership of actions and accountability and lack of oversight at highest level,	Oversight of all UoL activities relating to the Leeds Gender Initiative, to ensure a holistic, coherent approach and avoid duplication of effort and actions are progressed	Groups established with clear membership and ToRs. Groups undertake regular self assessment of effectiveness and respond.	Surveys and/or focus groups indicate understanding to LGI activity and impact.	
	<p>F5. Provide leadership to the White Rose Universities Consortium to gain 'added value' from cross-institutional analysis and projects.</p>	Low	ASSG SP, SW	Opportunity to develop activity on a wider, regional basis sharing good practice and avoiding 'reinventing the wheel'.	To work with other institutions, sharing best practice and activities that will feed into and enhance activities within the Leeds Gender Initiative.	Successful events in collaboration with external partners focusing on and raising profile of objectives within the Leeds Gender Initiative.	End of event assessments	
	<p>F6. Continue to run the annual Women at Leeds Conference and host at least 2 regional/national events: use the White Rose/N8 networks as a basis but not restrict participants to this group: topics might include:</p> <ul style="list-style-type: none"> <li>Promotions</li> <li>Encouraging female staff to develop themselves for and take on senior roles</li> <li>Recruitment of female staff.</li> </ul>	Medium	ASSG, Women's Network Leaders CN	Conference has been successful and valued but requires on-going support and funding to continue.	Provide accessible, supportive events for female colleagues where they can network, share best practice and build skills and knowledge. More females supported in promotions and moving into senior positions.	Successfully securing on-going funding and leadership. W@LN runs a series of local events during the year and annual conference	Surveys on effectiveness and usefulness of events to participants.	
	<p>F7. Embed parity by gender and other equality characteristics into the University processes to recognise and celebrate the achievements of its staff and the contribution made to the University.</p>	Medium	Relevant awards judging panels SP	No systematic testing of recognition and celebration activity from a gender/diversity perspective	All staff feel equally valued and celebrated.	Annual monitoring data of university staff awards and rewards activity (eg, H&S awards, Recognising Excellence Scheme) show balance of male / female award recipients.	Surveys show staff feel valued.	EPU to feed into the criteria, evaluation, etc.

	F8. Commitment to ensure gender balance when inviting external speakers at University level, and where appropriate at Faculty, School and Service level.	Medium	University, Faculty, School and Service marketing/communications teams SKS, NW	In STEMM areas and for major University events, an unrepresentatively high proportion of speakers tend to be male.	Speakers offer different perspectives and experiences, presenting a range of role models that encourages female students and colleagues to reach their full potential.	Monitor speaker lists at major events and regular seminar programmes and intervene when gender/diversity balance is not representative of community.	Surveys showing PGR and ECR female staff feel encouraged to explore further career in HE on basis of role models.	
	F9. In consultation with staff and students, develop activity to monitor non-binary gender status.	Medium	EPU, LUU, HR Communications team SP, SW	We need to start activity to gain information on number of staff and students identifying as non-binary or trans and to determine support they might need.	Create a positive and supportive culture for all staff and students but particularly focus on new requirements for non-binary and trans.	Agree and implement an appropriate policies within our E&I Framework	Staff and students confidence to disclose non-binary gender status. Focus groups. Work with LUU who are ahead of us on this.	
<b>G. Enhanced monitoring and analysis of data to cover all staff and student groups across all Schools and departments to provide more effective actions based increasingly on lead rather than reactive indicators</b>	<p>G1 Extend reporting of staff and student data via SharePoint site to cover all staff, students and all Schools on a consistent annual basis to meet GEM AS.</p> <p>Data will be reported systematically to SATs along with sector benchmarking for analysis and then to School Management Teams with actions reported through Faculty E&amp;I Committees through to University level.</p> <ul style="list-style-type: none"> <li>• System of staff data collection, monitoring and dissemination established (recruitment, succession planning, senior salary, promotions and in-grade) with sector benchmarking.</li> <li>• System of annual Institutional and Faculty level gender/equality student monitoring on key stages of the student lifecycle (applications, registrations, satisfaction, attainment and employability outcomes) established and embedded, including benchmarking to the sector and comparator RGIs.</li> <li>• Regular analysis and identification of actions to address any under-representation and any disparities between male and female outcomes established and action plans developed to achieve progress.</li> <li>• Implement actions locally or refer on to University E&amp;I Committee for University-wide responses.</li> </ul>	High	<p>HR SAP team Strategy &amp; Planning</p> <p>Strategy &amp; Planning, Student Education Service</p> <p>Faculty/departmental SATs</p> <p>School Management Teams, Faculty Deans PT, JS, SP</p>	Once we have established the consistent recording and sharing of agreed standard diversity data sets, the opportunity exists for richer data analysis that will enable us to benchmark, monitor progress, spot general and subtle trends, investigate the underlying reasons for the trends, and, where necessary, take actions that mitigate or enhance them.	<p>Diversity/gender analysis becomes standard in a wide range of staff and student processes.</p> <p>Gender disparities across the range of University activities and areas, are routinely addressed on an ongoing basis.</p>	All Schools identifying and demonstrating actions based on analysis of data and reported through Faculty SATs and E&ICs to share good practice	<p>Staff surveys report noticeable changes in culture of addressing such issues.</p> <p>Case studies of actions implemented and improvements in experience.</p>	

	<p>G2. Integrate analysis of individual data sets to allow richer analysis of patterns and factors leading to differential representation and disparities. Identify potential 'lead indicators' rather than reacting to events.  Examples here will include:</p> <ul style="list-style-type: none"> <li>• combining promotion, recruitment and leaver data to indicate total rate of progression into and from each grade</li> <li>• In-depth analysis to follow specific cohorts against specific AS Lead, ASSG questions, eg, to establish if female staff tend to delay promotion and remain at the top of grades longer than male staff.</li> </ul>	High	HR SAP team, Strategy & Planning, Faculty/departmental SATs <b>ISAT</b>	Opportunity as above (G1) but extended to considering nexus of different protected characteristics	As above	New actions identified beyond those from single data set analyses.	Case studies of actions implemented and improvements in experience.	
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