



Department Application Silver Award

Faculty of Mathematics and Physical Sciences University of Leeds



### **Rachael Brown**

From:	Athena Swan <athena.swan@advance-he.ac.uk></athena.swan@advance-he.ac.uk>
Sent:	18 March 2019 09:21
To:	Rachael Brown; Athena Swan
Cc:	Stephen Scott; Sabiha Patel
Subject:	RE: Request for additional words – Faculty of Mathematics and Physical Sciences, University of Leeds

Hi Rachael,

Many thanks for your email. We are happy to grant an additional 1,000 words to the Faculty of Mathematics and Physical Sciences at the University of Leeds for their April 2019 submission. The additional words are due to the Faculty having four component Schools, and to enable to the Faculty to appropriately analyse and reflect on data specific to the four Schools and fully explore their circumstances and develop actions appropriate to address these.

Please include this email at the beginning of your submission, and state clearly throughout where the additional words have been used.

With best wishes,

Jess

Jessica Kitsell Equality Charters Adviser

E jessica.kitsell@advance-he.ac.uk T +44 (0)20 3870 6022



From: Rachael Brown [mailto:R.Brown1@leeds.ac.uk] Sent: 15 March 2019 14:52 To: athenaswan@ecu.ac.uk Cc: Stephen Scott <S.K.Scott@leeds.ac.uk>; Sabiha Patel <S.Patel1@leeds.ac.uk> Subject: Request for additional words – Faculty of Mathematics and Physical Sciences, University of Leeds

Dear Equality Charters team,

I am writing to you on behalf of the Self-assessment Team in the Faculty of Mathematics and Physical Sciences to ask that you grant a request for an additional 1,000 words in our upcoming Athena SWAN application. We request this under the circumstances articulated in your guidance as 'Faculty applications',

in that we will be presenting data relating to 4 component Schools, which make up the structure of our Faculty.

To give a bit of context to the request; it is our belief that the Schools within the Faculty face significantly different challenges and are faced with different discipline-specific issues. For example, 80% of applications to undergraduate degrees in one School (Food Science and Nutrition) are made by female candidates and this contrasts with 27% in another School (Physics and Astronomy). We feel that to adequately explore the nuance of the School's individual circumstances, an additional 1,000 would be desirable.

Best wishes,

Rachael

Rachael Brown

Athena SWAN Project Officer - Faculty of Mathematics and Physical Sciences Based in Equality Policy Unit, 11.60 EC Stoner Building University of Leeds Leeds LS2 9JT

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illuminate = articulate = champion = transform

Please note that all of the additional 1,000 words granted by the Equality Charters team have been used in section 4 of the following report.

List of abbreviations used

AAM	Annual Academic Meeting
AS	Athena SWAN
CHEM	School of Chemistry
DoRI	Director of Research and Innovation
DoSE	Director of Student Education
E&I	Equality and Inclusion
ECR	Early Career Researcher
EPS	the Faculty of Engineering and Physical Sciences
FEC	Faculty Executive Committee
FESM	Faculty Education Service Manager
FE&IC	Faculty Equality and Inclusion Committee
FRIC	Faculty Research and Innovation Committee
FSAN	School of Food Science and Nutrition
FSAT	Faculty Self-Assessment Team
FSNG	Food Science and Nutrition Group (for benchmarking purposes)
FTE	Full-time equivalent
FTSEC	Faculty Taught Student Education Committee
HE	Higher Education
HEI	Higher Education Institution
HoG	Head of Group
HoS	Head of School
HR	Human Resources
IoP	Institute of Physics
ISAT	Institutional Self-Assessment Team
KiT	Keep in Touch
MaPS	the Faculty of Mathematics and Physical Sciences
MATH	School of Mathematics
NSS	National Student Survey
P&M	Professional and Managerial
PDRA	Post-Doctoral Research Assistant
PFF	Permanent, Fixed-Funded
PGR	Postgraduate Researcher
PGT	Taught Postgraduate
PHAS	School of Physics and Astronomy
PMS	Professional, Managerial and Support staff
	(includes administrative and technical support)
PVC	Pro-Vice Chancellor
QAT	Quality Assurance Team
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RG	Russell Group
RIS	Research and Innovation Service
SES	Student Education Service
SESM	Student Education Service Manager
SES SESM	Student Education Service       Student Education Service Manager

SE&IC	School Equality and Inclusion Committee
SMC	School Management Committee
SPLiT	Shared Parental Leave in Touch
SRDS	Staff Review and Development Scheme
SSM	School Staff Meeting
T&R	Teaching and Research
TU	Trade Union
UAF	University Academic Fellow
UEG	University Executive Group
UG	Undergraduate

Department application	Silver
Word limit	12,000 + 1,000
Words in this application	12,941
1.Letter of endorsement	444
2.Description of the department	367
3. Self-assessment process	994
4. Picture of the department	3,094
5. Supporting and advancing women's careers	7,059
6. Case studies	859
7. Further information	124

Name of institution	University of Leeds		
Department	Faculty of Mathematics and Physical Sciences		
Focus of department	STEMM		
Date of application	30 <sup>th</sup> April 2019		
Award Level	Silver		
Institution Athena SWAN award	Date: Nov 2016	Level: Bronze	
Institution Athena SWAN award Contact for application Must be based in the department	Date: Nov 2016 Prof Stephen Scott	Level: Bronze	
Institution Athena SWAN award Contact for application Must be based in the department Email	Date: Nov 2016Prof Stephen ScottS.K.Scott@leeds.ac.uk	Level: Bronze	
Institution Athena SWAN awardContact for application Must be based in the departmentEmailTelephone	Date: Nov 2016Prof Stephen ScottS.K.Scott@leeds.ac.uk0113 343 6492	Level: Bronze	
Institution Athena SWAN awardContact for application Must be based in the departmentEmailTelephoneDepartmental website	<ul> <li>Date: Nov 2016</li> <li>Prof Stephen Scott</li> <li>S.K.Scott@leeds.ac.uk</li> <li>0113 343 6492</li> <li>physicalsciences.leeds.ac.uk</li> </ul>	Level: Bronze	

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

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter immediately after this cover page.

James Greenwood-Lush Head of Athena SWAN Equality Challenge Unit 7<sup>th</sup> Floor, Queens House 55/56 Lincoln's Inn Fields London WC2A SLJ



29 April 2019

## Dear James

I am delighted to submit this Silver Athena SWAN application for the Faculty of Mathematics and Physical Sciences.

The Faculty has long recognised the importance of addressing pro-actively the development of female careers in our subject areas and of inspiring and recruiting women students. We submitted our first Athena SWAN application in 2011 obtaining a Silver award in 2012 and have held an award since then, with a Bronze award at our most recent renewal. Since then we have continued to work to deliver our action plan, introducing new initiatives and collecting data and feedback to evidence the impact of these. During the last three years we have also extended our scope to explicitly consider career development for our Professional, Managerial and Support staff.

The Faculty Executive team is fully committed to and leads our activities, accepting both the moral and business cases for maximum inclusivity and equality of opportunity and experience. I chair the Faculty SAT and the Equality and Inclusion Committee and each Head of School either chairs or is an active member of the School SATs. My own engagement with Athena SWAN goes back to my time as Pro-Vice-Chancellor for Staff and Students at Leeds and I commissioned our first institutional submission to the AS scheme. I have retained the overall Institutional Lead role for gender issues including AS and chair the Institutional SAT. As such, I routinely update the University E&I Committee and the Council with quarterly reports and have led the engagement of the AHSSBL departments with Athena SWAN.

Since our last submission, we have made some significant progress, particularly in appointing 8 new female University Academic Fellows – including 5 into Physics. We have also increased the number of women on more secure contracts through our 'permanent subject to fixed funding' category. We remain above national and Russell Group benchmarks for female staff and students in most categories and have introduced more flexible use of temporary part-time working. We are now providing more flexible support for staff returning from parental or similar leave.

Despite this, there is further work to do: less than 10% of our professoriate and only 25% of our Grade 9 academic staff are women; the success rate for male BME applicants for appointments is notably lower than for other groups. We are striving to address these issues significantly over the next plan period.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department and I hope that it illustrates our wide range of gender-focused initiatives and sets out ambitious plans that will help us advance our gender equality aims even further.

Ston Stt

**Professor Stephen Scott** 

Total words = 444

### 2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Faculty comprises four academic schools:

- Chemistry (CHEM);
- Food Science and Nutrition (FSAN);
- Mathematics (MATH);
- Physics and Astronomy (PHAS).

Academic staff (Teaching and Research, Research only and Teaching only) are assigned to a School. Professional and Support staff may be assigned to a School or the Faculty offices.

The Faculty Executive Committee (FEC) has overall responsibility for management and executive action in all areas of activity including equality, inclusion and diversity. It is responsible for ensuring adequate funding for Athena SWAN initiatives. It receives advice and regular reports from the Faculty Self-Assessment Team (FSAT; see section 3(ii) for more detail) through the Executive Dean who chairs both groups. Each School has a School Management Team and a School SAT with similar remit and responsibilities. FEC reports to the University Executive Group (UEG) of which the Dean is a member and the FSAT reports to the Institutional SAT.

Role	Category
Dean (Chair)	Academic
Pro-Dean (Research & Innovation)	Academic
Pro-Dean (Student Education)	Academic
Pro-Dean (International)	Academic
Interim Head of Chemistry	Academic
Interim Head of Mathematics	Academic
Head of Food Science & Nutrition	Academic
Head of Physics & Astronomy	Academic
Co-Heads Faculty Graduate School	Academic
Faculty Finance Manager	Professional and Managerial
Faculty HR Manager	Professional and Managerial
Faculty Marketing Manager	Professional and Managerial
Faculty Student Education Service Manager	Professional and Managerial
Faculty Student Education Service Manager	Professional and Managerial
Faculty Facilities Manager	Professional and Managerial
Faculty IT BRM	Professional and Managerial

#### Table 1: Faculty Executive Committee Membership in 2018/19

There are currently 5 women (1 academic) and 11 men (3 professional & managerial) in the FEC.

The governance and management structures are illustrated in Figure 1 below.



Athena SWAN/E&I engagement, initiatives, projects analysis, advice and recommendations Line management, executive action, policy and decision making, resourcing for all areas including E&I

## Table 2: Total headcount of staff in The Faculty of Mathematics and Physical Sciences

The number of staff by gender as at the census dates of 31<sup>st</sup> July for 2016-2018 are given in the tables below aggregated at the faculty level and for each School.

2016 Faculty of Mathematics & Physical Sciences

				%	%
	Female	Male	Total	Female	Male
Academic	26	140	166	16%	84%
Teaching	1	5	6	17%	83%
Research	50	80	130	38%	62%
P&M	22	23	45	49%	51%
Support	67	44	111	60%	40%
Total	166	292	458	36%	64%

2017 Faculty of Mathematics & Physical Sciences

				%	%
	Female	Male	Total	Female	Male
Academic	33	149	182	18%	82%
Teaching	1	7	8	13%	88%
Research	50	63	113	44%	56%
P&M	20	19	39	51%	49%
Support	69	41	110	63%	37%
Total	173	279	452	38%	62%
Total	173	279	452	38%	62%

2018 Faculty of Mathematics & Physical Sciences

				%	%
	Female	Male	Total	Female	Male
Academic	37	150	187	20%	80%
Teaching	2	14	16	13%	88%
Research	36	78	114	32%	68%
P&M	21	16	37	57%	43%
Support	69	38	107	64%	36%
Total	165	296	461	36%	64%

Male

38

2

31

7

8

85

Total

44

3

49

9

18

121

%

Female

14%

33%

37%

22%

56%

30%

%

Male

86%

67%

63%

78%

44%

70%

#### School of Chemistry

School of Chemistry

				%	70
	Female	Male	Total	Female	Male
Academic	4	38	42	10%	90%
Teaching	0	1	1	0%	100%
Research	20	34	54	37%	63%
P&M	3	8	11	27%	73%
Support	7	11	18	39%	61%
Total	34	92	126	27%	73%

0/ 0/

## School of Food Science & Nutrition

				%	%
	Female	Male	Total	Female	Male
Academic	10	11	21	48%	52%
Teaching	0	0	0		
Research	9	7	16	56%	44%

				%	%
	Female	Male	Total	Female	Male
Academic	6	39	45	13%	87%
Teaching	0	1	1	0%	100%
Research	21	28	49	43%	57%
P&M	2	6	8	25%	75%
Support	6	9	15	40%	60%
Total	35	83	118	30%	70%

0/ 0/

#### School of Food Science & Nutrition

			%	%
Female	Male	Total	Female	Male
13	15	28	46%	54%
0	0	0		
14	4	18	78%	22%
	Female 13 0 14	Female         Male           13         15           0         0           14         4	FemaleMaleTotal13152800014418	Female         Male         Total         Female           13         15         28         46%           0         0         0         1           14         4         18         78%

#### School of Food Science & Nutrition

Female

6

1

18

2

10

36

School of Chemistry

Academic

Teaching

Research

Support

P&M

Total

				%	%
	Female	Male	Total	Female	Male
Academic	15	13	28	54%	46%
Teaching	0	0	0		
Research	6	7	13	46%	54%

P&M	2	2	4	50%	50%
Support	7	6	13	54%	46%
Total	28	26	54	52%	48%

P&M	2	2	4	50%	50%
Support	6	7	13	46%	54%
Total	35	28	63	56%	44%

P&M	3	2	5	60%	40%
Support	9	5	14	64%	36%
Total	33	27	60	55%	45%

#### School of Mathematics

				%	%
	Female	Male	Total	Female	Male
Academic	4	64	68	6%	94%
Teaching	1	4	5	20%	80%
Research	6	18	24	25%	75%
P&M	5	2	7	71%	29%
Support	13	3	16	81%	19%
Total	29	91	120	24%	76%

				%	%
	Female	Male	Total	Female	Male
Academic	4	69	73	5%	95%
Teaching	1	6	7	14%	86%
Research	3	13	16	19%	81%
P&M	5	3	8	63%	38%
Support	18	2	20	90%	10%
Total	31	93	124	25%	75%

#### School of Mathematics

				%	%
	Female	Male	Total	Female	Male
Academic	6	71	77	8%	92%
Teaching	1	12	13	8%	92%
Research	3	17	20	15%	85%
P&M	4	2	6	67%	33%
Support	10	1	11	91%	9%
Total	24	103	127	19%	81%

### School of Physics & Astronomy

				%	%
	Female	Male	Total	Female	Male
Academic	8	27	35	23%	77%
Teaching	0	0	0		
Research	15	21	36	42%	58%
P&M	1	0	1	100%	0%
Support	6	14	20	30%	70%
Total	30	62	92	33%	67%

Maps Faculty Office

## School of Physics & Astronomy

Maps Faculty Office

				%	%
	Female	Male	Total	Female	Male
Academic	10	26	36	28%	72%
Teaching	0	0	0		
Research	12	18	30	40%	60%
P&M	1	0	1	100%	0%
Support	7	13	20	35%	65%
Total	30	57	87	34%	66%

## School of Physics & Astronomy

				%	%
	Female	Male	Total	Female	Male
Academic	10	28	38	26%	74%
Teaching	0	0	0		
Research	9	23	32	28%	72%
P&M	1	0	1	100%	0%
Support	7	12	19	37%	63%
Total	27	63	90	30%	70%

### Maps Faculty Office

				%	%
	Female	Male	Total	Female	Male
P&M	11	11	22	50%	50%
Support	34	10	44	77%	23%
Total	45	21	66	68%	32%

				%	%
	Female	Male	Total	Female	Male
P&M	10	8	18	56%	44%
Support	32	10	42	76%	24%
Total	42	18	60	70%	30%

				%	%
	Female	Male	Total	Female	Male
P&M	11	5	16	69%	31%
Support	33	12	45	73%	27%
Total	45	18	63	71%	29%

Total numbers and the gender split have remained relative stable (458-452-461, 36-38-36%F) through what has been a period of consolidation in the faculty, although there has been some movement between groups (e.g. an increase in Teaching and Research staff from 166-187 and a decrease in Research only from 130 to 114). The professional and support groups have higher percentage female representation (typically > 50%) while the academic group has a higher male percentage (75% - see section 4.2). FSAN has a different demographic from the other Schools based on its academic focus with a higher proportion of women in almost all groups but particularly in the academic group.

The total number of students has risen from 2,634 to 2,949 over the period with major growth in UG and PGT (243 and 77). There is an overall gender split of 49% female with c. 53% female at UG, higher %F (64%) at PGT (mainly driven by FSAN) and 42% female at PGR.

#### Table 3: Total number of registered students in The Faculty of Mathematics and Physical Sciences

#### Faculty of Mathematics & Physical Sciences 2015/16

	Female	Male	Total	% Female	% Male
UG (BSc)	755	675	1430	53%	47%
UG (MSc)	288	477	765	38%	62%
PGT	107	61	168	64%	36%
PGR	110	161	271	41%	5 <b>9</b> %
Total	1260	1374	2634	48%	52%

Faculty of Mathematics & Physical Sciences 2016/17

	Female	Male	Total	% Female	% Male
UG (BSc)	804	700	1504	53%	47%
UG (MSc)	306	468	774	40%	60%
PGT	136	81	217	63%	37%
PGR	106	162	268	40%	60%
Total	1352	1411	2763	49%	51%

#### Faculty of Mathematics & Physical Sciences 2018

	Female	Male	Total	% Female	% Male
UG (BSc)	831	759	1590	52%	48%
UG (MSc)	355	493	848	42%	58%
PGT	157	88	245	64%	36%
PGR	112	154	266	42%	58%
Total	1455	1494	2949	49%	51%

#### School of Chemistry 2015/16

	Female	Male	Total	%	%
	Ternule	Iviaic	Total	Female	Male
UG (BSc)	107	104	211	51%	49%
UG (MSc)	182	184	366	50%	50%
PGT	13	18	31	42%	58%
PGR	30	49	79	38%	62%
Total	332	355	687	48%	52%

School of Chemistry 2016/17

	Female	Male	Total	% Female	% Male
UG (BSc)	125	128	253	49%	51%
UG (MSc)	195	174	369	53%	47%
PGT	19	13	32	59%	41%
PGR	35	54	89	39%	61%
Total	374	369	743	50%	50%

#### School of Food Science & Nutrition 2016/17

	Female	Male	Total	% Female	% Male
UG (BSc)	229	50	279	82%	18%
UG (MSc)	0	0	0		
PGT	86	30	116	74%	26%
PGR	29	11	40	73%	28%

School of Food Science & Nutrition 2015/16

	Female	Male	Total	% Female	% Male
UG (BSc)	271	50	321	84%	16%
UG (MSc)	0	0	0		
PGT	89	31	120	74%	26%
PGR	24	11	35	69%	31%

#### School of Chemistry 2017/18

	Female	Male	Total	% Female	% Male
UG (BSc)	125	118	243	51%	49%
UG (MSc)	218	182	400	55%	46%
PGT	13	8	21	62%	38%
PGR	38	46	84	45%	55%
Total	394	354	748	53%	47%

#### School of Food Science & Nutrition 2017/18

	Female	Male	Total	%	%
	remaie	Whate	rotar	Female	Male
UG (BSc)	302	50	352	86%	14%
UG (MSc)	0	0	0		
PGT	100	23	123	81%	19%
PGR	33	18	51	65%	35%

Total	344	91	435	79%	21%	Total	384	92	476	81%	19%	Total	435	91	526	83%	17%
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School of Mathematics 2015/16

	Female	Male	Total	% Eomalo	% Malo
				remale	IVIAIE
UG (BSc)	359	317	676	53%	47%
UG (MSc)	63	104	167	38%	62%
PGT	8	13	21	38%	62%
PGR	34	64	98	35%	65%
Total	464	498	962	48%	52%

School of Mathematics 2016/17

	Female	Male	Total	% Female	% Male
UG (BSc)	350	362	712	49%	51%
UG (MSc)	70	107	177	40%	60%
PGT	27	33	60	45%	55%
PGR	28	61	89	31%	69%
Total	475	563	1038	46%	54%

#### School of Mathematics 2017/18

	Female	Male	Total	%	%
				remaie	iviale
UG (BSc)	341	423	764	45%	55%
UG (MSc)	89	139	228	39%	61%
PGT	42	49	91	46%	54%
PGR	24	46	70	34%	66%
Total	496	657	1153	43%	57%

School of Physics & Astronomy 2015/16

	Female	Male	Total	% Female	% Male
UG (BSc)	60	204	264	23%	77%
UG (MSc)	43	189	232	19%	81%
PGT	0	0	0		
PGR	17	37	54	31%	69%
Total	120	430	550	22%	78%

	Female	Male	Total	% Female	% Male
UG (BSc)	58	160	218	27%	73%
UG (MSc)	41	187	228	18%	82%
PGT	1	4	5	20%	80%
PGR	19	36	55	35%	65%

387

506

24%

76%

School of Physics & Astronomy 2016/17

119

Total

School of Physics & Astronomy 2017/18

		Female	Male	Total	% Female	% Male
UG (BSc)		63	168	231	27%	73%
UG (MSc	;)	48	172	220	22%	78%
PGT		2	8	10	20%	80%
PGR		17	44	61	28%	72%
Total		130	392	522	25%	75%

Total words = 367

### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

61 individuals have been members of the FSAT at various stages during the period of this submission. A summary of this team is given below.

Table 4: Summary FSAT Membership 2015/16 – 2017/18

Academi	ic (Teachin	g and/or R	esearch)		Tech	inical		Pro	fessional a	nd Manage	d Managerial Administrative Su				rt
Num	nber	Perce	ntage	Nun	nber	Perce	ntage	Nun	nber	Perce	ntage	Number		Percentage	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
14	17	45%	55%	1	1	50%	50%	13	1	93%	7%	2	1	67%	33%
				I				I							
	P	GR			UG/PGT	Student					Ove	erall			
Num	nber	Perce	ntage	Nun	nber	Perce	ntage		Nun	nber			Perce	entage	
Female	Male	Female	Male	Female	Male	Female	Male	Fen	nale	Ma	ale	Fen	nale	Ma	ale
2	1	750/	250/	1	1	0/0/	1 40/	<b></b>	0	2	٦ ا		10/	2/	0/

In addition we have individual School SATs comprised from the same membership. These include the Head of School (HoS) and are chaired by them or by the School AS lead. The latter are appointed via advert and expressions of interest and receive a 0.1 FTE workload allowance. Other appointments are also made through advert and expression of interest; adverts may be targeted at particular groups where under-representation has been identified. The team is also supported by a dedicated Project Officer.

The FSAT meets on a monthly basis and has core membership of the Faculty representatives and the School AS leads – other members rotate on the basis of availability and the items for discussion. The Faculty also has an Equality and Inclusion Committee (FE&IC) which receives reports from the FSAT but which considers wider aspects of E&I. The FE&IC meets 4 times per annum aligned to the meetings of the University E&I Committee.

Both the FSAT and the FE&IC report directly (through the Dean/Chair) to the Faculty Executive Committee (FEC).

## Table 5: Faculty Athena SWAN self-assessment team 2018/19

Title & Name	Full- or Part- time	Job Title (School)	Category of staff	Committee Membership	Role in Faculty Athena SWAN Self-assessment Team	Additional Relevant Information
Mrs Christina Craven	PT	Head of Human Resources (Faculty)	Professional and Managerial	FEC	AS HR Lead (MaPS)	
Ms Caroline Moore	FT	Human Resources Officer (Faculty)	Professional and Managerial		HR Representative (MaPS)	
Professor Stephen Scott	FT	Executive of Dean of MaPS (Faculty)	Teaching and Research	UEG Senate FEC (Chair) ISAT (Chair) FSAT (Chair) FE&IC (Chair)	Chair of FSAT Project Lead for Faculty AS Submission	
Miss Rachael Brown	FT	Athena SWAN Project Officer (Faculty)	Administrative Support	Council FSAT	Project Officer for Faculty AS Submission	
Dr Mike Evans	FT	Associate Professor (Mathematics)	Teaching and Research	FTSEC FE&IC	AS Lead (MATH)	
Prof Jeanne Houwing- Duistermaat	FT	Professor of Statistics and Head of Statistics (Mathematics)	Teaching and Research	SE&IC	AS team (MATH)	

Dr Priya Subramanian	FT	Academic Development Fellow (Mathematics)	Teaching and Research	FE&IC SE&IC	AS team (MATH)
Dr Sven Van Loo	FT	Lecturer of Astrophysics (Physics and Astronomy)	Teaching and Research	FE&IC SE&IC	AS Lead (PHAS)
Mrs Catherine Roberts	FT	School Administrator (Food Science and Nutrition)	Professional and Managerial	SMC SE&IC Faculty AS Committee	AS team (FSAN)
Dr Arwen Tyler	FT	University Academic Fellow (Food Science and Nutrition)	Teaching and Research	FE&IC SE&IC	AS Lead (FSAN)
Dr Terence Kee	FT	Reader in Chemistry and PGR Progression Tutor (Chemistry)	Teaching and Research	FE&IC SE&IC	AS Lead (CHEM)
Ms Namrah Shahid	FT	Postgraduate Researcher (Chemistry)	PGR	SE&IC	AS team (CHEM) PGR Representative
Ms Kirstie Stewart	FT	Personal Assistant	Administrative Support		Secretary

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

The FSAT meet monthly to discuss progress against the action plan and to review staff and student data. These data are made available via an institutional SharePoint site in spreadsheet form aligned to the AS requirements. The data is presented along with a basic analysis of trends against previous years. The AS leads then take the School data to their School SATs for more detailed assessment, reporting back to the subsequent FSAT where early identification of potential issues can be made or impact of actions assessed. A report is then prepared and taken to FEC, where interventions and resource issues can be discussed and agreed. The FSAT also receives analysis by gender of any institutional or faculty surveys, e.g. the staff culture survey, NSS, PGT and PGR surveys and helps ensure subsequent actions plans address any gender issues.

In addition to this monitoring and assessment, the FSAT receives an update from each School on initiatives and developments around their specific AS issues and shares good practice. The HR team is able to bring advice and information about central HR activities (the Faculty Head of HR chairs the HR AS Group) relating to gender and other issues and also share good practice from the Institutional AS SAT. Ideas for new initiatives are also developed and progressed to FEC for approval and/or resourcing as appropriate. School AS leads can also bring examples of good practice externally from their disciplinary connections. An example of this would include the formal requirement of a statement on E&I in applications for academic posts piloted in MATH, following a discussion at the national 'Heads of Mathematics' meeting.

In the run up to the submission of this application, collation of the final data sets with appropriate charts and the drafting of individual sections began in August 2018 involving the FSAT chair, the Project Officer and the HR team. Drafts were circulated in advance of FSAT meetings for discussion at School SAT meetings. Additional data, e.g. on the uptake of training, staff review and development sessions, is provided by the HR team.

A detailed schedule and communications plan indicating the timing of the discussion of each section was agreed and followed. Substantive drafts of the main data sections have been signed off in the January and February 2019 meetings and drafts of section 5 and the action plan were agreed through discussion in March. The AS Project Officer has held 1:1 meetings with the School AS leads and Heads of School to further develop the evidence and examples included in this submission. All members of the SATs have had the opportunity to input. Broader staff engagement was enabled through School staff meetings (SSMs) and the Faculty monthly newsletter and responses were collated as minutes of the SSMs or email responses to FSAT.

The Action Plan was finalised through the FSAT and was approved at FEC in April 2019.

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

From 1<sup>st</sup> August 2019, the MaPS Schools will join the 5 Engineering Schools in a new Faculty of Engineering and Physical Sciences with a transition year to autumn 2020. An important element of this transition year will be to merge the Athena Swan teams and action plans from the two existing Faculties, to create a combined SAT and action plan for the new Faculty. The two faculty AS Leads/FSAT chairs have already begun planning this process and attended meetings of each other's SATs. The new Faculty will commit additional resource to manage this process, including a full-time staff member for 9 months.

Once established, the new FSAT will meet on a similar regular basis to that described in section (ii) above. Given the broadening of the AS agenda to all staff and students and the increased importance of intersectionality, we will explore the benefits of combining the AS and E&I committees into a single group. A single, designated (and senior) AS lead will be appointed and it is expected that the Executive Dean will continue direct engagement with AS and wider inclusivity activity. The membership of the FSAT will be augmented beyond the simple merger to include a wider range of staff (roles, characteristics etc.) to reflect the broader remit. As individuals step down from the FSAT we will seek additional members to ensure appropriate representation cover, advertising the opportunities across the Faculty.

We anticipate retaining the individual School SAT structures but with the larger Faculty we will enhance our communication and engagement strategies, including support for a dedicated internal website and a regular e-newsletter. The action plan will have clearly identified owners for each action who will report to the FSAT (and via this to the new FEC) on progress on at least a quarterly basis. The FSAT will also continue to report and contribute to the ISAT, which will include the Faculty AS Lead and Head of HR.

## Action Point 1 – Faculty and FSAT integration

The current separate Faculties of Engineering and of Mathematics & Physical Sciences will be integrated into a single new faculty from 1<sup>st</sup> August 2019. We will create an integrated AS activity and SAT for the new Faculty, integrating AS actions plans and sharing best practice. We will identify funds for ongoing AS activity.

## Action Point 2 – FSAT Composition

The evolving E&I agenda requires our SAT have a broader representation reflecting the intersectionality of the Faculty population. A Faculty Executive sub-group will review membership to address areas of under-representation on the SAT and recommend extension of the group membership. FSAT will recruit these through role based and voluntary membership representatives to support future AS activity.

Total words = 993

## 4. A PICTURE OF THE DEPARTMENT

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

### 4.1 Student data

If courses in the categories below do not exist, please enter n/a.

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

N/a

## (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.

Our student benchmarking data comes from: HESA extracted from 'Heidi Plus' and UCAS. The Faculty did not host any part-time undergraduate students.

## Undergraduate Cohorts Registered

### Faculty

### Table 6: Total undergraduate students in MaPS compared with benchmark data

	2015/16		2016	5/17	2017/18		
	Female	Male	Female	Male	Female	Male	
	1043	1152	1110	1168	1186	1252	
WAF3 00	48%	52%	49%	51%	49%	51%	
Benchmark (Russell Group plus							
FSNG)	36%	64%	37%	63%	37%	63%	
HE Sector	39%	61%	39%	61%	40%	60%	

MAPS consistently exceeds RG and sector benchmarks in %F and achieves almost gender equality at UG level. The total cohort has increased by 11% over the period.



Chart 1: Percentage of female undergraduate students in MaPS compared with benchmark data

MAPS offers single and joint honours and 3-year (BSc) and 4-year (integrated Masters).

Table 7: Gender distribution across undergraduate programmes in the Faculty by programme type

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
RSc Single Hopours	669	611	710	643	733	688	
bsc, single nonours	52%	48%	52%	48%	52%	48%	
	86	64	94	57	98	71	
BSC, JOINT HOHOUIS	57%	43%	62%	38%	Female         N           733         1           52%         1           98         1           58%         1           293         1           40%         0           62         58%	42%	
Integrated Masters,	248	435	252	426	293	448	
Single Honours	36%	64%	37%	63%	40%	60%	
Integrated Masters,	40	42	54	42	62	45	
Joint Honours	49%	51%	56%	44%	58%	42%	

These gender differences are analysed by individual School below.

## CHEM

	2015/16		201	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
CHEM UG	289	288	320	302	343	300
	50%	50%	51%	49%	53%	47%
Benchmark (Russell						
Group)	44%	56%	45%	55%	45%	55%
HE Sector	43%	57%	44%	56%	45%	55%

Table 8: Undergraduate students in CHEM compared with benchmark data

Chart 2: Percentage of female undergraduate students in CHEM compared with benchmark data



There is an increase of 54 women and in %F between 2015/16 and 2017/18. Chemistry consistently recruits above the benchmarks.

Across different programmes:

Table 9: Undergraduate students in the School of Chemistry by programme

	2015/16		201	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
BSc, Single Honours	92	94	111	119	107	103
	49%	51%	48%	52%	51%	49%
BSc, Joint Honours	15	10	14	9	18	15
	60%	40%	61%	39%	55%	45%

Integrated Masters, Single Honours	142	142	141	132	156	137
	50%	50%	52%	48%	53%	47%
Integrated Masters,	40	42	54	42	62	45
Joint Honours	49%	51%	56%	44%	58%	42%

Female students are more highly represented on the joint honours programmes and are becoming more highly represented on the 4-year schemes as the School has introduced the interdisciplinary Natural Sciences programme

## <u>FSAN</u>

Table 10: Undergraduate students in FSAN compared with benchmark data

	2015/16		201	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
FSAN UG	229	50	271	50	302	50
	82%	18%	84%	16%	86%	14%
Benchmark (FSNG)	84%	16%	84%	16%	82%	18%
HE Sector	79%	21%	80%	20%	79%	21%

This subject internationally appeals strongly to female students. At Leeds, the cohort has increased by 26%: %F has increased from 82% to 86%, in keeping with the RG benchmark but less balanced than the sector benchmark and remains a concern to the School (see box).

FSAN has increased the number of male Undergraduate Admissions Tutors and male Student Ambassadors on Open Days. They have revised their marketing materials and have Teaching Fellows with public outreach within their workload to ensure that they are attracting candidates from both genders.



*Chart 3: Percentage of female undergraduate students in FSAN compared with benchmarks* 

The School has not had a 4-year integrated masters over the period.

## Action Point 6 – Increase percentage of men on all FSAN courses

The proportion of male students on FSAN programmes has fallen from 16% to 14% and is now well below benchmark levels (18-21%). The School aims to achieve reversal of fall in %M by 2020 entry and grow numbers of men in cohorts.

## MATH

Table 11: Undergraduate students in MATH compared with benchmark data

	2015/16		201	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
MATH UG	422	421	420	469	430	562
	50%	50%	47%	53%	43%	57%
Benchmark (Russell Group)	37%	63%	37%	63%	36%	64%
HE Sector	37%	63%	37%	63%	37%	63%

The School has increased its total cohort size by 18% over the period. The number of women has remained steady (a growth of 8) alongside a substantial growth in men (139). This has moved the gender profile from one of balance, out-performing benchmarks, to one with 43%F more consistent with (but still above) them. The increased use of UCAS clearing seems to have driven the increase in men.

*Chart 4: Percentage of female undergraduate students in the School of Mathematics compared with benchmarks* 



## Table 12: Undergraduate students in the School of Mathematics by programme

	2015/16		2010	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
BSc, Single Honours	288	264	270	314	261	367
	52%	48%	46%	54%	42%	58%
BSc, Joint Honours	71	53	80	48	80	56
	57%	43%	63%	38%	59%	41%
Integrated Masters, Single Honours	63	104	70	107	89	139
	38%	62%	40%	60%	39%	61%

Women show higher selectivity towards 3-year programmes and joint honours. The main change in gender balance has occurred in the single honours BSc with the %F falling from 52% to 42% due to a large increase (from 264 to 367) in men in that group.

## Action Point 5 – Return to 50:50 gender split UG MATH intake alongside a reduction in cohorts

The proportion of female students in the intake to the Maths UG degree programmes has fallen from 50% to 43%, approaching the sector benchmark. We will increase the proportion of female students in intake, which will progressively increase overall proportion of female students in all cohorts.

## PHAS

	2015/16		2010	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
PHAS UG	103	393	99	347	111	340
	21%	79%	22%	78%	25%	75%
Benchmark (Russell						
Group)	22%	78%	24%	76%	25%	75%
HE Sector	22%	78%	23%	77%	24%	76%

#### Table 13: Undergraduate students in PHAS compared with benchmarks

The undergraduate cohort has reduced from 496 to 451. During this reduction, the number and %F students has increased. The School is now consistent with benchmarks.

The (female) Head of School leads Open Days with an increased number of female academics and Student Ambassadors to indicate that the subject is open to students of both genders.

*Chart 5: Percentage of female undergraduate students in the School of Physics and Astronomy compared with national data* 



Table 14: Undergraduate students in PHAS by programme

	2015/16		2016	5/17	2017/18	
	Female	Male	Female	Male	Female	Male
BSc, Single honours	60	203	58	160	63	168
	23%	77%	27%	73%	27%	73%
Integrated Masters,	43	189	41	187	48	172
Single Honours	19%	81%	18%	82%	22%	78%

The School recognises and issue with women being under-represented in the 4-year programme which is the primary route to PGR and, hence, will impact on the 'pipeline' to academic careers.

## Action Point 4 – Increase %F on MPhys and BSc Physics

We have a significantly lower proportion of women registering for the 4-year MPhys programme (the main route to PhD) compared to the 3-year BSc scheme (22% compared to 27%). We're targeting a gradual increase in the proportion of female students registering for MPhys rather than BSc, either at the outset of their studies or at the end of year 1. There will also be on-going activity to increase the total proportion of female students on our Physics degree programmes to 30% by 2023.

## Undergraduate Applications, Offers and Acceptances

## Faculty

Table 15: Total undergraduate applications, offers and acceptances in MaPS compared with benchmarks

	201	5/16	201	6/17	201	7/18
	Female	Male	Female	Male	Female	Male
MAPS LIG Applications	1884	2255	1743	1951	2076	2529
	46%	54%	47%	53%	45%	55%
Benchmark (Russell Group plus FSNG)	35%	65%	36%	64%	37%	63%
HE Sector	38%	62%	39%	61%	39%	61%
MAPS LIG Offers	1595	1774	1456	1581	1807	2061
	47%	53%	48%	52%	47%	53%
MAPS LIC Accontances	356	336	328	398	446	468
MAPS OG ALLEptanles	51%	49%	45%	55%	49%	51%
Benchmark (Russell Group plus FSNG)	35%	65%	37%	63%	36%	64%
HE Sector	36%	64%	39%	61%	39%	61%



Chart 6: Percentage of female undergraduate applications in MaPS compared with benchmarks

These data outperform the benchmarks.





Despite a small decrease in the %F acceptance and an increase in the sector, MaPS remains above both benchmarks.

## <u>CHEM</u>

	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
CHEMILIC Applications	557	652	529	555	555	569
	46%	54%	49%	51%	49%	51%
Benchmark (Russell Group)	43%	57%	45%	55%	45%	55%
HE Sector	43%	57%	44%	56%	45%	55%
	440	445	422	374	447	394
	50%	50%	53%	47%	53%	47%
CHEMILIC Accontancos	104	85	97	103	112	92
CHEIVI UG ACCEPTAILCES	55%	45%	49%	52%	55%	45%
Benchmark (Russell Group)	45%	55%	45%	55%	46%	54%
HE Sector	43%	57%	44%	56%	44%	56%

Table 16: Undergraduate applications, offers and acceptances in CHEM compared with benchmarks

Chart 8: Percentage of female undergraduate applications in CHEM compared with benchmarks



Chemistry applications have moved close to 50%F and exceed the benchmarks.

In terms of acceptances, CHEM exceeds benchmarks and the %F increases at each stage through the recruitment process.



Chart 9: Percentage of female undergraduate acceptances in CHEM compared with benchmarks

## <u>FSAN</u>

Table 17: Undergraduate applications, offers and acceptances in FSAN compared with benchmarks

	2015/16		2010	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
ESAN LIC Applications	432	89	430	85	419	103
rsan og applications	83%	17%	83%	17%	80%	20%
Benchmark (FSNG)	81%	19%	84%	16%	80%	20%
HE Sector	81%	19%	80%	20%	78%	22%
	325	47	302	54	357	68
T SAN UG UTTERS	87%	13%	85%	15%	84%	16%
ESAN LIC Accontancos	82	12	79	11	116	22
FSAN OG ALLEPTAILLES	87%	13%	88%	12%	84%	16%
Benchmark (FSNG)	91%	9%	93%	7%	79%	21%
HE Sector	81%	19%	80%	20%	76%	24%



*Chart 10: Percentage of female undergraduate applications in FSAN compared with benchmarks* 

FSAN applications are close to the benchmarks and have shown a slowly increasing proportion of male applicants.

In terms of acceptances, there has been a higher proportionate increase for men but FSAN is still more female-dominated than benchmarks.





The %F increases between applications and offers but does not vary from offer to acceptance.

## <u>MATH</u>

	2015	5/16	2010	2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	
MATHLIC Applications	756	1079	655	901	887	1263	
	41%	5 <b>9</b> %	42%	58%	41%	5 <b>9</b> %	
Benchmark (Russell Group)	36%	64%	36%	64%	36%	64%	
HE Sector	36%	64%	36%	64%	37%	63%	
	714	953	623	829	826	1168	
WATH 00 OTERS	43%	57%	43%	57%	41%	5 <b>9</b> %	
	138	142	125	192	176	235	
MATH UG Acceptances	49%	51%	39%	61%	43%	57%	
Benchmark (Russell Group)	36%	64%	37%	63%	36%	64%	
HE Sector	34%	66%	36%	64%	36%	64%	

Table 18: Undergraduate applications, offers and acceptances in MATH compared with benchmarks

Chart 12: Percentage of female undergraduate applications in MATH compared with benchmarks



The %F applications has remained consistent and above benchmarks.

Amongst the measures that MATH have been taking to boost female applicants is a concerted effort to have female Student Ambassadors to greet visitors on Open Days.

Table 19: Numbers of Student Ambassadors assisting with Open Days in the School of Mathematics

Open Day Date	Female Student Ambassadors	Male Student Ambassadors
Sat 09 Sep 2017	5	4
Sat 10 Sep 2016	7	1
Sat 12 Sep 2015	6	3

In terms of acceptances, there has been a significantly higher proportionate increase from men leading to a decrease in the % F from 49% to 43%. The School maintains its position ahead of benchmark.



Chart 13: Percentage of female undergraduate acceptances in MATH compared with benchmarks

## <u>PHAS</u>

	201	5/16	2010	6/17	2017/18			
	Female	Male	Female	Male	Female	Male		
DHAS LIC Applications	139	435	5 129 410		215	594		
	24%	76%	24%	76%	27%	73%		
Benchmark (Russell Group)	23%	77%	25%	75%	26%	74%		
HE Sector	22%	78%	24%	76%	26%	74%		
PHAS LIG Offers	116	329	109	324	177	431		
	26%	74%	25%	75%	29%	71%		
PHAS LIG Acceptances	32	97	27	92	42	119		
	25%	75%	23%	77%	26%	74%		
Benchmark (Russell Group)	21%	79%	24%	76%	25%	75%		
HE Sector	19%	81%	23%	77%	24%	76%		

Table 20: Undergraduate applications, offers and acceptances in PHAS compared with benchmarks

Chart 14: Percentage of female undergraduate applications in PHAS compared with benchmarks



The %F applications has increased matching RG and sector benchmarks. In terms of acceptances, the School is again tracking the benchmarks.



*Chart 15: Percentage of female undergraduate acceptances in PHAS compared with benchmarks* 

In general, the %F increases from applications to offers but shows a small decrease from offers to acceptances indicating more emphasis needs to be paid to the experience of women on post-UCAS visit days.

# Undergraduate Degree Attainment

# Faculty

Table 21: Undergraduate degree attainment in MaPS: percentages are of total cohort

	Female									Male									
	I			(i)	II(	(ii)	III/F	Pass		I	=	(i)	II(	(ii)	III/F	Pass			
2016	83	16%	94	18%	35	7%	11	2%	100	19%	121	23%	62	12%	13	3%			
2017	142	25%	104	19%	33	6%	2	0%	119	21%	116	21%	40	7%	6	1%			
2018	142	25%	116	20%	34	6%	6	1%	121	21%	105	18%	41	7%	13	2%			
Total	367	22%	314	19%	102	6%	19	1%	340	20%	342	21%	143	9%	32	2%			

In 2016, 79% of women obtained a first or II(i) degree: by 2018 this had increased to 87%: corresponding attainment levels for men were 75% and 81%.



Chart 16: Percentage of female and male undergraduate cohorts by degree attainment in the Faculty of Mathematics and Physical Sciences. Benchmark data shows percentage attaining a I or II(i) degree.

The Faculty has consistently achieved I or II(i) outcomes above benchmarks for women and men.

# <u>CHEM</u>

Table 22: Undergraduate degree attainment in the School of Chemistry

	Female									Male									
	I		I	(i)	II(	(ii)	/	Pass				(i)	II(	(ii)	/	Pass			
2016	29	23%	19	15%	3	2%	1	1%	29	23%	30	24%	12	10%	3	2%			
2017	40	30%	24	18%	5	4%	1	1%	26	20%	23	17%	11	8%	2	2%			
2018	40	26%	36	23%	7	5%	1	1%	32	21%	30	19%	7	5%	1	1%			
Total	109	26%	79	19%	15	4%	3	1%	87	21%	83	20%	30	7%	6	1%			
In 2016, 93% of women obtained a first or II(i) degree: by 2018 the proportion was 86%: corresponding attainment levels for men were 80% and 89%.





Compared to benchmarks, a higher proportion of women are achieving I or II(i) outcomes.

# <u>FSAN</u>

Table 23:	Undergraduate	degree	attainment in FSAN

		Female							Male							
		Ι	I	(i)		(ii)	/	Pass			II	(i)	II(	(ii)	111/	Pass
2016	13	24%	24	44%	3	5%	2	4%	4	7%	6	11%	3	5%	0	0%
2017	39	46%	25	30%	1	1%	0	0%	5	6%	9	11%	5	6%	0	0%
2018	43	57%	15	20%	9	12%	0	0%	3	4%	3	4%	2	3%	0	0%
Total	95	44%	64	30%	13	6%	2	1%	12	6%	18	8%	10	5%	0	0%

In 2016, 88% of women obtained a first or II(i) degree; 98% achieved this level in 2017; by 2018 the proportion was 86%. The corresponding attainment levels for men were 77%, 73% and 76%.



*Chart 18: Percentage of female and male undergraduate cohorts by degree attainment in FSAN and Nutrition. Benchmark data shows percentage attaining a I or II(i) degree.* 

The outcomes for the School exceed RG and sector benchmarks for both women and men.

# <u>MATH</u>

	Female							Male								
			II	(i)	II(	(ii)	i) III/Pass		l II(i)		II(ii)		III/Pass			
2016	25	12%	43	21%	24	12%	8	4%	34	17%	39	19%	23	11%	8	4%
2017	54	24%	48	21%	20	<b>9</b> %	1	0%	42	19%	42	19%	17	8%	1	0%
2018	41	18%	53	24%	17	8%	4	2%	37	17%	41	18%	20	9%	9	4%
Total	120	18%	144	22%	61	9%	13	2%	113	17%	122	19%	60	9%	18	3%

Table 24: Undergraduate degree attainment in MATH

In 2016, 68% of women obtained a first or II(i) degree increasing to 82% by 2018. The corresponding attainment levels for men were 71% and 73%.

*Chart 19: Percentage of female and male undergraduate cohorts by degree attainment in MATH. Benchmark data shows percentage attaining a I or II(i) degree.* 



The development of the outcomes for the School have moved it from below benchmarks in 2016 (68% compared to 74% and 75% respectively) to above these for 2018 for women (82% compared to 78% and 77%).

# <u>PHAS</u>

		Female						Male								
		Ι		(i)	II(	(ii)	111/	Pass				(i)	II	(ii)	111/	Pass
2016	16	12%*	8	6%	5	4%	0	0%	33	25%	46	34%	24	18%	2	1%
2017	9	7%	7	6%	7	6%	0	0%	46	38%	42	35%	7	6%	3	2%
2018	18	14%	12	9%	1	1%	1	1%	49	39%	31	24%	12	<b>9</b> %	3	2%
Total	43	11%	27	7%	13	3%	1	0%	128	34%	119	31%	43	11%	8	2%

Table 25: Undergraduate degree attainment in PHAS

In 2016, 83% of women obtained a first or II(i) degree increasing to 94% by 2018. The corresponding attainment levels for men were 75% and 85%.

*Chart 20: Percentage of female and male undergraduate cohorts by degree attainment in PHAS. Benchmark data shows percentage attaining a I or II(i) degree.* 



The comparisons to benchmarks are complicated – the RG and sector benchmarks show slow improvement from c. 78% to 81% across the period for both genders. At Leeds, the women exceeded benchmarks in 2016 and 2018 but fell significantly below (69%) in 2017.

#### (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.

#### Taught Postgraduate (PGT) Cohorts Registered

# <u>Faculty</u>

The Faculty had no part-time PGTs over the period.

Table 26: PGT gender split in the Faculty compared with benchmarks

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
MADS DCT	107	61	136	81	157	88	
MARS FOI	64%	36%	63%	37%	64%	36%	
Benchmark (Russell Group plus FSNG)	45%	55%	45%	55%	44%	56%	
HE Sector	49%	51%	49%	51%	49%	51%	

The number of PGTs has increased by 50% over the period with the %F remaining at 64%, exceeding the benchmarks.

*Chart 21: Percentage of female full-time taught postgraduate students in the Faculty compared with benchmarks* 



# <u>CHEM</u>

The School has a relatively small PGT cohort. Across the three year period the gender balance has reversed as cohort size has reduced, from 42%F to 62%F (13 out of 21 students).

	201	2015/16		6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
	13	18	19	13	13	8	
CHEIVI PG1	42%	58%	59%	41%	62%	38%	
Benchmark (Russell							
Group)	46%	54%	46%	54%	50%	50%	
HE Sector	47%	53%	48%	52%	52%	48%	

Table 27: Total taught postgraduate students in the School of Chemistry compared with national data

# <u>FSAN</u>

Just over half of the PGT cohort in the Faculty (and 64% of female PGTs) are parented by FSAN.

Table 28: Total taught postgraduate students in the School of Food Science and Nutrition compared with benchmarks

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
ESAN DOT	86	30	89	31	100	23	
TSANFOT	74%	26%	74%	26%	81%	19%	
Benchmark (FSNG)	77%	23%	75%	25%	77%	23%	
HE Sector	73%	27%	74%	26%	73%	27%	

Although there is still a strong gender bias to women it is slightly lower than for the UG cohort.

# <u>MATH</u>

The PGT cohort in Mathematics have increased in numbers by more than 300% over the period through the introduction of new programmes particularly linked to finance and data analytics. This has been accompanied by an increase from 38% to 46% in %F. The benchmarks show lower %F.

Table 29: Total taught postgraduate students in the School of Mathematics compared with benchmarks

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
	8	13	27	33	42	49	
WATHFOI	38%	62%	45%	55%	46%	54%	
Benchmark (Russell							
Group)	43%	57%	43%	57%	42%	58%	
HE Sector	43%	57%	42%	58%	41%	59%	

# <u>PHAS</u>

The School has only recently re-introduced PGT programmes.

Table 30: Total taught postgraduate students in the School of Physics and Astronomy compared with national data

	201	2015/16		6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
	0	0	1	4	2	8	
FIASEGI			20%	80%	20%	80%	
Benchmark (Russell							
Group)	29%	71%	27%	73%	27%	73%	
HE Sector	28%	72%	28%	72%	26%	74%	

#### PGT Applications, Offers and Acceptances

#### <u>Faculty</u>

Table 31: Full-time taught postgraduate applications, offers and acceptances in the Faculty of Mathematics and Physical Sciences

	201	5/16	2016	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
MAPS PGT	827	452	966	603	1171	781	
Applications	65%	35%	62%	38%	60%	40%	
MAPS PGT Offers	642	283	759	431	842	493	
	69%	31%	64%	36%	63%	37%	
MAPS PGT Acceptances	118	74	154	85	165	101	
	61%	39%	64%	36%	62%	38%	

These data underpin the increase in cohort size over the period and the small shift in gender balance. There are only small variations between the gender split for applications, offers and acceptances in any given year and no discernible trends emerge.

# <u>CHEM</u>

Table 32: PGT applications, offers and acceptances in the School of Chemistry

	2015/16		2016	5/17	2017/18		
	Female	Male	Female	Male	Female	Male	
CHEM PGT Applications	105	71	119	119	161	103	
	60%	40%	50%	50%	61%	39%	
	74	47	85	78	99	60	
UNLIW FOT UNERS	61%	39%	52%	48%	62%	38%	

CHEM PGT	12	18	24	14	13	11
Acceptances	40%	60%	63%	37%	54%	46%

The small number of acceptances make the gender differences in progression from offers to acceptance difficult to interpret – and with International students, many accepting do not ultimately register.

#### <u>FSAN</u>

Table 33: PGT applications, offers and acceptances in the School of Food Science and Nutrition

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
FSAN PGT Applications	567 193		607 225		658	242	
	75%	25%	73%	27%	73%	27%	
FSAN PGT Offers	472 143		470	171	525	178	
	77%	23%	73%	27%	75%	25%	
	95	32	98	31	106	25	
T SAN FOT ALLEPIANCES	75%	25%	76%	24%	81%	19%	

The gender split for applications and offers has remained steady as the cohort has grown but there has been an increasing proportion of women amongst those accepting offers which is also reflected in registrations.

#### <u>MATH</u>

Table 34: Full time and part-time PGT applications, offers and acceptances in the School of Mathematics

	2015	ō/16	2016	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
MATH PGT Applications	153 183		233	243	341	403	
	46%	54%	49%	51%	46%	54%	
	95 91		197	174	210	237	
MATH PGT Offers	51%	49%	53%	47%	47%	53%	
MATH PGT	11	24	31	39	44	56	
Acceptances	31%	69%	44%	56%	44%	56%	

As the numbers have grown, a consistency between applications, offers and acceptances in each gender group is emerging. Typically, actual registrations (see table 34) have a higher proportion of female students than acceptances.

# PHAS

	2015/16		2010	6/17	2017/18		
	Female	Male	Female	Male	Female	Male	
PHAS PGT Applications	2	5	7	16	11	33	
	29% 71%		30%	70%	25%	75%	
	1	2	7	8	8	18	
PHAS PG1 Offers	33%	67%	47%	53%	31%	69%	
PHAS PGT	0	0	1	1	2	9	
Acceptances			50%	50%	18%	82%	

#### Table 35: PGT applications, offers and acceptances in the School of Physics and Astronomy

The numbers here are too small for meaningful statistical analysis but are being monitored closely as cohort size grows.

#### PGT Degree Attainment

#### **Faculty**

Table 36: Taught postgraduate degree attainment in the Faculty of Mathematics and Physical Sciences: percentages given here are of the total cohort

	Female						Male					
	Distir	nction	Me	erit	Pass		Distinction		Merit		Pass	
2016	27	17%	54	34%	25	16%	14	<b>9</b> %	28	17%	13	8%
2017	40	20%	64	32%	23	12%	28	14%	29	15%	16	8%
2018	58	25%	67	29%	23	10%	33	14%	39	17%	13	6%
Total	125	21%	185	31%	71	12%	75	13%	96	16%	42	7%

The proportion of women and men achieving a distinction is equal in 2016 and 2018 (25% each and 39% each respectively): there was a small difference in 2017 (31% of women and 38% of men received distinctions) although a larger proportion of female students attained a merit.



*Chart 22: Percentage of female and male undergraduate cohorts by degree attainment in the Faculty of Mathematics and Physical Sciences* 

# <u>CHEM</u>

Table 37: Taught postgraduate degree attainment in the School of Chemistry: percentages given here are of the total cohort

		Female						Male					
	Dist	inction	N	1erit	Pass		Distinction		Merit		Pass		
2016	5	17%	6	20%	2	7%	6	20%	7	23%	4	13%	
2017	6	20%	12	40%	0	0%	5	17%	6	20%	1	3%	
2018	6	27%	5	23%	3	14%	5	23%	2	9%	1	5%	
Total	17	21%	23	28%	5	6%	16	20%	15	18%	6	7%	



Chart 23: Percentage of female and male undergraduate cohorts by degree attainment in the School of Chemistry

# <u>FSAN</u>

Table 38: Taught postgraduate degree attainment in the School of Food Science and Nutrition: percentages given here are of the total cohort

	Female						Male					
	Distir	nction	M	erit	Pass		Distinction		Merit		Pass	
2016	19	17%	45	40%	21	19%	4	4%	15	13%	9	8%
2017	29	25%	46	39%	13	11%	12	10%	13	11%	5	4%
2018	44	36%	45	37%	9	7%	10	8%	12	10%	2	2%
Total	92	26%	136	39%	43	12%	26	7%	40	11%	16	5%

Typically a higher proportion of women gain a distinction or merit than men but in 2017 a higher proportion of men obtained a distinction. The distribution of outcomes is considered as part of the normal annual review of these programmes in the School.

*Chart 24: Percentage of female and male undergraduate cohorts by degree attainment in the School of Food Science and Nutrition* 



# MATH

Table 39: Taught postgraduate degree attainment in the School of Mathematics: percentages given here are of the total cohort

	Female						Male					
	Distir	nction	M	erit	Pass		Distinction		Merit		Pass	
2016	3	17%	3	17%	2	11%	4	22%	6	33%	0	0%
2017	5	11%	5	11%	10	21%	10	21%	8	17%	9	19%
2018	7	<b>9</b> %	16	20%	11	14%	18	22%	21	26%	8	10%
Total	15	10%	24	16%	23	16%	32	22%	35	24%	17	12%

The School has noted a potential emerging disparity in the proportion of men and women being awarded distinctions and is monitoring the outcomes of the different assessments during the current session.



Chart 25: Percentage of female and male PGT cohorts by degree attainment in the School of Mathematics

# <u>PHAS</u>

Table 40: Taught postgraduate degree attainment in the School of Physics and Astronomy: percentages given here are of the total cohort

	Female						Male					
	Disti	nction	М	erit	Pass		Distinction		Merit		Pa	ass
2016	0		0		0		0		0		0	
2017	0	0%	1	20%	0	0%	1	20%	2	40%	1	20%
2018	1	13%	1	13%	0	0%	0	0%	4	50%	2	25%
Total	1	8%	2	15%	0	0%	1	8%	6	46%	3	23%

No analysis can be made but the School is monitoring outcomes as business as usual for this programme.

*Chart 26: Percentage of female and male undergraduate cohorts by degree attainment in the School of Physics and Astronomy* 



#### (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.

#### Postgraduate Research (PGR) Registered

#### Faculty

Table 41: Full-time postgraduate researchers in the Faculty of Mathematics and Physical Sciences compared with national data

Full time DCD	2015	5/16	2010	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
MADS Full Time DCD	109	159	105	161	111	154
MAR 5 TUIL TIME FOR	41%	59%	39%	61%	42%	58%
Benchmark (Russell Group plus						
FSNG)	31%	69%	32%	68%	32%	68%
HE Sector	33%	67%	33%	67%	33%	67%

Table 42: Part-time postgraduate researchers in the Faculty of Mathematics and Physical Sciences compared with benchmarks.

Dart time DCD*	2015/16		201	6/17	2017/18	
Part-time PGR	Female	Male	Female	Male	Female	Male
MARS Part Time PCP	1	2	1	1	1	0
MAPS Part-Time PGK	33%	67%	50%	50%	100%	0%
Benchmark (Russell Group plus FSNG)	29%	71%	30%	70%	31%	69%
HE Sector	36%	64%	34%	66%	36%	64%

(\*Shown for completeness; given the size of this group no further analysis is included in this section.)

The size of the full-time PGR cohort has remained roughly constant over this period with small variations from year-to-year in the gender split – with c. 40%F in this group. This compares positively with the benchmarks.

*Chart 27: Percentage of female full-time postgraduate researchers in the Faculty of Mathematics and Physical Sciences compared with national data* 



## CHEM

Full time DCD	2015	5/16	2010	6/17	2017/18		
<u>ruii-time rok</u>	Female	Male	Female	Male	Female	Male	
	30	48	35	54	37	46	
CHEIM FUII-TIITIE FOR	38%	62%	39%	61%	45%	55%	
Benchmark (Russell							
Group)	38%	62%	38%	62%	40%	60%	
HE Sector	40%	60%	39%	61%	41%	59%	

Table 43: Full-time postgraduate researchers in the School of Chemistry compared with benchmarks

Over the last three years, there has been a significant increase (30 to 37) of women with the %F increasing from 38% to 45%.

Chart 28: Percentage of female full-time postgraduate researchers in the School of Chemistry compared with national data



# <u>FSAN</u>

Table 44: Full-time postgraduate researchers in the School of Food Science and Nutrition compared with national data

Full time DCD	2015	5/16	2016	6/17	2017/18		
<u>ruii-time PGR</u>	Female	Male	Female Male Female		Female	Male	
FSAN Full-Time PGR	28 11		23	23 11		18	
	72%	28%	68%	32%	65%	35%	
Benchmark (FSNG)	72%	28%	73%	27%	73%	27%	
HE Sector	69%	31%	68%	32%	67%	33%	

The School has grown both female and male numbers over the period with an increase in the proportion of men (the under-represented group) and is out-performing the benchmarks.

*Chart 29: Percentage of female full-time postgraduate researchers in the School of Food Science and Nutrition compared with national data* 



To attract a greater number of male PGR candidates the School placed more emphasis on the scientific language used in advertising research projects. Through this it has experienced a level of success with 25 registered male students in 2018/19.

# MATH

Full-time PGR	2015/16		2016/17		2017/18	
<u>ruii-tiine PGR</u>	Female	Male	Female	Male	Female	Male
MATH Full-Time PGR	34	63	28	60	24	46
	35%	65%	32%	68%	34%	66%
Benchmark (Russell						
Group)	26%	74%	27%	73%	27%	73%
HE Sector	28%	72%	29%	71%	28%	72%

Table 45: Full-time postgraduate researchers in the School of Mathematics compared with national data

Over the last three years, the PGR cohort has decreased in size by 28%. The gender split has not changed significantly (c. 34%F) and remains above the benchmarks.

Chart 30: Percentage of female full-time postgraduate researchers in the School of Mathematics compared with national data



# <u>PHAS</u>

Table 46: Full-time postgraduate researchers in the School of Physics and Astronomy compared with national data

Full-time PGR	2015/16		201	2016/17		2017/18	
<u>ruii-tiine PGR</u>	Female	Male	Female	Male	Female	Male	
PHAS Full-Time PGR	17	37	19	36	17	44	
	31%	69%	35%	65%	28%	72%	
Benchmark (Russell							
Group)	25%	75%	25%	75%	25%	75%	
HE Sector	25%	75%	25%	75%	25%	75%	

There has been a small increase in the PGR cohort over the period (54 to 61) driven by an increase of 7 in men. The %F has consequently dropped from 31% to 28% tending towards the sector and RG benchmark. Given the falling %F in the MPhys programme (see above) this may have been expected and the School is seeking to attract PGRs more widely from other institutions and through international partnership routes to widen the recruitment mix in future years.

*Chart 31: Percentage of female full-time postgraduate researchers in the School of Physics and Astronomy compared with national data* 



## PGR Applications, Offers and Acceptances

#### Faculty

	2015	5/16	2016	5/17	201	7/18
	Female	Male	Female	Male	Female	Male
MAPS Full-Time PGR	258	437	280	433	319	413
Applications	37%	63%	39%	61%	44%	56%
MAPS Part-Time PGR	3	5	6	4	7	4
Applications	38%	63%	60%	40%	64%	36%
MAPS Full-Time PGR	85	128	118	137	111	150
Offers	40%	60%	46%	54%	43%	57%
MAPS Part-Time PGR	0	1	0	0	1	0
Offers	0%	100%			100%	0%
MAPS Full-Time PGR	54	75	52	80	55	78
Acceptances	42%	58%	39%	61%	41%	59%
MAPS Part-Time PGR	0	1	0	0	1	0
Acceptances	0%	100%			100%	0%

Table 47: Full-time and part-time\* postgraduate research applications, offers and acceptances in the Faculty of Mathematics and Physical Sciences.

(\*part-time study data are included for completeness but this is not a statistically meaningful group for the Faculty so will not be analysed further here)

Overall, there has been a significant increase in the number and proportion of female applicants with a similar increase in offer levels. Acceptances have, however, not grown to match this. It is important to analyse these trends at a School level for more understanding of the latter.

# <u>CHEM</u>

Table 48: Full-time and part-time postgraduate research applications, offers and acceptances in the School of Chemistry

	2015/16		2010	6/17	2017/18	
	Female	Male	Female	Male	Female	Male
CHEM Full-Time PGR	96	157	84	140	79	100
Applications	38%	62%	38%	63%	44%	56%
CHEM Part-Time PGR Applications	1	4	0	1	2	0
	20%	80%	0%	100%	100%	0%
CHEM Full-Time PGR Offers	24	31	29	28	26	25
	44%	56%	51%	49%	51%	49%

CHEM Part-Time PGR	0	0	0	0	1	0
Offers					100%	0%
CHEM Full-Time PGR Acceptances	16	20	11	18	17	13
	44%	56%	38%	62%	57%	43%
CHEM Part-Time PGR	0	0	0	0	1	0
Acceptances					100%	0%

The number of applicants has fallen by 30% although the proportion of women has increased. This is mirrored in increases in the proportion of offers to women and acceptances which has underpinned the increase in registered female PGRs.

## <u>FSAN</u>

Table 49: Full-time and part-time postgraduate research applications, offers and acceptances in the School of Food Science and Nutrition

	2015	5/16	2016	6/17	201	7/18
	Female	Male	Female	Male	Female	Male
FSAN Full-Time	79	53	90	64	122	94
PGR Applications	60%	40%	58%	42%	56%	44%
FSAN Part-Time	1	0	5	1	3	0
PGR Applications	100%	0%	83%	17%	100%	0%
FSAN Full-Time	28	26	44	37	36	24
PGR Offers	52%	48%	54%	46%	60%	40%
FSAN Part-Time	0	0	0	0	0	0
PGR Offers						
FSAN Full-Time	19	16	23	23	19	18
PGR Acceptances	54%	46%	50%	50%	51%	49%
FSAN Part-Time	0	0	0	0	0	0
PGR Acceptances						

The %M applications (the under-represented group) has increased slightly as the cohort has grown. Offers to men remain lower than expected on the basis of applications but the School moved to an equal gender balance for acceptances.

# MATH

Table 50: Full-time and part-time postgraduate research applications, offers and acceptances in the School of Mathematics

	2015	5/16	2016	5/17	201	7/18
	Female	Male	Female	Male	Female	Male
MATH Full-Time PGR	58	141	66	134	70	115
Applications	29%	71%	33%	67%	38%	62%
MATH Part-Time	1	1	1	1	1	4
PGR Applications	50%	50%	50%	50%	20%	80%
MATH Full-Time PGR Offers	23	44	24	40	28	52
	34%	66%	38%	63%	35%	65%
MATH Part-Time	0	1	0	1	0	0
PGR Offers	0%	100%	0%	100%		
MATH Full-Time PGR	13	21	8	18	11	19
Acceptances	38%	62%	31%	69%	37%	63%
MATH Part-Time	0	1	0	0	0	0
PGR Acceptances	0%	100%				

Applications have grown by 121% over the period with an increasing proportion coming from women). The %F receiving offers exceeded the application rate in 2016 and matches it in 2018.

# <u>PHAS</u>

Table 51: Full-time and part-time postgraduate research applications, offers and acceptances in the School of Physics and Astronomy

	2015/16		2016	5/17	2017/18	
	Female	Male	Female	Male	Female	Male
PHAS Full-Time PGR	25	86	40	95	48	104
Applications	23%	77%	30%	70%	32%	68%
PHAS Part-Time PGR	0	0	0	1	1	0
Applications			0%	100%	100%	0%
PHAS Full-Time PGR Offers	10	27	21	32	21	49
	27%	73%	40%	60%	30%	70%
PHAS Part-Time PGR Offers	0	0	0	0	0	0

PHAS Full-Time PGR Acceptances	13	21	8	18	11	19
	38%	62%	31%	69%	37%	63%
PHAS Part-Time PGR	0	1	0	0	0	0
Acceptances	0%	100%				

Applications have increased by 37% over the period with applications from women increasing by more than 90% and from 23% of applications to 32%. This is reflected in an increased proportion of offers to women although acceptances have varied between 38% and 31% over the period.

## PGR Degree Attainment

## **Faculty**

The tables below show the number of PGRs completing by year and the average length of study by gender across the period.

Table 52: Postgraduate research degree attainment in the Faculty of Mathematics and Physical Sciences

	2015/16		2016	5/17	2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	27	28	26	42	29	50
Average years to pass	4.2	4.2	4.1	4.2	4.2	4.2

#### Table 53: Postgraduate research degree attainment in the School of Chemistry

	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	8	12	8	15	11	16
Average years to						
pass	4.1	4.3	4.1	4.1	3.9	3.9

Table 54: Postgraduate research degree attainment in the School of Food Science and Nutrition

	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	8	1	9	3	7	4
Average years to	4.3	4.4	4.3	4.2	4.3	4.1

#### Table 55: Postgraduate research degree attainment in the School of Mathematics

	2015/16		2016	5/17	2017/18		
	Female	Male	Female	Male	Female	Male	
Number of passes	2	8	6	17	9	17	
Average years to pass	3.9	3.9	4.1	4.1	4.5	4.3	

Table 56: Postgraduate research degree attainment in the School of Physics and Astronomy

	2015	5/16	2016	5/17	2017/18		
	Female	Male	Female	Male	Female	Male	
Number of passes	9	7	3	7	2	13	
Average years to pass	4.4	4.3	4.2	4.3	4.3	4.3	

The variations in numbers for male PGR completions reflects the increase in the final year cohort in each School. There is no substantial gender difference in time to completion although this varies from School to School and has been increasing across the period in all Schools except Chemistry.

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

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

*Chart 32: Percentage of population by gender throughout the academic pipeline in the Faculty of Mathematics and Physical Sciences* 





Chart 33: Percentage of population by gender throughout the academic pipeline in the School of Chemistry

The main route to PGR is from UG (MChem) rather than PGT at which point the gender balance switches.





The trend is to better gender balance between UG, PGT and PGR.



Chart 35: Percentage of population by gender throughout the academic pipeline in the School of Mathematics

The gender balance worsens throughout the pipeline.

Chart 36: Percentage of population by gender throughout the academic pipeline in the School of Physics and Astronomy



There is no major change along the pipeline for students.

#### 4.2 Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

#### <u>Faculty</u>

MaPS has grown from 302 to 317 academic staff with %F changing from 25% to 24% (77 to 75). The number of female professors has increased by 1 but the proportion has not changed. The number and %F at Associate Professor have increased from 7 (19%) to 11 (26%). The number and %F Lecturers has remained the same over the period (11, 22%) although this includes new appointments and existing staff being promoted to Associate Professor. The University Academic Fellowship scheme (see box below) has resulted in the appointment of 8 women (40% of cohort).

The University of Leeds University Academic Fellowship scheme was created to provide permanent academic appointments supported by a specifically designed 5-year development programme leading to promotion to Associate Professor for up to 250 'rising star' early career academics. A bespoke, international recruitment campaign was developed to attract a diverse range of applicants. The Faculty has appointed 20 UAFs of which 40% are female.

The main area of concern is the reduction in the number of female researchers (50 to 36). Researchers are typically on fixed-term contracts so numbers in this group fluctuate more significantly on a year-to-year basis as contracts end and new ones start.

#### Action Point 7 – Loss of women researchers

There was a significant fall in number of women Researchers (50 to 36) in 2018 which seems higher than 'natural year-by-year variation' and without a similar change in numbers of men. The EPS E&I Project Officer will be working with Schools to establish if there are underlying causes and develop an analysis to report to the Faculty Executive Committee with proposed actions.

		2016				2017		2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
	Teaching									
Teaching	Assistant				0	1	0%	0	8	0%
Only	Teaching									
	Fellow	1	6	17%	1	7	14%	2	8	25%
Research										
Only	Researcher	50	130	38%	50	113	44%	36	115	31%
	Lecturer	11	49	22%	11	50	22%	11	49	22%
	UAF	2	10	20%	7	18	39%	8	20	40%
Teaching	Senior									
and	Lecturer/									
Research	Associate	_			_					
	Professor	7	37	19%	9	40	23%	11	42	26%
	Professor	6	70	9%	6	74	8%	7	75	9%
Tota	Total Staff		302	25%	84	303	28%	75	317	24%

Table 57: Summary of academic staff in MaPS by contract function and grade

The following charts indicate this breakdown by grade for the Faculty (chart 37) and then for the component Schools (charts 38a-d). Chart 3 compares these data to the RG and HE sector benchmarks.

For T&R staff the %F has grown from 17% to 20% reaching the HE sector benchmark and consistently above the RG benchmark. We are below both benchmarks for female teaching-only staff but on very low numbers. Numbers typically exceeded both benchmarks for %F in research, despite the drop in number in 2018.

#### Action Point 8 – Increase numbers of women academics

At only 24%, female staff are under-represented in the academic group. To address this we need to increase the number of women applying for all academic posts. We are targeting a gradual increase in the proportion of female academic staff at the end of 2022.

#### Action Point 9 - Increase numbers of women in the Professoriate

Women constituted only 9% of Professors at last census date. We will increase the number of female professors through a combination of external recruitment and internal promotion.



Chart 37: Number of academic staff in the Faculty of Maths and Physical Sciences by role

Chart 38a: Academic staff in the School of Chemistry by role

Chart 38b: Academic staff in the School of Food Science and Nutrition by role



Chart 38c: Academic staff in the School of Mathematics by role

Chart 38d: Academic staff in the School of Physics and Astronomy by role



Chart 39: Percentage of female academic staff in the Faculty of Maths and Physical Sciences by contract function compared with national data (HESA cost centres: 113 Chemistry – School of Chemistry; 110 Agriculture, forestry & food science – School of Food Science and Nutrition; 122 Mathematics – School of Mathematics; 114 Physics – School of Physics and Astronomy)



# <u>CHEM</u>

		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching	Teaching									
Only	Fellow	0	1	0%	0	1	0%	1	3	33%
Research										
Only	Researcher	20	54	37%	21	49	43%	18	49	37%
	Lecturer	2	9	22%	3	8	38%	1	6	17%
	UAF	0	3	0%	1	6	17%	1	6	17%
Teaching	Senior									
and	Lecturer/									
Research	Associate									
	Professor	0	9	0%	0	9	0%	1	8	13%
	Professor	2	21	10%	2	22	9%	2	22	9%
Total		24	97	25%	27	95	28%	24	94	26%

Table 58: Academic staff in the School of Chemistry by contract function and grade

There are no major movements overall across the period. The peak in %F at Lecturer in 2017 was followed by one departure and one promotion in 2018.





## <u>FSAN</u>

Table 59: Percentage of female academic staff in the School of Food Science and Nutrition by contract function and grade

		2016				2017		2018			
		Female	Total	%F	Female	Total	%F	Female	Total	%F	
		1 cmaic	Staff	701	1 cinaic	Staff	701	i cinaic	Staff	701	
Research											
Only	Researcher	9	16	56%	14	18	78%	6	13	46%	
	Lecturer	5	9	56%	6	12	50%	7	13	54%	
	UAF	0	1	0%	1	2	50%	1	2	50%	
Teaching	Senior										
and	Lecturer/										
Research	Associate										
	Professor	4	5	80%	5	6	83%	5	6	83%	
	Professor	1	6	17%	1	8	13%	2	7	29%	
T	otal	19	37	51%	27	46	59%	21	41	51%	

FSAN has maintained close to gender balance for academic staff (48%-54%) although not at the Associate Professor (83%) or professorial level (29%). It has seen fluctuation in %F researchers (46%-78%) although the number of men and women researchers have both fluctuated year-on-year.

For T&R staff, the School is above the benchmarks. It also lies above the benchmarks for research staff but this corresponds to a less balanced gender split, indicating action required to encourage more male PDRAs.



Chart 41: Academic staff in the School of Food Science and Nutrition by contract function compared with benchmarks

# MATH

MATH finds recruitment of women to all grades of academic role a challenge and this remains a priority area for future action. The School has seen a fall in the %F in teaching-only and research-only roles over the period. The %F in T&R roles has grown by a small amount but the School remains below the RG and sector benchmarks in all groups.

		2016				2017		2018			
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F	
	Teaching										
Teaching	Assistant				0	1	0%	0	8	0%	
Only	Teaching										
	Fellow	1	5	20%	1	6	17%	1	5	20%	
Research											
Only	Researcher	6	24	25%	3	16	19%	3	21	14%	
	Lecturer	2	20	10%	1	21	5%	2	22	9%	
	UAF	0	3	0%	0	4	0%	1	5	20%	
Teaching	Senior										
and	Lecturer/										
Research	Associate										
	Professor	0	13	0%	1	14	7%	1	15	7%	
	Professor	2	32	6%	2	34	6%	2	34	6%	
T	otal	11	97	11%	8	96	8%	10	110	9%	

Table 60: Academic staff in the School of Mathematics by contract function and grade

Chart 42: Academic staff in the School of Mathematics by contract function compared with national data



# <u>PHAS</u>

PHAS has had exceptional success with female UAF appointments. There has been a concerning fall in the number and %F in research-only roles. Nevertheless, PHAS is out-performing the benchmarks.

		2016			2017			2018			
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F	
Research											
Only	Researcher	15	36	42%	12	30	40%	9	32	28%	
	Lecturer	2	11	18%	1	9	11%	1	8	13%	
	UAF	2	3	67%	5	6	83%	5	7	71%	
Teaching	Senior										
and	Lecturer/										
Research	Associate										
	Professor	3	10	30%	3	11	27%	3	12	25%	
	Professor	1	11	9%	1	10	10%	1	11	<b>9</b> %	
T	otal	23	71	32%	22	66	33%	19	70	27%	

Table 61: Academic staff in the School of Physics and Astronomy by contract function and grade

*Chart 43: Academic staff in the School of Physics and Astronomy by contract function compared with national data* 


No technical staff have transitioned to academic roles in the period.

(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.

#### <u>Faculty</u>

The table below shows the number and %F of staff on fixed-term and permanent contracts.

Table 62: Summary of academic staff in MaPS in 2016, 2017 and 2018 by grade and contract type

			2016			2017			2018	
		Female	Male	% F	Female	Male	% F	Female	Male	% F
	Teaching Assistant	0	0		0	1	0%	0	8	0%
	Researcher	46	66	41%	45	51	47%	26	67	28%
Fixed torm	Lecturer	1	2	33%	2	2	50%	0	0	
	Teaching Fellow	0	3	0%	0	4	0%	0	2	0%
	Professor	0	6	0%	0	4	0%	0	3	0%
	Total fixed term	47	77	38%	47	62	43%	26	80	25%
Permanent,	Researcher	2	5	29%	3	3	50%	8	4	67%
fixed funding	Total permanent, fixed funding	2	5	29%	3	3	50%	8	4	67%
	Researcher	2	9	18%	2	9	18%	2	8	20%
	Lecturer	10	36	22%	9	37	20%	11	38	22%
	Teaching Fellow	1	2	33%	1	2	33%	2	4	33%
	UAF	2	8	20%	7	11	39%	8	12	40%
Permanent	Senior Lecturer/ Associate									
	Professor	7	30	19%	9	31	23%	11	31	26%
	Professor	6	58	9%	6	64	9%	7	65	10%
	Total permanent	28	143	16%	34	154	18%	41	158	21%
	Overall Total	77	225	25%	84	219	28%	75	242	24%

The University has introduced a new category: 'permanent subject to fixed funding (PFF)' contract for staff with more than three years of continuous service in fixed term contracts. This provides enhanced job

security compared to fixed term. All colleagues with 12 months continuous service are entitled to access redeployment opportunities 6 months before the fixed term contract is due to expire. A summary of the numbers in the Faculty engaging with redeployment during the period is given below.

Table 63: Numbers of academics from MaPS interacting with the redeployment opportunities available at the University and their outcomes

	Number added to	redeployment	Number of active redepl	oyees at 31 Mar 2019
	Female	Male	Female	Male
2015/16	9	16	1	
2016/17	8	8		
2017/18	9	8		

		Still at the L	Jniversity			Left the University				
Redep	oloyed	Contract E	xtended	tended Appointed to another post		Resigned		End of FT	Contract	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
1	4	3	1				1	3	10	
	1	1		1			1	6	6	
4		1	2				1	4	5	

There has been a 46% increase in the number of women in permanent contracts year-on-year in MaPS (28 to 41) over the period, alongside a 10% increase in men. Women are also the main beneficiaries of the PFF scheme, in part contributing to the reduction of women on fixed term contracts (47 to 26).

A small number of women Researchers have transferred into PFF contracts and one has been appointed as a UAF, but there were a net total of 14 women researchers that left since 2017, against a net increase of 16 men.

All Professorial staff on fixed-term contracts are individuals who have been re-engaged post-retirement by mutual agreement. There are no staff on 'zero-hour' contracts.

These data lead to the following distribution of male and female staff across the different groups.

Table 64: Percentage of gender cohort by contract type amongst academic staff in MaPS

	2016	)	2017	1	2018	}
	Female	Male	Female	Male	Female	Male
Overall Total	77	225	84	219	75	242
% Fixed term	61%	34%	56%	28%	35%	33%
% Permanent, fixed funding	3%	2%	4%	1%	11%	2%
% Permanent	36%	64%	40%	70%	55%	65%

In 2016, 61% of women in MaPS were on fixed term contracts compared to 34% of men. By 2018, the proportions have become almost equal.

There has been a 63% increase (30 to 49) in the number of women in more secure contract types over the period. 55% of female staff are now on a permanent contract type.



Chart 45: Academic staff in the Faculty of Maths and Physical Sciences by contract type

Chart 44: Percentage of female academic staff in the Faculty of Maths and Physical Sciences by contract type



# <u>CHEM</u>

		2016			2017		2018			
		Female	Male	% F	Female	Male	% F	Female	Male	% F
	Researcher	17	26	40%	16	24	40%	9	26	26%
	Lecturer	1	2	33%	1	1	50%	0	0	
Fixed term	Teaching Fellow	0	0		0	0		0	1	0%
	Professor	0	2	0%	0	1	0%	0	1	0%
	Total fixed term	18	30	38%	17	26	40%	9	28	24%
Permanent,	Researcher	1	3	25%	3	0	100%	7	1	88%
fixed funding	Total permanent, fixed funding	1	3	25%	3	0	100%	7	1	88%
	Researcher	2	5	29%	2	4	33%	2	4	33%
	Lecturer	1	5	17%	2	4	33%	1	5	17%
	Teaching Fellow	0	1	0%		1	0%	1	1	50%
	UAF	0	3	0%	1	5	17%	1	5	17%
Permanent	Senior Lecturer/ Associate									
	Professor	0	9	0%		9	0%	1	7	13%
	Professor	2	17	11%	2	19	10%	2	19	10%
	Total permanent	5	40	11%	7	42	14%	8	41	16%
	Overall Total	24	73	25%	27	68	28%	24	70	26%

Table 65: Academic staff in the School of Chemistry by grade and contract type

Table 66: Percentage of gender cohort by contract type amongst academic staff in the School of Chemistry

	2016	Ď	2017	7	2018		
	Female	Male	Female	Male	Female	Male	
Overall Total	24	73	27	68	24	70	
% Fixed term	75%	41%	63%	38%	38%	40%	
% Permanent, fixed funding	4%	4%	11%	0%	29%	1%	
% Permanent	21%	55%	26%	62%	33%	59%	

By the end of the period 62% of women are on permanent or PFF contracts, up from 25%, compared to 60% of men, with 6 women transferred to PFF. However, because a higher proportion of women are in project-funded researcher roles, only 33% of women are on fully permanent roles (compared to 59% men).



Chart 46: Academic staff in the School of Chemistry by contract type

Chart 47: Percentage of female academic staff in the School of Chemistry by contract type



# <u>FSAN</u>

			2016			2017		2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
	Researcher	9	6	60%	14	3	82%	6	6	50%
Fixed term	Lecturer	0	0		1	0	100%	0	0	
	Total fixed term	9	6	60%	15	3	83%	6	6	50%
	Researcher	0	1	0%	0	1	0%	0	1	0%
	Lecturer	5	4	56%	5	6	45%	7	6	54%
	UAF	0	1	0%	1	1	50%	1	1	50%
Permanent	Senior Lecturer/Associate									
	Professor	4	1	80%	5	1	83%	5	1	83%
	Professor	1	5	17%	1	7	13%	2	5	29%
	Total permanent	10	12	45%	12	16	43%	15	14	52%
	Overall Total	19	18	51%	27	19	59%	21	20	51%

#### Table 67: Academic staff in the School of Food Science and Nutrition

Table 68: Percentage of gender cohort by contract type amongst academic staff in the School of Food Science and Nutrition

	2016		2017		2018		
	Female	Male	Female	Male	Female	Male	
Overall Total	19	18	27	19	21	20	
% Fixed term	47%	33%	56%	16%	29%	30%	
% Permanent	53%	67%	44%	84%	71%	70%	

There has been an increase of 5 (10 to 15) in women on permanent contracts through growth in T&R staff. The decrease in the proportion on fixed term contracts is also partly driven by the reduction in women Researchers across the period.



Chart 48: Academic staff in the School of Food Science and Nutrition by contract type

Chart 49: Percentage of female academic staff in the School of Food Science and Nutrition by contract type



## <u>MATH</u>

		2016			2017		2018			
		Female	Male	% F	Female	Male	% F	Female	Male	% F
	Teaching Assistant	0	0		0	1	0%	0	8	0%
	Researcher	6	17	26%	3	11	21%	3	16	16%
Fixed term	Lecturer	0	0		0	1	0%	0	0	
	Teaching Fellow	0	3	0%	0	4	0%	0	1	0%
	Professor	0	2	0%	0	2	0%	0	2	0%
	Total fixed term	6	22	21%	3	19	14%	3	27	10%
Permanent,	Researcher	0	1	0%	0	1	0%	0	1	0%
fixed funding	Total permanent, fixed funding	0	1	0%	0	1	0%	0	1	0%
	Researcher	0	0		0	1	0%	0	1	0%
	Lecturer	2	18	10%	1	19	5%	2	20	9%
	Teaching Fellow	1	1	50%	1	1	50%	1	3	25%
	UAF	0	3	0%	0	4	0%	1	4	20%
Permanent	Senior Lecturer/ Associate Professor	0	13	0%	1	13	7%	1	14	7%
	Professor	2	28	7%	2	30	6%	2	30	6%
	Total permanent	5	63	7%	5	68	7%	7	72	9%
	Overall Total	11	86	11%	8	88	8%	10	100	9%

Table 69: Academic staff in the School of Mathematics by grade and contract type

Table 70: Percentage of gender cohort by contract type amongst academic staff in the School of Mathematics

	2016		2017	,	2018	
	Female	Male	Female	Male	Female	Male
Overall Total	11	86	8	88	10	100
% Fixed term	55%	26%	38%	22%	30%	27%
% Permanent, fixed funding	0%	1%	0%	1%	0%	1%
% Permanent	45%	73%	63%	77%	70%	72%

Over the period, the proportion of women on fixed term contracts has decreased from 55% to 30% with a corresponding increase from 45% to 70% on permanent contracts. This profile now matches that for men.



Chart 51: Academic staff in the School of Mathematics by contract type

Chart 50: Percentage of female academic staff in the School of Mathematics by contract type



## PHAS

		2016			2017		2018			
		Female	Male	% F	Female	Male	% F	Female	Male	% F
	Researcher	14	17	45%	12	13	48%	8	19	30%
Fixed term	Professor	0	2	0%	0	1	0%	0	0	
	Total fixed term	14	19	42%	12	14	46%	8	19	30%
Permanent	Researcher	1	1	50%	0	2	0%	1	2	33%
fixed funding	Total permanent, fixed funding	1	1	50%	0	2	0%	1	2	33%
	Researcher	0	3	0%	0	3	0%	0	2	0%
	Lecturer	2	9	18%	1	8	11%	1	7	13%
	UAF	2	1	67%	5	1	83%	5	2	71%
Permanent	Senior Lecturer/ Associate		_				0.70/			0.504
	Professor	3	7	30%	3	8	27%	3	9	25%
	Professor	1	8	11%	1	8	11%	1	10	9%
	Total permanent	8	28	22%	10	28	26%	10	30	25%
	Overall Total	23	48	32%	22	44	33%	19	51	27%

Table 71: Academic staff in the School of Physics and Astronomy in by grade and contract type

Table 72: Percentage of gender cohort by contract type amongst academic staff in the School of Physics and Astronomy

	2016	5	201	7	2018	
	Female	Male	Female	Male	Female	Male
Overall Total	23	48	22	44	19	51
% Fixed term	61%	40%	55%	32%	42%	37%
% Permanent, fixed funding	4%	2%	0%	5%	5%	4%
% Permanent	35%	58%	45%	64%	53%	59%

The %F employed on fixed-term contracts has decreased from 61% to 42% and the proportion on permanent contracts has increased from 35% to 53% (39% to 58% including the permanent, fixed-funding group).



Chart 53: Academic staff in the School of Physics and Astronomy by contract type

Chart 52: Percentage of female academic staff in the School of Physics and Astronomy by contract type



# Full-time and Part-time staff

	Total	Staff		Full-time			Part-time	
	% Full-time	% Part-time	Male	Female	% F	Male	Female	% F
Teaching Assistant			0	0		0	0	
Teaching Fellow	83%	17%	4	1	20%	1	0	0%
Researcher	96%	4%	79	46	37%	1	4	80%
Lecturer	88%	12%	35	8	19%	3	3	50%
UAF	100%	0%	8	2	20%	0	0	
Senior Lecturer/ Associate								
Professor	100%	0%	30	7	19%	0	0	
Professor	80%	20%	50	6	11%	14	0	0%
Total	91%	9%	206	70	25%	19	7	27%

Table 73: Full-time and part-time staff in MaPS in 2016

Table 74: Full-time and part-time staff in MaPS in 2017

	Total	Staff		Full- time			Part- time	
	% Full-time	% Part-time	Male	Female	% F	Male	Female	% F
Teaching Assistant	0%	100%	0	0		1	0	0%
Teaching Fellow	71%	29%	4	1	20%	2	0	0%
Researcher	98%	2%	63	48	43%	0	2	100%
Lecturer	94%	6%	37	10	21%	2	1	33%
UAF	100%	0%	11	7	39%	0	0	
Senior Lecturer/ Associate								
Professor	95%	5%	31	7	18%	0	2	100%
Professor	80%	20%	53	6	10%	15	0	0%
Total	92%	8%	199	79	28%	20	5	20%

	Total	Staff		Full-time		Part-time		
	% Full-time	% Part-time	Male	Female	% F	Male	Female	% F
Teaching								
Assistant	0%	100%	0	0		8	0	0%
Teaching								
Fellow	75%	25%	4	2	33%	2	0	0%
Researcher	97%	3%	78	34	30%	1	2	67%
Lecturer	96%	4%	36	11	23%	2	0	0%
UAF	100%	0%	12	8	40%	0	0	
Senior								
Lecturer/								
Associate								
Professor	93%	7%	31	8	21%	0	3	100%
Professor	80%	20%	54	6	10%	14	1	7%
Total	90%	10%	215	69	24%	27	6	18%

Table 75: Full-time and part-time staff in MaPS in 2018

The largest group of part-time staff corresponds to male professors who have taken advantage of flexible retirement options through mutual fixed-term re-engagement. MATH has introduced a part-time teaching assistant scheme which has attracted male but not female applicants.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 76: Numbers of staff in post and leavers in MaPS

			2015	5/16			201	6/17			2017/18		
		Male		Female		Male		Female		Male		Female	
		Full-	Part-	Full-	Part-	Full-	Part-	Full-	Part-				
		time	time	time	time	time	time	time	time	Full-time	Part-time	Full-time	Part-time
Staff in post		206	19	70	7	199	20	79	5	215	27	69	6
	Resignation	11	0	4	2	18	1	2	1	6	1	5	0
_	Expiry of appointment	28	2	12	3	26	10	13	3	10	0	14	3
Leavers	Death												
	Retirement												
	Total Leavers	41	2	17	5	44	12	15	4	18	1	19	3
	Leavers as % of staff in post	20%	11%	24%	71%	22%	60%	19%	80%	8%	4%	28%	50%

Table 77: Percentage of female staff, working pattern and reason for leaving as % of total staff

		2015/16		201	6/17	201	7/18
		% F full-time in	% F part-time in total staff	% F full-time in	% F part-time in total staff	% F full-time in	% F part-time in total staff
			10141 31411			10121 31211	total stall
Staff in post		23%	2%	26%	2%	22%	2%
	Resignation	24%	12%	9%	5%	42%	0%
	Expiry of appointment	27%	7%	25%	6%	52%	11%
Leavers	Death						
	Retirement						
	Female leavers as % of						
	total leavers	26%	8%	20%	5%	46%	7%

The spike in the female full-time proportion of leavers in 17/18 follows from a reduction in male leavers and the higher number (14 full-time) of female researchers leaving on expiry of appointment in that year.

### Exit Interviews

Exit interviews are offered to all staff leaving the Faculty but the uptake is relatively small, with only 16 responses captured out of 181 academic leavers during the period. The numbers are too low to make any meaningful analysis.

	Respon	dents	Reasons for leaving							
			End of	End of Career Return to			Lack of	Family		
	Female	Male	contract	change	education	New post	prospects	commitments		
2015/16						3				
2013/10	2	4		1	1 woman	(1 woman)	1			
2014/17			5							
2010/17	1	6	(1 woman)			1		1		
2017/10						2				
2017/18	1	2	1			(1 woman)				

Table 78: Responses to exit interviews; reason for leaving, by gender

There is an institution-level group looking at exit interviews, with the intention to use the same template in all faculties and services and to unify processes.

Total words = 3,094

#### 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

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The Faculty has made 195 academic appointments over the period ranging from Fellowships to Chairs. A major priority has been to increase the proportion of women appointed by increasing the number of female applicants. Actions include using focus groups to suggest improvements in the wording of our advertisements and candidate briefing documents, use of dedicated search committees (and in some cases external search agents) and the use of web-campaigns (e.g. for UAFs).

On advice from our focus groups, since 2016, job descriptions for roles in the Faculty have included the following text:

"We will consider job share/flexible working arrangements"

to indicate a more inclusive environment particularly to early career female applicants.

All staff are required to complete an online, interactive module which gives a grounding in key principles of equality and inclusion. Additionally, the Faculty requires all members of appointing panels to complete a specific training course in unconscious bias. Single-gender panels are not permitted. A member of the HR teams sits as a member of all panels and advises on process. There is comprehensive recruitment guidance on the HR website and a briefing pack is provided to all panel members.

In 2017, MATH added the following text to job descriptions to encourage candidates to consider their approach to equality and inclusion:

"Please include a statement how you could contribute to fostering a diverse and inclusive academic community"

The School has since used this diversity statement for 7 academic job adverts, which resulted in 2 male and 5 female appointments, including 1 female professorial appointment.

		Applications	Interviews	Offers	Appointments
	Male	1097	157	46	45
	Female	335	72	25	24
2015/16	Unknown	2	1	1	1
	Total	1434	230	72	70
	% Female	23%	31%	35%	34%
	Male	672	108	40	33
	Female	272	67	23	21
2016/17	Unknown	0	0	0	0
	Total	944	175	63	54
	% Female	29%	38%	37%	39%
	Male	753	154	52	46
	Female	282	77	27	24
2017/18	Unknown	2	2	1	1
	Total	1037	233	80	71
	% Female	27%	33%	34%	34%

Table 79: Academic recruitment in the Faculty of Mathematics and Physical Sciences

The aggregated data are given above and indicate some success in achieving an increase in the proportion of female applications.

As indicated in the following chart, female 'success' rates in progressing through the recruitment process continue to exceed those for men. Thus 21% of female applicants in 2015/16 proceeded to interview, with this figure rising to 27% in 2017/18: 7% rising to 10% of female applicants received an offer and 7% rising to 9% secured appointment.



Chart 54: Total academic recruitment success rates in the Faculty of Mathematics and Physical Sciences by gender

These data are broken down by grade in the following tables.

Grade 6 is primarily used for research or tutorial assistants. Clear improvement in the gender balance has been achieved in this group.

			Gra	ade 6	
		Applications	Interviews	Offers	Appointments
	Male	117	21	13	13
	Female	33	5	4	3
2015/16	Unknown	0	0	0	0
	Total	150	26	17	16
	% Female	22%	19%	24%	19%
	Male	61	8	6	5
	Female	25	11	5	4
2016/17	Unknown	0	0	0	0
	Total	86	19	11	9
	% Female	29%	58%	45%	44%
	Male	41	9	5	5
	Female	32	7	4	4
2017/18	Unknown	0	0	0	0
	Total	73	16	9	9
	% Female	44%	44%	44%	44%

Table 80: Academic recruitment at grade 6 in the Faculty of Mathematics and Physical Sciences

Grade 7 is the primary appointment grade for PDRAs. This is a cohort where the %F staff has fallen although the %F in appointments has not dropped.

Table 81: Academic recruitment at grade 7 in the Faculty of Mathematics and Physical Sciences

			Gra	ide 7	
		Applications	Interviews	Offers	Appointments
	Male	174	29	10	10
	Female	87	17	4	4
2015/16	Unknown	0	0	0	0
	Total	261	46	14	14
	% Female	33%	37%	29%	29%
	Male	290	59	20	16
	Female	131	25	9	9
2016/17	Unknown	0	0	0	0
	Total	421	84	29	25
	% Female	31%	30%	31%	36%
	Male	600	123	39	34
	Female	197	57	16	14
2017/18	Unknown	0	0	0	0
	Total	797	180	55	48
	% Female	25%	32%	29%	29%

Grade 8 is the level of appointment for Lecturer and UAFs – the impact of the latter cohort is evident in the improved gender balance in this group.

			Gra	ide 8	
		Applications	Interviews	Offers	Appointments
	Male	542	71	13	12
	Female	124	28	7	7
2015/16	Unknown	2	1	1	1
	Total	668	100	20	20
	% Female	19%	28%	35%	35%
	Male	155	25	7	5
	Female	70	21	6	5
2016/17	Unknown	0	0	0	0
	Total	225	46	10	10
	% Female	31%	46%	60%	50%
	Male	38	4	2	2
	Female	28	3	2	2
2017/18	Unknown	0	0	0	0
	Total	66	7	4	4
	% Female	42%	43%	50%	50%

Table 82: Academic recruitment at grade 8 in the Faculty of Mathematics and Physical Sciences

Grade 10 corresponds to Chair level appointments. There are small numbers here but low appointment rates particularly for women.

Table 83: Academic recruitment at grade 10 in the Faculty of Mathematics and Physical Sciences

		Grade 10						
		Applications	Interviews	Offers	Appointments			
	Male	28	6	3	3			
	Female	2	0	0	0			
2015/16	Unknown	0	0	0	0			
	Total	30	6	3	3			
	% Female	7%	0%	0%	0%			
	Male	1	1	1	1			
	Female	0	0	0	0			
2016/17	Unknown	0	0	0	0			
	Total	1	1	1	1			
	% Female	0%	0%	0%	0%			
	Male	19	0	0	0			
	Female	5	1	1	1			
2017/18	Unknown	0	0	0	0			
	Total	24	1	1	1			
	% Female	21%	100%	100%	100%			

## Intersectionality: recruitment by gender and ethnicity

The following tables indicate the breakdown of our recruitment data by gender and ethnicity. Because of small data sets we provide data for all appointments by category (Research, Teaching and T&R) across all grades combined and for Grade 7 specifically (the main PDRA recruitment grade).

Table 84: Applications to academic posts in the Faculty of Mathematics and Physical Sciences

			Female			Male		Gender not known
				Ethnicity			Ethnicity	
		White	BME	Unknown	White	BME	Unknown	Ethnicity Unknown
	Research only posts	85	96	11	156	312	25	
	Teaching only posts	7	9	1	27	10	4	
2015/16	Teaching and research posts	81	40	5	342	170	51	2
	All grade 7 academic posts	41	41	5	71	95	8	
	Total academic posts	173	145	17	525	492	80	2
	Research only posts	74	99	16	163	300	30	
	Teaching only posts	4	3		10	5	4	
2016/17	Teaching and research posts	45	29	2	84	65	11	
	All grade 7 academic posts	59	60	12	97	162	21	
	Total academic posts	123	131	18	257	370	45	0
	Research only posts	98	120	8	223	360	46	
	Teaching only posts	7	10	1	16	22		
2017/18	Teaching and research posts	19	16	3	42	40	4	2
	All grade 7 academic posts	88	102	7	211	347	42	
	Total academic posts	124	146	12	281	422	50	2
	Research only posts	258	315	35	542	972	101	
	Teaching only posts	18	22	2	53	37	8	
Total	Teaching and research posts	145	85	10	468	275	66	4
	All grade 7 academic posts	188	203	24	379	604	71	
	Total academic posts	421	422	47	1063	1284	175	4

 Table 85: Academic appointments in the Faculty of Mathematics and Physical Sciences

			Female			Male		Gender not known
		White	BME	Ethnicity Unknown	White	BME	Ethnicity Unknown	Ethnicity Unknown
	Research only posts	7	5	2	17	5	2	
	Teaching only posts	1	2		5	2		
2015/16	Teaching and research posts	7			13		1	1
	All grade 7 academic posts	3	1		7	3		
	Total academic posts	15	7	2	35	7	3	1
	Research only posts	7	6	2	14	7		
	Teaching only posts				3		1	
2016/17	Teaching and research posts	5	1		7	1		
	All grade 7 academic posts	5	3	1	11	5		
	Total academic posts	12	7	2	24	8	1	0
	Research only posts	14	3	1	28	9	2	
	Teaching only posts	1	1	1	4			
2017/18	Teaching and research posts	2		1	2	1		1
	All grade 7 academic posts	10	2	2	25	8	1	
	Total academic posts	17	4	3	34	10	2	1
	Research only posts	28	14	6	59	21	4	
	Teaching only posts	2	3	1	12	2	1	
Total	Teaching and research posts	14	1	1	22	2	1	2
-	All grade 7 academic posts	18	6	3	43	16	1	
	Total academic posts	44	18	8	93	25	6	2

The following table summarises the outcomes for all academic posts over the three year period:

		Female		Male			
	White	BME	Unknown	White	BME	Unknown	
% of applications	12%	12%	1%	31%	38%	5%	
% of appointments	22%	9%	4%	47%	13%	3%	

 Table 86: Comparison of Academic applications to appointments by gender and ethnicity

White applicants are more likely to be appointed for either gender. The largest difference occurs for male BAME who comprise 38% of applicants but only 13% of appointments. Initial investigation indicates a proportion of applicants from this group do not meet the most basic requirements of the person specification (e.g. having a PhD) but their application is still recorded. This is an area that we need to investigate and understand better as BAME staff are not strongly represented at the moment (although we have c. 50% 'international' academic staff).

#### Action Point 3 – Monitoring and analysis of intersectional data

The AS and broader E&I agendas of concern to us require more extensive monitoring and analysis of data across multiple characteristics. We will develop reporting processes to routinely include breakdown by multiple characteristics in an appropriate way, allowing deeper intersectional analyses. To enable this, we also need to improve reporting/declaration of characteristics in central HR record.

### Action Point 11 – Increasing numbers of BAME academic staff

Our data show that BAME applicants are significantly less successful in securing short-listing or appointment to advertised academic posts – this is particularly true for male BAME. We will review a selection of recent applications to understand more clearly why such applications are not proceeding to short listing. A report from this review will be produced with identified actions.

#### (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 primary focus on induction is delivered at the local School/Service level. An Induction checklist and pack presents a wealth of information in a well organised and itemised Staff Handbook folder that covers all aspects of employment.

Local induction is compulsory and its uptake is monitored by HR via a *Faculty Induction Feedback Form* which new staff complete within 6 weeks of arrival. All new staff receive a tour of the University campus. Meetings are established with the HoS, DoSE, DoRI and/or School Administrator to ensure the new employee has a comprehensive introduction to the School in relation to health & safety, teaching, research and finance. A further meeting with the Dean of the Faculty provides academic staff with an appreciation of the Faculty's strategic vision and expectations. New staff are also offered a mentor and appointments at grade 7 and 8 also meet with the junior representative of the School. Staff are also offered more general, University-level induction made up of four separate sessions: a Vice-Chancellor's welcome session which covers the ethos of the University and our objectives for the coming years; a 'You and the University' session which introduces staff benefits and development opportunities and meeting with TU representatives. The final two sessions are focussed on research, innovation and impact and on student education.

Data on numbers of new MaPS staff and their interaction with the University induction programme is given below.

			Number of individuals	Number of induction
		New Starters	attending at least one session	sessions attended
	Female	16	3	4
2015/16	Male	34	6	13
2015/10	Total	50	9	17
	% Female	32%	33%	24%
	Female	29	2	2
2016/17	Male	34	8	17
2010/17	Total	63	10	19
	% Female	46%	20%	11%
	Female	13	0	0
2017/10	Male	39	2	5
2017/18	Total	52	2	5
	% Female	25%	0%	0%

Table 87: Numbers of new academic starters in MaPS and interaction with the University Induction Programme

Table 88: Breakdown of University induction sessions attended by academic staff in MaPS

	2015/16			2016/17			2017/18					
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
Research, Innovation												
and Impact		4	4			2	2	0%		2	2	0%
Student Education at												
Leeds	1	4	5	20%	1	6	7	14%		1	1	0%
You and the												
University	3	5	8	38%		3	3	0%		1	1	0%
Vice- Chancellor's												
Welcome	-	-	-	-	1	6	7	14%		1	1	0%
Total	4	13	17	24%	2	17	19	11%	0	5	5	0%

#### (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.

In 2016, following a consultation with female colleagues and the TUs, the University introduced new criteria for academic promotions with the specific view of addressing the lower progression rates of women. The new process recognises excellence in all areas of academic activity, allowing progression through to grade 10 via academic leadership as well as routes based on research or on student education. All routes reflect a more diverse range of contributions, including previously unrewarded activities such as citizenship and pastoral care. Emphasis is on quality rather than quantity of outputs, and invitations to speak, rather than just attendance at conferences, are valued.

Within the Faculty, the number of applications from women has increased in the most recent cycle. Between Aug 2015 and July 2018, a total of 28 applications for promotions were made by academic staff in the Faculty, of which 29% were made by women; the annual percentage of female applicants has shifted; 25%, 27% to 30%.

The majority of applications were made by T&R staff and there was only 1 unsuccessful application in the period. Promotion to all grades but grade 8 had a 100% success rate, as did applications made by part-time staff (1 application). The (female) member of staff whose application for promotion was unsuccessful in 2016/17 has subsequently reapplied successfully.

		Applications	Applications	Contract	Full or Part-
	Γ	made	successful	function	time
	Total Female				
	Promotion to grade 8				
2015/16	Total Male				
	Promotion to grade 7				
	Promotion to grade 9				
	Total Female				
	Promotion to grade 8				
	Promotion to grade 9				
2016/17	Total Male				
2010/17	Promotion to grade 8				
	Promotion to grade 8				
	Promotion to grade 9				
	Promotion to grade 10				
	Total Female				
2017/18	Promotion to grade 9				
	Total Male				
	Promotion to grade 7				

Table 89: Applications for promotion in academic roles in the Faculty of Mathematics and Physical Sciences

Promotion to grade 8
Promotion to grade 9
Promotion to grade 10

Table 90: Academic promotion applications by School, gender and grade in the Faculty of Mathematics and Physical Sciences between 1 August 2015 and 31 July 2018

	Number of applications								
School	Eomalo	Male	Promotion	Promotion to	Promotion to	Promotion to			
	remale		to grade 7	grade 8	grade 9	grade 10			
School of Chemistry	1	8							
School of Food Science and Nutrition	3	0							
School of Mathematics	2	5							
School of Physics and Astronomy	1	8							

#### (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.

Table 91: The relationship between the Units of Assessment in the RAE2008 and the REF2014

16	Agriculture, Veterinary and Food Science	6	Agriculture, Veterinary and Food Science
18	Chemistry	8	Chemistry
19	Physics	9	Physics
20	Pure Mathematics	10	Mathematical Sciences
21	Applied Mathematics	10	Mathematical Sciences
22	Statistics and Operational Research	10	Mathematical Sciences

 Table 92: Returns for RAE2008 and REF2014 by gender

	RAE2008										
	Percentage eligible	e of the pool	Included (Headcount)		Excluded (H	eadcount)	Eligible Included (%)				
UOA No	Female	Male	Female	Male	Female	Male	Female	Male			
16	20%	80%	2	8			100%	100%			
18	9%	91%	4	38			100%	93%			
19	13%	88%	4	33			80%	94%			

20	8%	92%	2	22	100%	96%
21	4%	96%	1	26	100%	100%
22	8%	92%		11	0%	92%
Total	9%	91%	13	138	87%	95%

#### REF2014

	Percentage of the eligible pool		Included (Headcount)		Excluded (H	eadcount)	Eligible Included (%)	
UOA No	Female	Male	Female	Male	Female	Male	Female	Male
6	47%	53%	6	9			67%	90%
8	19%	81%	8	28			89%	74%
9	20%	80%	5	19			83%	79%
10	4%	96%	3	53			100%	80%
Total	16%	84%	22	109			81%	79%

The Faculty increased the number of women in all units of assessment in REF2014, except mathematical sciences (UoA 10 in REF 2014 but previously 20, 21 and 22), where the number has remained the same. The percentage of those included who were eligible dropped for both genders in the 2014 exercise, partly due to requirements around impact case studies. In general, a higher proportion of eligible female staff were included in 2014 in most UoAs – the exception being FSAN (UoA6) reflecting a number of female staff with high teaching loads at that time.

The University is developing its Code of Practice for the inclusion of staff in REF2021. The document will set out the institutional level arrangements for responding to and incorporating any equality related circumstances which may have had an impact on individual research outputs during the REF2021 assessment period into the decision making process.

#### SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

#### Action Point 10 – Implement REF code of practice

The new REF procedures require all research-active staff to be returned but allow different numbers of output per member of staff. We will implement the University REF Code of Practice and monitor the selection of outputs to expose any developing gender or other differential and consider appropriate action.

PMS staff are treated equally with academic staff. Where they are employed directly in Schools they are invited to staff meetings and have the same staff review, flexible working, training and development processes and opportunities as academic staff – with targeted schemes, e.g. for technical staff, as

appropriate. Some professional services have been realigned so that staff are located organisationally in the professional service team but still located physically in School or Faculty spaces. All such staff then have the same institutional opportunities for staff review, flexible working, training and development as those based in Schools.

### Recruitment

The appointment of PMS staff follows similar robust processes as for academic staff but has typically seen higher female application and appointment rates. The data for the period in which 94 appointments have been made are given below.

		Applications	Interviews	Offers	Appointments	
	Male	299	50	13	13	
	Female	467	97	22	21	
2015/16	Unknown	0	0	0	0	
	Total	766	147	35	34	
	% Female	61%	66%	63%	62%	
	Male	218	38	7	7	
	Female	351	66	17	16	
2016/17	Unknown	1	0	0	0	
	Total	570	104	24	23	
	% Female	62%	63%	71%	70%	
	Male	303	47	10	10	
	Female	514	106	29	27	
2017/18	Unknown	0	0	0	0	
	Total	817	153	39	37	
	% Female	63%	69%	74%	73%	

Table 93: PMS recruitment in the Faculty of Mathematics and Physical Sciences



Chart 55: Total PMS recruitment success rates in the Faculty of Mathematics and Physical Sciences by gender

Data by grade is given in the follow table.

		Applic	ations	Inter	views	Appointments	
Grade	Year	Male	Female	Male	Female	Male	Female
	2015/16	24	35	3	6	0	1
Grade 2	2016/17	42	20	11	5	2	1
	2017/18	57	66	5	16	0	4
	2015/16	52	79	7	22	3	4
Grade 3	2016/17	17	45	1	10	0	2
	2017/18	35	50	9	12	2	2
	2015/16	70	112	9	18	2	4
Grade 4	2016/17	65	118	8	18	2	4
	2017/18	62	107	8	18	2	4
	2015/16	91	181	13	36	2	9
Grade 5	2016/17	52	93	11	19	1	6
	2017/18	135	233	20	41	4	11
	2015/16	7	6	3	3	0	1
Grade 6	2016/17	21	20	3	7	1	1
	2017/18	14	52	5	16	2	4
	2015/16	5	10	2	3	0	1
Grade 6/7	2016/17	0	0	0	0	0	0
	2017/18	0	0	0	0	0	0
	2015/16	24	27	8	3	4	0
Grade 7	2016/17	21	55	4	7	1	2
	2017/18	0	6	0	3	0	2
	2015/16	19	11	4	3	2	0
Grade 8	2016/17	0	0	0	0	0	0
	2017/18	0	0	0	0	0	0
	2015/16	7	6	1	3	0	1
Grade 9	2016/17	0	0	0	0	0	0
	2017/18	0	0	0	0	0	0
	2015/16	299	467	50	97	13	21
Total	2016/17	218	351	38	66	7	16
	2017/18	303	514	47	106	10	27

Table 94: All PMS appointments in the Faculty of Mathematics and Physical Sciences by grade

These data are broken down in the following tables for different categories of PMS staff: professional and managerial, administrative and technical.

# <u>P&M</u>

		Applications	Interviews	Offers	Appointments
	Male	55	15	6	6
	Female	54	12	2	2
2015/16	Unknown	0	0	0	0
	Total	109	27	8	8
	% Female	50%	44%	25%	25%
	Male	22	4	1	1
	Female	60	11	3	3
2016/17	Unknown	1	0	0	0
	Total	83	15	4	4
	% Female	72%	73%	75%	75%
	Male	8	1	0	0
	Female	40	12	3	3
2017/18	Unknown	0	0	0	0
	Total	48	13	3	3
	% Female	83%	92%	100%	100%

Table 95: Total professional & managerial recruitment in the Faculty of Mathematics and Physical Sciences

Chart 56: Professional & managerial role recruitment success rates in the Faculty of Mathematics and Physical Sciences by gender



### Administrative Support

		Applications	Interviews	Offers	Appointments
	Male	205	31	6	6
	Female	368	79	19	18
2015/16	Unknown	0	0	0	0
	Total	573	110	25	24
	% Female	64%	72%	76%	75%
	Male	107	13	2	2
	Female	239	45	12	11
2016/17	Unknown	0	0	0	0
	Total	346	58	14	13
	% Female	69%	78%	86%	85%
	Male	173	33	8	8
	Female	363	76	21	19
2017/18	Unknown	0	0	0	0
	Total	536	109	29	27
	% Female	68%	70%	72%	70%

Table 96: Total administrative support recruitment in the Faculty of Mathematics and Physical Sciences

Chart 57: Administrative support role recruitment success rates in the Faculty of Mathematics and Physical Sciences by gender



		Applications	Interviews	Offers	Appointments
	Male	39	4	1	1
	Female	45	6	1	1
2015/16	Unknown	0	0	0	0
	Total	84	10	2	2
	% Female	54%	60%	50%	50%
	Male	89	21	4	4
	Female	52	10	2	2
2016/17	Unknown	0	0	0	0
	Total	141	31	6	6
	% Female	37%	32%	33%	33%
	Male	122	13	2	2
	Female	111	18	6	5
2017/18	Unknown	0	0	0	0
	Total	233	31	8	7
	% Female	48%	58%	75%	71%

Table 97: Total technical support recruitment in the Faculty of Mathematics and Physical Sciences

Following a revision of our recruitment documentation, 56% of technical staff appointments have been female, consistent with our ambition to improve gender balance in this group.





### Intersectionality in recruitment: gender and ethnicity

The tables below show a breakdown of applications and appointments by gender and ethnicity.

 Table 98: Applications to PMS posts in the Faculty of Mathematics and Physical Sciences

			Female			Male		Gender not known
		White	BME	Unknown	White	BME	Unknown	Unknown
2015/16	Professional & managerial posts	45	8	1	35	14	6	
	Administrative support posts	277	85	6	148	52	5	
2015/10	Technical support posts	28	14	3	29	10		
	Total PMS posts	350	107	10	212	76	11	0
	Professional & managerial posts	49	9	2	17	3	2	1
2016/17	Administrative support posts	194	39	6	67	33	7	
2010/17	Technical support posts	35	15	2	62	23	4	
	Total PMS posts	278	63	Unknown         White         BME         U           1         35         14         6         148         52         3         29         10           10         212         76         73         76         76         76         76         76         76         76         73         76         76         73         76         76         73         76         76         76         73         76         76         73         76         74         76         76         76         76         76         73         76         74         76         74         74         75         74         74         74         74         75         72         74         74         75         75         75         75         75         75         75 <t< td=""><td>13</td><td>1</td></t<>	13	1		
	Professional & managerial posts	32	7	1	3	5		
2017/19	Administrative support posts	282	75	6	127	41	5	
2017/10	Technical support posts	82	25	4	82	35	5	
	Total PMS posts	396	107	11	212	81	10	0
	Professional & managerial posts	126	24	4	55	22	8	1
Total	Administrative support posts	753	199	18	342	126	17	
TOLAI	Technical support posts	145	54	9	173	68	9	
	Total PMS posts	1024	277	31	570	216	34	1

Table 99: PMS appointments in the Faculty of Mathematics and Physical Sciences

			Female			Male	
		White	BME	Ethnicity Unknown	White	BME	Ethnicity Unknown
	Professional & managerial posts	2			4	1	1
2015/16	Administrative support posts	16	2		4	2	
2015/10	Technical support posts		1		1		
	Total PMS posts	18	3	0	9	3	1
	Professional & managerial posts	3				1	
2014/17	Administrative support posts	10	1		2		
2016/17	Technical support posts	1	1		4		
	Total PMS posts	14	2		6	1	
	Professional & managerial posts	3					
2017/10	Administrative support posts	15	3	1	8		
2017/10	Technical support posts	3	2		2		
	Total PMS posts	21	5	1	10		
	Professional & managerial posts	8			4	2	
Total	Administrative support posts	41	6	1	14	2	
TULAI	Technical support posts	4	4		7		
	Total PMS posts	53	10	1	25	4	0

The following table summarises the outcomes for all academic posts over the three year period: Table 100: Comparison of PMS applications to appointments by gender and ethnicity

	Female			Male			
	White	BME	Unknown	White	BME	Unknown	
% of applications	48%	13%	1%	27%	10%	2%	
% of appointments	57%	11%	1%	27%	4%	0%	

BME staff are again appointed at a lower rate than expected based on applications, with the outcome for male BME being lowest (4% of appointments compared to 10% of applications).

### (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.

Induction processes are similar for PMS staff, with local induction being obligatory and attendance at the University induction programme being strongly encouraged. The format of induction meetings for PMS staff may be slightly different depending on role and School; based on the same principles but more focussed on their specific area of activity. The induction checklist ensures that all of the basics are covered (health and safety, learning and development opportunities, dignity and mutual respect, etc.) and allows for variations by area and job role.

Table 101: Numbers of PMS starters in MaPS and interaction with the University Induction Programme

		New Starters	Number of individuals attending at least one session	Number of induction sessions attended
	Female	13	7	10
2015/14	Male	10	5	9
2015/10	Total	23	12	19
	%F	57%	58%	53%
	Female	15	4	9
2016/17	Male	6	1	1
2010/17	Total	21	5	10
	%F	71%	80%	90%
	Female	1	6	9
2017/10	Male	1	4	5
2017/18	Total	2	10	14
	%F	50%	60%	64%

	2015/16			2016/17			2017/18					
	Female	Male	Total	%F	Female	Male	Total	%F	Female	Male	Total	%F
Research and Innovation	2	2	4	50%	1		1	100%		1	1	0%
Student Education	1	2	3	33%	1		1	100%	2	1	3	67%
You and the University	7	5	12	58%	4		4	100%	3	2	5	60%
Vice- Chancellor's Welcome	-	-	-		3	1	4	75%	4	1	5	80%
Total	10	9	19	53%	9	1	10	90%	9	5	14	64%

#### Table 102: Breakdown of University induction sessions attended by PMS staff in MaPS

#### (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.

A total of 17 applications for promotion from PMS staff have been submitted during the period: 59% were submitted by female staff. All applications were successful.

Table 103: Applications for promotion in PMS roles in the Faculty of Mathematics and Physical Sciences

		Applications	Successful	Category	Full or Part-time
2015/16					
2016/17	Ŧ				
2017/18					


Table 104: PMS promotion applications by School, gender and grade in the Faculty of Mathematics and Physical Sciences between 1 August 2015 and 31 July 2018

				Number of applications				
School			Promotion	Promotion	Promotion	Promotion	Promotion	
	Female	Male	to grade 3	to grade 5	to grade 6	to grade 7	to grade 8	
School of Chemistry	2	3						
School of Food	2							
Science and Nutrition	<u> </u>							
School of	3	2						
Mathematics	5	2						
School of Physics and		2						
Astronomy		3						
Faculty Offices	3							

PMS roles can be developed to a higher grade it there is a business/strategic need and where the individual demonstrates capability. Many services have a clear career structure, whereby colleagues achieve promotion to a role with different responsibilities. For example, the recent realignment of the University's Student Education Service has enabled four colleagues to move either to a higher grade or to obtain secondment across the institution for additional experience. This type of promotion is not captured in the data above. PMS colleagues discuss objectives, promotion and opportunities to progress during the annual SRDS process and draw upon the same resources for support as academic colleagues.

The Technicians Commitment - A Science Council Employer Champion, the University signed up to the Technician Commitment in 2018. The Commitment aims to increase the profile and provision for technicians and address key issues affecting the technician community. This includes supporting them to gain recognition through professional registration. As an institution, we have developed a five-year Action Plan which addresses the four key themes of; Recognition, Career Development, Visibility, and Sustainability.

### Action Point 12 – Clarify career pathways/promotion for PMS staff

PMS staff have commented that career pathways and routes to promotion are not as clear as for academic staff. A 'People and Change' working group has been established alongside the establishment of the new Faculty of Engineering and Physical Sciences. This group in conjunction with Heads of Service will develop new proposals around career structures for technical and administrative staff. Developments in the other Professional Services are on-going and include identifying career pathways in their new structures.

### 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?

The Organisational Development and Professional Learning (OD&PL) unit provides all staff with training, career and professional development. These cover research funding, writing academic papers with high impact and grant applications. Other programmes support the development of student education skills including application for Fellowship of HEA which is a stated probation objective for all academic staff. For academic and PMS staff at grade 8 and beyond, training is also provided in leadership and management, comprising three levels: learning to lead (grade 8/9), leadership in practice (typically grade 9) and the leadership excellence programme (grades 9/10) which prepares staff for major leadership roles. Access to development programmes is made as a result of AAM/SRDS conversations, or as part of preparations for applying or undertaking new roles/promotions.

Postdoctoral researchers are also supported by the Research and Innovation Services in identifying and then preparing applications for individual fellowships, e.g. EPSRC, Royal Society or EU schemes. This support involves workshops and 1:1 support in drafting the final application.

The data below relate to the leadership and management development courses from OD&PL.

Figure 2: A screenshot from the OD&PL webpages which describe the leadership development provision at Leeds



Learning to Lead is new programme aimed at first level line managers with responsibility for achieving outcomes through others.

Table 105: Participants on the Learning to Lead development course since inception in 2016/17

	Academic		Professional &	& Managerial	Sup	port	Total	
	Female	Male	Female	Male	Female	Male	Female	Male
2016/17								
2017/18								

The Leadership in Practice programme began in 2018, and is designed for mid-level leaders with responsibility for leading several teams across their faculty/service.

Table 106: Participants on the Leadership in Practice development course since inception in 2017/18

	Academic		Professional	& Managerial	Sup	port	Total	
	Female	Male	Female	Male	Female	Male	Female	Male
2017/18								

The Leadership Excellence Programme (LEP) is designed to develop the confidence and capability of senior leaders to achieve our strategic goals and deliver complex, large scale change. In particular, it aims to develop a leadership community that operates in a collaborative way internally and with external partners. Five cohorts of have taken place since 2016.

Table 107: Participants on the Leadership Excellence development course since its inception in 2016/17

	Acade	mic	Professional & Managerial		
	Female	Male	Female	Male	
2016/17					
2017/18					

There are also a number of training/career development opportunities which target women specifically.

Aurora: Developed by Leadership Foundation for Higher Education, Aurora is a leadership development programme that aims to encourage those women at mid-career level in academic and professional roles to develop leadership skills to increase the number of women in senior roles in HE. Seven women from MaPS have been accepted onto Aurora (4 in 2017 and 3 in 2018).

Springboard: A three-month personal development programme designed especially for women in the workplace. It enables women to achieve greater recognition and influence and to fulfil their potential in both their work and personal lives. There are two versions of the programme at Leeds; one run by the Logik Centre for staff grades 2-4 and one run by OD&PL for grades 5 and above.

Table 108: MaPS participants in the OD&PL-run Springboard programme

	Academic	Professional & Managerial	Support	Technical	Total
2015/16					
2016/17					
2017/18					

Participants self-select to take part and in the 2015/16 and 2016/17 cohorts, 7 participants came from MaPS.

Women Rising: An in-house programme for female ECRs working in an EPSRC-funded area. The four-day programme develops skills in: grant and fellowship writing, dealing with academic career challenges, understanding and countering unconscious bias, and establishing and leveraging professional presence. Initially funded from an EPSRC grant intended for equality and inclusion work, the Programme has been continued with funding from the Faculty.

Participants self-select to take part. In the 2017 and 2018, 8 participants came from MaPS. 75% of participants were PDRAs and the remainder PGRs; 2017 – 28% BAME; 2018 – 44% BAME. The post-event survey probed views on content, speakers and the impact on skills, motivations, confidence and likely career progression. It followed Researcher Development Framework developed by Vitae. Participant feedback was highly positive. The 60% who provided post-event feedback in 2017 specified significant rises in their understanding, skills, attributes and desire to pursue a career in academic research. All survey respondents so far have reported increases ranging from 2.5% to 10% to their levels of understanding and skills across 20 descriptors drawn from the Vitae's Researcher Development Framework descriptors.

### Equality & Inclusion Training

The University runs 2 training courses relating to equality and inclusion. The first is an e-module that is obligatory for all staff. Introduced in 2018/19, the completion rate to date for the Faculty is 75%. The Faculty has also recently made unconscious bias training available to all staff in the Faculty and obligatory for all staff involved in any form of recruitment and selection of staff or students. Data relating to these training courses is given in the table below.

Table 109: Completion rates of Equality & Inclusion and Unconscious Bias training in MaPS

Unit	Number	Num	Number completed E&I Training *				iber com	npleted l	JB Training *
Unit	of staff *	Female	Male	Total	% of total staff	Female	Male	Total	% of total staff
Faculty Offices	53	31	11	42	79%	12	2	14	26%
Chemistry	128	26	65	91	71%	5	23	28	22%
Food Science and Nutrition	62	29	20	49	79%	9	8	17	27%
Mathematics	159	29	83	112	70%	6	11	17	11%
Physics and Astronomy	102	21	63	84	82%	8	20	28	27%
Total Faculty	504	136	242	378	75%	40	64	104	21%

\* Numbers are as at 18 March 2019



### (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.

The Faculty uses two main processes for appraisal and development review: the Staff Review and Development Scheme (SRDS) for all staff and Academic Activity Meetings (AAMs) for academic staff.

School Management Committees annually plan arrangements for staff review and Heads of School meet with the Dean and Faculty Head of HR to ensure consistency. Individuals are identified for whom planning for promotion might be timely, along with possible recommendations for discretionary increment or reward through the Reward and Recognition scheme. Individual members of staff may also identify themselves as potentially ready for promotion.

All staff who have completed probation have a (compulsory) annual SRDS meeting with their line manager or another agreed senior leader. Female staff are able to request to complete their SRDS with another woman,

if they prefer. All reviewers must complete a training course prior to acting in the role (data on attendance below). During their review, colleagues are asked to critically reflect on the previous 12 months in their role and identify objectives for the coming year. These meetings also address general levels of performance, identifying any training or personal development needs. Outcomes are formally noted and the Head of School reviews these to ensure training needs are met. The completion of SRDSs is monitored annually by HR to ensure 100% uptake and a report made to the Dean as part of the annual planning process.

	Academ	nic	Professional & Managerial		Support		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
2015/16			2	1			3	
2016/17		3			2		2	3
2017/18		2	3		1	1	4	3

Table 110: Details of participants on the SRDS reviewer training course

All academic staff have an annual academic meeting (AAM) with their HoS, DoRI and DoSE. The consistent membership ensures there is an overview of both the individual's workload, the balance of duties and roles across the School as a whole and the School strategic priorities. These meetings agree academic objectives for the next 12-24 months and identify any additional support or workload allowances required. Outcomes are formally noted. The completion of AAMs is monitored annually by HR to ensure 100% uptake and a report made to the Dean as part of the annual planning process.

The effectiveness of SRDS and AAMs is tested through the Faculty Staff Culture survey and the Institutional Staff Survey. Recent response below indicate the percentage agreeing with the statements:

Figure 3: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

Question	All Schools/Services			
	ALL	F	М	
	(n=205)	(n=76)	(n=107)	
My School values the full range of an individual's skills and	71.6	67.1	76.4	
experience when carrying out performance appraisals				
My School provides me with a helpful annual appraisal	67.2	64.5	73.6	

Awards from the Reward and Recognition scheme arising from SRDS discussions are listed below.

Table 111: Reward and Recognition for academic staff in the Faculty

		Female			Male			
	S	А	U	S	A	U		
2015/16								
2016/17								
2017/18								
S = Successful	A = Alte	ernative award	Irecommended	d U = Uns	uccessful			

### (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.

All staff are expected to complete a period of supportive probation. Objectives are agreed for the first one to five years (depending on the role) of the contract. Appropriate training and development programmes are identified on the basis of the objectives and previous experience. Staff are also offered a mentor and academic staff will be assigned lower initial teaching and administrative loads to allow them to establish their research.

During probation, all staff are introduced to the resources available on campus in terms of training and encouraged to sign up for courses appropriate for them and their role. Continuing professional development is an expectation for all members of staff.

Figure 4: A screenshot from the OD&PL webpages which details the provision in academic practice learning and development courses

# Academic practice

## Explore academic practice development opportunities



A New Lecturer's Club, allows recently appointed lecturers and postdocs involved in lecturing to meet informally to share information and experiences concerning general career development, and adapting to teaching in the Leeds context.

Schools provide extensive support to help staff and postdocs apply for grants and fellowships through `research grant surgeries' at which those planning a grant application can describe their plans to an audience of both senior staff and others preparing an application. Internal peer review is routinely provided by two members of staff.

The uptake of the OD&PL mentoring scheme (SUMAC) by Faculty staff is given below: there is a separate mentoring scheme for all UAF appointments.

More generally, staff have several routes to

support for promotion building on discussions from SRDS or AAMs. These include the HR website (<u>http://hr.leeds.ac.uk</u>) and local HR team, a nominated School promotion advisor, mentors, trained TU officers.

Promotion workshops - MaPS hosted three promotion workshops during November 2018 for those in academic posts, grades 7-9. The workshops began with the Dean outlining the promotion criteria with a HR manager, followed by a networking session to help establish informal promotions mentoring across the hub. Recently promoted staff were invited to the networking sessions, ensuring that there was good representation of both genders and all academic role types amongst them.

### Action Point 14 – Increase numbers of women academics applying for promotion

Female academic staff typically apply for promotion at lower rates than expected based on %F in existing grade. We will provide mentoring and regular 'promotions roadshows' for all staff to clarify process and 'myth bust'.





### Action Point 13 – Continue support of EPSRC mentoring programme

The University and the Faculty are intimately involved in the collaborative EPSRC project 'Northern Powerhouse: Making Engineering and Physical Science Research a Domain for All in the North of England' and is the lead for the work package on 'shared characteristics mentoring'. We will continue to offer, recruit and support staff more generally to access mentoring and internal/external development programmes.

Table 112: Mentoring relationships facilitated via the University's SUMAC system

		Job Category			Gender			Role in mentoring relationship			
		Professional & Managerial,									
	Academic	Support and Technical	Total	Male	Female	Not given	Mentors	Mentees	Dual Role		
Total over 3 years	54 13 67		67	41	19	7	37	27	3		
2015/16											
2016/17											
2017/18											

Feedback from staff via our Staff Culture survey indicates the effectiveness of mentoring and promotions support.

### Figure 6: Excerpts from the results of the MaPS Staff Culture Survey, Jan 2018

Question	Alls	All Schools/Services		Question	All Schools/Services		
	ALL (n=205)	F (n=76)	M (n=107)		ALL (n=205)	F (n=76)	M (n=107)
My School provides me with useful mentoring opportunities	59.0	56.6	66.4	My School values the full range of an individual's skills and experience when	62.3	61.8	65.1
My School provides me with useful networking opportunities	70.2	73.7	72.9	I understand the promotion process and criteria in my School.	70.7	64.5	76.6

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All students benefit from the *LeedsforLife* scheme aligned to our personal tutoring approach through which they consider and prepare for their longer-term career aspirations, accessing the Careers Centre and taking on co-curricular activities and leadership roles appropriate to their plans.

The Faculty has a dedicated Employability Team which helps students from year 1, through to and beyond graduation with various employability aspects including guidance appointments, placement support, application drop in appointments, newsletters and tailored alerts for events, fairs and vacancies.

Students considering further study or research can book an appointment with a dedicated Careers Consultant lasting 30 minutes which gives time to explore ideas and/or make specific plans. The team has also developed a series of further study literature and resources available via our VLE to explore funding options, how to choose supervisors and more.

Each Schools offers a number of paid summer research projects to undergraduates, typically following their second or third year. The schemes are particularly designed to encourage students to consider applying for a PhD or other further research. Students work closely with a member of staff and their research group. They write a report on their work, present this to their peers and may attend conferences or contribute to a publication.

In terms of gender, here are the figures for 2016-2018:

Academic year	Male candidates	Female candidates
2015/16	41	13
2016/17	46	16
2017/18	43	20

"Undertaking a summer bursary project last year was a wonderful opportunity. I gained invaluable insight into the research community. The support from my supervisors resulted in me producing academic research I was proud of. The experience gave me the confidence to realise I could do a PhD. Giving a presentation at the end of the summer and witnessing other female students talk about their success with their project made me determined to pursue a future in academia; I am now applying for postgraduate study."

"I benefited an enormous amount from my summer placements in a variety of ways. My first summer placement was with **second second**, before which I had never even considered the possibility of doing a PhD. Being able to see someone like myself (a woman!) in academia definitely made me think maybe I could do that.

"I think the most important thing is making sure all the amazing the women in the department are visible to students, which generally I think was done very well."

### (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.

The Faculty Research Office provides expert advice on Research Finance guiding academics through the process, providing specialist knowledge on funder rules and regulations. Two Research Innovation Development Managers support the development of high value, high quality proposals involving external partners from academia, industry, government and NGOs, addressing a wide range of funding schemes such as UKRI, Horizon 2020 and charities. All Schools have an internal peer-review process overseen by the School Research Committees required for and supporting all research grant applications. Central teams support more specialist areas such as EU funding or fellowship schemes.

### **Research Funding Applications**

	Number individuals ap for awar	of oplying ds	Number of awards applied for as Pl		Total value of award applications as PI or Co-I (£k)		Average applied for per person (£k) as PI or Co-I	
	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	31	106	55	157	8,232	46,588	266	440
2016/17	35	107	67	170	20,377	47,884	582	448
2017/18	39	93	60	151	18,832	43,426	483	467

Table 113: Research award applications in MaPS



*Chart 59: Numbers of research awards applied for by staff in the Faculty of Mathematics and Physical Sciences* 

Chart 60: Valuation of research funding applied for in the Faculty of Mathematics and Physical Sciences



### Research Funding Awards

	Numb	er of	Number of		Number of		Total value of awards		Average awarded	
	individua	als with	initial awa	ards as	supplem	nent	and amendm	ents as Pl	per perso	on as Pl
	awards as	PI or Co-I	PI		awards a	as Pl	or Co-I	(£k)	or Co-	l (£k)
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	16	77	11	63	2	8	733	12,297	46	160
2016/17	20	78	16	70	5	8	3,396	12,790	170	164
2017/18	24	71	17	69	3	8	8,211	15,773	342	222

Table 114: Research funding awarded in the Faculty of Mathematics and Physical Sciences

Through the action taken (peer review etc.), the number of women securing awards has risen year on year over the period and the average amount awarded per successful applicant has increased dramatically, from £46,000 in 2015/16, £170,000 in 16/17 to £342,000 in 2017/18.



*Chart 61: Awarded research funding in the Faculty of Mathematics and Physical Sciences* 



Chart 62: Valuation of research funding awarded in the Faculty of Mathematics and Physical Sciences

Chart 63: Measuring success rates in research funding by gender



\*please note that awards applied for and funding awarded are not necessarily for the same awards due to the timing of applications and awards within the financial year.

### SILVER APPLICATIONS ONLY

5.4 Career development: professional and support 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?

The general training and leadership development programmes available to academic staff are also available to PMS staff. OD&PL also offer more targeted courses for this group.

"I took part in the Springboard programme at the University which is a personal development programme specifically for women. Springboard helped me to realise my potential and gave me the confidence to apply for **sector and the sector and the sector and sector and** 

Figure 7: A screenshot from the OD&PL webpages which shows the breadth of provision of professional development courses available to all staff.

## Professional development

## Explore professional development opportunities



### (ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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 PMS staff participate in the SRDS scheme (mentioned in 5.3 above) after completion of probation in the same way as academic staff.

### Table 115: Reward and Recognition for PMS staff in the Faculty

		Female		Male			
		S	A	U	S	A	U
	Professional and						
2015/16	Managerial						
	Support*						
	Professional and						
2016/17	Managerial						
	Support						
	Professional and						
2017/18	Managerial						
	Support						

S = Successful A = Alternative award recommended \* Support here refers to administrative and technical support combined U = Unsuccessful

 (iii) Support given to professional and support staff for career progression
 Comment and reflect on support given to professional and support staff to assist in their career progression.

Nearly all of the career development opportunities available to academic staff are also available to PMS staff in a similar format. Opportunities for shadowing or mentoring will be discussed during annual review along with additional training. Colleagues in professional roles may also be supported to complete qualifications related to their position.

The Logik Centre on campus provide a number of opportunities for support staff to study for professional qualifications supported by the University's Learning for Life fund which is available for staff on grades 2-4.

### 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.

All employees are entitled to a period of 52 weeks maternity leave regardless of the length of continuous service. If they have 52 weeks or more continuous service, they will be given University maternity pay of either 16 weeks full pay or 8 weeks full pay and 16 weeks half pay. They are also given 39 weeks Statutory Maternity Pay (SMP) or Maternity Allowance (MA) depending on earnings. They can choose to take the remaining 13 weeks of maternity leave without pay or end their leave early and share the remaining weeks leave with their partner, by opting in to Shared Parental Leave.

Support for expectant mothers and adoptive parents is covered by the University's Policies on maternity, adoption and shared parental leave and covers all employees. Mothers/adoptive parents are asked to inform their line manager as soon as possible, to allow co-ordinated support for the appropriate leave.

Once an application for maternity or adoption leave has been made, face-to-face discussions will be held between the individual and their line manager covering time off for ante-natal appointments, flexible working, cover while on maternity leave, 'Keeping in Touch' (KiT) and 'Shared Parental Leave in Touch' (SPLIT) days. Matters such as, probation, fixed term contracts and workload backfill may also be discussed. Where necessary, other colleagues within the School are consulted to determine how best to support the individual. If the colleague is pregnant, a health and safety risk assessment will be carried out to make sure that the working environment is safe for them and their unborn child.

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

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

During leave, line managers maintain will maintain contact with their colleague in line with arrangements agreed. Formal processes such as probation and appraisal are put on hold for the duration of the period of leave.

Paid KiT days: 'Keep in touch' days are available and can be utilised for important meetings, conferences or other events at the discretion of the colleague. Staff are encouraged to use up to 10 paid KiT and 20 paid SPLiT days for activities such as attending meetings and events, or engaging in work. This also gives an opportunity to discuss return to work and to put in place measures to mitigate potential challenges the colleague may experience. They often receive regular service updates via email.

Onsite nursery: The University has a nursery onsite where places are offered free of charge for events such as Open Days. In addition, application can be made for reimbursement of child care costs associated with KiT days.

### (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.

The HoS/line manager will discuss plans for return to work with individuals prior to their return. This discussion will include;

- a) Planned return taking into account their research/teaching activity/output prior to the period of leave.
- b) Nature of time period of any proposed workload adjustments.
- c) Outline of and plans for flexible working arrangement.
- d) Guidance on how the individual will be assessed against appropriate job criteria during the period immediately after their return.

The HoS will arrange a return to work induction to update the staff member on any changes that have taken place in the School/Service during their absence and to look at any support mechanisms to help them settle back in to work. The line manager will arrange regular catch-up meetings to ensure that the return to work plan is operating successfully or review as necessary.

Academic staff will usually have reduced teaching duties on return from leave.

Other issues that are considered include:

Continuation of back-fill arrangements for a fixed period of time: To facilitate a phased return to work consideration may be given to a short-term extension of any backfill provision during the absence.

Funds to support re-engagement with work activity: funding for e.g. travel to/registration for a conference, attending training courses or to meet collaborators, childcare costs to attend a conference or other research-related activity, seed-corn funding for development of new projects; small consumables for pilot studies, and other costs related to re-engagement to research/scholarship activity. This is up to a maximum of £1000 per person. Schools support applications for funding from external professional bodies through schemes which assist their staff to attend conferences during or after periods of leave.

Flexible working arrangements: lower fte return either as a transitional "settling back" period or as a longer term contractual change. A married couple employed across two the Faculty Schools have recently agreed each to move to 0.8 fte working for a period to manage childcare.

Splitting/sharing of academic leadership roles: Many senior leadership roles have a FTE equivalent which presents a challenge for staff on part time contracts and it's been acknowledged that this could present barriers for pathways to promotion. Requests to share roles (such as deputy Head of School) are welcomed.

The School of Mathematics is currently recruiting to a Daphne Jackson Fellowship, which offers STEM professionals the opportunity to return to a research career after a break of two or more years for a family, health or caring reason.

### (i) 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 116: Maternity leave data for academic staff for leave taken between 1 August 2015 and 31 July 2018

				Reason for	Part- or full-	Part- or full-	Shared	Still in post	Still in post	Still in post
Staff			Leaving	leaving (if	time before	time after	Parental	6 months	12 months	18 months
Category	Start date	End date	date	applicable)	leave	leave	Leave	after return	after return	after return

Three out of eight academic staff were no longer in post 6 months after their planned return to work due to the expiry of fixed-term contracts; two of these staff were on research only contracts and the other on a teaching only contract

### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Table 117: Maternii	ty leave data for PMS	staff for leave taken between	1 August 2015 and 31 Jul	y 2018
	1			

								Still in	Still in	Still in
					Part- or			post 6	post 12	post 18
					full-time	Part- or full-		months	months	months
Staff	Maternity	Maternity	Leaving	Reason for leaving	before	time after	Promoted after	after	after	after
Category	start date	end date	date	(if applicable)	leave	leave	leave	return	return	return

Nine out of eleven PMS staff were still in post 6 months after their planned return to work. Both of the colleagues who were no longer in role resigned from their posts. Of the three colleagues above who have been promoted during their employment with the university, dates of the periods of leave and promotion/s are given below.

Table 118: Maternity leave and promotion dates in PMS staff in the Faculty of Mathematics and Physical Sciences

Staff Category (	Continuous Service Date	Maternity Leave Dates	Promotion Dates
------------------	----------------------------	-----------------------	-----------------

### (ii) 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 119: Uptake of shared parental leave by academic staff

Type of leave	2015/16	2016/17	2017/18
Shared parental leave			
Adoption			
Paternity*			
Unpaid parental			

\* The University records paternity only where leave is taken in full 2 week block, therefore the actual number may be higher

Table 120: Uptake of shared parental leave by non-academic staff

Type of leave	2015/16	2016/17	2017/18
Shared parental leave			
Adoption			
Paternity*			
Unpaid parental			

Men are entitled to 10 days paternity leave on full pay (pro-rata for part-time employees). Leave may be taken in a block or on separate days, subject to the agreement. Fathers may take paid time off work to attend 2 ante-natal appointments or adoption meetings. As with maternity leave, colleagues will continue to accrue annual leave during their absence. Probationary periods will not be affected by absences due to paternity/partner leave.

### Action Point 15 – Improve parental leave awareness and understanding

Qualitative research and local feedback indicates that there is inconsistent understanding of policies and procedures amongst different groups of staff relating to maternity, paternity and adoption leave. We are currently reviewing the policies and guidelines relating to all aspects parental leave and supporting arrangements, including returning to work. We are also seeking to improve the accessibility of this information for colleagues and their managers.



(iii) Flexible working

Provide information on the flexible working arrangements available.

The University supports many different flexible work practices: options include;

- part-time working/reduced hours,
- working pattern variation,
- term time only,
- flexi time,
- working from home,
- job share,
- career breaks (up to three years).

In some cases, staff have moved between part- and full-time employment repeatedly to reflect timing of different work and life requirements.

Members of staff apply to their HoS for flexible working using a standardised form. The HoS will arrange to meet with the staff member, HR Manager and representative if required within 28 days. Full consideration of the request must be given explaining all possible reasonable options.

The Head of School/Service will communicate the decision within 14 days of the meeting. If an application is being refused this must be for a permitted reason with an explanation as to why that reason applies. The member of staff has the right to appeal against the decision.

If a change is agreed, a review date may be set for the individual and the HoS to consider whether the arrangement is working. Further changes to the arrangement may be made by agreement.

Table 121: Flexible working requests which include a change in FTE made by academic staff and outcomes

2015/16 2016/17 2017/18

Successful applications		
Unsuccessful applications		

Table 122: Flexible working requests which include a change in FTE made by PMS staff and outcomes

	2015/16	2016/17	2017/18
Successful applications			
Unsuccessful applications			

In the 2018 staff survey, 70% of respondents from MaPS agreed with the statement; 'My work allows a healthy work-life balance'. The response from the faculty survey is given below.

### Action Point 16 – Flexible working pilot

Maths trialled a scheme allowing staff to reduce their hours to part-time but with provision to return to full-time subsequently if agreed on the basis that this would increase uptake of flexible working particularly for women. We will evaluate the effectiveness of this scheme and either roll out to whole faculty or discontinue.

### Figure 8: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

Question	All Schools/Services				
	ALL (n=205)	F (n=76)	M (n=107)		
My line manager/supervisor is supportive of requests for flexible working	75.1% agree	80.3% agree	75.7% agree		

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Staff returning to work following a career break will be re-employed on the same or comparable terms and conditions (including grade) as they previously enjoyed. If the member of staff returns to work within one year, where practicable, the same job will be available. Staff may choose to request to work part-time on their return and their request is considered through the process described in the previous section. It is currently policy in the Faculty that any member of staff who chooses to move to part-time working can request a move back to full-time. Such requests are considered on an annual basis (to allow for staff planning) and Schools will generally seek to agree to such requests where finances permit.

### Table 123: Career breaks by academic staff

	2015/16	2016/17	2017/18
Total			
Part-time or full-time before			
Part-time or full-time after			

Table 124: Career breaks by non-academic staff

	2015/16	2016/17	2017/18
Total			
Part-time or full-time before			
Part-time or full-time after			

### 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.

The culture in the Faculty is set by the members of the Faculty Executive. All FEC members are clear with their teams of the importance of a positive environment for inclusion and the unacceptability of discriminatory behaviour. The Athena SWAN principles are discussed in an early staff meeting in each academic session alongside a report from the School/Faculty SAT. FEC has E&I as a standing item on its agenda. Beyond this, the Dean has specifically reminded all members of the Professoriate that they have an individual responsibility for setting and maintaining an inclusive culture.

The experience of staff 'on the ground' is sampled through regular staff surveys and similar annual surveys of PGRs. Sample responses are given below for the main questions with the data indicating the percentage of staff agreeing or strongly agreeing with the statements. The responses are broken down by gender and any significant differences, e.g. 24% of female staff indicating they have felt uncomfortable because of their gender compared to 4% of men are being investigated further.

### Figure 9: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

\$*************************************	\$/////////////////////////////////////
Question	All Schools/Services

	ALL	F	М
	(n=205)	(n=76)	(n=107)
In my School, staff are treated on their merits irrespective of their			
gender	82.4	81.6	86.0
My School makes it clear that unsupportive language and behaviour			
are not acceptable	77.6	65.8	87.9
I understand my School's reasons for taking action on gender			
equality	89.3	90.8	91.6
I understand why positive action may be required to promote			
gender equality	92.7	96.1	92.5
During my time in this School, I have experienced a situation(s)			
where I have felt uncomfortable because of my gender	15.1	23.7	3.7
I am kept informed by my School and/or Institution about gender			
equality matters that affect me	75.1	77.6	76.6
I feel that my School is a great place to work for women	82.4	82.9	86.8
I feel that my School is a great place to work for men	87.1	89.2	90.6

Following the recent staff and PGR surveys PHAS appointed Women's and International Tutors in May 2018 launched the School Community Code of Conduct developed through the JUNO committee.

The code is publicised in all the public areas of the School and includes a dedicated, confidential email address through which staff and students can raise concerns safely and anonymously. Issues are then escalated to the Head of School, Dean or other relevant senior member of the School for response. To date, 9 emails relating to 2 issues have been received and all have been responded to. In one instance, the Head of School and Dean jointly sent an email to all staff indicating a particular incident represented unacceptable behaviour that is not tolerated and that further action would be taken.

One of the complainants in that incident has subsequently stated: "I am glad to know that it will be taken more seriously ... and fear less about such a (negative) environment being sustained in the School."

Since the trial in PHAS, this approach has been rolled out to all Schools in the Faculty.

## 

#### School of Physics and Astronomy: community code of conduct

The School of Physics and Astronomy aims to be a friendly, safe and welcoming environment for all students, visitors and staff, regardless of their level of experience, gender identity and expression, sexual orientation, disability, personal appearance, body size, ethnicity, age, religion, nationality, or other similar characteristics. We are proud of our diversity but also aware that, like everywhere in celobul direction and provide negative. society, diversity can provoke negativity.

To ensure that everyone feels safe and protected at all times, this code of conduct outlines a few ground rules, to which we expect everyone in the School to adhere<sup>1</sup>. It also applies to unacceptable behaviour occurring outside the School, when staff or students are on School business or if their behaviour could adversely affect the safety and well-being of students or academic, research or support staff

If you believe that someone is violating this code of conduct, we ask you to report it through one of the confidential routes outlined below. Unacceptable behaviour and harassment from any member of the School will not be tolerated. In general, if someone asks you to stop, then stop.

#### Expected behaviour.

- Be professional.
- Be friendly and patient Be welcoming, inclusive, kind and courteous.
- Be considerate.
- Be respectful.
  Be mindful of different cultures your own and those of others
- Unacceptable behaviour.
  - · Unwelcome sexual or any other kind of personal attention
  - Inappropriate physical contact.

  - Aggression, aggressive threats or language directed against another person. Discriminatory jokes and language. Inappropriate language that makes colleagues uncomfortable. Personal insults, especially those using racist, sexist or any other
  - discriminatory terms
  - Advocating or encouraging unacceptable behaviour.

- Confidential reporting of unacceptable behaviour Undergraduate or taught MSc students: Anne Hayler (Head of Student Support Service), Postgraduate students and staft: any member of the School Management Team (This includes group heads and the postgraduate titutos), Anyone can report to dign'ty physicsgueeds.ac.uk, monitored by the School HR representative. Anyone can ontact the Head of School (Highescongleds.ac.uk) directly. She is available for informal chats during the 'open door' sessions (see her office door).

<sup>5</sup> The University's policy on dignity and mutual respect underplus this code and can be found at: http://tr.leeds.ac.uk/info/34/succort.and.wellbeino/24/donity.and.mutual\_respect

May 2018

### Action Point 18 – Athena SWAN and Equality & Inclusion awareness

Staff surveys has revealed inconsistent understanding of E&I initiatives and Athena SWAN principles beyond School leadership teams etc. AS Principles to be presented and discussed at all School Staff meetings at the beginning of 2019/20 academic session.

### Action Point 19 – Professional conduct and reporting unacceptable behaviour

One in four women in MaPS report having negative experience at work based on their gender including experience of unacceptable language and behaviours. The University has issued a 'Code of Practice on Professional Behaviours' which is being rolled out with appropriate communications and training. Email reporting system to be implemented by the beginning of 19/20 session alongside communications and compulsory training.

### Action Point 20 – Managing organisational change

A recent campus survey reported generally low scores with regard to the management and communications around organisational change. Clearer processes around organisational change will be developed at institutional level and emphasis within the Faculty will be to implement these consistently and to ensure clear communication, augmenting central activity, and support to individuals as any change is implemented.

### (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 polices.

All the HR policies in place relating to equality are University-wide policies. There is a single HR service across the University and a HR Case Coordinator who keeps track of any cases stemming from disputes about implementation of the policy or unfair treatment in the workplace. The HR website is a central repository for up-to-date policies. HR staff are briefed on new policies and procedures as they are reviewed or developed and training takes place for managers in relation to employment procedures such as grievance and disciplinary and managing performance. OD&PL run a range of leadership courses also which support managers. The Head of HR updates FEC members on all new policies ahead of their implementation.

### Figure 10: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

Question	All Sch	All Schools/Services				
	ALL	F	М			
	(n=205)	(n=76)	(n=107)			
I believe that in my School, men and women are paid an equal amount for doing the same work or work of equal value.	66.8	53.9	79.4			
My School has made it clear to me what its policies are in relation to gender equality	79.0	80.3	80.4			
I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	85.4	80.3	91.6			

A significant point from the above table relates to the relative low scores for the perception of equal pay by gender. Our external pay audit has confirmed that there is no equal pay issue at any grade within the Faculty, so the response here relates to staff understanding of the position rather than the existence of a pay differential. A new equal pay audit will be conducted in the coming session to check this situation maintains and, if so, an important action will be to explain this to staff clearly.

### Action Point 22 – External Pay Audit

Because staff report a perception of a differential based on gender around equal pay for work of equal value, a new external equal pay audit will be commissioned in 2019. Outcomes will be reported to the Faculty Executive and then to all staff. Specific follow on actions will depend on the findings of the audit.

### (iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

### Faculty Executive Committee

The main decision-making body for the Faculty; membership is based on role. The group includes academic and PMS staff.

		Acad	demic		Professional and Managerial				Overall			
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	0	8	0%	100%	3	3	50%	50%	3	11	21%	79%
2016-17	1	7	13%	88%	4	2	67%	33%	5	9	36%	64%
2017-18	2	7	22%	78%	6	2	75%	25%	8	9	47%	53%

Table 125: Composition of the Faculty Executive Committee in the Faculty of Mathematics and Physical Sciences

### Faculty Equality and Inclusion Committee

Membership of this committee includes the Faculty Dean (Chair), Pro-Deans (Student Education and Research), co-Heads Graduate School, Head of HR, Faculty E&I Co-ordinators, STEM Outreach Officer and representatives from the Schools.

Table 126: Composition of the Faculty Equality and Inclusion Committee in the Faculty of Mathematics and Physical Sciences

		Acac	lemic		Professional and Managerial					
Year	Nun	nber	Perce	ntage	Nur	ntage				
	Female	Male	Female	Male	Female	Male	Female	Male		
2015-16	1	5	17%	83%	4	0	100%	0%		
2016-17	0	5	0%	100%	4	0	100%	0%		
2017-18	0	5	0%	100%	4	0	100%	0%		

		udent		Tech	nical		Overall					
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	2	0	100%	0%	1	0	100%	0%	8	5	62%	38%
2016-17	1	0	100%	0%	0	0			5	5	50%	50%
2017-18	3	0	100%	0%	0	0			7	5	58%	42%

### Faculty Research and Innovation Committee

Membership is the Faculty Pro-Dean (R&I) and School DoRIs, and relevant PMS staff.

Table 127: Composition of the Faculty Research and innovation Committee in the Faculty of Mathematics and Physical Sciences

		Acad	lemic		Profes	Professional and Managerial				Overall			
Year	Number		Percentage		Num	Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
2015-16	3	5	38%	63%	2	3	40%	60%	5	8	38%	62%	
2016-17	3	5	38%	63%	4	2	67%	33%	7	7	50%	50%	
2017-18	2	7	22%	78%	4	3	57%	43%	6	10	38%	63%	

### Faculty Taught Student Education Committee

Membership is Pro-Dean (SE) as chair, Pro-Dean (International), the DoSEs, the FESMs (role currently shared), Library Learning Advisor and QAT representative. There are also student representatives elected by the student body through Leeds University Union. There are two academic representatives from other Faculties. Other members may be co-opted due to their specialism e.g. digital or blended learning, assessment and inclusivity.

Table 128: Composition of the Faculty Taught Student Education Committee in the Faculty of Mathematics and Physical Sciences

		Acac	lemic		Professional and Managerial					
Year	Nun	nber	Perce	ntage	Nun	nber	Percentage			
Female Male Female		Male	Female	Male	Female	Male				
2015-16	5	12	29%	71%	2	3	40%	60%		
2016-17	4	13	24%	76%	4	1	80%	20%		
2017-18	2 13 13%		87%	3	0	100%	0%			

		Stuc	dent		Overall					
	Nun	nber	Perce	ntage	Num	nber	Percentage			
	Female	nale Male Fer		Male	Female	Male	Female	Male		
2015-16	4	2	67%	33%	11 17		39%	61%		
2016-17	4	1	80%	20%	12	15	44%	56%		
2017-18	3 3 50%		50%	8	16	33%	67%			

### School Management Committees

Membership of School Management Committees specified by role. CHEM co-opted an AS representative onto the management committee to ensure that issues of gender were fully considered within the School's main decision making body and have also included an ECR representative (also female).

		Acad	emic		Professional and Managerial				Overall			
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	0	9	0%	100%	3	0	100%	0%	3	9	25%	75%
2016-17	0	10	0%	100%	4	0	100%	0%	4	10	29%	71%
2017-18	1	10	9%	91%	4	0	100%	0%	5	10	33%	67%

Table 129: Composition of the School Management Committee in Chemistry

Table 130: Composition of the School Management Committee in Food Science and Nutrition

	Academic			Professional and Managerial				Overall				
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	1	3	25%	75%	3	0	100%	0%	4	3	57%	43%
2016-17	1	3	25%	75%	3	0	100%	0%	4	3	57%	43%
2017-18	3	1	75%	25%	3	0	100%	0%	6	1	86%	14%

Table 131: Composition of the School Management Committee in Mathematics

	Academic				Professional and Managerial				Overall			
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	2	4	33%	67%	1	0	100%	0%	3	4	43%	57%
2016-17	2	4	33%	67%	1	0	100%	0%	3	4	43%	57%
2017-18	0	6	0%	100%	1	0	100%	0%	1	6	14%	86%

Table 132: Composition of the School Executive Group in Physics and Astronomy

	Academic				Professional and Managerial				Overall			
Year	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	3	6	33%	67%	4	1	80%	20%	7	7	50%	50%
2016-17	3	10	23%	77%	6	0	100%	0%	9	10	47%	53%
2017-18	4	9	31%	69%	6	1	86%	14%	10	10	50%	50%

### Figure 11: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

******	******	~~~~~~~~~	~~~~~~~~~		
Question	All Sci	All Schools/Services			
	ALL	F	М		
	(n=205)	(n=76)	(n=107)		
My School takes positive action to encourage women and men to					
apply for posts in areas where they are under-represented	74.1	71.1	81.3		
*~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~					

### (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?

As part of the AAMs, HoSs talk to colleagues about their external profile. Individuals are encouraged to put themselves forward or be nominated for influential committees. Such activities are recognised in workload allocation and can be used in promotion applications. In the last 5 years, five men and three women from MaPS have been successful in their nominations to join major UK funder strategic groups: others are part of Peer Review Colleges and journal editorial boards. For example, Dr Sarah Harris (PHAS) is a member of the EPSRC Research Computing Strategic Advisory Team and included this in her successful promotion application to Associate Professor.

Professor Gleeson is involved in several influential external committees, including the REF panel for Physics; the Diversity representative on The Institute of Physics Awards Committee and she has recently been appointed as the Chair for the IoP Bell-Burnell Graduate Scholarship Fund.

### Figure 12: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

	******	*****	*********	
Question	All Schools/Services			
	ALL	F	М	
	(n=205)	(n=76)	(n=107)	
I am encouraged and given opportunities to represent my School				
externally and/or internally	70.7	68.4	77.6	
<b>^</b>				

### Action Point 21 – Diversification of all committees

As the new Faculty is constituted we will revisit the Terms of Reference and Membership of all committees seeking opportunities to widen membership, e.g. by roles for ECRs or student members. We will also produce case studies of colleagues who are committee members and what they can achieve in these roles.

### Action Point 22 – Commitment to diversify and monitor representation

Continue commitment to ensure a minimum of 33% of speakers at internal colloquia and seminars are female with an emphasis on increasing representation of female early career researchers. Begin to record ethnicity statistics.

### (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.

Each School operates a workload model for academic staff. Agreed tariffs are assigned for activities around student education and PGR supervision. Each member of staff is allocated 0.1 FTE for 'personal research and scholarship' with additional allocations for research based on time awarded in external grants. Each member of staff also is allocated 0.1 FTE for 'general citizenship' with additional allocation for major administrative roles (such as Athena SWAN lead).

Staff are informed of their workload allocation and the basis of its calculation and also of how their workload compares to a School average. Strategic allocation can also be given to provide individual staff with additional time to support large grant applications or other major initiatives. HoSs and SMCs maintain an overview of the total workload distribution on an annual basis on the basis of gender and other characteristics. Major roles typically have a fixed period (typically 3-5 years) after which they are rotated on the basis of discussions at AAMs or through a formal appointing process.

Ouestion	All Schools /Sorvicos			
	ALL (n=205)	г (n=76)	(n=107)	
In my School, work is allocated on a clear and fair basis irrespective				
of gender.	80.5	77.6	86.0	

### Figure 13: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

### (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.

Major meetings and social events are held within core hours (10am-4pm) and where possible are scheduled to be suitable for part-time staff with fixed working days.

### Figure 14: Excerpt from the results of the MaPS Staff Culture Survey, Jan 2018

Question	All Schools/Services				
	ALL	F	М		
	(n=205)	(n=76)	(n=107)		
Meetings in my School are completed in core hours to enable those					
with caring responsibilities to attend.	80.5	76.3	85.0		
Work related social activities in my School such as staff parties,					
team building or networking events, are likely to be welcoming to					
both women and men	90.2	92.1	94.4		

### (vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

In PHAS, there are a number of female role models including the three main leadership roles: Head of School, DoSE and DoRI. In the other Schools, achievements by senior and more junior women are celebrated explicitly, e.g. through the Faculty newsletter. Three women have received University 'Women of Achievement' awards (see publicity below). Considerable effort has been made to ensure a wide variety of gender and ethnic diversity is represented in displays around the departments and in our marketing materials on-line and in print.

Each School agreed to target a minimum proportion of female research seminar speakers (25% for MATH and PHYS, 30% for CHEM and FSAN) and have achieved these targets. Proposals for speaker and session chair lists for conferences/workshops held within the Faculty are required to be approved by HoSs, who monitor gender balance. In at least one instance, a conference had to reschedule to achieve this target before it was allowed to go ahead.

An ECR member of MATH organised an exhibition of 'women in mathematics' in the University Library to illustrate the key achievements of women in that subject.

### Figure 15: A small selection of materials taken from the University of Leeds webpages

③ 13 JANUARY 2016

### Dr Lorna Dougan

Celebrating the University's 'Women of Achievement 2015': Dr Lorna Dougan, Associate Professor, School of Physics and Astronomy.



Dr Lorna Dougan was awarded the Royal Society of Chemistry Macro Group UK Young Researcher Medal 2013. The annual award is given to a UK-based scientist, normally under the age of 36 whose contributions to polymer science show outstanding promise for the future. The Macro Group UK is one of the RSC's many Interest Groups and is joint with the Society of Chemical Industry. The Group represents the polymer community in the UK alongside the Polymer Physics Group.

Dr Dougan also won the Medical Research Council's Suffrage Science Award, an MRC-funded award that celebrates the achievements of women in engineering and the physical sciences. Dr Lorna Dougan was nominated for the Award by Professor Dame Athene Donald, DBE, FRS, Professor of Experimental Physics at the University of Cambridge.

Professor Donald said: "Lorna is a deep thinker with a hugely positive attitude towards her science - and others working around her."

Posted in:

#### O 25 FEBRUARY 2019

#### Women of Achievement 2018: Professor Fiona Meldrum

In the latest of our regular feature series – profiling all 15 of the 2018 Women of Achievement Awards winners in turn – we are highlighting the accomplishments of Professor Fiona Meldrum.



Flona is Professor of Inorganic Chemistry at Leeds and a world-leader in materials chemistry, specifically in the study and control of crystallisation of inorganic substances to produce crystalline particles with defined sizes, structures and properties.

In much of her work she exploits, mimics and repurposes the strategies that nature uses to make diverse materials, such as seashells, bones and teeth.

Professor Meldrum won the Interdisciplinary Prize of the Royal Society of Chemistry in 2017.

The Women of Achievement Awards recognise the significant contribution and impact women at the University are making across our institution and beyond.

Held for the fifth time last year, the Awards are a key part of the University's Leeds Gender Framework. They are integral to our commitment to further promote and accelerate gender equality, support the career development of talented women in all areas of the organisation, and provide high-visible role models that will inspire others to develop and thrive.

### UNIVERSITY OF LEEDS Q School of Mathematics HOME STUDY RESEARCH AND INNOVATION PEOPLE CONTACT US FACULTY OF MATHEMATICS AND PHYSICAL SCIENCES / EVENTS / SCHOOL OF MATHEMATICS / THE COSTNET WOMEN IN NETWORKS (WIN) WORKSHOP SCHOOL OF MATHEMATICS EVENT /// WEDNESDAY 27 FEBRUARY 2019 The COSTNET Women in Networks (WiN) Workshop C SHARE Date: Wednesday 27 February 2019, 09:00 - 17:00 Location: Mathematics Level 8, MALL 2, School of Mathematics Type: Conferences Cost: £20 per day Download: Outlook, iCal The COSTNET WiN Workshop will bring together senior and junior (mainly) women international scientists working in the field of Networks modelling and Networks applications. The COSTNET Women in Networks (WiN) Workshop will bring together senior and junior (mainly) women international scientists working in the field of Networks modelling and Networks applications. Activities will be spread over three days. See the Women in Networks (WiN) Website for further details.



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Flaure	16: EXCERDL IFOR	ine results of t	пе імарз зіан	culture survey.	Jan 2018
				·····,	

Question	All Schools/Services			
	ALL	F	М	
	(n=205)	(n=76)	(n=107)	
Inappropriate images that stereotype women or men are not				
acceptable in my School	89.8	90.8	94.4	
My School uses women as well as men as visible role models	90.7	93.4	92.5	

### (viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The Faculty outreach programme is managed by the Education Outreach Officer (0.8FTE). This work is supported by academic members of staff in each School and is recognised in the workload model. PHAS has a full time officer (part funded by the Ogden Trust) for outreach and public engagement.

Undergraduate ambassadors across the faculty are recruited every year and encouraged to take part in outreach. As well as being paid for their time, their contribution is recognised on their Higher Education Academic Record. Post graduate students also assist with outreach and take on development and delivery of new activity.

FSAN activities tend to attract more female students, but makes a conscious effort to ensure a gender balance of presenters, and in 2016/17 recruited a male 'Leeds loves Food Science' ambassador to give talks to schools about his experience of choosing food science and studying at Leeds. There is more gender balance for Maths and Chemistry outreach events, and in Physics some of our events have a selective recruitment process where priority is given to students meeting WP criteria, and positive bias is put on female applicants to ensure as close to a 50:50 gender split as possible.

The attendance figures from 2015/16.

School	Female	Male	Gender captured by surveys		
Chomistry	377	362	739 out of 1398		
Chemistry	51%	49%	53%		
Food Science and Nutrition	81	67	148 out of 205		
	55%	45%	72%		
Mathematics	376	496	872 out of 4451		
IVIALITEITIALIUS	43%	57%	20%		
Physics and Astronomy	186	182	368 out of 1128		
	51%	49%	33%		

Table 133: Pupils attending outreach in MaPS in 2015/16
MaDS	1020	1107	2,127 out of 7,182
IVIdP3	48%	52%	30%

Table 134: Numbers of individuals involved in outreach by gender in 2016/17

School	Female				Male			
301001	UG	PG	Staff	% Female	UG	PG	Staff	% Male
Chemistry	12	27	9	62%	1	17	11	38%
Food Science and Nutrition	24	7	21	79%	6	1	7	21%
Mathematics	11	1	20	54%	5	1	21	46%
Physics and Astronomy	25	12	46	55%	29	33	7	45%
MaPS	72	47	96	61%	41	52	46	39%

Table 135: Numbers of individuals involved in outreach by gender in 2017/18

School	Female				Male					
301001	UG	PG	Staff	Ext	% Female	UG	PG	Staff	Ext	% Male
Chemistry	2	50	0	30	68%	3	19	16	1	32%
Food Science and Nutrition	16	3	8	3	65%	9	3	4		35%
Mathematics	3	1	21	6	34%	5	15	27	14	66%
Physics and Astronomy	18	30	33		62%	10	32	8		38%
MaPS	39	84	62	39	57%	27	69	55	15	43%

Total words = 7,059

## 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.

Case Studies

Total words = 859

#### 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.

The University is participating with 5 other HEIs and 6 industrial partners in the EPSRC-funded project "Northern Power: Making Engineering and Physical Sciences Research a Domain for All in the North of England" under its 'Inclusion Matters' programme. The Dean is a Co-I and lead for the 'shared characteristics mentoring' work-package. MAPS staff will be involved in other work-packages including 'reverse mentoring' and the University will be developing the on-line platform which will sustain this programme activity beyond the initial funding period.

Staff from MaPS have provided advice and support to the AHSSBL faculties at Leeds as they begin their Athena SWAN engagement.

The Head of PHAS has also been instrumental in changing EPSRC policy on interviews for fellowships for applicants on maternity leave.

Total words = 124

#### 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 Timebound (SMART).

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

### FACULTY OF MATHEMATICS AND PHYSICAL SCIENCES ACTION PLAN 2019-23

This action plan supports the Faculty's Athena SWAN submission. It is categorised to the following key themes:

- 1. E&I and AS governance, leadership and management
- 2. Student recruitment, progression and attainment
- 3. Staff recruitment and promotion
- 4. Flexible working and managing career breaks
- 5. Pay gap reporting
- 6. Organisational culture (including reward and recognition)
- 7. Representation on decision-making committees and leadership positions.

The actions have all been approved by the SAT and the Faculty Executive Committee to enabling us to achieve gender equality and promote a culture of inclusion, respect and equality of opportunity for all. A lead FEC 'champion' for each action point will also be identified with that individual having responsibility for overseeing the progress of the action and reporting on that progress to FEC.

The headings are:

- Action point number and AS section
- Rationale
- Planned action
- Key outputs and milestones
- Timeframe (start and finish)
- Job title(s) of person/people responsible
- Success criteria and outcomes
- Priority (red = 1, amber = 2, green = 3)

# Faculty of MaPS– Athena SWAN Action Plan 2019-23

Action point/ AS			Key outputs and	Time	frame	Job title of person	Success criteria and	Prio
section	Rationale	Planned action	milestones	Start	Finish	responsible	outcome	rity
1. E&I ar	nd AS governance, leaders	hip and management						
A1 3 (iii)	The current separate Faculties of Engineering and of Mathematics & Physical Sciences will be integrated into a single new faculty from 1 <sup>st</sup> August 2019.	Create an integrated AS activity and SAT for the new Faculty, integrating AS actions plans and sharing best practice. Identify funds for ongoing AS activity.	Current AS Leads/SAT Chairs and the Faculty Deans have already met to establish main aspects of integration and secured funding for an EPS E&I Project Officer.	Now	Nov 19	Current AS Leads/Chair of SATs and Deans	SAT and AS membership and ToRs confirmed and activity continues in integrated form seamlessly from inauguration of new faculty structure on 1 <sup>st</sup> Aug 19. Awayday for new SAT to be held by end Nov 19.	
A2 3 (iii)	The evolving E&I agenda requires our SAT have a broader representation reflecting the intersectionality of the Faculty population. Currently there is no BME representation on the MaPS FSAT.	A Faculty Executive sub- group will review membership to address areas of under- representation on the SAT and recommend extension of the group membership. FSAT will recruit these through role based and voluntary membership representatives to support future AS activity.	A report to the SAT, recommending new member groups and/or representatives who would add most value in addressing current E&I challenges. New members to be recruited during the first semester of 2019/20 academic session.	Sept 19	Dec 19	AS/LeadChair of SAT and HoSs	SAT will have broader representation Faculty staff and student population. Target minimum 40% male. Target minimum 50% female. Target minimum 15% BME representation. At least 10 student reps (4 UG, 3PGT, 3 PGR). Timescale: By end of the calendar year 2019 but with annual review.	
A3 5.1 (i)	The AS and broader E&I agendas of concern to us require more extensive monitoring and analysis of	Develop reporting processes to routinely include breakdown by multiple characteristics in an	A major programme to upgrade institutional information systems to provide this capacity has	Aug 19	On going	HR and Student Education Service teams working	Provision of data by gender and ethnicity in a form that	

	data across multiple characteristics.	appropriate way allowing deeper intersectional analyses. To enable this, we also need to improve reporting/declaration of characteristics in central HR record.	been initiated but will be phased over several years. Interim approaches will need to be developed and are likely to be 'human resource input' heavy involving EPS E&I Project Officer. We will prioritise adding ethnicity data to gender data as a first step.			with central MI teams. Work with Equality Policy Unit to improve declaration of characteristics	allows intersectionality issues to be identified directly. Data will be available in this form for SAT for staff and student census date at 31/7/20.	
2. Stude	nt recruitment, progressio	on and attainment						
A4 4.1 (i)	We have a significantly lower proportion of female students registering for the 4-year MPhys programme – the main route to PhD – compared to the 3-year BSc scheme (22% compared to 27%).	Address concerns expressed by all students concerning the increased student debt surrounding a 4-year programme. Increase examples of female MPhys students and their attainment in our visual displays and literature.	Gradual increase in the proportion of female students registering for MPhys rather than BSc either at the outset of their studies or at the end of year 1.	May 19	Jul 22	HoS Physics and Admissions Tutor	To increase the proportion of female students on the MPhys programme from 22% to 25% over 3 year period. There will also be on-going activity to increase the total proportion of female students on our Physics degree programmes to 30% by 2023.	
A5 4.1 (i)	The proportion of female students in the intake to the Maths UG degree programmes has fallen from 50% to 43%, approaching the sector benchmark – we seek to return to our historical position ahead of benchmark.	Analysis indicates the fall accompanied a period of higher UG intake with significant use of 'clearing'. We plan to reduce our intake number strategically over the coming period and will routinely report gender balance data during the whole UCAS process.	Increase in proportion of female students in intake will progressively increase overall proportion of female students over all years.	Aug 19	Aug 21	HoS Math, Admissions Tutor, Admission team	Increase intake to 50% in Aug/Sept 2019 and continue at this level for future cohorts.	
A6 4.1 (i)	The proportion of male students on FSAN programmes has fallen from 16% to 14% and is now well below benchmark levels (18-21%).	Increase engagement of male students and staff in recruitment activities. The School will develop its portfolio with the Faculty of Environment to provide	New marketing materials and staff assignment immediately ahead of 2019/20 recruitment process.	Now	Feb 20	HoS, Director of Student Education, Admissions Tutor, Marketing	Aim to achieve reversal of fall in %M by 2020 entry. Long term aim is minimum of 18% men.	

		programmes with a wider	Programme development					
		potential cohort of students.	during 2020 for 2021 start.					
3. Staff r	ecruitment and promotio	n		L	1	L		
A7 4.2 (i)	There was a significant fall in number of women Researchers (50 to 36) in 2018 which seems higher than 'natural year-by-year variation' and without a similar change in men.	EPS E&I Project Officer will work with Schools to establish if there are underlying causes. Ensure all new adverts have terms, wording and imagery that appeal equally to female applicants. Ensure all those involved in shortlisting & recruitment have undertaken the Unconscious Bias training.	Analysis by EPS E&I Project Officer to be completed and reported to Faculty Executive with proposed actions. Formal monitoring of gender and other characteristic balance at key stages during recruitment as well as at end.	Now	Aug 21	Faculty E&I Project Officer HoSs	Return to 50 women Researchers by end of 2021. Longer-term aim to progress beyond 44%F Researchers towards gender balance.	
A8 4.3 (i)	At only 20% female staff are under-represented in the academic group. To address this we need to increase the number of women applying for advertised posts.	Build on experience that delivered improved gender balance for UAFs: using positive role models and success stories on promotional/vacancy material, advertising via mailing lists and media that may typically reach a more gender-balanced audience.	Gradual increase in the proportion of female academic staff at the end of 2022. Particular focus in Maths and Chemistry.	May 19	Dec 21	HR, HoSs, Dean	To increase the proportion of women appointed to new academic roles to at least 40% thereby increasing the overall %F in academic staff to c. 22% by 2022.	
A9 4.2 (i)	Female staff constituted only 9% of Professors at last census date.	Through a combination of external recruitment and internal promotion, increase the number of female professors. Action in A8 augmented by active searches including professional agencies. HoSs to support identified female Grade 9 academics to develop timely promotion applications with direct advice and workload time.	Three promotion applications to be considered before end of current academic session (July 19). Annual discussion between HoS and Dean/HR of pipeline. All external recruitment follows actions in A8.	Now	Review May 20	Dean, HR, HoSs	Increase number of F Profs by 6 by 2023 potentially raising percentage from 9% to 15%.	

		Provide support (through mentoring or buddying with previous applicant) for those preparing a promotion application.						
A10 5.1 (iv)	The new REF procedures require all research-active staff to be returned but allow different numbers of output per member of staff. Staff may request a reduction in number of outputs through 'special circumstances' as approved by a central panel.	Implement the University REF Code of Practice. Monitor selection of outputs to expose any developing gender or other differential and consider appropriate action.	Provision REF selection timetabled for end of 2019 calendar year (ahead of actual submission at the end of 2020) allowing review of proposed submission.	Sept 19	Dec 20	Pro-Dean (Research), UoA Leads, HR	Code of practice is followed: decisions on staff special circumstance applications are resolved within 4 weeks. Final output selection profile has no significant gender or ethnicity imbalances: average number of outputs returned for male staff does not differ from average number for female staff by more than 0.5 and similarly for white/BME.	
A11 5.1 (i)	Our data show that BAME applicants are significantly less successful in securing short-listing or appointment to advertised posts – this is particularly true for male BAME.	Review a selection of recent applications to understand more clearly why such applications are not proceeding to short listing. This may include examining our job descriptions and person specifications to ensure these are clear to international candidates	Report from this review to be produced with identified actions. These will be submitted to FEC for consideration but this is likely to be an institution- wide issue so will be led from central HR	July 19	Report to FEC by March 20	Central HR/Faculty Head of HR	With a clearer understanding, we should see an improvement in success rates – perhaps through a reduction in applications that do not meet the basic requirements.	
A12 5.2 (ii)	PMS staff have commented that career pathways and routes to promotion are not as clear as for academic staff.	A 'People and Change' working group has been established alongside the establishment of the new Faculty of Engineering and Physical Sciences. This group in conjunction with Heads of Service will develop new proposals around career structures for technical and administrative staff.	People and Change proposals to be developed during period from April 19 to be approved and implemented by end Jul 20 at the latest. Outputs will include proposals for groups mentioned.	Now	Jul 21	Faculty Head of HR; Deans	PMS staff will report clearer understanding of their service organisation and career pathways in subsequent Staff Surveys – target measure is minimum of 85% agree or strongly agree with a statement that 'career pathways for PMS staff have	

A Traini		Developments in the other Professional Services are on- going and include identifying career pathways in their new structures.					been clearly communicated' in 2021 survey.	
4. 113 A13 5.3 (iii)	The University and the Faculty are intimately involved in the collaborative	Engage our experienced staff as mentors and ECR staff as mentees in the EPSRC	Recruit mentors and initial group of mentees.	Now	Dec 20 (end of project)	Dean (work package lead on EPSRC project),	At least 10 mentees supported through this scheme reporting positive experience and higher	
	EPSRC project 'Northern Powerhouse: Making Engineering and Physical Science Research a Domain for All in the North of	project mentoring programme.	meetings are facilitated through project funding. Recruit further mentors and			HR, UofL Organisation Development and Personal Learning	indication of continuing a career in EPS. We will continue to offer, recruit and support staff more	
	England' and is the lead for the work package on 'shared characteristics		Establish effectiveness (and adjust if necessary).				generally to access mentoring and internal/external development programmes.	
	mentoring .		mentoring after end of EPSRC project (Dec 20).					
A14 5.3 (iii)	Female academic staff typically apply for promotion at lower rates than expected based on %F in existing grade.	Provide mentoring and regular 'promotions roadshows' for all staff to clarify process and 'myth bust'. This should benefit all staff not just women academics. This is in addition to 'business as usual' processes in annual review schemes.	Promotions roadshows at least annually – some focussed on specific staff groups.	Sept 19 annually	On-going	HR	Application rates from women academics move as a minimum towards rates expected on basis of %F in existing grade (e.g. at least 22% of applications for promotion from Lecturer to Associate Prof will be from female staff; 26% of applications to Prof will be from women).	
5. Flexibl	e working and managing (	career breaks			1	1		
A15 5.5 (v)	Qualitative research and local feedback indicates that there is inconsistent understanding of policies and procedures amongst	We are currently reviewing the policies and guidelines relating to all aspects of maternity, paternity and adoption and shared	The review will include: - the policies and guidance relating to maternity, paternity, parental leave, (including KiT/SPLiT days).	April 19	April 20	Head of HR: Specialist Support supported by HR Policy Manager	A more visible 'one stop shop' on the HR website, providing clear, consistent and visible policies and guidelines relating	

	different groups of staff	parental leave and	- letters for maternity,			Faculty HRMs to	to all aspects of maternity,	
	relating to maternity,	supporting arrangements,	paternity, shared parental			support the	paternity and adoption leave.	
	Paternity and adoption	including returning to work.	leave to ensure they include			visibility and	Greater staff awareness	
	leave. This means that some		all relevant information.			engagement with	(minimum 85% agree that they	
	colleagues and, where	We are also seeking to				policies	are aware in staff survey) of	
	applicable, their partners,	improve the accessibility of					policies measured through	
	are unaware of the full	this information for					focus groups led by HR with all	
	range of options available to	colleagues and their					staff groups.	
	tnem.	managers.					Timosocle, 2022	
							Timescale: 2023.	
A16	Maths trialled a scheme	Evaluate the effectiveness of	Report due by end of	Now	Jul 19	Head of HR	If the outcome from the trial is	
	allowing staff to reduce	this scheme and either roll	current academic session.				positive, within one calendar	
5.5 (vi)	their hours to part-time but	out to whole faculty or					year we will roll-out Faculty-	
	with provision to return to	discontinue. (To date uptake					wide with any adjustments	
	full-time subsequently if	seems dominated by senior					identified. Otherwise we will	
	agreed on the basis that this	male professors.)					cease this scheme and identify	
	would increase uptake of						alternative actions.	
	flexible working particularly							
	for women.							
6. Equal	рау							
A17	Staff report a perception of	A new, external equal pay	University-commissioned	Under	Jan 21 for	Head of HR	Increase in understanding of	
	a differential based on	audit will be commissioned	external audit report due	way	next		'equal pay for work of equal	
5.6 (ii)	gender around equal pay	in 2019 and the outcomes	July 19.		survey		value' as a concept and wider	
	for work of equal value	reported to Faculty Executive					knowledge of absence or	
	despite findings of external	and then to all staff. Specific					existing of any equal pay gaps	
	equal pay audits.	follow on actions will depend					in the Faculty.	
		on findings of audit.					Reduction in any gaps if they	
							exist.	
7. Organ	isational culture (includin	g reward and recognition)						
A18	Staff surveys has revealed	AS Principles to be presented	These discussions will be	Sep 19	On going	AS Leads, HoSs	Minimum of 85% positive	
-	inconsistent understanding	and discussed at all School	supported and continued		in 19/20		responses in staff surveys by	
5.6 (i)	of E&I initiatives and Athena	Staff meetings at the	through a series of short		session		2021 for questions related to	
	SWAN principles beyond	beginning of 2019/20	reports on key messages		with		E&I activities and priorities and	
	School leadership teams	academic session.	from the current AS		annual		awareness that this is an area	
	etc.		submission document –		follow up		of responsibility for all.	
1	1		Levnosing even more clearly	1				

			the action areas and rationale behind them.					
A19 5.6 (i)	One in four women in MaPS report having negative experience at work based on their gender including experience of unacceptable language and behaviours.	The University has now issued a 'Code of Practice on Professional Behaviours' which is being rolled out with appropriate communications and training across the faculty. Physics trialled an earlier School- based system involving a clear, agreed statement about acceptable behaviour and an anonymous reporting mechanism for all staff and students to notify of unacceptable behaviour which we will adapt for consistency with the University approach across the Faculty.	Email reporting system to be implemented by the beginning of 19/20 session alongside comms and training (compulsory). An initial communication with all professors has been sent to indicate expectations that they will set a standard of behaviour and be proactive in advancing an environment of inclusion within their areas of influence.	April 19	Jul 20 – then on going	Dean, HoSs, HR, AS Leads, professoriate and senior service leads	Rapid reporting of any incidents followed by clear action from senior leaders. Minimum of 85% positive responses in 2021 staff survey for questions about confidence of senior action in response to unacceptable behaviour.	
A20 5.6 (i)	A recent campus survey reported generally low scores with regard to the management and communications around organisational change.	Clearer processes around organisational change will be developed at institutional level and emphasis within the Faculty will be to implement these consistently and to ensure clear communication, augmenting central activity, and support to individuals as any change is implemented.	Establish focus groups to understand how staff want to hear about change and initiatives Establish effective communications with student representatives Use the change programme for the new faculty as an exemplar	June 19	Report to FEC by March 20	Dean, HR, Project Manager	At least 15% increase in positive responses on this issues in next staff culture survey	
8. Repre	sentation on decision-ma	king committees and leade	ership positions					
A21 5.6 (iii)	Data show that membership of some of our key committees does not represent the diversity characteristics of the	As the new Faculty is constituted we will revisit the Terms of Reference and Membership of all committees seeking	Many committees are currently established based on 'ex officio' roles and hence inherit the lack of diversity in senior	May 19	Jul 20	Dean	Increased female diversity and representation from other diversity groups on senior decision making committees by 2021. Target minimum of	

	Faculty community. We want to increase the diversity of voice on our committees to improve decision making and engagement.	opportunities to widen membership, e.g by roles for ECRs or student members. We will also produce case studies of colleagues who are committee members and what they can achieve in these roles.	leadership roles. We are seeking to address the latter but seek shorter-term changes as well.		Annual review		30% F on each committee. Target minimum 10% BME. All HoS recruitment to involve external advertisement. Use of positive action statements on all recruitment adverts.	
9. Additi	onal, on-going action							
A22 5.6(vii)		Continue commitment to ensure a minimum of 33% of speakers at internal colloquia and seminars are female with an emphasis on increasing representation of female early career researchers. Begin to record ethnicity statistics.	Annual reporting of gender and ethnicity data for speakers – monitoring progress to target.	Sept 19	Annual review:	Heads of School	Evidence that female students are more likely to see themselves having an on-going career along the academic pipeline to be collected from surveys	