



Department Application

## Bronze Award

### ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

### ATHENA SWAN SILVER DEPARTMENT AWARDS

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

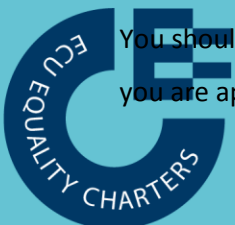
Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

### COMPLETING THE FORM

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

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

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



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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

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

**TOTAL WORD COUNT: 10,255**

<b>Name of institution</b>	University of Leeds (UoL)	
<b>Department</b>	Leeds University Business School	
<b>Focus of department</b>	<b>AHSSBL</b>	
<b>Date of application</b>	November 2019	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2016</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Sarah Verbickas	
<b>Email</b>	s.l.verbickas@leeds.ac.uk	
<b>Telephone</b>	0113 34 35060	
<b>Departmental website</b>	<a href="https://business.leeds.ac.uk/">https://business.leeds.ac.uk/</a>	

#### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Athena SWAN Charter  
Advance HE  
First Floor, Napier House  
24 High Holborn  
London  
WC1V 6AT

As Executive Dean of Leeds University Business School (LUBS) for the past 11 years and until recently, Chair of both the Athena SWAN SAT and Steering Group, it is my pleasure to wholeheartedly endorse and support our application for an Athena SWAN Bronze Award. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of LUBS, and the Action Plan demonstrates our commitment to continuous review and improvement in the culture of our School.

We began our Athena SWAN journey in January 2017, with the inaugural SAT Team meeting and a genuine commitment to the Athena SWAN Charter Principles. Athena SWAN has been a standing item on the Faculty Executive Group agenda and regularly on our International Advisory Board agenda. These leadership groups provide feedback to the SAT and fully support our vision for gender equality.

I am proud of our track record on promotion and career development for female academics. During my tenure, I have promoted seven female academics to professor, and recruited ten female professors externally. Four have since moved on to leading academic institutions in Europe, USA and Brazil and two have now become Deans of large, successful business schools.

Analysis of our student and staff data, culture survey results and feedback from focus groups have given us plenty to work on. The Action Plan intends to tackle gender disparities in senior staff by looking holistically at the structures that support or hinder career progression. We have already put in place policies that support academics with caring responsibilities to attend conferences, ensure all leadership roles are openly advertised with transparent appointment processes and that all interview panels are more gender-balanced. These are laying the foundation for more ambitious steps.

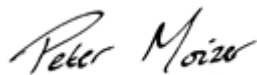
From the outset, we were determined to be inclusive of all our staff. Our culture survey and focus groups included both professional and academic staff and our Action Plan takes the same approach. It is clear that there are some different challenges faced by professional staff and we will form a professional staff working group to address these concerns. It is important that all staff who work for the Business School feel they are part of this journey.

A critical part of creating shared ownership is generating excellent communication across the School, so that our Action Plan and initiatives are understood and generate feedback. The Deputy Dean and HR Manager attended meetings of every academic Division and held an open meeting for professional staff where they presented the findings of the culture survey and focus groups, and provided the opportunity for questions and feedback. We will continue to communicate through such meetings and will be setting up an Athena SWAN section of our SharePoint site.

From January 2020, LUBS will have a new Executive Dean, Professor Julia Bennell, former Deputy Dean and first female Dean of the School. Julia immediately embraced our commitment to Athena SWAN assuming the Chair for the SAT Team and Steering Group. Her dedication to this cause is apparent and I have full confidence that she will continue to develop, build on and embed the excellent work that has already begun.

Professor Julia Bennell adds:

I am fortunate to have taken on the chair of an extremely committed and organised Athena SWAN SAT and Steering Group. With the team, I have been fully involved in analysing the culture survey and focus group feedback, and in developing our ambitious Action Plan, which I look forward to delivering over the coming years. I provide mentorship to female staff and am keen to encourage women across the University to take on leadership roles, which is demonstrated through my role and participation in the women@leeds network. The evidence the team have gathered has led to a clear Action Plan, which I believe will accelerate the progress the School has been making towards greater gender equality. I will remain part of the Athena SWAN team post submission to provide support and leadership for the initiatives, and to demonstrate that we are committed to advancing the careers of women in LUBS.



Peter Moizer



Julia Bennell

**Word count: 683**



<b>ABBREVIATIONS</b>	
A&F	Accounting and Finance
AACSB	Association to Advance Collegiate Schools of Business
AMBA	Association of MBAs
AP	Action Plan
AS	Athena SWAN
DDR	Divisional Director of Research
DDSE	Divisional Director of Student Education
E&I	Equality and Inclusion
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EQUIS	EFMD Quality Improvement System
FEG	Faculty Executive Group
FT	Full Time
H&S	Health and Safety
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoD	Head of Division
HR	Human Resources
HRM	Human Resource Management
IB	International Business
IWD	International Women's Day
KIT	Keeping in Touch
LSSI	Leeds Social Science Institute
LUBS	Leeds University Business School
MBA	Master of Business Administration
NARTI	Northern Advanced Research Training Initiative
NTMS	Nurturing Talent Mentor Scheme
OD&PL	Organisational Development and Professional Learning
PDA	Professional Development Allowance
PG	Postgraduate
PGR	Postgraduate Research/Researcher
PRiSE	Professional Recognition in Student Education
PT	Part Time
R&I	Research and Innovation
RAE	Research Assessment Exercise (precursor to REF)
REF	Research Excellence Framework
SAT	Self-Assessment Team
SE	Student Education
SMP	Statutory Maternity Pay
SPILT	Shared Parental Leave in Touch
SRDS	Staff Review and Development Scheme
TPG	Taught Postgraduate
UG	Undergraduate
UKPSF	UK Professional Standards Framework
UoL	University of Leeds
WERD	Work and Employment Relations Division

## 2. DESCRIPTION OF THE DEPARTMENT

LUBS was established in 1997, bringing together the University of Leeds's School of Business and Economic Studies. LUBS is one of seven faculties at the University and, uniquely, it is also an integrated School, constituted by six Divisions: Accounting and Finance; Economics; International Business; Management; Marketing; and Work and Employment Relations. LUBS is both a full-service business school - teaching students from undergraduate level through to MBA, doctoral research and non-degree executive education - and also a research intensive institution. In the Research Excellence Framework 2014 (REF) LUBS was ranked 9<sup>th</sup> in the UK and research-led teaching underpins our education strategy across the School.



The Maurice Keyworth Building – Leeds University Business School (LUBS)

LUBS is triple-accredited (AMBA/AACSB/EQUIS) and regularly performs well in both national and global rankings (the full time MBA is ranked 92<sup>nd</sup> in World's Top 100 – Financial Times rankings 2018). The aforementioned rankings indicated that the School has the second highest number of female faculty teaching on the MBA in the UK, and the FT European Business School Rankings 2018 place us 7<sup>th</sup> for female faculty overall in the UK. This high proportion of female staff is also reflected in the School's principal decision-making body, the Faculty Executive Group (FEG), in which we have achieved gender balance (50%F/50%M). As of 2019, the Deputy Dean, Pro-Dean for Student Education, two Heads of Division and four Heads of Service are female.

FEG is guided by a series of external advisory boards, including six Divisional Advisory Boards and a LUBS International Advisory Board (IAB). Ensuring gender balance and representation on these Boards is a priority; seven of the twelve members of the IAB are female. Members of the IAB have been particularly interested in our commitment to Athena SWAN and the corresponding culture change within the Faculty, with one HR expert acting as facilitator of four focus groups that fed into this application.

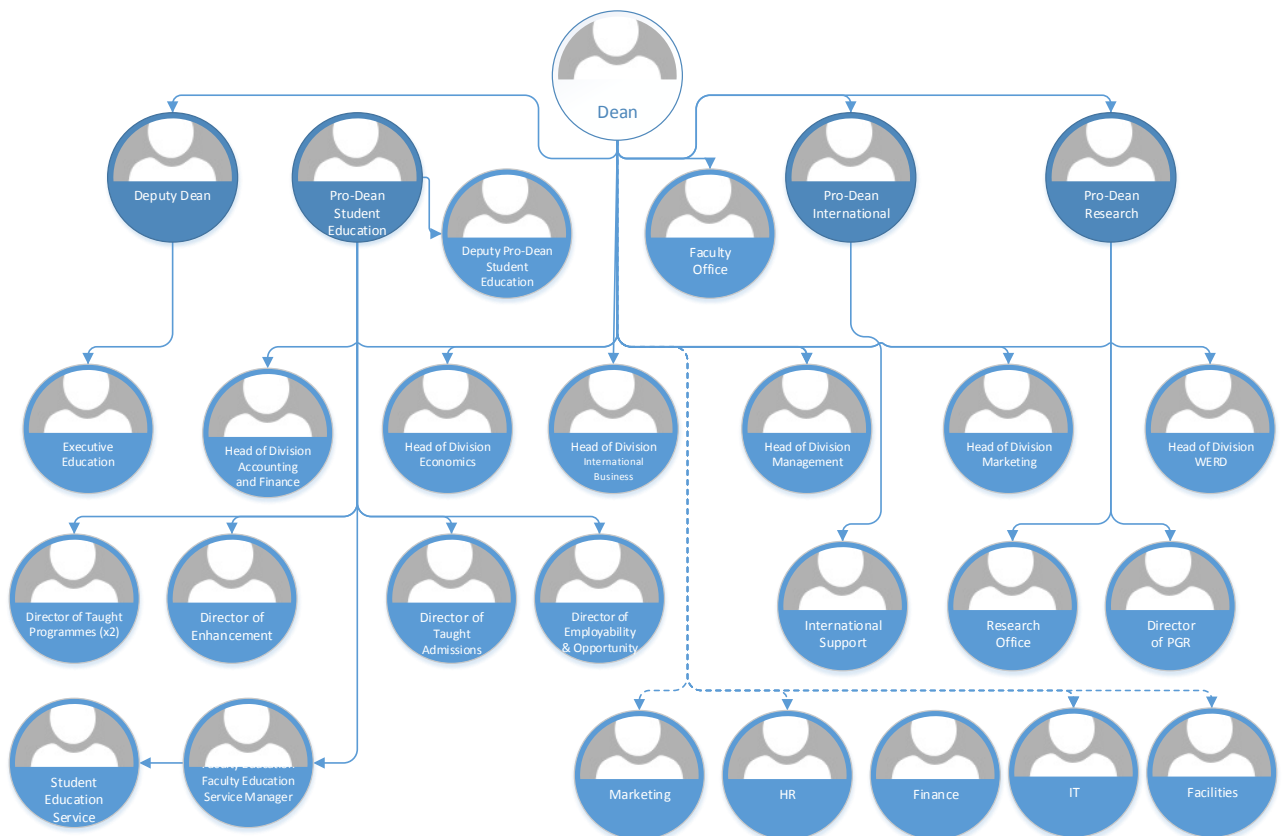


The immediate future brings a new female Executive Dean and a determination, backed by investment in a dedicated LUBS Equality and Inclusion (E&I) Project Officer from 2020, to improve the culture and employment practices for all staff (academic and professional) and in doing so enhance the student experience. As shown in the table below LUBS has 472 staff, of which 314 are academic, and over 4800 students. Our staff come from 41 different countries and we have alumni in 145 countries around the world.

**Staff and Student Numbers (May 2019)**

	Female	Male	%, female
<b>Staff</b>			
Academic	131	183	41.7%
Professional and Managerial	122	36	77.2%
<b>TOTAL</b>	<b>253</b>	<b>219</b>	<b>53.6%</b>
<b>Students</b>			
Undergraduate	1196	1215	49.6%
Taught postgraduate	1649	618	72.7%
Research postgraduate	72 (+ 7PT)	51 (+ 4PT)	58.4% (63.6% PT)
<b>TOTAL</b>	<b>2917 (+ 7PT)</b>	<b>1884 (+ 4PT)</b>	<b>60.8% (63.6% PT)</b>

The diagram below shows the organisational structure of the School:



**Word count: 397**

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) A description of the self-assessment team

LUBS established the Athena Swan Self-Assessment Team (SAT) in October 2016 with the first meeting being held in January 2017. Membership was open to all academic and professional staff in the School. An all-staff email was sent asking colleagues to register their interest in joining the SAT, and individuals were recruited via face-to-face and email conversations. There are currently 19 SAT members who together offer a diverse mix of academic and professional experience and insight, being at different stages in their careers and with diverse personal circumstances. One quarter of the membership is male, two-fifths are in academic posts, and a third occupy positions of leadership. By way of example, the team includes the Dean, Deputy Dean, Professors from the Work and Employment Relations, Economics and International Business Divisions, and the University's Head of Equality & Inclusion. All SAT members are committed to championing equality and inclusion, and several academics on the SAT are active researchers in the field of gender and equality - one having recently been appointed to the Commission on a Gender-Equal Economy, sponsored by the Women's Budget Group. A significant number of SAT members are professional staff who occupy a range of functions including student education, research and innovation, and alumni and marketing, to ensure that a wide spectrum of experiences and expertise were involved in the process.

There have been changes to the composition of the SAT since its inception and also in the leadership of our submission. Following the departure of Deputy Dean Professor Cathy Cassell in 2017, who left LUBS to become Dean of Birmingham Business School, Professor Jennifer Tomlinson, an active researcher on gender and equality took over as lead. Jennifer took maternity leave in 2018 and was joined by a co-lead Associate Professor Kate Hardy, who also took maternity leave in 2018/2019. Executive Dean Peter Moizer was joined by Professor Julia Bennell as Deputy Dean in September 2018 and has worked closely with the AS co-leads through to submission. As such, we have an adaptive and collaborative leadership team. This is reflected in the creation of a steering group (including the co-leads, Dean, Deputy Dean, HR Manager) to share responsibilities for the process and develop the more strategic elements of the application. Securing representation from those with decision-making authority has proven useful in terms of representing this agenda strategically with the FEG, in order to effect the necessary change. We consider student involvement important in driving forward the AS agenda and as such, the SAT has included student representation at UG and PG levels since its inception.

<b>TABLE 3.1 – The Self-Assessment Team</b>	
<b>Angela Carroll (F)</b> Associate Professor (FT, Me) Manages an Academic career whilst caring for an elderly parent	Director of Taught Programmes. Responsible for addressing diversity/inclusion issues raised via the School Student Forum and ensuring equity of treatment in mitigating circumstances.  Involved in Recruitment
<b>Ashley Ross (F)</b> Undergraduate Representative & Entrepreneur	Student representative for EDI. Last year I set up my own business (identiTee) to embrace diversity, selling gender-neutral clothing.
<b>Catherine Reaney (F)</b> Senior Marketing Manager, External Engagement (FT)	Responsible for building the external profile of the School via externally facing communication channels, PR, flagship events, alumni relations, research marketing and brand/value proposition.  Involved in Recruitment and Promotions
<b>Cathy Myles (F)</b> <b>Athena Swan (SG)</b> Pro-Dean for Student Education (FT, Me)	Long-term experience of managing a full time academic career whilst caring for young children and an elderly parent.  Involved in Recruitment and Promotions
<b>Christian Bretter (M)</b> Postgraduate Researcher, Dual Career Partnership	Involved in faculty research projects including data collection and analysis. A Teaching Assistant on MSc modules; a member of the Research Ethics Committee; the rep for Doctoral Researchers for the Management Division.
<b>Gary Dymski (M)</b> Professor of Applied Economics (FT, Me) Dual Career Partnership, Children	Experience of creating and running a ‘minority pipeline’ programme, a former member of the Committee on the Status of Minorities in the Economics Profession. A member of the International Association for Feminist Economics.

<b>Jennifer Tomlinson (F)</b> <b>Co-Lead of Athena Swan, (SG)</b> Professor of Gender & Employment (FT, Me) Dual Career Partnership, Maternity Leave, Children	Academic research expertise includes gender equality, work-life reconciliation, flexible working and career progression. I have taken two periods of maternity leave in the past five years while working as a professor at LUBS.  Involved in Recruitment and Promotions
<b>Julia Bennell (F)</b> <b>Chair of Athena Swan, (SG)</b> Deputy Dean (FT, Me) Maternity Leave, Children	Experience of my own maternity leave and flexible working. I have also managed academics who took maternity, paternity and adoption leave and staff who work flexibly.  Responsible for Recruitment and Promotions
<b>Kate Hardy (F)</b> <b>Co-Lead of Athena Swan, (SG)</b> Associate Professor (FT, FW, Me) Dual Career Partnership, Maternity Leave, Children	Academic expertise includes gender, work, employment, working conditions and collective labour representation. Joint Divisional Director of Research.  Involved in Recruitment
<b>Kirsty Schofield (F)</b> Student Education Communications Officer (FT, Me)	Responsible for communication to current students and staff, and involved in student recruitment communications. Involved in staff and student gender equality events.  Involved in Recruitment
<b>Peter Moizer (M)</b> <b>Co-Chair of Athena Swan, (SG)</b> Executive Dean (FT, Me)	Executive Dean for eleven years and have championed equality and inclusion issues to be mainstreamed within both the School and wider University structures and processes.  Responsible for Recruitment and Promotions

<b>Robert Butler (M)</b> <b>Athena Swan assessor ECU, (SG)</b> HR Manager (FT, Me)	<p>With twenty years' experience in HR, my particular interests are in diversity, inclusion and organisational cultural change.</p> <p>Responsible for Recruitment and Promotions</p>
<b>Sabiha Patel (F)</b> Head of Equality & Inclusion (FT, FW, Me) Dual Career Partnership, Children	<p>Supporting senior leaders in the University to embed E&amp;I. A member of many external professional networks, ensuring my work is informed by the latest best practice in HE and other sectors.</p> <p>Responsible for Recruitment</p>
<b>Sarah Shaw (F)</b> Faculty Research Manager (PT, FW, Me) Dual Career Partnership, Maternity Leave, Children	<p>I understand the challenges of managing a home/work balance and am supportive of flexible working. Completing an MA in Educational Leadership and Management.</p> <p>Involved in Recruitment and Promotions</p>
<b>Sarah Verbickas (F)</b> <b>Athena Swan Steering Group member</b> Faculty Planning Manager (FT, FW) Dual Career Partnership, Maternity Leave, Children	<p>Responsible for Faculty planning, constructing cases for capital investment, and reporting strategic activities e.g. accreditation. Involved in the University-wide Sanctuary Scholarship scheme for forced migrants.</p> <p>Involved in Recruitment</p>
<b>Sarah Ward (F)</b> Equality Advisor (FT, FW) Carer of Elderly relatives	<p>An Equality Adviser with a focus on gender equality and Secretary to the University Equality &amp; Inclusion Committee. I work part-time enabling me to care for elderly relatives.</p> <p>Responsible for Recruitment</p>

<b>Sundeep Aulakh (F)</b> Academic Fellow (FT, Me) Managing an academic career in a dual-career partnership whilst caring for an elderly parent.	<p><del>As</del> Academic Fellow and mentor to Undergraduate students, participating in the Nurturing Talent Mentor Scheme (designed to develop employability skills).</p>
<b>Tom Loughton (M)</b> Functional Education Service Manager (FT)	<p>Part of the SES management team responsible for Quality Assurance, Programme Support and Accreditation. Experience of supporting staff with varied needs.</p> <p>Involved in Recruitment</p>
<b>Yingqi Wei (F)</b> Unit of Assessment Lead for LUBS (FT, Me) Experience of balancing academic career/leadership whilst caring for children.	<p>Former Head of the IB Division and currently the Unit of Assessment Lead for LUBS. The Departmental Disability representative at the University of Lancaster from 2001 - 2005.</p> <p>Responsible for Recruitment</p>

#### Key to abbreviations

F Female

M Male

FT Full Time

PT Part Time

FW Flexible Working

Me Mentee/Mentor

SG Steering Group

#### (ii) An account of the self-assessment process

The SAT meet five to six times each year, and in the final months running up to the submission of the AS application, on a monthly basis. In the early phase, the SAT members formed working groups to explore data on students, academic and professional staff. While detailed analysis of professional staff data is not required for Bronze submission, we were keen that their views and experiences were integrated from the start. Early analysis of staff and student data facilitated the creation of various action points, which were discussed extensively at SAT meetings.

Following a preliminary analysis of staff and student data in mid-2018, we produced a more complete picture of the department for the academic years most recently available (2015/16, 2016/2017 and 2017/18) in early 2019, using the UoL, HESA and Russell Group as benchmark/key comparators. In June 2018 the SAT designed and promoted our culture survey, which was emailed to all staff in July 2018 and delivered a 49.08% response rate. We then asked [REDACTED], Deputy Chair of the IAB and an HR professional to facilitate four focus groups with academic and professional staff. The aim was to explore the issues emerging from the culture survey in greater depth. These data were analysed and shared within the SAT for the purposes of policy and action planning. The Deputy Dean and HR Manager presented the results to the School in May 2019 through a series of open meetings designed to engage, facilitate feedback and give voice to the wider school/community.

During this period of internal assessment, the SAT were keen to be involved in and contribute to the wider AS community. The co-leads attended an AS event at the University of York in January 2018, and in September 2019, several members of the Steering Group attended a best practice event hosted by Warwick Business School, having attended the inaugural workshop in 2018. Our HR Manager has supported AS in other parts of UoL and acts as an AS panellist, assessing and reviewing applications for Advance HE. We have also shared our own ideas for best practice with AS leads at other Universities who are in the process of applying for accreditation. Several members also contribute to the AS Business School Network and the institutional level submission, and we have invited other faculties at the UoL who have secured a Silver award, to share their journey with us, facilitating a wider conversation about best practice and gender equality within the University. Our application has been reviewed internally and externally - colleagues within the UoL, who have acted as AS panellists have provided detailed peer review, and we have taken feedback from Dr Edgar Meyer at Imperial College London.

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

The SAT has been operational for 3 years at the date of our Bronze submission. At this point we will ask SAT members if they wish to continue, and if necessary recruit additional members to maintain diversity in gender, career stage, job function and academic/professional staff mix [AP3.2]. Implementing the Action Plan will be the first priority of the SAT. We will set up three working groups to start progressing towards our Action Plan goals [AP3.1]. These will be focused on academic staff activities, student activities and professional staff. This will ensure that the responses of professional staff, as captured through our internal assessment (culture survey and focus groups) are taken forward alongside the academic staff responses. The Steering Group and SAT will take overall responsibility for maintaining school-wide engagement with AS [AP3.4].

**Word count: 1081**

## 4. A PICTURE OF THE DEPARTMENT

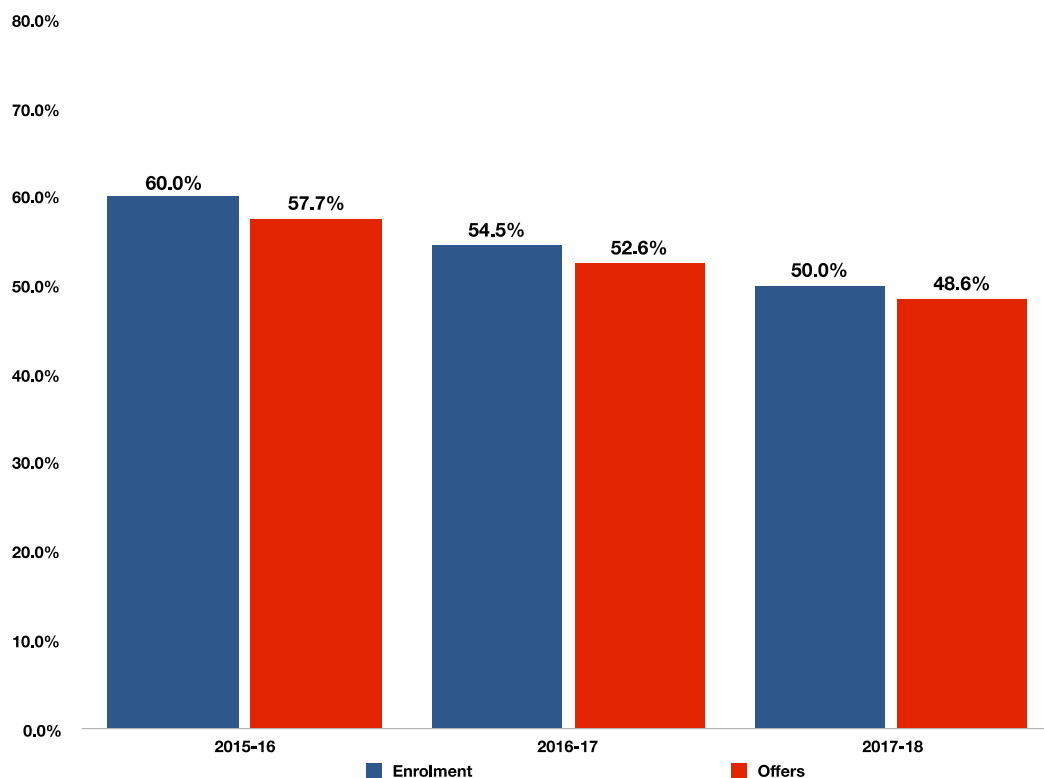
Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student data

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

Figure 1 shows the percentage of females on the Leeds International Foundation Year (enrolment and offers). The data show that women were more likely than men to accept and be enrolled on international foundation courses, though in 2017/18 this is gender-balanced. LUBS does not process the applications, therefore we do not have this data.

Figure 1: International foundation year (offers and enrolment, % females)



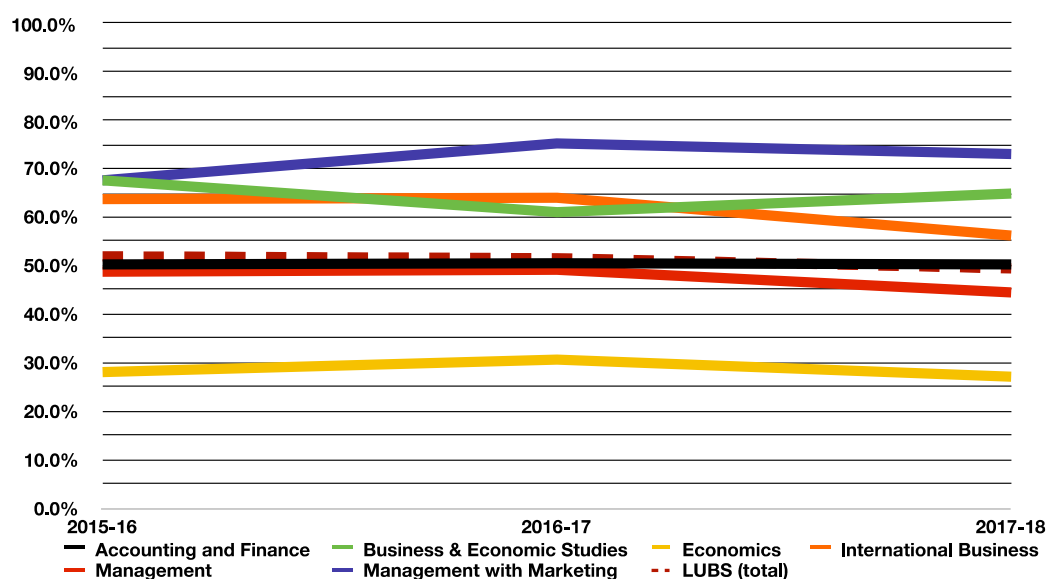
#### (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Figure 2 and Table 1 report the data on 1<sup>st</sup> year UG students, FT and PT combined, focusing on the share of female students across the six largest programmes. Overall, as indicated by the LUBS total, which includes all UG programmes, our UG student population (acceptance rate/those who enrol) is gender-balanced, though some programmes tend to be either male or female dominated. Management with Marketing BA has the highest proportion of female students (around 70%) while Economics BSc has the lowest share of female students (around 30%), which is widely known to be a national, sector

wide trend (according to the HESA data the share of female 1<sup>st</sup> year UG students enrolled on economics programmes in 2017/18 was 35.1%)

**Figure 2: The share of females across top 6 undergraduate programmes (1st year undergraduate students)**



	2015-16			2016-17			2017-18		
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
Accounting and Finance	102	103	50.2%	103	105	50.5%	108	109	50.2%
Business & Economic Studies	45	94	67.6%	53	83	61.0%	39	72	64.9%
Economics	185	72	28.0%	134	59	30.6%	194	72	27.1%
International Business	45	79	63.7%	36	64	64.0%	46	59	56.2%
Management	141	134	48.7%	116	112	49.1%	170	136	44.4%
Management with Marketing	35	73	67.6%	28	85	75.2%	41	111	73.0%
LUBS (total)	888	959	51.9%	953	1013	51.5%	1097	1071	49.4%

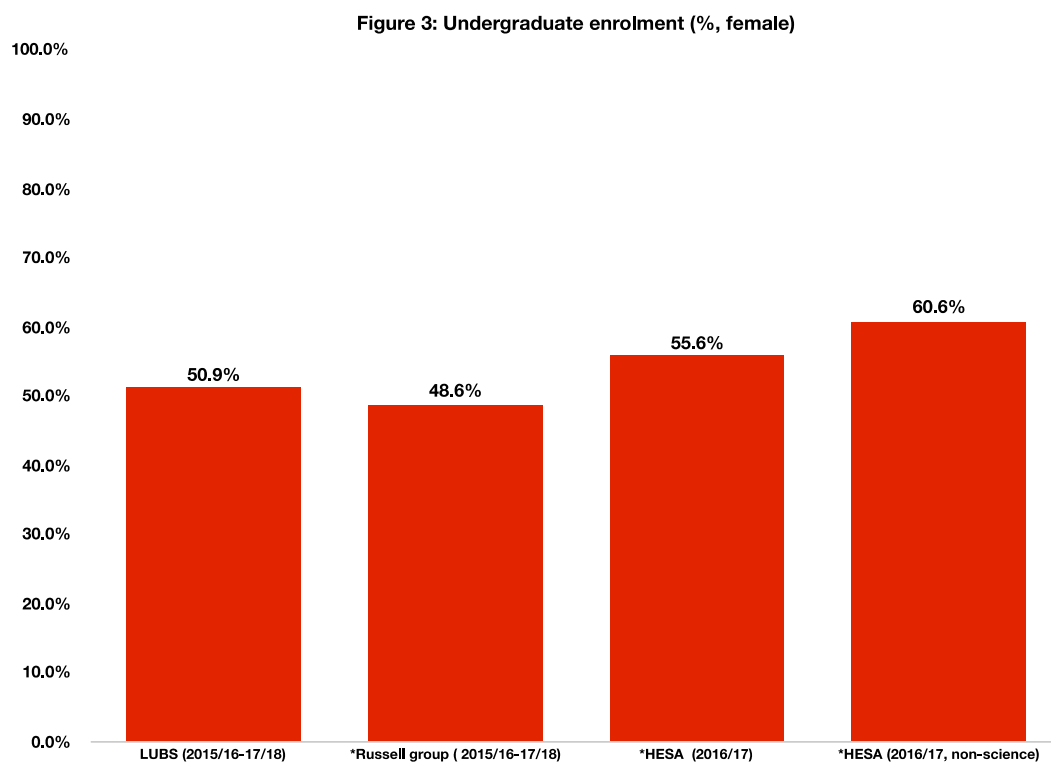


Figure 3 benchmarks LUBS acceptance rates i.e. those who have accepted and enrolled on programmes, against the national average using the data provided by HESA for the 2016-17 academic year, and against 24 Russell Group University business schools. While the proportion of female UG students in LUBS was below the national average, it was slightly higher than the Russell Group average.

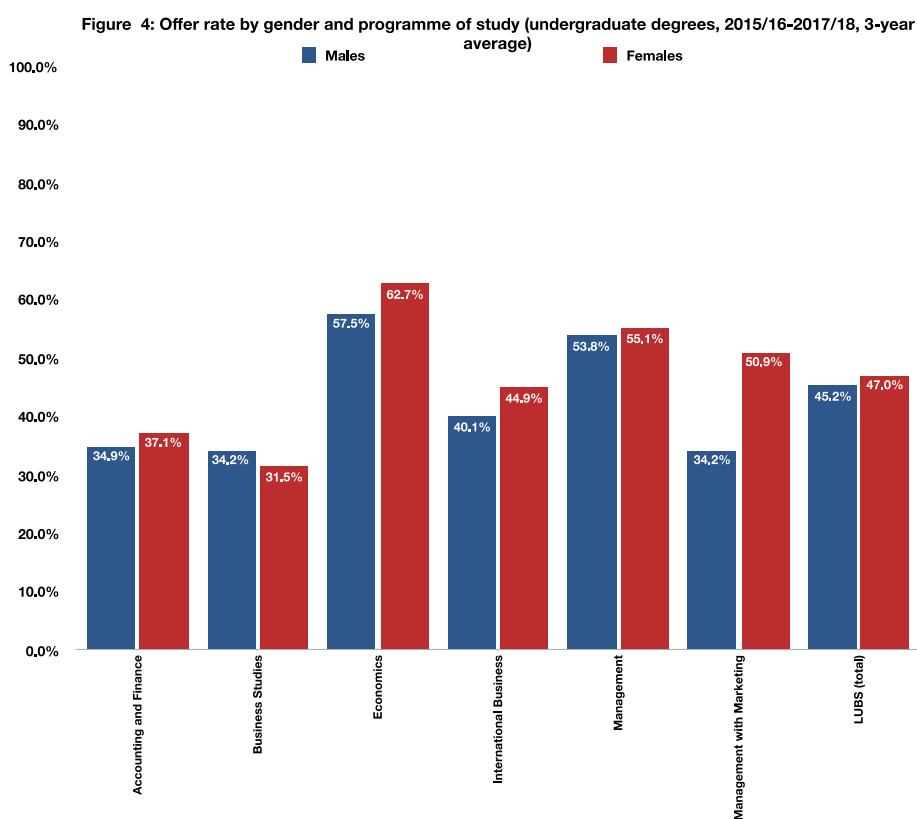




Figure 4 provides data on offer rate (offers/applications) by gender combined over the three-year period 2015/16 to 2017/18, and Table 2 reports data on applications and offers. Overall acceptance rates are very similar for male and female students (45.2% and 47% respectively). The only programme with a large gender difference in acceptance rates is Management with Marketing (16.7%) which may be connected to higher numbers of female applications. The Action Plan will explore this and other gender disparities where they exist, through improved marketing, recruitment and outreach initiatives [AP4.1.1, AP4.1.2].

Table 2: Applications and offers by gender (undergraduate degrees)									
	2015-16			2016-17			2017-18		
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
	Applications								
Accounting and Finance	664	571	46.2%	678	607	47.2%	814	781	49.0%
Business Studies	284	248	46.6%	336	237	41.4%	430	256	37.3%
Economics	562	254	31.1%	716	340	32.2%	1002	387	27.9%
International Business	263	296	53.0%	256	276	51.9%	325	262	44.6%
Management	545	469	46.3%	616	516	45.6%	742	562	43.1%
Management with Marketing	190	312	62.2%	268	386	59.0%	269	401	59.9%
LUBS (total)	3158	2783	46.8%	3744	3053	44.9%	4480	3401	43.2%
	Offers								
Accounting and Finance	154	119	43.6%	282	318	53.0%	324	298	47.9%
Business Studies	79	41	34.2%	118	78	39.8%	170	115	40.4%
Economics	269	130	32.6%	471	248	34.5%	591	248	29.6%
International Business	91	99	52.1%	112	149	57.1%	136	124	47.7%
Management	225	197	46.7%	387	325	45.6%	426	339	44.3%
Management with Marketing	52	129	71.3%	112	231	67.3%	90	207	69.7%
LUBS (total)	1124	972	46.4%	1934	1747	47.5%	2169	1663	43.4%

In terms of degree attainment at UG level, female students perform marginally better than their male peers using the combined first- and upper division of second-class honours (Figure 5). Female students obtain significantly better results than male students in terms of first-class honours. Table 3 shows that significantly more female students achieved first-class honours compared to men across the three years reported.

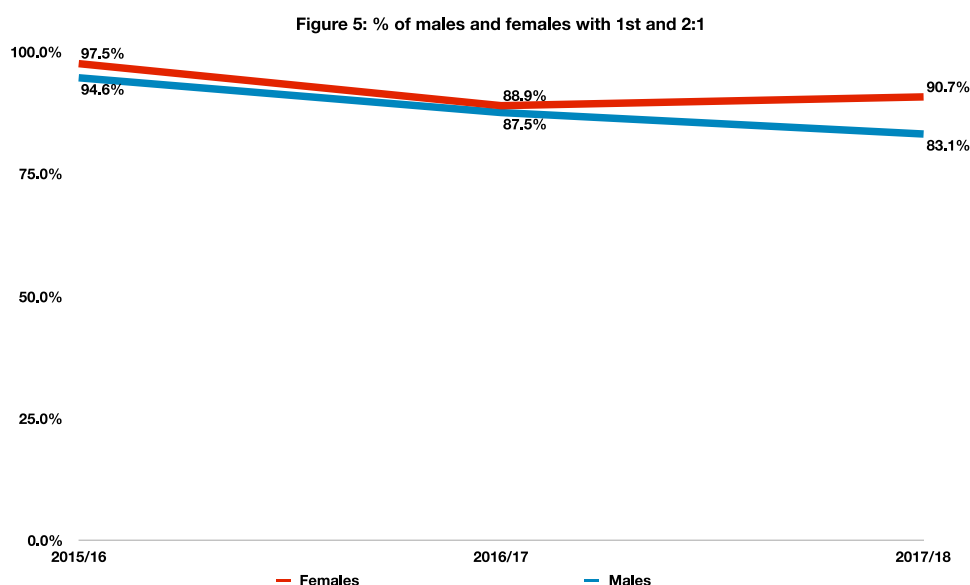


Table 3: Undergraduate attainment by gender

	2015/16				2016/17				2017/18			
	Female	%, female	Male	%, male	Female	%, female	Male	%, male	Female	%, female	Male	%, male
1st	57	47.5%	50	33.6%	191	41.7%	141	30.9%	105	44.3%	65	26.9%
2:1	60	50.0%	91	61.1%	216	47.2%	259	56.7%	110	46.4%	136	56.2%
2:2	2	1.7%	8	5.4%	50	10.9%	51	11.2%	22	9.3%	36	14.9%
3rd	1	0.8%	0	0.0%	0	0.0%	6	1.3%	0	0.0%	4	1.7%
Pass	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	1	0.4%
Total	120	100.0%	149	100.0%	458	100.0%	457	100.0%	237	100.0%	242	100.0%

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

In our taught postgraduate (TPG) programmes, the majority of students who accepted offers and enrolled are female (Figure 6). Figure 6 provides data on the six largest programmes plus the MBA and LUBS total. Human Resource Management (HRM) has the highest share of female students, approaching 90%. The proportion of women enrolled on MSc Management, MSc International Business and MBA Business Administration was below the LUBS average in 2015/16 -2017/18. Across LUBS, the total share of female students across all TPG programmes combined remained stable. We will explore the data with the relevant programme teams to understand more about these gaps in gender composition and how best to monitor and respond [AP4.1.2].

As detailed in Table 4, a small proportion (7-8%) of our TPG students were part-time (147) in 2017/18. The majority are men (67%). The three programmes with PT students are HRM MA (8); Business and Management MSc (46); and Executive MBA (63). The only programme male dominated was the Executive MBA. As this will not run in 2020, we have no actions for this programme at this time.

**Figure 6: Taught postgraduate degrees (% of female enrolment by programme)**

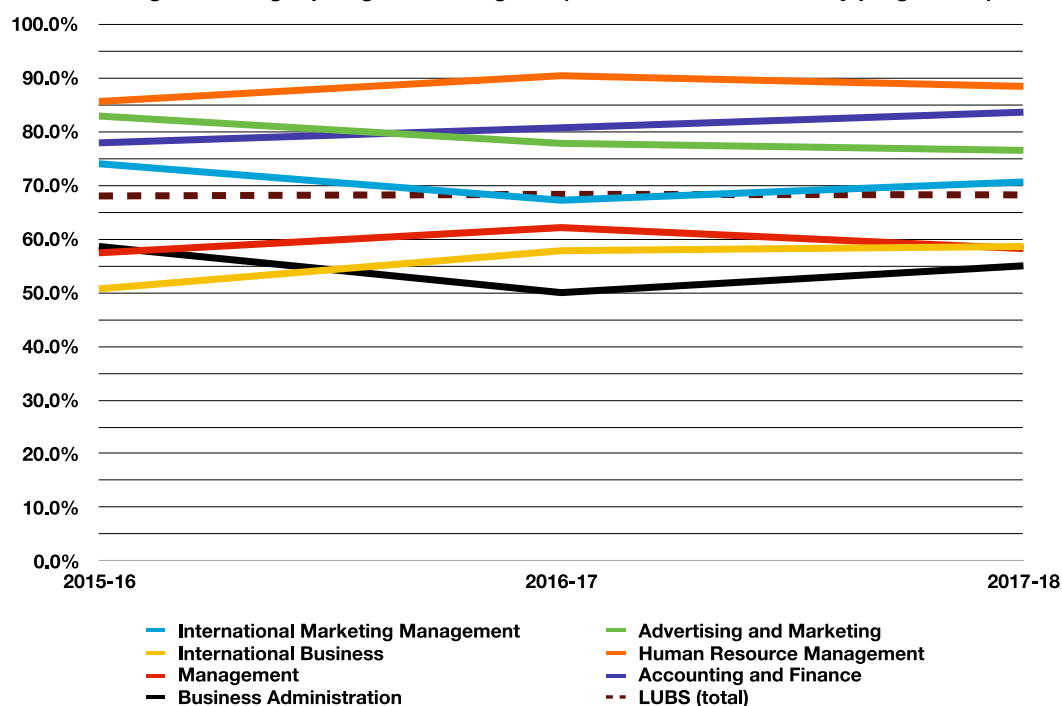


Table 4: Enrolment by gender and programme: TPG degrees FT and PT									
	2015/16			2016/17			2017/18		
	Males	Females	%, females	Males	Females	%, females	Males	Females	%, females
	Enrolment (full-time)								
International Marketing Management	54	154	74.0%	85	174	67.2%	50	120	70.6%
Advertising and Marketing	29	141	82.9%	45	158	77.8%	43	140	76.5%
International Business	71	73	50.7%	78	107	57.8%	58	82	58.6%
Human Resource Management	21	125	85.6%	17	160	90.4%	22	167	88.4%
Management	40	54	57.4%	50	82	62.1%	51	71	58.2%
Accounting and Finance	15	53	77.9%	21	88	80.7%	15	76	83.6%
MBA Business Administration	12	17	58.6%	18	18	50.0%	18	22	55.0%
LUBS (total)	457	972	68.0%	552	1192	68.3%	535	1148	68.2%
	Enrolment (part-time)								
	2015/16			2016/17			2017/18		
	Males	Females	%, females	Males	Females	%, females	Males	Females	%, females
Human Resource Management	2	7	77.8%	3	6	66.7%	4	4	50.0%
MBA Business Administration (Executive)	41	22	34.9%	43	22	33.8%	44	19	30.2%
Business Management	20	22	52.4%	27	23	46.0%	28	18	39.1%
LUBS (total)	79	58	42.3%	100	59	37.1%	99	48	32.7%

Figure 7 shows that LUBS has a higher share of female students enrolled on TPG programmes across the three years 2015/16-2017/8 compared to the HESA statistics (both overall and for non-science programmes) for 2016-17.

Figure 7: Taught postgraduate enrolment (% , female)

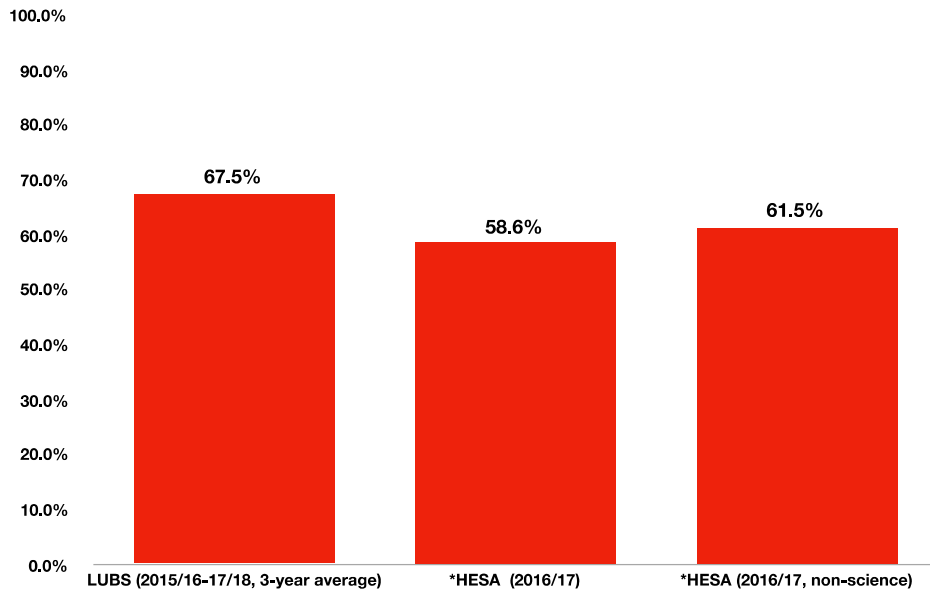


Figure 8: Offer rate by gender and programme of study (taught postgraduate degrees, 2015/16-17/18, 3-year average)

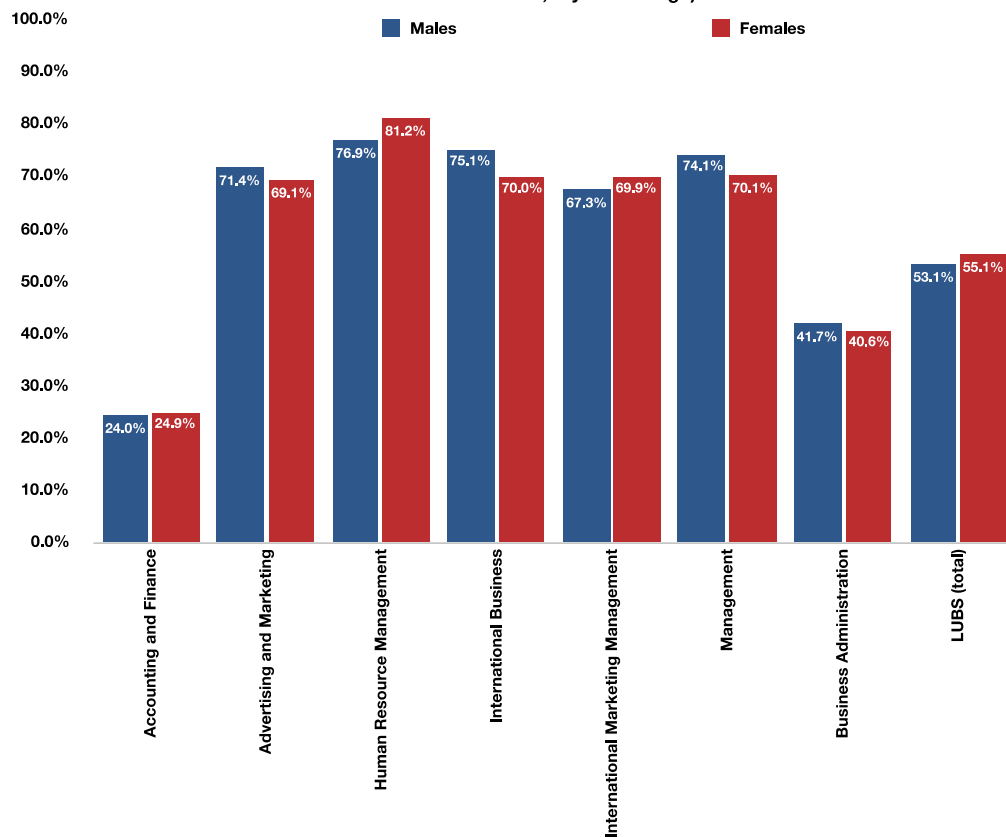


Figure 8 indicates that over the past three years, women were marginally more likely to be offered places on our TPG programmes than their male counterparts. Across the six largest programmes and the MBA there is some variation in the offer rates of male and female students, but where a gender gap exists, it is not above 5%, other than International Business (5.1%). Table 5 below reports the number of offers and applications by gender and year.

Table 5: Applications and offers by gender (taught postgraduate degrees)									
	2015-16			2016-17			2017-18		
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
	Applications								
Accounting and Finance	537	1670	75.7%	518	1904	78.6%	631	1831	74.4%
Advertising and Marketing	242	966	80.0%	259	952	78.6%	260	1030	79.8%
Human Resource Management	203	1069	84.0%	209	1160	84.7%	278	1380	83.2%
International Business	597	951	61.4%	647	988	60.4%	578	835	59.1%
International Marketing Management	568	1226	68.3%	603	1276	67.9%	526	1238	70.2%
Management	495	880	64.0%	600	941	61.1%	613	965	61.2%
MBA Business Administration	200	161	44.6%	217	195	47.3%	252	274	52.1%
LUBS (total)	5528	11035	66.6%	6381	12344	65.9%	6640	12888	66.0%
	Offers								
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
	Offers								
Accounting and Finance	145	435	75.0%	122	498	80.3%	136	411	75.1%
Advertising and Marketing	168	675	80.1%	205	728	78.0%	171	628	78.6%
Human Resource Management	152	850	84.8%	166	1009	85.9%	212	1064	83.4%
International Business	460	665	59.1%	504	707	58.4%	406	571	58.4%
International Marketing Management	376	852	69.4%	438	963	68.7%	332	800	70.7%
Management	370	588	61.4%	457	700	60.5%	438	667	60.4%
MBA Business Administration	83	70	45.8%	102	89	46.6%	92	90	49.5%
LUBS (total)	2987	6122	67.2%	3498	7160	67.2%	3351	6692	66.6%

In terms of attainment on TPG degrees, female students obtain slightly better results (combining merit and distinction) than their male counterparts, though this gap had closed in 2018/18 (Figure 9). In specific relation to distinctions, male students outperform female students by a small margin, which has increased slightly each year (Table 6). The incremental increase in the attainment gap at distinction level will be monitored [AP4.1.1].

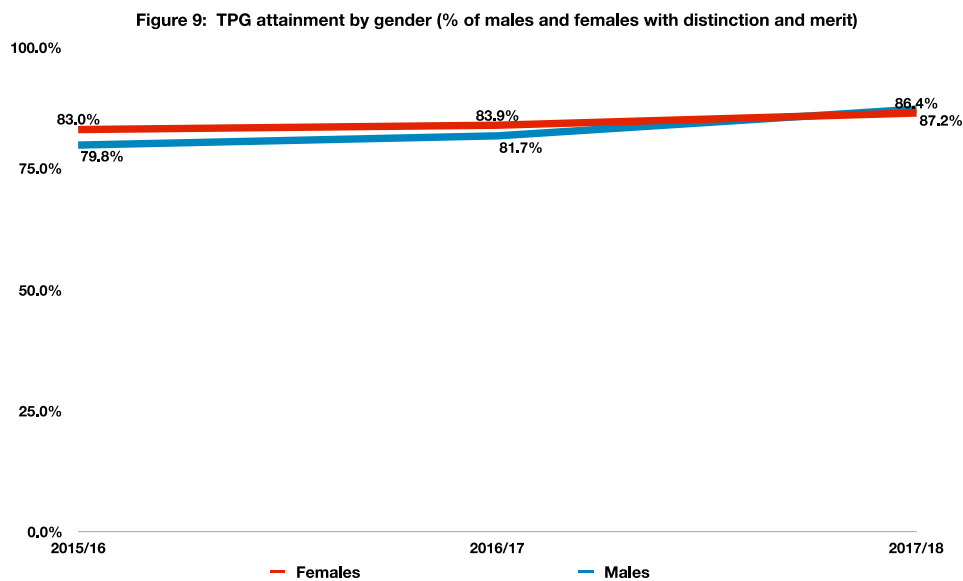


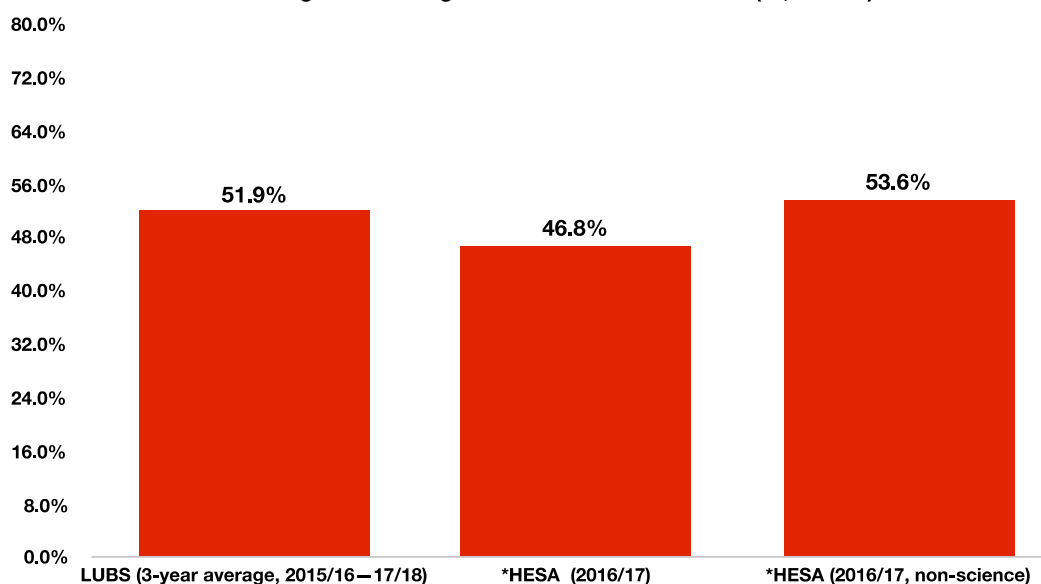
Table 6: Taught postgraduate attainment by gender												
	2015/16				2016/17				2017/18			
	Female	%, female	Male	%, male	Female	%, female	Male	%, male	Female	%, female	Male	%, male
Distinction	139	14.2%	84	17.6%	160	13.8%	92	18.7%	191	17.5%	119	23.5%
Merit	675	68.8%	296	62.2%	811	70.0%	311	63.1%	752	68.9%	323	63.7%
Pass	167	17.0%	96	20.2%	187	16.1%	90	18.3%	148	13.6%	65	12.8%
Total	981	100.0%	476	100.0%	1158	100.0%	493	100.0%	1091	100.0%	507	100.0%

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Over the last three years, LUBS has had a gender-balanced profile in terms of enrolment on postgraduate research (PGR) programmes. Figure 10 shows that the three-year average share of women enrolled as PGR students (51.9%) was higher than the HESA national average (46.8% in 2016/17), but below the national average for HESA non-science PGR (53.6%). The offer rate (ratio of offers to applications) was higher for women (Figure 11). Table 7 details the PT enrolment which is much smaller than FT enrolment (between 1 and 4 PT students each year). The majority of these students are female.

Figure 10: Postgraduate research enrolment (% , female)



**Figure 11: Offer rate by gender (postgraduate research degrees, offers/applications)**

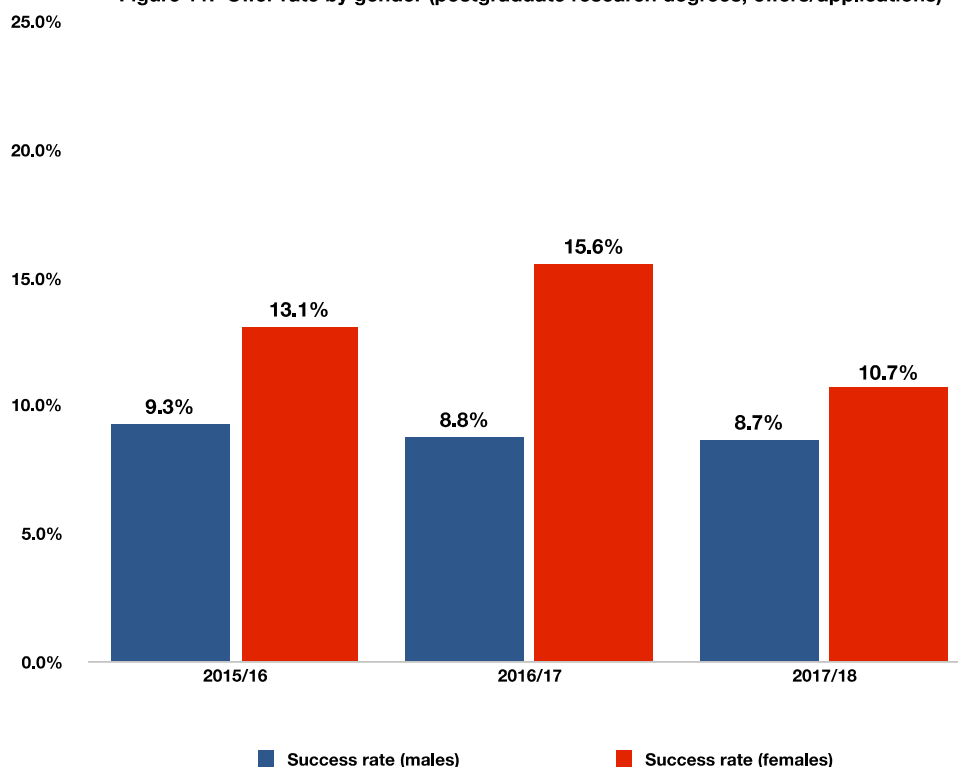


Table 7: Enrolment, applications and offers by gender (postgraduate research degrees)			
	Males	Females	%, females
	Full-time		
	Enrolment		
2015/16	21	17	44.7%
2016/17	19	27	58.7%
2017/18	19	15	44.1%
	Applications		
2015/16	508	337	39.9%
2016/17	523	352	40.2%
2017/18	494	328	39.9%
	Offers		
2015/16	47	44	48.4%
2016/17	46	55	54.5%
2017/18	43	35	44.9%
	Part-time		
	Enrolment		
2015/16	1	3	75.0%
2016/17	0	1	100.0%
2017/18	1	3	75.0%
	Applications		
2015/16	15	14	48.3%
2016/17	15	10	40.0%
2017/18	13	13	50.0%
	Offers		
2015/16	1	1	50.0%
2016/17	0	1	100.0%
2017/18	1	3	75.0%

In terms of completion rates, LUBS FT PGRs fare well against the UoL average. Calculating completion rates by the proportion of students who have completed within 7 years of enrolling, Table 8 shows that between 83% and 94% of male students and between 78% and 100% of female students completed their doctoral studies. These results show that LUBS typically has higher completion rates than the University. There is greater fluctuation in the female completion rate, which we will monitor. The data we have on PT completions also reveals fluctuations. Given very few students enrol part-time on the PGR programme, meaningful comparisons by gender are difficult to make. However, PT students appear to face greater challenges in completing within the 10 years from enrolment – the timeframe set to measure PT completions within the University. The University is aware that PT students are less likely to complete across all subjects. A working group has been formed at University level to understand more about the challenges of PT students at PGR level, which involves the LUBS Director for Doctoral Studies.

Table 8: PGR completion rates by gender and commencement year			
Gender/Year of commencement	2009-10	2010-11	2011-12
LUBS Full-time male (%)	85.7%	94.1%	83.3%
University average (full-time male)	<u>86.6%</u>	<u>87.5%</u>	<u>82.5%</u>
LUBS Full-time female (%)	88.9%	100.0%	77.8%
University average (full-time female)	<u>85.5%</u>	<u>86.7%</u>	<u>86.9%</u>
Gender/Year of commencement	2006-07	2007-08	2008-09
LUBS Part-time male (%)	100.0%	100.0%	33.3%
University average (part-time male, %)	<u>64.5%</u>	<u>70.2%</u>	<u>70.7%</u>
LUBS Part-time female (%)	50.0%	100.0%	50.0%
University average (part-time female, %)	<u>71.1%</u>	<u>69.0%</u>	<u>66.7%</u>

#### (v) Progression pipeline between undergraduate and postgraduate student levels

Our pipeline from UG to TPG looks positive in terms of gender. One critical point to note is that we do not have much progression between our UG and TPG programmes. Our TPG cohort are mainly international students, while at UG level most are home/EU students. As such we cannot show how women advance through degrees programmes at LUBS. This is common of many business schools. The proportion of women studying at different levels (UG, TPG and PGR) currently does not indicate a “leaky pipeline”. The proportion of male and female students on UG programmes (enrolment) is balanced, at around 50%. Women do slightly better in attainment at UG level. The proportion of female students enrolling on TPG programmes is stable and women are in the majority (68%). However, it is important to note and explore variation in the gendered composition of some programmes at both UG and TPG levels, notably Economics (UG) HRM and Accounting and Finance (TPG).

The proportion of female students studying for PGR degrees varies, but is gender-balanced over the three-year period (51.9%) and is in line with HESA data. In both TPG and PGR programmes (LUBS total), female students have been more successful in converting their applications into offers and enrolments. At TPG level female students have secured a larger share of funding, broadly commensurate to their share of enrolment (60-72% over the last three academic years). We do however need to pay attention to the funding of PGR scholarships

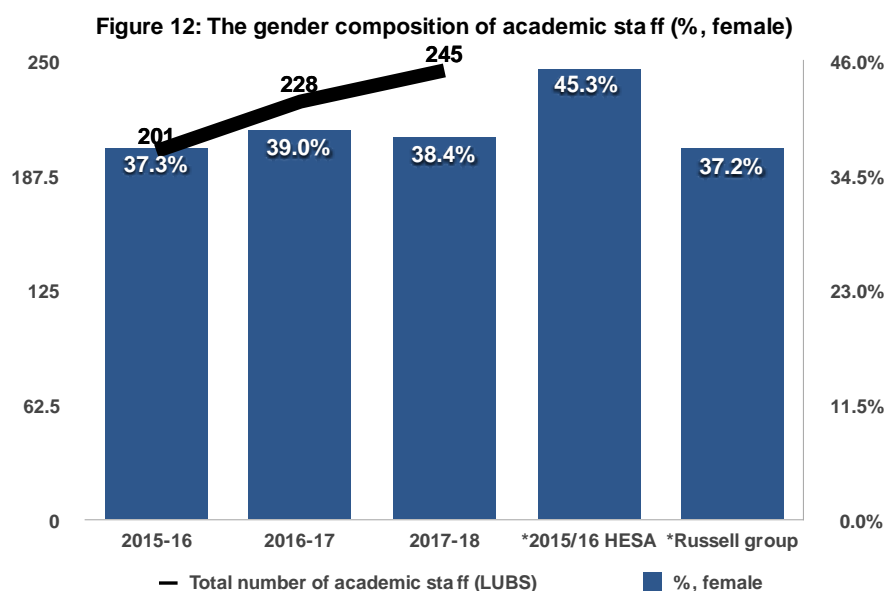


[AP4.1.3, AP4.1.4], which in recent years have been more frequently awarded to men than women.

## 4.2. Academic and research staff data

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

The share and total number of women in academic jobs has increased in recent years, reaching 38.4% in 2017/18. This is lower than the national average (45.3% in 2015/16), but fractionally higher than the average for Russell Group business schools (Figure 12). Figure 13 reports the proportion of female academic staff by contract function. Table 9 provides more detailed data by job role. The majority of teaching only jobs are occupied by women, although the share of women in this job category is declining (from 56.4% in 2015/16 to 51.9% in 2017/18). The share of women on research and research and teaching contracts is below the national average (Figure 13), though the share of women on research contracts increased from 35.7% in 2015/16 to 41.2% in 2017/18.



**Figure 13: % of females in research, teaching only and research and teaching academic jobs**

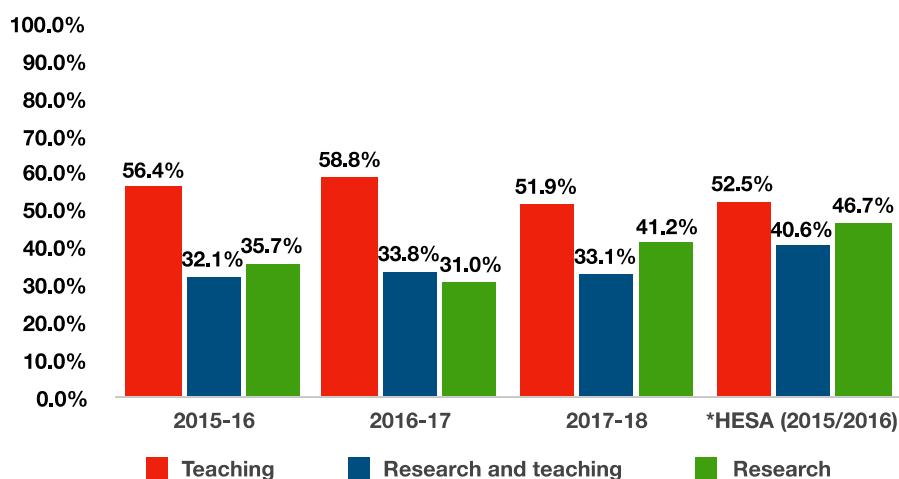
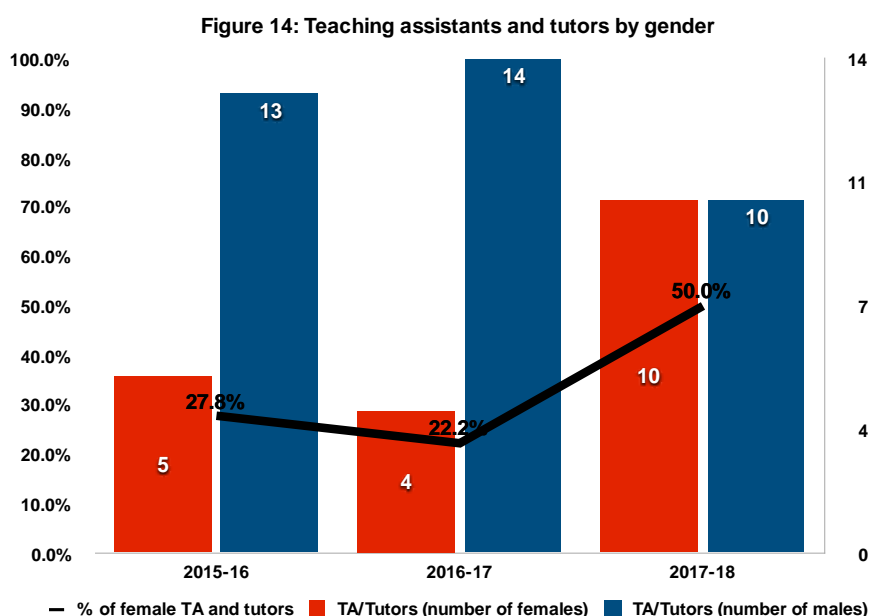


Table 9: LUBS academic staff by contract function and gender									
	2015-16			2016-17			2017-18		
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
Researcher	18	10	35.7%	20	9	31.0%	20	14	41.2%
Lecturer	27	22	44.9%	31	24	43.6%	38	22	36.7%
Teaching Fellow	17	22	56.4%	21	30	58.8%	26	28	51.9%
University Academic Fellow									
Senior Lecturer/Reader/Associate Professor	27	6	18.2%	29	10	25.6%	28	14	33.3%
Professor	36	12	25.0%	37	11	22.9%	38	11	22.4%
Total	126	75	37.3%	139	89	39.0%	151	94	38.4%

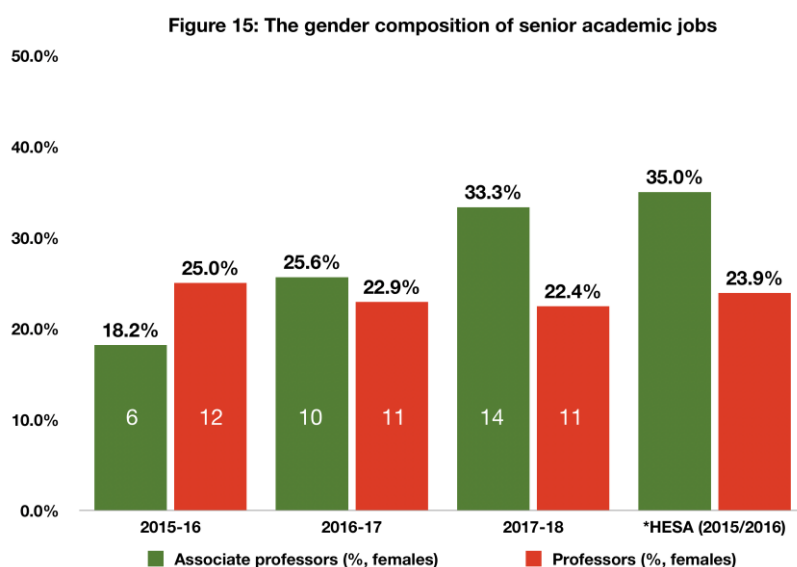
Figure 14 provides the number of teaching assistants and tutors by gender (these positions are usually occupied by PGR students on a part-time basis).



There were 5 female and 13 male teaching assistants in 2015/16; the ratio of male to female teaching assistants reached parity in 2017/18.

Currently women account for 33.3% of Senior Lecturers/Associate Professors and 22.4% of Professors. This is below the share of women in all academic jobs but broadly in line with their share of senior academic posts across the UoL (35.4% and 25.1% respectively). We have made good progress with the appointment and promotion of women into Associate Professor positions, and LUBS is broadly in line with the national average (HESA data 2016, Figure 15). The number and proportion of female professors has dropped slightly in the three-year reporting period, but as stated earlier, under the current Dean's tenure we have promoted seven women to professor and recruited ten female Professors. Six have since left to take on more senior roles at other UK institutions and overseas, and one has retired.

We have more work to do on raising the proportion of women in senior academic grades at LUBS and plan to make further progress. We have designed a range of action points to address the continued under-representation of women in senior academic roles, and have established a faculty wide commitment, through FEG, of achieving a rate of 30% female professors by 2023, through both internal promotion and external recruitment [AP4.2.1, AP5.1.1, AP5.1.8].

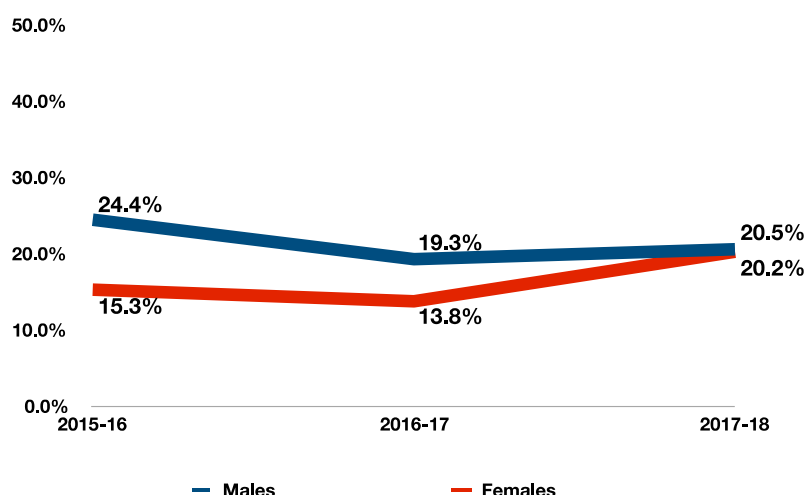


- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

80% of employees in LUBS are on full-time open-ended contracts. No academic or research member of staff is employed on a zero-hours contract. Men were more likely to be on fixed-term contracts than women until 2017/18 (Figure 16). Some of this difference can be attributed to senior academic jobs: there were seven/eight Professors on fixed-term/fractional contracts across the three year period and all were male, bar one female Professor appointed in 2017/18 (Table 10 below). We need to understand why this is [AP 4.2.1]. There were also more male researchers on fixed term contracts than women, though a similar number of male and female academics on fixed-term teaching posts.

**Figure 16: The share of males and females on fixed-term contracts**



All fixed term staff within LUBS are granted access to the UoL redeployment register for six months. This enables staff members to seek out similar roles, both within the School and University, via an on-line portal for two weeks before posts are advertised externally. The HR team within LUBS provide individual support to redeployees six months before their contract is due to expire and offer help with applications and interview techniques, as needed.

Nine women and eleven men applied for redeployment over the three-year period 2015/16 to 2017/18. Half were successful (6/9 women and 5/11 men) in redeployment or securing contract extensions in their existing roles.

Table 10: Fixed-term and open-ended employment contracts by gender and contract function									
	2015-16			2016-17			2017-18		
	Open-ended								
	Male	Female	%, Female	Male	Female	%, Female	Male	Female	%, Female
Teaching Fellow	15	21	58.3%	15	23	60.5%	20	23	53.5%
Researcher									
Lecturer	23	18	43.9%	29	24	45.3%	36	21	36.8%
University Academic Fellow									
Senior Lecturer/ Associate Professor	25	8	24.2%	29	10	25.6%	28	14	33.3%
Professor	28	9	24.3%	30	11	26.8%	31	10	24.4%
Total open-ended	93	61	39.6%	130	163	55.6%	120	75	38.5%
	Fixed-term								
	Male	Female	%, Female	Male	Female	%, Female	Male	Female	%, Female
Teaching Fellow									
Researcher	16	10	38.5%	16	7	30.4%	16	12	42.9%
Lecturer									
Professor									
Total fixed-term	29	11	27.5%	31	26	45.6%	31	19	38.0%

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

Employee turnover was low, particularly among female academics in LUBS. Turnover increased in 2016/17 and in 2017/18, more so for men. In particular, there was a rise in involuntary turnover in 2016/17 and 2017/18, which we think is due to a higher number of men on fixed term contracts reported in 2015/16 (Figure 16). From 2015/16, UoL only provides integrated data for full and part-time workers. Over the three-year period there were [REDACTED] male professors (grade 10) with fractional (PT) contracts that ended. These are typically international professors with tenured positions elsewhere. Overall there were more cases of voluntary (35) than involuntary turnover (23).

As part of the leavers process, staff are offered the opportunity to complete a questionnaire which asks about their experiences at LUBS. Since June 2018 outgoing staff have been offered an exit interview with the HR Manager, although take-up has been low. We will analyse and reflect on this data **[AP4.2.2]**.

[REDACTED]												
[REDACTED]	[REDACTED]											
	[REDACTED]											
	[REDACTED]											
	[REDACTED]											
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## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Figures 17 and 18 provide data on recruitment. Figure 17 shows there is a smaller proportion of female academics applying for posts at grades 7-10, relative to men. However, women fare well in terms of their likelihood of being shortlisted compared to their proportion of applications, notably at Grades 8 and 9. Overall, the more senior the grade, the fewer women apply and are appointed. [REDACTED]

[REDACTED] However, LUBS has made [REDACTED] female professorial appointments in late 2018 and 2019, and [REDACTED] in 2013-2015. Two were appointed to the role of Deputy Dean - Cathy Cassell in 2014; and in late 2018 our incoming Executive Dean Julia Bennell. In addition, there were other female appointments at professorial level in Management [REDACTED], WERD [REDACTED] and International Business [REDACTED], which formed part of a strategic programme of leadership chair appointments across the University. These were not captured in the three years reported for this submission which were, by all account, less active years for recruitment at Grade 10. Nevertheless, this is clearly an area for action in terms of ensuring gender-balanced shortlists, shortlisting and interview panels to create more gender-balanced outcomes. [AP5.1.1, AP5.1.2]

Figure 17: Applications, interviews and appointments by gender and grade (% of females over three years, 2015/16-17/18)

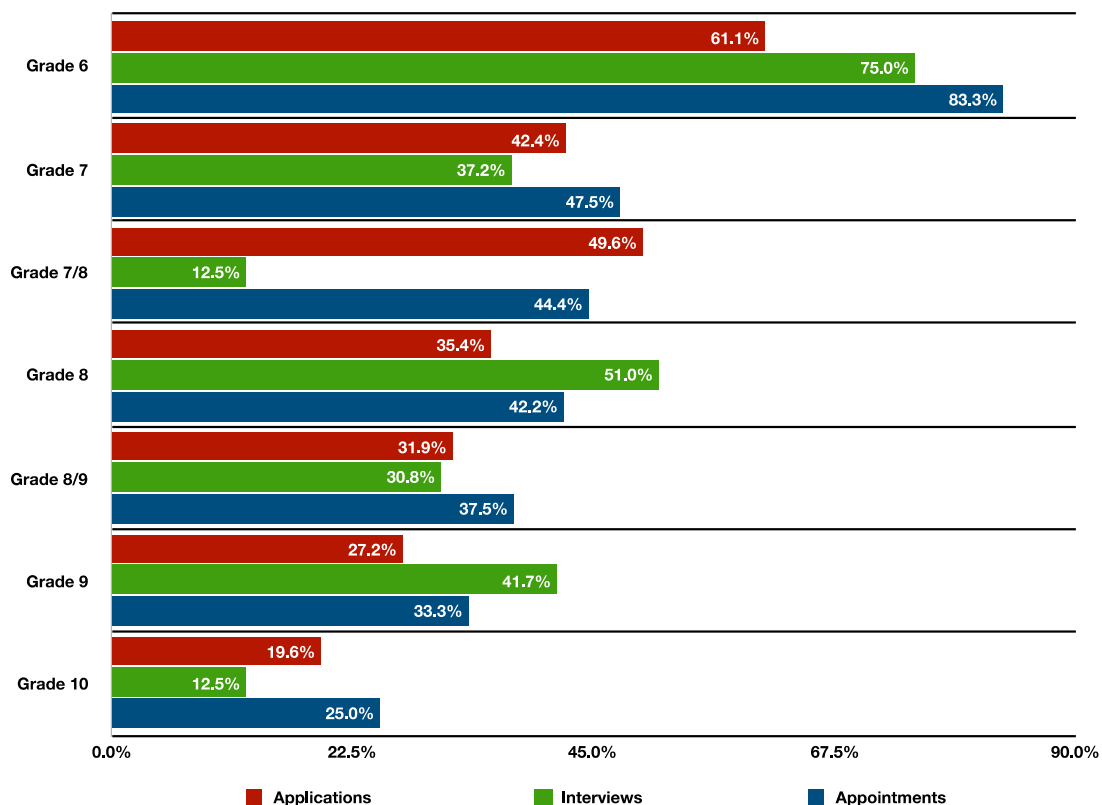
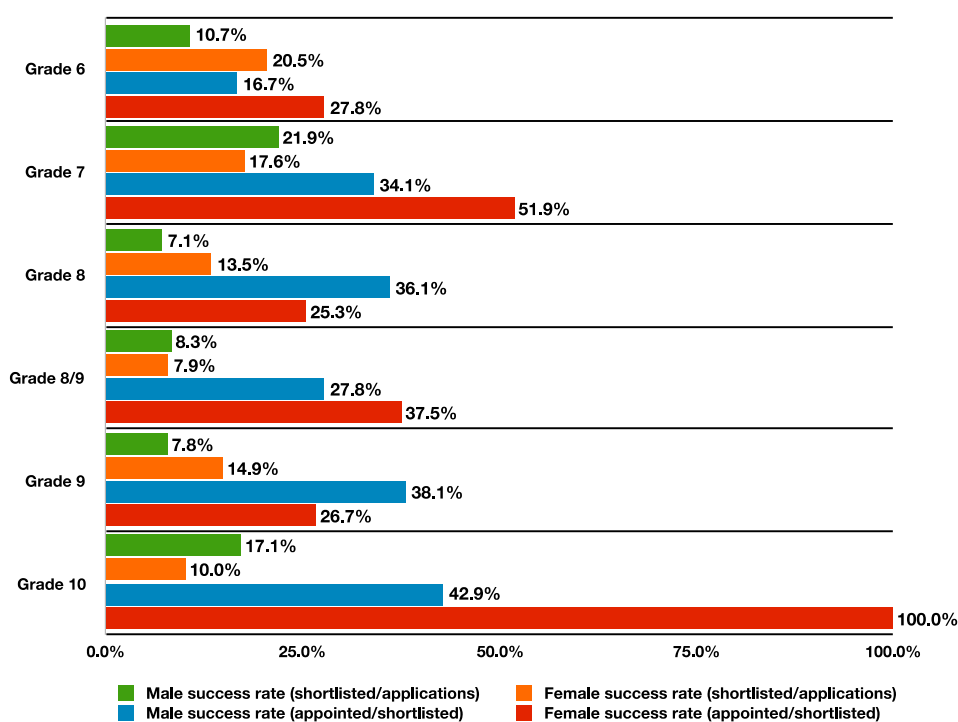




Figure 18 gives a ratio of male and female success rates by grade. Women are more successful in converting a shortlisting to appointment, barring Grades 8 and 9. Women are more successful than men in being shortlisted for Grade 6, 8 and 9 jobs but less successful in being shortlisted for professorial jobs at Grade 10.

Figure 18: Success rate by gender and grade (2015/16-17/18)



Recruitment is managed through the Faculty's HR team who implement the University's Recruitment and Selection Policy. AS Equality and Inclusion principles are a fundamental part of our recruitment practice and we aim to treat all applicants fairly at every stage of the process. Our culture survey found that for academic posts, 59% agreed that positive action was taken to encourage women to apply, with 21% disagreeing and 20% didn't know.

All job adverts include a statement highlighting that flexible working and job share arrangements are supported, and a clearer statement about working towards AS Principles will be added to all post advertisements **[AP5.1.2]**.

LUBS' HR team review adverts in order to check for gendered language and ensure diverse interview panels. There is, at present, no formal requirement for gender-balanced shortlisting, although this is recommended. We will adopt a new policy on this, requiring shortlists to reflect the gender profile of applicants, and a review will be initiated in cases where they do not reflect applications **[AP5.1.1]**. When certain senior/specialist roles prove difficult to recruit to, LUBS engages head-hunters and uses targeted recruitment. We highlight our recruitment principles and encourage head-hunters to secure suitably qualified gender-balanced long and short lists.

Unconscious bias training has been running since 2017 and was mandated for all interview panel chairs from June 2019. However, there is currently no process in place by which this is logged. An action will be taken to put in place appropriate monitoring arrangements **[AP5.1.3]**. LUBS training is in addition to an E&I training module which is mandatory for all staff, and includes elements of unconscious bias training. Responses from the culture survey were largely positive about this development, with a male academic stating that:

*"More unconscious bias training should be run. I have very positive experiences in these respects".*

## (ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The University's OD&PL department provide a 4-session induction course, which all new starters are encouraged to attend. It includes a Vice-Chancellor's welcome session, in which he discusses the University strategy at institutional level. There is also a 'You and the University' session which showcases some of the benefits and staff development opportunities that come with working at Leeds, as well as an opportunity to meet trade union representatives.

To complement the University induction, LUBS has its own induction procedures which are managed within the six Divisions by the Heads of Department (HoDs) supported by divisional administrators. These allow for localised support including meeting key people, details of local processes and School orientation. All new starters are also invited to a coffee morning or lunch with the Dean, who provides an overview of the School's vision, values and strategy. Staff members meet with their line manager within the first month of employment to agree



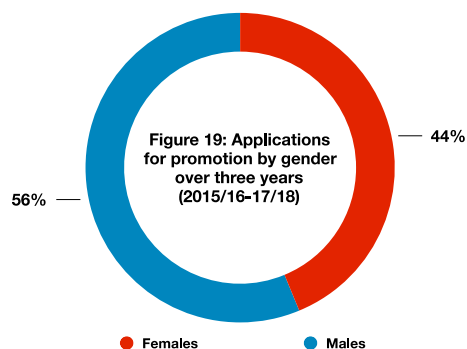
probation objectives and targets, with detailed milestones and regular update meetings to provide support.

There are currently limited feedback routes for local induction and some evidence exists from our focus groups that the experience of new staff is variable. We will devise a standardised checklist and documentation will be made available to line managers. An annual survey of new starters coordinated by HR will help provide feedback to improve the process **[AP5.1.5]**.

### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Between 2015/16 and 2017/18 all applications for promotion were successful, bar [REDACTED]. 44% were submitted by women, [REDACTED]. Applications for promotion to Grades 8 and 9 (Lecturer and Senior Lecturer/Associate Professor) are fairly gender-balanced, but less so for Grade 10 (Figure 20). This raises the question as to whether female academics at Grade 9 are provided with the same encouragement, guidance and support in preparing applications for promotion.



Promotion is made by individual application throughout the year, measured against published criteria, with the applicants providing evidenced examples. Academic staff can apply via a Teaching and Research, or Teaching and Scholarship route, with an additional Leadership pathway available at Professorial level. Readiness for promotion is discussed in individual staff reviews. We need to ensure that career progression is embedded in these meetings **[AP5.1.6, AP5.1.9]** and the HR Manager discusses possible candidates for promotion with HoDs on a six monthly basis. We will ensure this covers the full range of career pathways **[AP5.1.8]**. Promotional panels are chaired by the Dean/Deputy Dean, with the HoD, independent representative (outside of the discipline), and an HR Manager as panellists. Panels take place on a monthly basis. All panel members are advised to be mindful of career breaks, part time status, primary caring responsibilities or parental leave when assessing applications. We would like to see this formalised at University level **[AP5.1.9]**.

HoDs, academic mentors and the HR Manager provide feedback on promotion form drafts, in order to increase chances of success. In the 2018 Culture Survey 77% of academics and 85% of professional staff felt that staff were treated on their merits irrespective of gender in relation to promotion. However, only 60% of academics and 49% of professional staff believe that a full range of skills and contributions are considered in promotions and 69% (73% male and 58% female) of academics and 57% of professional staff feel encouraged to take up career development opportunities. Furthermore, 20% of academics and 35% of professional staff said that they did not understand the promotion process, hence our need for further action.

Termly promotions workshops were launched in May 2019, led by the Deputy Dean and HR Manager, these are ongoing [AP5.1.6]. Alongside advice on process and practice, successful applicants shared their applications and gave tips, providing useful peer-to-peer support. In the future, we will draw on the experiences of our Aurora alumni as role models [AP5.1.7].

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

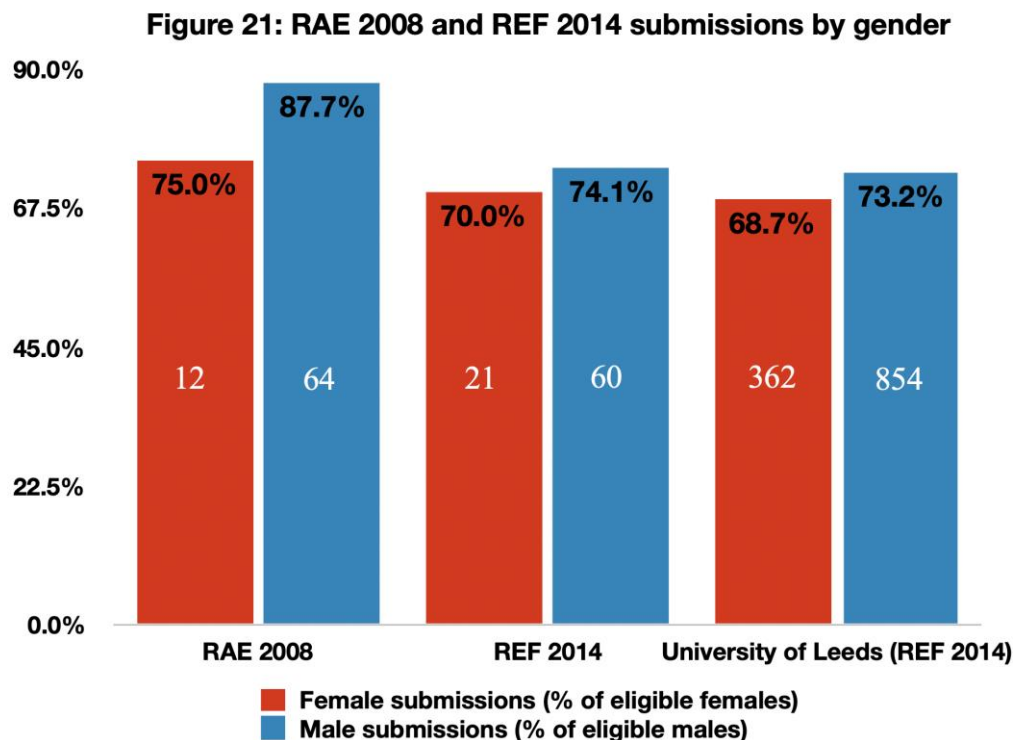


Figure 21 shows a narrowing gap between male and female submissions to REF 2014 as a percentage of eligible females (70%) and males (74.1%). Numbers within the bars show the headcount of males and females included in the RAE/REF submission.

LUBS is committed to providing both male and female academics with a supportive research culture and environment. We are monitoring the allocation of internal research funding [AP5.3.2] and AS co-leads are discussing policies to recognise and support the personal circumstances which shape the ability of staff to develop high quality research outputs. Policies already running as of 2018 – in response to our early data analysis and previous staff engagement on Equality, Diversity and Inclusion (EDI) issues include i) a 10% reduction in teaching workload on return from care leave and ii) a policy to assist with the financial cost of travelling with dependents for work. These will be evaluated annually [AP5.5.2]. In 2018/19, ten members of staff used the travel policy: [REDACTED]

From the experiences highlighted in the culture survey, focus groups and the recent personal experiences of both AS co-leads, who have each taken maternity leave in the past 18 months, we know that taking leave for care can be disruptive to research careers. Additional plans for support include a buddying system for researchers on leave, who can choose to be kept informed of grant applications and external and internal funding calls, if they wish. This will give active researchers the option to engage or register interest in a particular research activity while on leave (through KIT/SPLIT days) or as they plan their return to work [AP5.5.3].

#### SILVER APPLICATIONS ONLY

##### 5.2. Key career transition points: professional and support staff

###### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

###### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

##### 5.3. Career development: academic staff

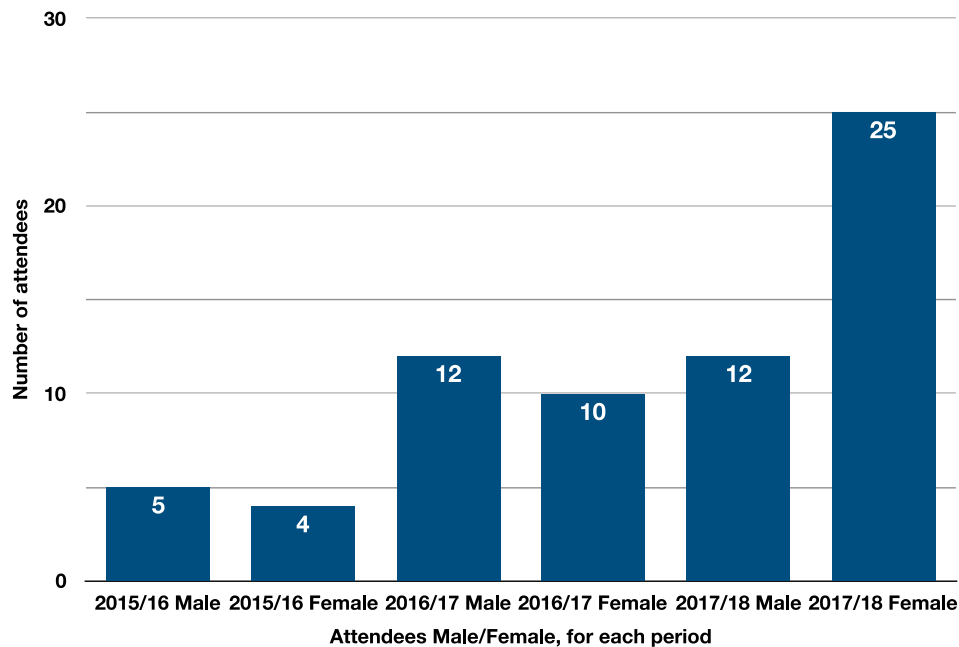
###### (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

LUBS staff are encouraged to take advantage of University-led and external development schemes. All academic staff receive a Professional Development Allowance (PDA) of £3k per year, which can be used for external training, conference attendance and other suitable development. Supplementary funding is available through HoDs with a robust business case. A large training budget of £35k is managed by HR for all professional and support staff, through which core training is funded. Professional staff leads make annual requests and those seeking external training and professional qualifications are funded through this route. All courses run through OD&PL at UoL are without cost to departments and staff members. Staff discuss their training needs to support their career goals at their annual review meetings.

Staff are kept informed of training opportunities by their line manager, regular notifications on staff mailing lists, nomination/encouragement by senior management, OD&PL and peers.

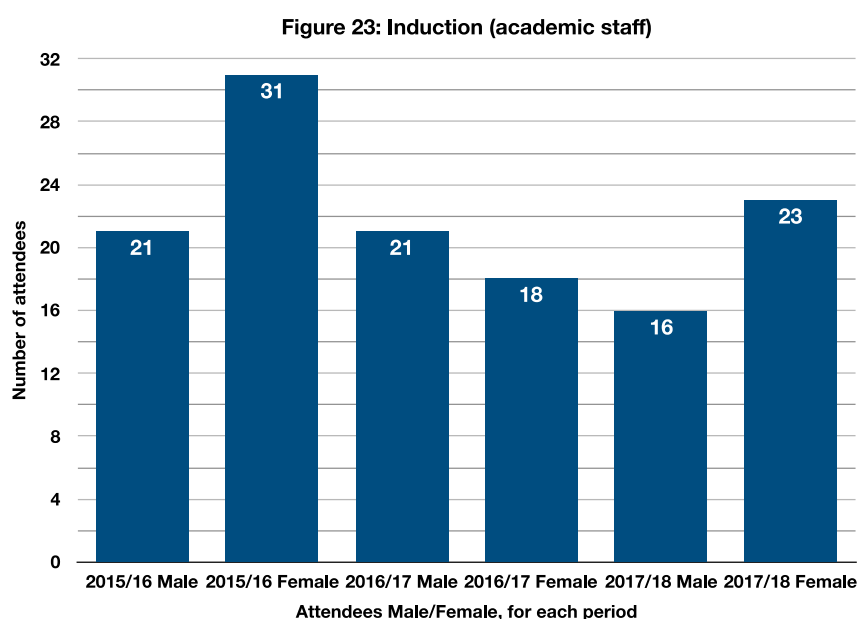
**Figure 22: Leadership Training (academic staff)**



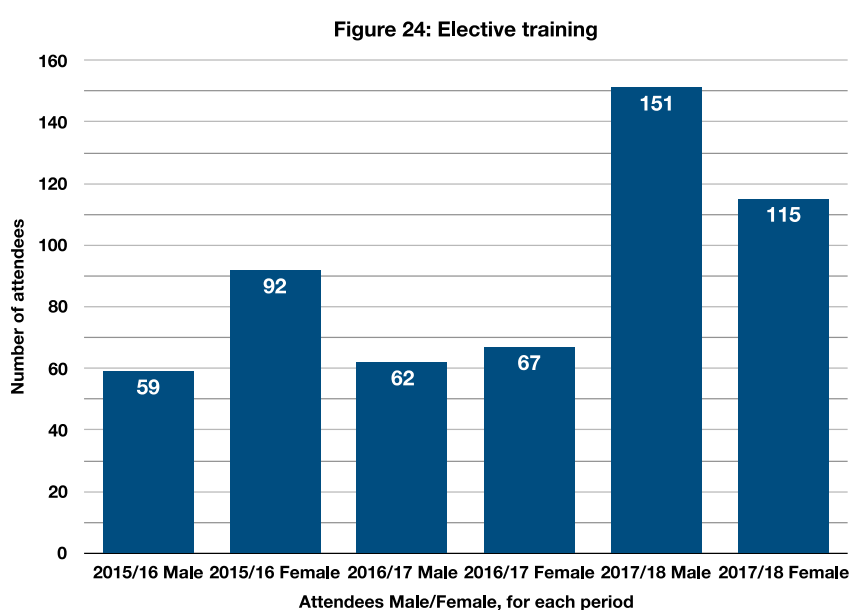
Leadership training has increased at LUBS since 2016 with the addition of three UoL programmes; Leadership Excellence, Leadership in Practice, and Learning to Lead. The former is mandatory as a condition to the appointment of Dean, HoD or Service, or Pro-Dean role. The programme is designed to develop the confidence and capability to achieve strategic goals, whilst building a leadership community that operates in a collaborative way, both internally and with external partners. The programme includes psychometric tools, peer learning groups and elective modules, in addition to access to external coaching. Learning to Lead and Leadership in Practice are targeted at new and established line managers and places are assigned through self-application via OD&PL. There has been encouragement through staff reviews and departmental meetings for staff to apply for these programmes, and attendance of females more than doubled in 2017/8.

Following feedback from staff, LUBS will design and launch a bespoke leadership and management development programme for current and aspiring leaders (budget c. £200k) in spring 2020. Applications will be accepted towards the end of 2019 and we are committed to a gender-balanced cohort.

The data highlights that attendance at elective UoL induction training is variable, with no obvious trends across the years. We will continue to encourage attendance of new starters through our revised induction process ensuring that divisional contacts signpost appropriately. **[AP5.1.5]**



Elective training courses run throughout the year via UoL's OD&PL. Data highlights slightly higher attendance amongst female staff in 2015/16 and 2016/17. A major spike in attendance from all staff shifted this variance in 2017/8 in favour of male staff.



The 2018 University Staff Survey highlighted high levels of satisfaction with training and that 89.7% of male staff believed that training and development improved their performance, with 80.0% of female staff believing the same. 89.7% of male staff believed they could access appropriate training and development with 83.3% of female staff believing the same. These differences between genders suggests we need to monitor this area and explore further through the next Culture Survey and additional focus groups, as appropriate.

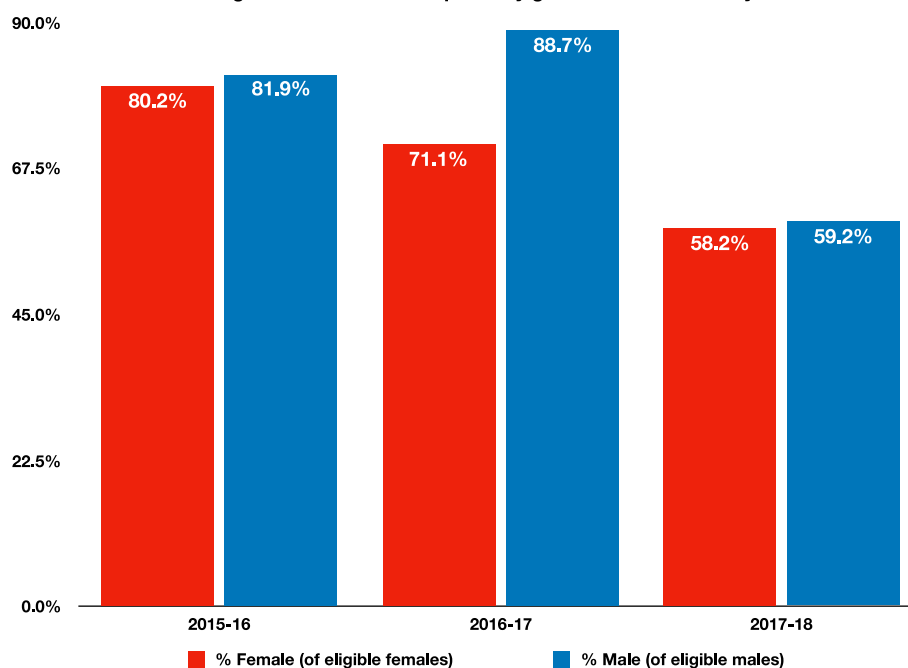
## (ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff have an annual developmental review, which is undertaken by a line manager or senior academic. The discussion focuses on reviewing and learning from the previous twelve months, career development aims, objective setting and planning for the next year alongside any mandatory and developmental training required.

For academic colleagues, the review also focuses on research, funding and publication plans and allocation of teaching, leadership and citizenship responsibilities for the forthcoming academic session.

Figure 25: Staff review uptake by gender and academic year



Review completions rates within LUBS were consistently around 80% in 2015/16 and 2016/17, but noticeably dropped to below 60% in 2017/18, in part due to a focus on rapid recruitment linked to increased student numbers. In addition, a number of late submissions of review paperwork were received after the deadline. In 2016/17 there was a significant gender difference in completion rates, with fewer females undertaking a review. It is acknowledged that high

completion rates need to be restored in forthcoming academic sessions and we will produce supplementary guidance and ensure that a specific staff member in each Division or service team is responsible for the monitoring, follow up and management throughout the year **[AP5.3.1]**.

In November 2018, the University re-launched an updated institutional staff survey. Data was disaggregated by Faculty/ Service with a 37.73% response rate for LUBS. 67.5% of respondents believed that they received regular constructive feedback from their line managers, with 83.3% believing they were set appropriate and clear targets through the annual review process. 76.9% of male and 66.6% of female staff respondents believed they received regular constructive feedback.

### (iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

New staff, academic and professional, are allocated a mentor to support them in meeting their probation objectives. Mentoring can also be accessed through the University's OD&PL team.

At LUBS, staff who want to master skills in using innovative teaching tools can access mentoring support through the Education Enhancement team and the Academy of Innovation. Research mentors are assigned to all research active staff by the HoD. Divisions also provide supportive feedback to early career researchers (ECRs) on papers and research grants through an internal review process and regularly scheduled seminars and workshops.

Moreover, senior members of academic staff specialising in different research areas or methodological skills act as mentors for ECRs across different Divisions. For example, Professor Emmanuella Plakoyiannaki (IB Division) has led the Qualitative Research Reading Group at LUBS to strengthen training and mentoring for qualitative research. The group facilitates knowledge transfer by organising frequent meetings, inviting experts and providing feedback on work-in-progress. We also have a new editors' lunchtime seminar series designed to help ECRs understand more about the publishing process and facilitate networking between them and editors of major journals.

The 2018 Culture Survey highlighted that 68.5% of academic staff believed that they were actively encouraged to take up development opportunities. However while 72.9% of men agreed with this statement, only 58.3% of women did. We plan to reflect on the degree to which this might be improved with specific reference to mentoring and networking as the Culture Survey indicated that these areas had the largest differences. 69% of men but just 46% of women said they are provided with mentoring and 79% of male and 57% of female academics stated they had access to networking opportunities. **[AP5.3.3, AP5.1.7]**

LUBS is allocated one UoL place on the Aurora programme, which is focused on leadership development for women. The School funded two extra places in 2017/18 and three in 2018/19, enabling an increased number of female

colleagues to attend, and intends to continue this commitment. Aurora participants are supported internally with a pre, mid and post-programme briefing and mentoring support. We plan to draw on their experience to further support women's mentoring, networking and preparation for promotion [AP5.1.7].

All academic staff (including post-docs) receive a generous annual £3K PDA allowance and the Matched Conference fund also enables them to receive half of the cost of a conference and travel expenses back into their PDA if they are presenting a paper.

Academic colleagues are encouraged by the School to apply for Higher Education Academy (HEA) Fellowships. This recognises continuing professional development in teaching and support for learning, and is accessed via the Leeds Professional Recognition in Student Education scheme (PRiSE). It enables colleagues to reflect on their teaching and support for student education against the UK Professional Standards Framework (UKPSF). A UoL panel of experienced colleagues who have HEA Fellowships review and makes recommendations on each application, providing feedback.

Postdoctoral researchers are given the opportunity to undertake teaching and dissertation supervision, which can provide useful experience when seeking a substantive academic role. We have been successful at progressing post-doctoral researchers into permanent academic posts in a number of Divisions. We work hard with post-doctoral researchers to ensure they develop a strong pipeline of papers and gain the relevant training and experience to secure permanent academic positions either internally or externally.

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

LUBS has a strong commitment to employability and career progression for UG, TPG, and PGR students. Since the majority of LUBS students wish to pursue careers in business, many programmes include the opportunity to spend a year in industry. The University's business start-up service, SPARK, advises students and alumni who have graduated within the last seven years with their initial business idea to start-up and beyond. The Leeds for Life online facility helps students to recognise and record personal, professional and academic development and to generate contact with employers. Students also have access to the University's award-winning Careers Centre, one of the largest in the country, and our dedicated Employability and Opportunity team in LUBS.

LUBS invests substantially in PGR training in subject knowledge and advanced research skills. This includes an innovative accredited, externally examined M-level training programme based on modular pathways subdivided by specialism and delivering subject knowledge and generic research skills for business/management, accounting and finance, and economics.

All PhD students are encouraged to participate in the intellectual life of the School and wider academia, including research seminars, conferences and workshops. LUBS PGRs receive a £3K research fund to support small-scale research expenses, fieldwork and conferences. Research expenses are further



supported by Research Centres and Divisions. PGR membership of major international research associations is subsidised by LUBS.

There is further access to a range of training, networking, knowledge exchange, impact and interdisciplinary events organised by the White Rose Doctoral Training Partnership and Northern Advanced Research Training Initiative (NARTI), co-founded by LUBS.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Grant applications are supported through a number of mechanisms: local mentoring within Divisions and colleagues in research groups; peer review processes for larger grant applications; allocation of time in workload for scholarship activities; support for networking activities to develop proposals from research development funds. The University and LUBS Research and Innovation Services team provide active support to individuals and groups including training, financial and contract support.

In 2019 LUBS launched the Challenge Fund to support staff to generate applications for external funding and seed new and innovative grant proposals. Sixteen projects were supported, with nine headed by women and seven headed by men. We will continue to monitor the award of internal research funds [AP5.3.2]. In addition, staff can apply for LUBS and LSSI seedcorn funding and interdisciplinary pump priming. All contract research staff are given support in accessing OD&PL career progression resources and training, including support applying for research grants. Staff who are unsuccessful in grant applications are offered additional mentoring, in many cases by staff who have been successful and can directly share experiences.



## 5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The UoL's maternity, parental, adoption and surrogacy leave policies offer an enhanced benefits scheme. Upon notification of pregnancy/adoption, the line manager arranges a risk assessment with the local H&S Manager to ensure any required adjustments are made. Paid time off for all appointments is provided. A detailed checklist for managers is available on-line.

All staff due to take maternity, parental, adoption or surrogacy leave are able to meet with a member of the School's HR team to discuss the policy, pay, flexible working options upon return and KIT/SPLIT days along with departmental support policies.

All staff (irrespective of contract type) receive 16 weeks full pay or 8 weeks full pay and 16 weeks half pay in addition to 39 weeks Statutory Maternity Pay (SMP). In the event that a fixed term worker's contract expires whilst they are on leave, then the school extends their contract to enable a period of 9 months paid leave to ensure parity with permanent workers.

Planning is undertaken with the staff member for cover arrangements during maternity leave, with maternity cover being provided through an interim role in most cases, or sessional staff covering teaching responsibilities in the case of certain academic roles. Internal secondments to cover maternity leave also provide useful career development for professional staff within the School to spend time undertaking higher graded work.

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

Explain what support the department offers to staff during maternity and adoption leave.

The University maternity leave policy recommends that the individual retains a reasonable level of contact with their line manager during their leave and Faculty HR supports managers and staff to agree how best to do this, e.g. KIT days are actively encouraged. This is both to keep the employee informed on changes within their School/area, but also to make the process of returning to work easier for them, and allow managers to put any necessary adjustments in place prior to the employee returning.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

To ensure effective transition back into work, our staff review policy requires all staff who have been on leave to have a review meeting three months following their return. We also have the option to extend probation periods for those who take parental leave to ensure adequate time is left on their return to complete their work objectives, removing work related pressure for those on leave.

Our 2018 Culture Survey highlighted there was more to do in supporting colleagues returning from maternity and other forms of carer leave, and whilst guidance exists around the support that should be provided, evidence suggests that the implementation is mixed. One female academic said:

*"Following maternity, leave publication gaps on a CV are treated the same as they would be for a person who has taken study leave; they are not understood in the context of maternity leave"*

Another noted:

*“Perhaps we could actually meet with someone arriving back after maternity leave or with young children and ask how they’re coping/getting on. I know I have never had a conversation like this”.*

In 2018, LUBS implemented new *Guidance on Support for Academic Staff Returning from Family or Carer Leave*, which applies a 10% teaching load reduction in the first year to be transferred to research/scholarship activities and the option for 3 months home working upon return. Beyond this, we acknowledge that we need to improve our support for returners and we will to devise a structured return to work programme **[AP5.5.2]** and support for those while on leave in terms of communications about ongoing research opportunities **[AP5.5.3]**.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 13 combines data on maternity leave with paternity and shared parental leave. No member of staff did not have a contract renewed while on maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

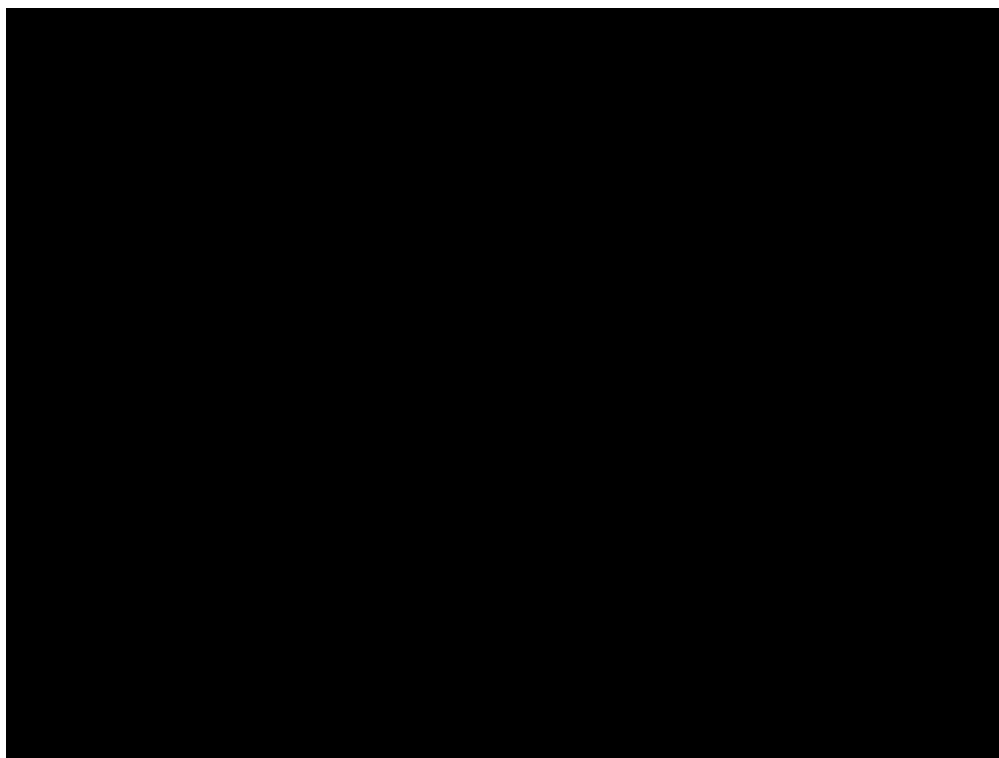


Table 13 shows our maternity return rate was 100% and on average the leave duration was 6-7 months. In 2016/17 and 2017/18, three male academics were recorded as taking paternity/shared parental leave. There was some sense that men could be better supported when they become parents in terms of flexibility and that women have access to more enhanced policies. One male academic commented that: *“men need to have access to the same opportunities (as women)”*

The 2018 Culture Survey highlighted that only 52.6% of staff felt updated about gender equality matters (including parental/family leave and flexible working), while a significant share (27%) stated that they neither agreed nor disagreed that LUBS keeps them up to date. Female academics were much more likely to disagree that they were kept up to date (33.3%) than male academics were (16.7%). More could be done in this respect, and colleagues noted this in their responses:

*“I don't think it's discriminating, but I wouldn't say it's visibly encouraging gender equality either”* (Male, professional staff)

Others agreed, stating more communication about policies and best practice would be beneficial:

*“I cannot find any guidance on the staff intranet with regards to parental leave, carer's leave or flexible working which suggests to me that it isn't accessible”* (Female, professional staff)

However, others emphasised a more proactive stance, one saying:

*“We often receive updates about equality and are asked to complete training”* (Female, professional staff)

All policies relating to maternity, paternity, adoption leave and shared parental leave are available to all staff or members of the public via the University's website and are easily accessible both on and off campus. We will ensure better communication of this and highlight policies located on the Athena Swan section of the Faculty SharePoint **[AP5.5.2]**.

(vi) Flexible working

Provide information on the flexible working arrangements available.

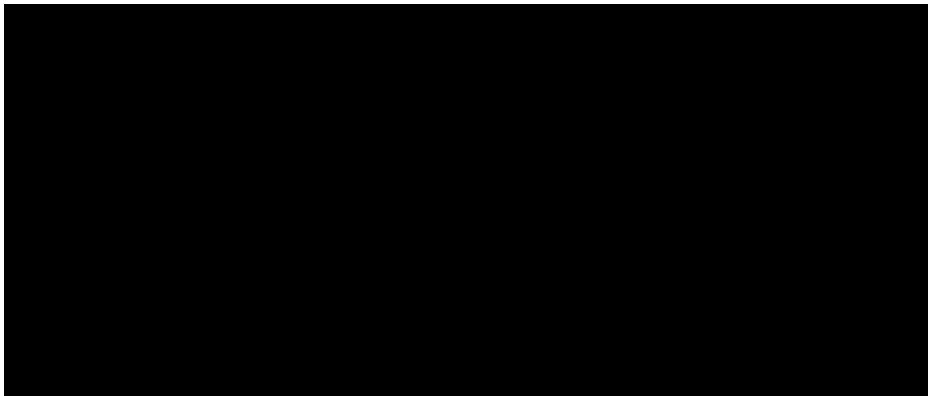


Table 14 details employees' requests for flexible working and career breaks. There was a significant increase in the number of professional staff requesting the use of flexible working arrangements in 2016/17. In 2017/18 more female than male academics requested flexible working; the reverse is true for 2016/17. What is not clear from the data is how many requests were successful. It is also the case that the data presented here only captures requests formally made by academic staff. We plan to examine requests from both academic and professional staff as part of the plan going forward **[AP5.5.1]**

LUBS adopts the University's formal flexible working policy allowing any staff member to request flexible working. Applications are considered by line managers and HR based on service provision, with an emphasis on trialling the arrangement and compromise, in the event of any management concerns.

Flexible working is thought to be accessible to academics (76% agree their manager is supportive and only 8% thought their manager would not be). However, only 37% of academics agree that their career opportunities are the same when they work flexibly (50% of men agreeing and 22% of women agreeing). A large proportion 46% of respondents said they didn't know.

One issue highlighted is that opportunities for progression and development might be constrained while working reduced hours. While some responses were very positive, emphasising support:

*"I can only speak from my circumstances but my line manager is very supportive in terms of flexible working"* (Female, professional staff)

Several respondents highlighted issues around progression while working part-time, in addition to wider time constraints:

*"I am a part-time worker and I feel that this is a bigger barrier to me accessing opportunities (of all types) than because of my gender".*  
(Female, academic)

*"I have been planning to apply for promotion for over a year but I have literally had no time!"* (Female, academic)

For professional staff, there were greater concerns over access to flexible working practices, with a higher proportion thinking that they were unable to access the flexibility they required. 68% said that their line manager was supportive of requests for flexible working but 15% disagreed with the statement that their line manager is supportive of flexible working.

LUBS works hard to offer flexibility for staff, including adjustable start and finish times, in agreement with managers. However, there remains work to be done on promoting the policies that already exist within the school and HR will lead a series of flexible working roadshows to highlight the existing policies that staff can access, alongside information on the forthcoming staff SharePoint. We also plan to analyse all applications made, to facilitate monitoring for consistency across Divisions and services **[AP5.5.1]**

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

Career breaks are managed through the flexible working policy and available to both professional and academic staff. In the last 3 years reasons for career breaks have included further study, caring responsibilities and undertaking work overseas. Managers keep in touch with staff during career breaks and re-induct staff when they return to work. We will ensure the re-induction is in line with the AS principles [AP5.5.2, AP5.5.3] and all line managers are aware.

## 5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

LUBS works to foster a collegiate, inclusive and diverse community where colleagues feel safe, supported and respected. We have a history of recognising and valuing different traditions of research and teaching, suggesting we are in a strong position to further raise awareness and act on inequalities related to gender and other protected characteristics. Our E&I Committee is well established and is chaired by either the Dean or Deputy Dean, and includes senior leadership such as the Pro-Deans for Research and Student Education, as well as student equality reps at UG, TPG and PGR levels.

There will always be potential for improvement in organisational culture and the SAT recognise that the AS process in itself remains a driver for cultural change through assessment against and planned promotion of the ten charter principles.

The 2018 Culture Survey highlighted some positives, as well as areas for development and change:

- In relation to 'believing that LUBS is a good place to work for me', 91.0% agreed with this statement. 95.8% of male respondents agreed with the statement compared with 83.3% of female staff.
- 77.5% of all academic staff believed that LUBS was 'a great place to work for women'. When disaggregated by gender, 83.3% of men supported this statement. 66.7% of female respondents agreed with it.
- 82% of academics and 80% of professional staff agree they are not made to feel uncomfortable about their gender.

However, as our submission and Action Plan note, there are many areas for improvement and change. We will monitor our interventions through a second culture survey and analyse change and the impact of our actions [AP5.6.2].

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

LUBS is fully committed to University policies on Dignity and Mutual Respect which cover bullying, harassment, grievance and disciplinary matters. LUBS nominates key staff in leadership roles to attend institutional forum theatre training (role-play to replicate challenging situations), jointly run by senior HR staff and employment lawyers.

The LUBS HR team are available for confidential discussions when staff have concerns around their treatment at work and a range of informal and formal options are available. FEG is updated by the HR Manager and staff are updated on key policy changes through a variety of channels including communications from the HR Manager, the school's newsletter, EDI communications and divisional meetings.

In the 2018 culture survey 68.1% of staff believed that the school makes it clear that unsupportive language and behaviour is unacceptable. 73.1% of staff believe that their line manager would deal effectively with complaints of bullying or harassment. However, only 66.7% of staff are aware of the appropriate policies and procedures for raising concerns. A significant proportion indicated they had not needed personally to refer to such policies or raise issues.

There is work to do to increase awareness of and emphasise the School's zero tolerance policy and anti-bullying commitment. We anticipate that Active Bystander Training (which gives colleagues the confidence and knowhow to raise concerns on others' behalf when they witness unacceptable behaviour) will help address this and underscore LUBS' commitment to dignity and mutual respect  
**[AP5.6.4]**

(iii) Representation of men and women on committees

Table 15: Representation of males and females on LUBS committees									
	2015/2016			2016/2017			2017/2018		
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
	Faculty Executive Group (FEG)								
Members (academic)	7	3	30.0%	7	3	30.0%	8	2	20.0%
Members (professional)	0	6	100.0%	0	6	100.0%	0	6	100.0%
Total	7	9	56.3%	7	9	56.3%	8	8	50.0%
	Taught Student Education Committee (TSEC)								
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
Members (academic)	8	2	20.0%	12	5	29.4%	16	2	11.1%
Members (professional)	1	8	88.9%	0	5	100.0%	1	7	87.5%
Total	9	10	52.6%	12	10	62.5%	17	9	34.6%
	Health and Safety Committee (HSC)								
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
Members (academic)	5	3	37.5%	7	3	30.0%	7	3	30.0%
Members (professional)	1	5	83.3%	2	7	77.8%	2	7	77.8%
Total	6	8	57.1%	9	10	52.6%	9	10	52.6%
	Faculty Research and Innovation Committee (FRIC)								
	Male	Female	%, female	Male	Female	%, female	Male	Female	%, female
Members (academic)	8	3	27.3%	6	2	25.0%	6	2	25.0%
Members (professional)	0	1	100.0%	0	1	100.0%	0	1	100.0%
Total	8	4	33.3%	6	3	33.3%	6	3	33.3%

Women account for between one-quarter and one-third of academic members on LUBS main committees (Table 15). Membership of the committees above is linked to job role e.g. being Dean or a Pro-Dean (there are other committees e.g. E&I where membership opportunities are advertised and determined by application). While there are fewer female academics on each committee, this is broadly in line with their share of senior academic posts (Grade 9 and 10). As is often the case, the overall figures indicate gender balance, but this is partly a result of significantly higher numbers of female professional staff on the committees. We expect that as more women gain promotions to Grades 9 and 10, we will see a better gender balance in terms of academics, and will monitor this over the next four years **[AP5.1.1, AP5.1.6]**.

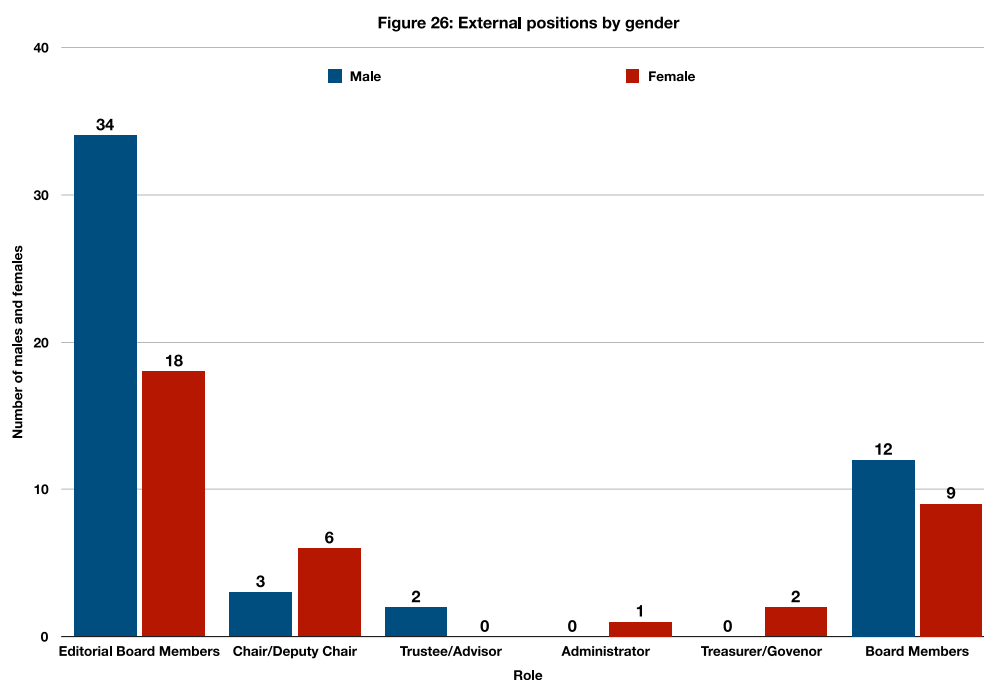
Feedback via the 2018 Staff culture survey indicated that internal leadership roles within LUBS (often carrying significant responsibility and workload hours) were not advertised consistently. As a result, the School published a policy in April 2019, citing the requirement and procedure for key leadership roles to be advertised, with details of the panel composition and application process **[AP5.1.4]**. Though it is too early to analyse the impact of this policy, Divisions that made recent appointments in Summer 2019 have a reported a gender-balanced outcome.



(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees.

Staff in LUBS participate in a wide range of influential external committees, including as journal editors and editorial board members; trustees of charities; chairs of academic networks; and members of think tanks. Participation is encouraged through recognition in promotion processes, staff newsletters and discussions in the SDRS. Hours for citizenship are included in workload, and additional workload hours for journal editorship are awarded on a case by case basis. 27 men occupy 57 roles and 21 women occupy 37 roles. Figure 26 details the range of positions held by staff across academic levels in LUBS.



We will develop a system for systematically recording and monitoring this information **[AP5.6.6]**

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

LUBS has a detailed workload model for academic staff used to assign teaching and administrative duties as well as document standard allowances for research, scholarship and citizenship. The model uses estimates of time for each activity, which are accumulated to add up to a total workload for the year. Where staff are part time, the target annual workload and allowances are pro-rata. Workload

Group, which includes all HoDs, the Dean, the Deputy Dean, the Pro-Deans and the HR manager, meets six times a year and reviews the time allowance for research, teaching, administrative and scholarship activities, as well as new proposals.

Allocation of workload is the responsibility of the HoD who has oversight of the experience, expertise and development needs of each member of staff in their Division. Allocation of workload includes an annual one-to-one meeting. These meetings will discuss career development and be an opportunity to identify facilitators and barriers to career progression.

Currently we do not monitor the workload allocation for gender bias and this is identified as something to address in our Action Plan **[AP5.6.7]**. While the workload time for activities is common across Divisions, each Division has developed their own planning tool. In order to analyse workloads across the School, we need a common planning tool, and we are investing in a role to develop this in Semester One 2019/20. Not only will this help to identify any possible bias in allocation, it will also facilitate greater transparency and consistency.

Feedback from the Culture Survey highlighted perceptions that female staff pick up more pastoral roles than male staff and that more male academics think that the workload model is fair and transparent (81.3%) than do female academics (63.9%). We will look at this in detail as part of the Action Plan **[AP5.6.7]**. The Culture Survey data reveals that gender was highlighted as an issue by some; for others lack of transparency was a concern:

*"I feel that some roles in the faculty are more commonly filled by women and these tend to be the very busy, day to day firefighting roles, which impede getting involved in long-term strategic things"*  
(Female, academic)

*"Greater transparency on workload would help to build trust and potentially improve staff well-being"* (gender/role not disclosed)

Where there are issues to be addressed, we will set further actions.

The incoming Dean, who chairs the Workload Group and AS SAT, is aware of the cultural and practical impact of having an effective and fairly administered workload model. Moreover, the Workload Group endorses a transparent model that supports equity between all staff.

#### (vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Key Faculty committees take place between core hours of 10:00am and 4:00pm. This has recently been formalised, but needs communicating more widely **[AP5.6.1]**. A positive indicator from the Culture Survey showed that 85% of respondents felt that meetings in their Division or service were held at times which enabled those with caring responsibilities to attend.

Likewise, departmental meetings, such as Faculty or Divisional Meetings, are held in core hours on varying days throughout the academic year, and announced well ahead of time. This is intended to ensure that no member of staff with a part-time or flexible work pattern will always be unavailable. Staff felt very strongly (93%) that work-related social activities such as staff parties, team building or faculty events are welcoming to both women and men.

(vii) Visibility of role models

Comment on publicity materials, including the department's website and images used.

LUBS is committed to promoting gender-balanced leadership and both male and female role models. A small number of respondents in the Culture Survey were somewhat critical of the gender balance and visibility of role models, describing *"the senior leadership is a wall of white men (though all very nice chaps)"* (Female, academic). Others, more positively, pointed to progress and greater gender balance in light of recent appointments: *"there is a good gender balance in key leadership positions across LUBS"* (Male, academic).

In 2018/19 LUBS has appointed women to Faculty level leadership roles including Pro-Dean for Student Education (Dr Cathy Myles), Impact Champion (Dr Jo Ingold), REF Unit of Assessment Lead (Prof Annie Wei), Divisional Directors for Research and Student Education, and Professor Julia Bennell will become our first female Executive Dean in January 2020. As such, there has been significant improvement in the past five years in the visibility of senior women at LUBS.

On International Women's Day (IWD), female alumni come to LUBS to inspire students about future possibilities. Our plasma screens in key public spaces in the School showcase the research and impact of our academics, and are monitored for gender balance and wider diversity.

We are mindful that our invited speakers should reflect gender balance and wider diversity. LUBS runs a variety of seminar series in connection to research, publishing and impact. These seminars include Ideas in Practice, Research with Impact, Distinguished Speaker Series, Lunchtime Editor Sessions and Corporate Wisdom. LUBS is also involved in NARTI Workshops. Table 16 below provides details of male and female involvement in these events, seminars and workshops since 2017/18, though some seminar series are more recently established.

Overall there is a tendency to invite more male speakers; 40% are women and this is often viewed as the threshold for gender balance. In the past two years, two Ideas in Practice events have focused on gender and ethnic diversity, career progression and leadership. However, some events and seminars are more male speaker dominated, and in particular we need to monitor and improve the gender balance of our distinguished speaker, lunchtime editor and Corporate Wisdom events **[AP5.6.5]**.



## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department.

More information on case studies is available in the awards handbook.

## 7. FURTHER INFORMATION

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please comment here on any other elements that are relevant to the application.

In 2017, three gender neutral toilets were introduced into LUBS in order to offer more appropriate facilities for trans, genderqueer and non-binary members of staff. We are also beginning to look beyond gender, defined simply as men and women, to look at other issues of equality and diversity including ethnicity, sexuality, race, age and going forward, we will be undertaking further detailed self-assessment to consider staff in professional services. In summer 2019 we initiated preparatory work with professional staff around key issues drawn from our Culture Survey and focus groups, to ensure that gender-related and other cross-cutting issues are addressed. Our investment in an E&I Project Officer (out to recruitment imminently and to start work in early 2020) means we will be able to maintain the momentum of the award submission and start delivering the outcomes from our Action Plan.

**Word count: 140**

## **8. ACTION PLAN**

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

## Athena SWAN – Action Plan 2019-23

Action Plan issues have been allocated a Priority (A to C), with Priority A being the highest. Timescales vary and the highest priorities will often - but not always - be those we plan to address first given on-going activities and resource planning

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
3. The Self-Assessment Process (SAT)							
3.1	Ensure Athena SWAN (AS) principles and actions are embedded across all staff and student groups	Set up three working groups to deliver on the Action Plan in relation to students, academic staff and professional staff objectives. Appoint leads and determine representative membership	Jan 2020	Apr 2020	AS Leads and Dean/Deputy Dean	Communication and delivery of key actions from action plan on time and to target	Priority A
		Assign actions to the three working groups with oversight from SAT. Set up framework for bi-annual monitoring review to ensure delivery	Apr 2020	May 2020	AS Leads, Dean/Deputy Dean and Working Group Leads	Clear remit of work for each working group, aligned with Action Plan and the activities being undertaken	
		Calendar of reminders, events and reviews created. AS section created on the staff Intranet	Feb 2020	May 2020 annually	E&I Project Officer		
3.2	Maintain a diverse assessment team of academic/professional staff, gender and career stage profile with reach across the School	Refresh membership of the AS SAT group	Jan 2020	Apr 2020	AS Leads and Dean/Deputy Dean	New members of SAT inducted ensuring translation of activities to local level and oversight	Priority B

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
3.3	Capture full data for self-assessment and continuing review  <i>In preparation for our AS Bronze application initial steps have been taken to organise data to facilitate ongoing collection and analysis at faculty level</i>	Full audit of required data to identify existing gaps e.g. numbers of exit interviews, staff with mentors etc. Close liaison with working groups to determine new data that might need to be collected. Faculty level system for collecting data established	Mar 2020	Dec 2020 annually	E&I Project Officer	Data for ongoing and continuous assessment and improvement is available for analysis	Priority A
3.4	Maintain faculty engagement with AS agenda and momentum of actions following submission  <i>Athena SWAN is already a standing item on the agendas of the Faculty Executive Group, the International Advisory Board other senior level committees</i>	Bi-annual review of AS objectives in each Division to take place in divisional meetings	April 2020	April 2020	AS Leads and Divisional Administrators	AS Action Plan becomes standing item for discussion in divisional meetings	Priority B
		Regular reporting to whole School on progress at Faculty Board (three a year) and newsletter (monthly)	Jan 2020	Ongoing	AS Leads	Divisions regularly report on the key initiatives introduced by the AS process	
		Appointment of an Equality & Inclusion (E&I) Project Officer, to project manage and support the SAT/ FEG in the implementation of the AS Action Plan and related activities	Nov 2019	Mar 2020	HR Manager		



Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
3.4 (cont.)		Publish a version of the AS submission and action plan on the School's external website to highlight good practice, commitment to AS principals and areas for advancement	May 2020	May 2020	E&I Project Officer	New member of staff inducted to implement Action Plan	

#### 4. Picture of the department

##### 4.1 Student Data (Student enrolment and attainment UG/TPG/PGR)

4.1.1	Understand the UG offer to application rate, and attainment at the highest levels for UG and TPG by gender	Obtain a comprehensive data set to monitor student acceptance rates and attainment across UG/ TPG programmes by gender. Track changes and identify gaps where they exist. Identify follow up actions e.g. targeted conversion activities via the Faculty Conversion and Admissions Group	Oct 2019	Ongoing	Admissions Team, Pro Dean for Student Education and Marketing and Recruitment Team	Understand if we need to take action to reduce the gap in the offer to application rate by gender on identified UG programmes	Priority B
		Produce an annual summary of acceptance rates and attainment by gender for review by Pro Dean for Student Education/DDSEs	Dec 2020	Ongoing	Faculty Education Service Manager	No increase in gender attainment gap from 2017/18 levels	

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
4.1.2	Explore reasons for some programmes having a gender imbalance and look at how we might address these to achieve greater gender balance	Create a working group to address variation in subject choice by gender, notably Economics (UG level) and female dominated programmes at TPG level (HRM, A&F, International Marketing)	Apr 2020	Oct 2022	Academic members of SAT/divisional representatives and Pro Dean for Student Education	An identifiable trend in admissions data towards a more gender balanced cohort on targeted programmes including Economics (UG), HRM and A&F (TPG)	Priority B
		Use working group findings to implement actions such as redesign of marketing materials, alumni as role models and targeted outreach events	Oct 2020	Dec 2021	Marketing and Recruitment Team, E&I Project Officer and Pro Dean for Student Education		
Student Data (Student funding - UG, TPG and PGR)							
4.1.3	Ensure scholarships are fairly awarded. Scholarship funding, especially at TPG and PGR level is a key enabler of continued studies, therefore we must monitor access to and attainment of funding by gender. While data	Annually monitor the application and award of funded places at UG, TPG and PGR level by gender and identify areas of imbalance	2019 ongoing	Ongoing/ annual review	Pro Dean for Student Education, Deputy Pro Dean and Head of the Graduate School	Obtain a comprehensive dataset over time  All funding panels have balanced male and female academic	Priority A

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
4.1.3 (cont.)	on UG and TPG looks balanced, the data is less positive for PGR, which shows fluctuation, and lower levels of funding for female applicants	Review gender composition of LUBS PGR funding panels to improve transparency	Before funding panels Mar 2020	Ongoing	Head of Graduate School, Graduate School Co-ordinator and PGR Director	representation from March 2020	
		Working group to review divisional process for allocation of funding at PGR level, standardise process and propose actions for consideration by DDR's and Pro Deans for SE and R&I	Mar 2020	Oct 2022	Student Working Group Lead and Divisional Directors of Research	Transparent criteria for assessment of applications for funding applied consistently across all Divisions	
		When shortlists are not representative, shortlist panels to review and/or provide written justification	Mar 2020	Ongoing	Head of Graduate School and Graduate School Co-ordinator	Improved gender balance in awards of funding at PGR level – a minimum 40% average for successful female applicants over a four-year cycle	
4.1.4	Pipeline from UG to TPG and PGR looks positive based on last three years and we will monitor for change and take action should we need to	Annually monitor continuation data for changes to the gender composition of programmes at all stages in the pipeline	Oct 2019	Ongoing	Faculty Education Service Manager	Obtain a comprehensive data set over time  Continuation rates maintained or improved	Priority C
<b>4.2 Academic and Research Staff Data</b>							
4.2.1	Nearly all fixed term professors (typically also part time and	Review fractional appointment process at grade 10. Establish how these			Dean/Deputy Dean with HoDs	Greater gender balance in these	Priority B

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
4.2.1 (cont.)	probably therefore with tenured positions elsewhere) are male. We need to understand why this is	appointments take place with HoDs, and explore transparency and communication between Dean and HoDs during the process				appointments over a 4 year period	
4.2.2	Understand why academics leave and if there are any reasons related to gender, ethnicity or other forms of discrimination  <i>Exit interviews have been offered to staff since June 2018</i>	Consistent collection, review and analysis of exit interview and leaver's questionnaire data	Mar 2020	Ongoing/ annual review	HR Manager	Staff do not cite gender, ethnic or other types of bias as a reason for leaving the School (minimal data currently exists to establish a baseline for this)	Priority B
<b>5. Supporting and Advancing Women's Careers</b>							
<b>5.1 Key career transition points: academic staff</b> <b>Recruitment (Increase recruitment of female staff in senior positions)</b>							
5.1.1	At Grade 10/professorial level fewer women apply, are shortlisted and recruited than men (figure 18)  At Grade 9 fewer applicants are women and while shortlists are	Ensure that all academic posts deliver diverse shortlists at all grades. Focus on attracting female applicants e.g. look at Unconscious Bias within job adverts through the words and terminology used. Address these issues in recruitment training	Sep 2020	Ongoing/ annual review	HoDs with oversight from Faculty HR	All shortlists are representative of the application gender profile and when this is not the case a review of the vacancy is initiated	Priority A

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.1 (cont.)	balanced, women are less likely to be appointed (figure 18)  <i>Targeted recruitment has been employed for several senior positions within the Faculty</i>	Shortlisting, interview and search panels must include both male and female academics	Sep 2020	Ongoing	Dean/Deputy Dean	90% of shortlists with both male and female candidates as an annual target  Increased appointments of women to Grade 10 positions contributing to a target composition of 30% by the end of 2023 (currently at 22.4%)	
		HR to report annually to the SAT and FEG on (a) the gender balance of shortlisting/ search panels (b) the gender balance of candidates selected for interview	Sep 2020	Ongoing/ annual	HR Manager		
		Dean/Deputy Dean to review any single gender shortlists	Jan 2020	Ongoing	Dean/Deputy Dean		
		Where applicable, seek out suitable female candidates at higher grades through targeted recruitment. At Grade 10 adverts, include a statement actively encouraging an informal conversation	Jan 2020	Ongoing	HoDs and HR Manager		
5.1.2	Embed AS principles within the recruitment process	Simplify job specifications and emphasise a range of strengths and attributes within the advert	Dec 2020	Mar 2020 / ongoing	HR Manager and HoDs	Increased levels of pre-application/interview engagement with goal	Priority B

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.2 (cont.)	<i>All job adverts now include a statement highlighting that flexible working and job share arrangements are supported</i>	All advertised posts highlight the School's commitment to AS principles and emphasise attributes including collegiality and pastoral care	Jan 2020	Mar 2020 / ongoing	HR Manager	of more gender balanced shortlists and increased female appointment (see success measures above)	
		Assign both a male and female contact on each recruitment advert	Jan 2020	Mar 2020 / Ongoing	HR Manager and HoDs	Successful applicants identify that the school is a good place to work for women and those with families in post-induction survey	
5.1.3	Awareness of personal and unconscious biases in recruitment  <i>Open sessions run in 2018 and 2019</i>	Ensure all recruitment and promotion panel chairs and those in Faculty leadership roles undertake unconscious bias training. Sessions (open to all staff) to be delivered bi-annually; attendance monitored and recorded to verify training has been undertaken	July 2019	Ongoing	Dean /Deputy Dean HR Manager to check conformity	All chairs and faculty leaders to have completed unconscious bias training	Priority A
		Question added to the staff survey to evidence understanding of unconscious bias	Jun 2020	Annual review	HR Manager	Common understanding of personal biases in recruitment as evidenced through staff survey	

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.4	Culture Survey highlighted a perceived lack of transparency in how appointments are made to divisional leadership roles	Formalise the advertisement of all work-loaded academic leadership roles within the Faculty and Divisions, with specific terms of office.	June 2019	Dec 2019 ongoing	HR Manager and HoDs	90% say that appointments are transparent	Priority C
	<i>Formalised process in policy from June 2019</i>	Include question on Culture Survey on transparency in relation to gender for leadership roles	Jun 2020	Ongoing	HR Manager	Improved gender balance in divisional level leadership roles from 2020 to at least 40% female	
Induction							
5.1.5	Survey data suggests that staff induction experiences are varied	Survey recent new starters (2017 onwards) to explore their experiences and determine the quality of their induction	Jan 2020	Sep 2020	E&I Project Officer	All new starters participate in the revised induction programme	Priority C
		Clear induction programme developed based on feedback and undertaken by all new starters	Jan 2020	Sep 2020	HR Manager	90% find the induction experience positive and useful as evidenced by the post-induction survey	
		Standardised checklist and documentation to be used by HR Office and line managers	Jan 2020	Sep 2020	HR Manager		

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
Promotion (Improve staff development and support for promotions enabling progression towards senior academic position)							
5.1.6	Fewer women are applying for promotion from Associate Professor (Grade 9) to Professor (Grade 10)	Clarify the promotion process across all routes, and provide HR and peer support for promotion applicants to establish what is required in preparation for promotion	Mar 2019	Ongoing	HR Manager	Percentage of Grade 9 female academics applying for promotion to Grade 10 equal to that of Grade 9 male academics over a four year period (an increase in the absolute number of female applicants)	Priority A
	<i>First workshop run in March 2019</i>	Termly promotions workshops for academic and professional staff, with input and case studies from successful applicants	Mar 2019	Ongoing	E&I Project Officer and HR Manager		
		Include question on SDRS to explore promotion and advise attendance at a promotions workshop	Jan 2020	Ongoing	HR Manager and HoDs		
5.1.7	The School needs to increase the visibility of influential female role models	Establish Aurora network with the expectation that they will contribute to workshops and events to provide peer support within and across Divisions	Jun 2020	Jun 2022	HR Manager	Full take up of available places on the Aurora Programme each year	Priority B



Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.7 (cont.)	<i>The School has funded additional places on the Aurora Programme for the past two years, and will continue to do so</i>	Establish an annual AS event showcasing Aurora alumni and leading female academics, enabling attendees to network with them, learn from their experiences and share knowledge	Jun 2020	Ongoing	E&I Project Officer	AS event delivered with attendance maintained or increased year on year  Aurora Network becomes self-sustaining and delivers their own networking events (3 per year)	
5.1.8	Is the perception that female academics spend more time in post and wait longer to apply for promotion correct?	HR to generate an annual report to review the length of time academic staff have been in grade, contextualised for individual circumstances and passed to HoDs	April 2020	Ongoing	HR Manager	We understand the issues and take action as appropriate	Priority B
		HoDs to use report to actively identify and encourage women who are ready for promotion and discuss opportunities for mentoring, arranging a mentor if requested	Apr 2020	Ongoing	HoDs	Promotions discussions between academic staff and line managers become an annual activity in each Division	

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.8 (cont.)		Dean/Deputy Dean to ensure HoDs identify candidates for promotions across research, education and leadership pathways. Incorporated as part of the annual staff planning exercise	Jun 2020	Ongoing	Dean/Deputy Dean and HoDs	Increased rates of promotion (contextualised for individual circumstances) for women and gender balance for time in post over a four-year period	
5.1.9	Leave and caring responsibilities in their widest sense, can have a significant impact on the ability of academic staff to produce research and build networks	Work with University's HR Specialist Support Team (who manage promotions procedures) to revise the promotions application form to include space for personal narrative illustrating impact of leave/caring responsibilities, rather than "special/mitigating circumstances" which has negative associations	Dec 2019	Apr 2020	HR Manager and AS Academic Leads	Revised UoL promotion form used at all panels across the University	Priority B
		Provide guidance to HoDs to offer support for personal circumstances via workload allocation	Apr 2020	Oct 2020	HR Manager and Workload Analyst	Supplementary form used at all Faculty panels and all assessors trained in how to take	

Action Plan Ref No.	Issues to be Addressed <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.1.9 (cont.)		If not possible to change at University level, provide a supplementary sheet alongside promotions forms and SDRS within the Faculty for applicants to summarise personal circumstances and their impact. Produce guidance and training for assessors on how to take consideration of personal circumstances as part of promotions panels and systems	Sep 2020	Oct 2020	HR Manager	consideration of personal circumstances  Increased rates of promotion (contextualised for individual circumstances) for women and gender balance for time in post over a four-year period	
		Clear communication with promotions panels about consideration of maternity/ adoption leave, caring responsibilities, bereavement and wider personal circumstances	Sep 2020	Dec 2020	HR Manager and Dean/Deputy Dean	More positive experience of returning from leave and being supported by the Faculty as evidenced through the Culture Survey	

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.2 not applicable							
5.3 Career development: academic staff							
Training – AP5.1.5 and AP5.3.1 (below)							
Appraisal/developmental review							
5.3.1	Reduction in SDRS completion rates from 80% in 2015/16 and 2016/17 to less than 60% in 2017/18. Women less likely to experience staff review in 2016/17	Increase participation in SRDS to better support training needs, career development and progression via enhanced communication and raising awareness e.g. divisional meetings, Faculty Board, the Newsletter	Jan 2019	Ongoing	HR Manager, and HoDs	Increase compliance with SRDS to 90% completion	Priority A
	Culture Survey highlights that not all academic staff believe they have an effective SRDS to support their development	Allocate a specific member within each Division or Service to ensure SRDS is undertaken and data is recorded and monitored. Collate data across the Faculty to report to FEG	Jan 2020	Ongoing	HR Manager and E&I Project Officer	Increased percentage of staff agree their SRDS is effective and of a high quality in the Culture Survey	
		Faculty level workshop training – How To Make the Most of the Appraisal Process and supplementary guidance for appraisers on what to cover in SRDS	Apr 2020	Ongoing	HR Manager		

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
Support given to academic staff for career progression							
5.3.2	<p>The Faculty has made a significant investment in support for research. In line with AS principles, we will monitor allocation of internal research funds in terms of gender to ensure both male and female academics benefit</p> <p><i>AS Leads working with Pro-Dean for Research and Innovation on gender assessment</i></p> <p><i>Established returner policy (reduction in teaching workload) and fund to support travel for research and conferences for carers in 2018</i></p> <p><i>Gender monitoring of first round of Challenge Fund allocations completed in August 2019</i></p>	Monitor application and receipt of internal funding, such as Challenge Funds, for gender equality in order to support the production of high-quality research by female academics	Aug 2019	Ongoing	Dean/Deputy Dean, Pro-Dean for R&I and Faculty Research Manager	<p>Gender profile of applicants and awards representative of the research active gender profile in the school</p> <p>Gender balance in the allocation of internal research funds</p>	Priority C
5.3.3	Significantly fewer women feel that they are able to take up development opportunities than their male colleagues	Working group to establish how to improve mentoring for academics. Linking with AP 5.1.7 supported by the Aurora network	April 2020 (First working group)	Sept 2020 (Report)	E&I Project Officer	Increase in number of women benefiting from development opportunities including mentoring evidenced	Priority B

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.3.3 (cont.)	Culture Survey shows that 69% of men, but only 46% of women said they are provided with mentoring	Hold a Faculty-wide networking event on mentoring	Jun 2020	Bi-annually	E&I Project Officer	by responses in Culture Survey	
		Identify and create a register of mentors in each Division, which is reviewed and updated annually.	May 2020	Ongoing	E&I Project Officer	All SRDS to discuss mentoring opportunities and mentors arranged if requested (AP 5.1.8)	
5.4 Not applicable							
5.5 Flexible Working and Managing Career Breaks (Provide enhanced support mechanisms for staff considering taking parental leave and returning to work)							
5.5.1	Culture Survey comments and focus groups highlighted issues with accessibility to flexible working for professional staff, including lack of awareness of carer, flexible working and parental leave policies  <i>Established an AS section on the staff intranet (SharePoint) in September 2019 for key resources and policies related to HR and EDI</i>	Collect data on all formal flexible working applications made to enable monitoring by grade, gender and contract type. Annual report produced for FEG detailing numbers and gender balance of applications, approvals etc., and identifying issues to enable further action. Specific question included in the Culture Survey	Jan 2020	Ongoing/ annual review	HR Manager and E&I Project Officer	An agreed set of principles for flexible working, explicit recognition of hours of cover for student facing activities  Increase in applications for flexible working approved with clear gender balance	Priority A
		Bi-annual flexible working/parental leave roadshow to highlight the School’s commitment and policies to staff and line managers	May 2020	Bi-annually	E&I Project Officer		

Action Plan Ref No.	Issues to be Addressed  <i>Has anything been done to date?</i>	Planned Action	Timeframe		Person responsible (Job title)	Measures of Success	Priority
			Start Date	End Date			
5.5.1 (cont.)		Communicate flexible working policies and make available on the staff intranet (SharePoint)	Sep 2019	Ongoing	E&I Project Officer	Reduction in issues with flexible working requests as evidenced by the Culture Survey	
5.5.2	Culture Survey and focus groups highlighted that maternity and paternity leave planning and return needs improvement	Survey staff who have returned from maternity leave/parental leave since 2015/6 to gather views	Nov 2019	March 2020	HR Manager, E&I Project Officer	Increase line management and staff awareness of existing policies and parental leave benefits, evidenced via Culture Survey and visits to SharePoint site	Priority A
		Highlight and promote the maternity/parental leave planning checklist and materials on Faculty Intranet (SharePoint )	Sep 2020	Jan 2021	HR Team		
		Six monthly e-mails from Dean/Deputy Dean highlighting leave policies	Jan 2020	Bi-annually	Dean/Deputy Dean	All staff returning from leave have a return to work plan agreed with their line manager at least two months prior to return to work	
		Devise guidance for managers to support those returning to work following birth/ adoption leave	Sep 2020	Dec 2020	HR Manager and E&I Project Officer	More staff registering awareness and use of return to work policies in Culture Survey 2020	
		Devise a structured return to work programme, including re-orientation, key priorities and career development discussions following action 5.3.1	Mar 2020	Jul 2020 (Impl.tn)	HR Manager, AS Leads and E&I Project Officer		

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			Start Date	End Date			
5.5.2 (cont.)		Monitor application and/ take up of return to work policy (reduction in teaching workload) and use of travel allowance policy for dependents. Review the policy for effectiveness in 2020 and hold focus groups with returners in late 2021.	Jun 2020	Ongoing	HR Manager	Staff feel supported and re-inducted into the faculty following leave, evidenced by less negative commentary in Culture Survey and through feedback in focus groups	
5.5.3	Not all staff aware of opportunities/ funding calls that occur during leave – impacting upon career following return from maternity and parental leave	Identify key individual in each academic Division to ensure research-based communications, particularly relating to opportunities for research funding are sent to staff members on leave, if they expressly wish to receive them	January 2020	Ongoing	HoDs	Fewer negative comments about return to work experience in the Culture Survey and focus groups (AS 5.5.2), which explore the area of research communication whilst on leave	Priority B
<b>5.6 Organisation and Culture</b>							
5.6.1	To ensure staff with a range of caring responsibilities can access key meetings and committees (Faculty level and All-Division meetings)	Formalise and promote existing core meetings times - 10.00 – 16.00 via email to Faculty (with a reminder sent at the beginning of each academic year)	January 2020	Annually	Service Managers and HoDs. Dean/Deputy Dean to send reminder	All key meetings and committees take place in core hours	Priority A



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			Start Date	End Date			
5.6.1 (cont.)	<i>Core meetings times have been set as 10.00-16.00 but there is not widespread awareness</i>						
5.6.2	There is a need to continue to monitor and assess the impact of interventions and actions	Run autumn 2021 Culture Survey to establish progress, changes in perceptions and new issues since 2018 survey. Culture Survey to run biennially	July 2021	Ongoing every two years	HR Team Dean/Deputy Dean to highlight and encourage responses	Establish data set to compare and contrast with 2018 data set  Increase response rate from 49% to 70%	Priority B
5.6.3	External webpages should present the School and Divisions as an inclusive environment	Review Faculty website and in particular divisional sites to ensure there is suitable gender and wider diversity representation	Sep 2020	Jan 2021	E&I Project Officer and Marketing Manager	All website material reviewed by an appropriate specialist to present an inclusive work and study environment prioritising student and staff recruitment pages	Priority B
		Produce and publicise guidelines about developing inclusive webpages and produce a representative image bank that all staff can access	Jan 2021	Mar 2021	E&I Project Officer and Marketing Manager		
		Include gender balanced testimonials on the website from staff and students highlighting why they like working and studying at the School	Jan 2021	Jun 2021	E&I Project Officer		

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			Start Date	End Date			
5.6.4	<p>In Culture Survey focus groups, staff report upsetting or inappropriate tone in emails</p> <p>Only 67% of staff are aware of methods for reporting harassment.</p> <p><i>Share point has been established for key HR and EDI policies</i></p>	<p>Raise awareness of university values and embed them in School culture, using them to guide decisions. Manage supporting communications throughout the Faculty including poster campaign and SharePoint</p>	April 2020	Nov 2020	Dean/Deputy Dean and E&I Project Officer	90% of staff know the methods for reporting harassment, as evidenced in the Culture Survey	Priority B
		<p>Coordinate termly Active Bystander training throughout the Faculty (mandated for FEG and divisional leadership roles) giving tools and techniques for all staff members to challenge and report harassment, language and behaviour that is not aligned with an inclusive work environment</p>	Sep 2020	Ongoing	HR Manager	<p>50% of staff, including all FEG and divisional leadership roles, completed active bystander training</p> <p>Reduced reports of poor behaviour in Culture Survey</p>	
5.6.5	Review of 2017-2019 data reveals there have been fewer female speakers on some of our flagship research events and seminar series	Review and identify more female keynote speakers to invite to LUBS flagship research events and seminar series. Establish and publicise guidelines on gender balance for events	Sep 2020	Sep 2020 ongoing annual review	Research Office, External Comms and Engagement Manager and E&I Project Officer	50% female speakers annually in distinguished speaker, lunchtime editor and Corporate Wisdom events	Priority B
5.6.6	There is a lack of systematic recording of the involvement of academics on external committees, and the Faculty	Develop a system for recording and monitoring involvement on external committees by gender. Identify where to target support and encouragement to join external committees	Jan 2020	Annual review	Research Office and HoDs	Build evidence base of how well opportunities are accessed by women and men, and achieve a gender	Priority C

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			Start Date	End Date			
5.6.6 (cont.)	support to facilitate engagement is not consistent					balance across all activities especially Editorial Board Membership	
5.6.7	Focus groups highlighted a perception that research time for female academics is squeezed by teaching and citizenship activities. Culture Survey indicates similar perceptions about gender bias in workload allocation for “pastoral” type roles  <i>September 2019 – work commenced to review workload model through the appointment of a workload analyst</i>	Review the faculty workload model to compare allocation of hours for service roles and explore whether gender is a facet in the appointment to these roles	Oct 2019	Apr 2020	Dean/Deputy Dean and Workload Analyst	Pastoral roles clearly defined with clear boundaries (min and max expectation) and workload fairly reflects time for pastoral roles	Priority B
		Report on findings of review to Workload Group - exploring and proposing relevant actions such as active management to balance the gender of staff in these roles	Apr 2020	Dec 2020	Workload Analyst and E&I Officer	Gender balance of staff in pastoral roles	
Outreach Activities							
5.6.8	Greater contribution made by female students School outreach activities	Monitor student participation in outreach activities in order to broaden participation and achieve gender balance	Sept 2019	Ongoing	Admissions Office and E&I Officer	Gender balance between females and males undertaking outreach activities	Priority B

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			Start Date	End Date			
5.6.9	Staff and student contribution to outreach is currently not formally recognised or rewarded  <i>Appointment of Stacey Mottershaw as Faculty Director for Social Mobility, with responsibility for outreach</i>	Formal recognition and reward of contribution to outreach for staff and students e.g. develop a Partnership Award or Dean's Prize for Citizenship to recognise ambassadors	Jan 2020	Jul 2020 ongoing	Admissions Office and Faculty Director for Social Mobility	Creation of award system and annual prize-giving	Priority B
		Ensure outreach work is workloaded, and have outreach recognised in yearly appraisals			Workload Group/HoD	Workload hours applied to outreach activities	

For abbreviations, please see list on Page 7 of application



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