



Departmental Restructuring

Bronze and Silver Interim Award Application



ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application.

In order to apply for an interim award, the majority of any previous constituent units must hold Athena SWAN awards. Applicants may only apply for a Silver interim award if the majority of the previous constituent units held Silver awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE

This form should be used for applications for Bronze or Silver Athena SWAN interim awards.

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

Additional areas for Silver applications are highlighted throughout the form: 4.2, 4.4

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Silver
Word limit	7500
<i>Extra word allowance</i>	500*
1.Letter of endorsement	638
2.Description of the changes arising from restructure	806
3. Self-assessment process	958
4. Supporting and advancing careers	5176
5. Further information	344
TOTAL	7922

All applicants have automatically been allowed a **500 word** extension to the word limit to account for any additional narrative applicants may wish to include to explain factors relating to the Covid-19 pandemic situation. These words have been used in **Section 4**.

From: James Greenwoodlush <James.Greenwood-Lush@advance-he.ac.uk>
Sent: 06 July 2020 16:36
To: Vania Dimitrova <V.G.Dimitrova@leeds.ac.uk>
Cc: Louise Bryant <L.D.Bryant@leeds.ac.uk>
Subject: RE: Athena SWAN award - University of Leeds, Faculty of Engineering and Physical Sciences

Dear Vania,

The attached form and guidance applies. I am happy to consider you eligible to apply for Silver, on the basis of the majority of the Faculty of Engineering and Physical Sciences originating from the former Faculty of Engineering, which holds a Silver award.

With reference to my previous email (red text below), the 'interim award' process has not been further developed since that correspondence, because we did not receive the recommendations of our independent review until March, and were then immediately set back in our response by the pandemic.

We would expect to receive this application in the November 2020 or April 2021 award round. Under our current policy, the standard process of you notifying us of your intention to submit should be followed.

Best wishes,
James

James Greenwood-Lush
Senior Adviser - Charters Development

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From: Athena Swan <Athena.Swan@advance-he.ac.uk>
Sent: 30 March 2021 16:25
To: Vania Dimitrova <V.G.Dimitrova@leeds.ac.uk>
Subject: RE: Athena SWAN Silver Interim award - University of Leeds, Faculty of Engineering and Physical Sciences

Dear Vania,

Thank you for your enquiry concerning your interim award application. I can confirm that the paperwork that you have used is correct and we completely understand you requesting an extension to your submission. I will log the extension that we are expecting your submission by 25th June but do send it in when you are ready after 28th May and we will support your submission to the assessment panels.

I hope this helps with your current queries but please do get in touch if there is anything else we can do to assist you at this time.

Best wishes

Jo

Jo Masterson
Equality Charters Team
E Athena.Swan@advance-he.ac.uk

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Heslington, York, YO10 5BR

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At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.

 **AdvanceHE**

Date of application	June 2021	
Name of institution	University of Leeds	
Name of department applying for award	Faculty of Engineering and Physical Sciences	
Interim Award Level	Silver	
Focus of department	STEMM	
Previously constituted unit holding awards	Faculty of Engineering	
Details of previous award	Date: Nov 2019	Level: Silver
Previously constituted unit holding awards	Faculty of Mathematics and Physical Sciences	
Details of previous award(s)	Date: Nov 2019	Level: Bronze
Previously constituted unit(s) not holding awards		
Contact for application	Prof. Vania Dimitrova	
Must be based in the department		
Email	v.g.dimitrova@leeds.ac.uk	
Telephone	07575817479	
Departmental website	https://eps.leeds.ac.uk/	

Throughout the application, we use **colour coding for the actions**:

##[C] = **Continuous action** from AS-FEng and AS-FMaPS 2019 applications.

##[N] = **New action** responding to issues identified by our EDI analysis after FEPS-integration

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GLOSSARY OF ACRONYMS USED IN THIS REPORT

AAM = Annual Academic Meeting

AS-FEng = Athena SWAN Faculty of Engineering (2019; Silver)

AS-FMaPS = Athena SWAN Faculty of Mathematics and Physical Sciences (2019; Bronze)

Athena SWAN = AS

BAME = Black, Asian, and Minority Ethnic. Following University-wide consultation with colleagues we were advised to use the term BAME, whilst recognising debates about terminology that others and homogenises colleagues.

CAPE = School of Chemical Engineering

CDT = Centre for Doctoral Training

CHEM = School of Chemistry

CIVE = School of Civil Engineering

COMP = School of Computing

Dean = Faculty of EPS Executive Dean

EDI = Equality, Diversity and Inclusion

E&I = Equality and Inclusion

ELEC = School of Electronic and Electrical Engineering

EPS = Engineering and Physical Sciences

EPSRC = Engineering and Physical Sciences Research Council

EPU = Equality Policy Unit (University-based)

FEC = Faculty Executive Committee

FEIC = Faculty Equality and Inclusion Committee (= SAT Athena SWAN Self-Assessment Team)

FEI-assistant = Faculty Equality and Inclusion assistant (Faculty-based)

FEI-lead = Faculty Equality and Inclusion lead (= Athena SWAN lead; Faculty-based)

FEng = Faculty of Engineering (pre-integration)

FEPS = Faculty of Engineering and Physical Sciences (integrated Faculty)

FEPS-integration = forming an integrated FEPS (since Aug 2019, transition period 1 year)

FHRM = Faculty Human Resources Manager

FMaPS = Faculty of Mathematics and Physical Sciences (pre-integration)

FRIC = Faculty Research and Innovation Committee (Faculty-based)

HoS = Head of School

HR = Human Resources

MATH = School of Mathematics

MECH = School of Mechanical Engineering

OD&PL = Organisational Development and Professional Learning (University-based)

PDRA = Postdoctoral Research Associate

PGR = Postgraduate researcher (PHD student)

PGRT = Postgraduate research tutor

PGT = Postgraduate taught student

PHAS = School of Physics and Astronomy

PI = Principal Investigator

PMST = Professional, managerial, support and technical staff

REF = The Reach for Excellence Framework

SALIP = School Academic Lead for Inclusive Practise

SAT = Athena SWAN Self-Assessment Team (= FEIC Faculty Equality and Inclusion committee)

SEI-lead = School Equality and Inclusion lead (School-based)

SEIC = School Equality and Inclusion Committee (School-based)

SES = Student Education Services (Faculty-based)

SRDS = Staff Review and Development Scheme

UG = Undergraduate

UKRI = UK Research and Innovation

UoL = University of Leeds

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

Athena SWAN Manager
Equality Challenge Unit
First floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Athena SWAN Manager,

I am delighted to endorse the Faculty of Engineering and Physical Sciences (FEPS) interim Athena SWAN (AS) silver award. I confirm that the information presented in this application (including quantitative and qualitative data) is an accurate, honest and true representation of the faculty.

FEPS integrates the five schools from the previous Faculty of Engineering and three of the schools from the Faculty of Mathematics and Physical Sciences. The formation of FEPS was approved by Senate on 1st August 2019 with a one-year transition period to complete the integration; I was appointed FEPS Executive Dean on 1st January 2020 and led the completion of the integration.

My own background is unconventional for a senior academic, via an Open University degree as a mature student and combining my PhD with bringing up two children under five. Through personal experience, I am well aware how equality, diversity and inclusion (EDI) needs to be central to all our endeavours to ensure that opportunities are truly open and accessible to all and which ensures that we all benefit from the range of diverse skills and talent. I have made EDI a focus throughout my career, from ensuring student diversity in the Centre for Doctoral Training I set up in University College London, and creating PhD scholarships for the most deserving ODA-country students in Cardiff University, to now ensuring that EDI is ingrained in FEPS in Leeds.

During the Faculty alignment, I have become extremely proud of the dedicated, passionate staff who recognise the importance of creating an inclusive culture and embedding our EDI goals into the new faculty. AS principles underpin our key Faculty/School management decisions and procedures with appropriate channels to gather feedback and engage with our staff and students. We continue to leverage AS actions as a catalyst for our holistic EDI agenda.

FEPS has adopted best practices from the former Faculty of Engineering AS Silver award, e.g. Mutual Respect campaign for all student, Breaking Boundaries in STEM series, staff Footsteps, Margaret Steel female innovator award, Faculty guidance on support for returning from career break due to caring responsibilities and support to attend conferences. I am pleased to see that all schools are engaged in sharing and adopting best practices to advance EDI across the Faculty.

Creating an inclusive and welcoming educational environment for our students has been at the heart of the alignment, with major investment in student success. We strive to appropriately support all students to realise their potential and find their sense of belonging. Our diverse student community is engaged with our EDI initiatives and opportunities via the Student Working Group and Student Equality and Inclusion Ambassadors, where we have championed under-represented student voices and given students a platform to influence our practises.

The Covid-19 pandemic erupted during our integration period and therefore impacted our practices. I am grateful to our Equality and Inclusion committee who have reviewed this impact, specifically the impact felt by disadvantaged groups, and advised on appropriate mitigating actions. The impact on career progression, especially for female staff, will be considered in a review of our promotions criteria. We are exploring how to best diversify our recruitment practices, including better instruction for those approaching candidates for senior roles.

Investment in AS and EDI is supported by a dedicated budget, covering training provision (e.g. Aurora), EDI events and materials. EDI activities are supported by an EDI-assistant internship and admin support from the Dean's office. Going forward, we will extend the Faculty EDI lead workload to align with a Pro-Dean workload, whilst recruiting a deputy role to ensure succession and sustainability.

Our ambitious action plan is based on extensive EDI analysis and consolidated AS Silver actions, setting the priorities to establish FEPS as a leading faculty for sustained progression in promoting gender equality and champion best practices beyond our Faculty.

Yours sincerely



Prof. Nora de Leeuw

Faculty Executive Dean

(638 words)

2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

Recommended word count: 1000 words

Please provide a detailed description of the changes arising from the restructure – for example, redistribution of staff, change of location, changes to course delivery – including any relevant contextual information. An overview should be provided on high-level staffing changes including the total number of staff affected. Please provide a description of the department pre- and post-restructure, and an indication of how the restructure has impacted each of the previous departments/units.

Faculty integration

The Faculty of Engineering and Physical Sciences (FEPS), operational from the 1st August 2019, was formed by academic alignment between the Faculty of Engineering (FEng) and the Faculty of Mathematics and Physical Sciences (FMaPS); providing a new integrated structure to facilitate greater interdisciplinary working, extended collaborative research, joint teaching initiatives, and coherent professional and support services. FEPS integrated all FEng schools and three FMaPS schools (the School of Food Science and Nutrition moved to the Faculty of Environment), Figure#2.1.

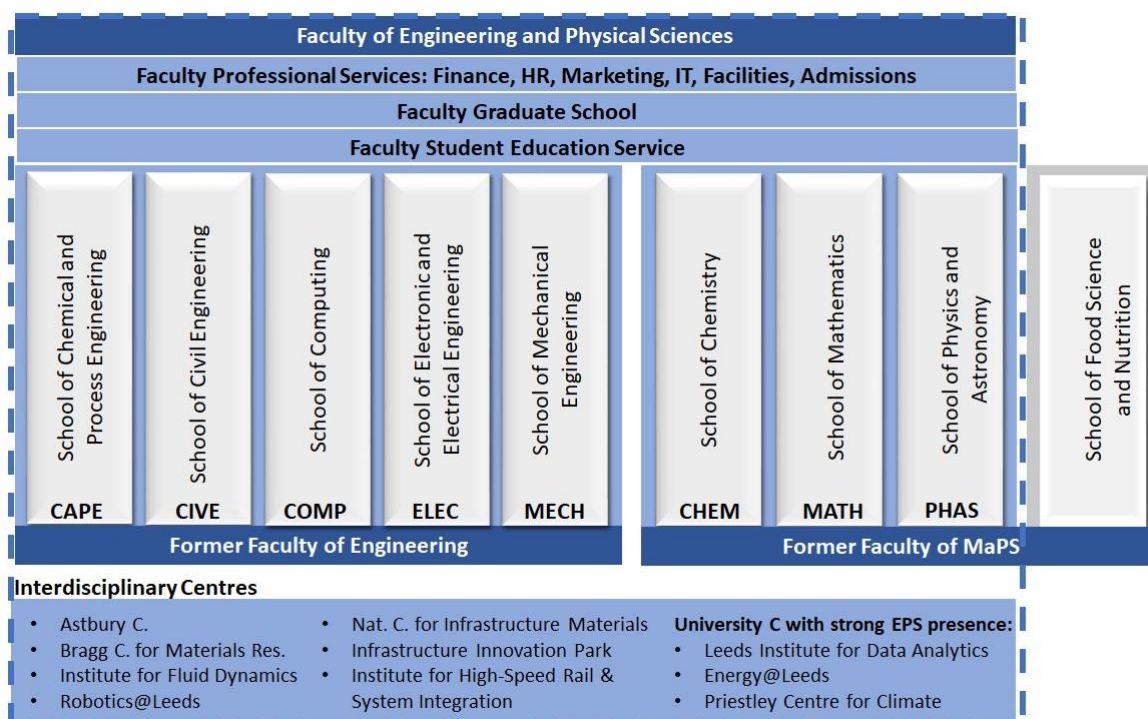


Figure 2.1. Academic integration of FEng and three of the Schools of FMaPS, forming FEPS.

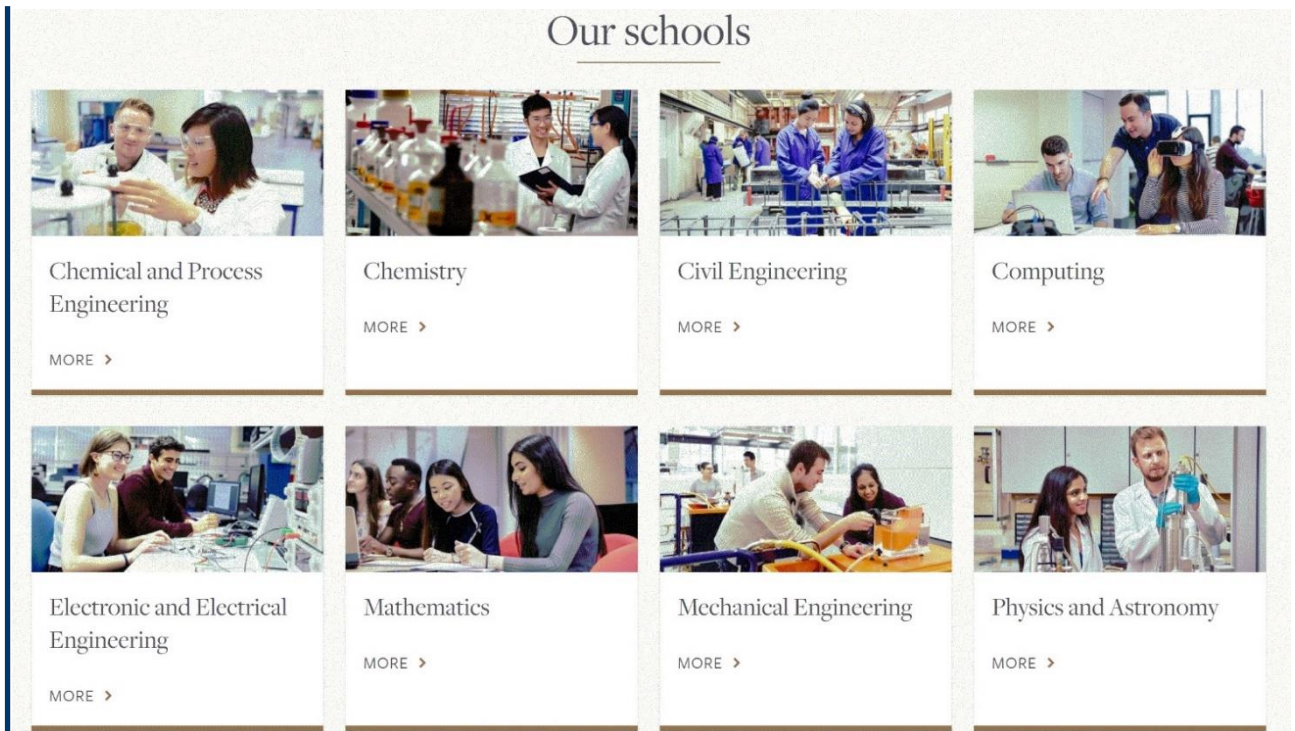


Figure 2.2. FEPS webpage presenting the eight Schools and showcasing our diverse staff and student community.

There was a transition period of a year for FEPS-integration (Aug 2019-Jul 2020). Effective and timely communication was a high priority. Early consultations with all staff took place, regular updates were sent by the Deans of FMaPS, FEng (and subsequently FEPS), Heads of School, Heads of Professional Services. Work stream Chairs and line-managers utilised multiple communication channels to ensure key messages were cascaded.

Staff

FEPS includes 1158 staff; gender variations by grade and category are given in Table#2.1, Table#2.2 and Figure#2.3.

Table 2.1. FEPS staff by grade (Census date - June 2020).

	Grade	Female	% Female	Male	% Male	Total
Academic	6	4	14%	25	86%	29
	7	75	26%	209	74%	284
	8	31	22%	108	78%	139
	9	23	18%	105	82%	128
	10	22	14%	135	86%	157
	Non standard	8	29%	20	71%	28
	Academic Total	163	21%	602	79%	765
Professional and Managerial	7	47	72%	18	28%	65
	8	10	43%	13	57%	23
	9	1	25%	3	75%	4
	10	1	50%	1	50%	2
	Non standard	0	0%	4	100%	4
	P&M Total	59	60%	39	40%	98
Support	2	3	25%	9	75%	12
	3	22	51%	21	49%	43
	4	19	53%	17	47%	36
	5	64	65%	34	35%	98
	6	31	35%	57	65%	88
	7	2	13%	14	88%	16
	Non standard		0%	2	100%	2
	Support Total	141	48%	154	52%	295
TOTAL		363	31%	795	69%	1158

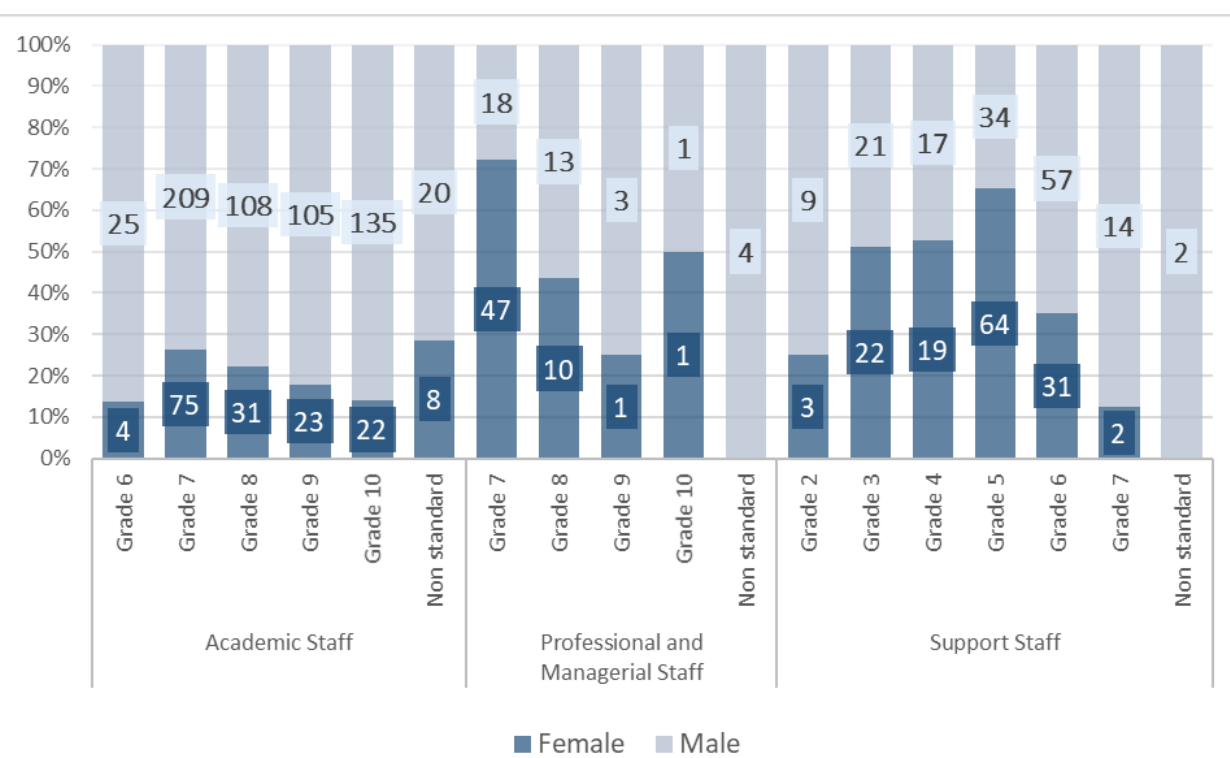


Figure 2.3. FEPS staff by grade and gender (June 2020).

Table 2.2. FEPS staff by category and gender (Census date- June 2020).

Category	Female	% Female	Male	% Male	Total
Lecturer (T&R)	24	19%	102	81%	126
Associate Professor (T&R)	22	18%	103	82%	125
Professor (T&R)	22	14%	138	86%	160
Research only	84	28%	220	72%	304
Teaching only	11	22%	39	78%	50
Professional & managerial	59	60%	39	40%	98
Support	141	48%	154	52%	295

Going forward, we will focus on career transition points. We will develop inclusive leadership support to address the %Female at the higher grades for Academic staff ([Action#2.8\[N\]](#)). Transition Grades 5->6, 6->7 for Support staff (including technicians) and 7->8 for Professional and Managerial are identified as %Female drop-off points. We will explore gender variations for PMST staff ([Action#2.14\[N\]](#)) and will improve the career support provided ([Action#2.7\[N\]](#)). Our EDI-analysis (Section#3(ii)) noted difficulty of job applications for those with families, caring responsibilities or disabilities ([Action#5.1\[N\]](#)).

Table 2.3. FEPS staff by gender and ethnicity (Census date - June 2020).

	Ethnicity	Female	% Female	Male	% Male	Total
Academic	BAME	42	26%	122	74%	164
	White	92	22%	329	78%	421
	Not Known/No answer	29	16%	151	84%	180
	Academic Total	163	21%	602	79%	765
Professional and Managerial	BAME	5	56%	4	44%	9
	White	49	64%	27	36%	76
	Not Known/No answer	5	38%	8	62%	13
	P&M Total	59	60%	39	40%	98
Support and Technical	BAME	13	52%	12	48%	25
	White	109	52%	100	48%	209
	Not Known/No answer	19	31%	42	69%	61
	Support Total	141	48%	154	52%	295
TOTAL		363	31%	795	69%	1158

Table#2.3 presents FEPS by ethnicity. An area of concerns presents itself with low ethnic minorities representation within PMST staff, especially for professional and managerial staff in student education services facing our ethnically diverse student community. ([Action#1.6\[N\]](#)). The lower %PMST reporting their ethnicity raises potential concerns about their perceptions of job security and culture. We will look at the experiences of underrepresented groups to understand their reticence ([Action#5.6\[C\]](#)).

Students

FEPS includes a highly diverse student body (Table#2.4, Figure#2.4), with international students from 111 countries. The %Female increases along the student progression pipeline (UG->PGT->PGR).

Table 2.4. FEPS students by gender and ethnicity (Feb 2021). Note: ethnicity data is collected only for UK students.

	Ethnicity	Female	%Female	Male	%Male	Unknown	Total
UG	UK - BAME	310	28%	782	72%		1092
	UK - White	1022	30%	2405	70%		3427
	UK - Unknown	20	18%	81	72%	11	112
	International	755	25%	2308	75%		3063
	UG Total	2107	27%	5576	72%	11	7694
PGT	UK - BAME	18	23%	59	77%		77
	UK - White	23	17%	109	83%		132
	UK - Unknown	5	14%	31	86%		36
	International	349	32%	742	68%		1091
	PGT Total	395	30%	941	70%	0	1336
PGR	UK - BAME	43	39%	68	61%		111
	UK - White	126	29%	316	71%		442
	UK - Unknown	17	29%	40	69%	1	58
	International	221	35%	417	65%		638
	PGR Total	407	33%	841	67%	1	1249
TOTAL		2909	28%	7358	72%	12	10279

We will continue our AS-Silver actions to further increase the percentage of female and ethnically diverse students ([Action#3.1\[C\]](#); [Action#3.2\[C\]](#); [Action#3.3\[C\]](#); [Action#3.4\[C\]](#)). We will review EDI concerns from prospective students and ensure students and staff engaged in admissions, including open/applicant days are prepared to provide relevant information ([Action#3.5\[N\]](#)).

FEPS is involved in 7 CDTs (4 – Coordinator, 3 - Partner). There are also 6 existing CDTs which are still running but no longer recruiting (3 - Coordinator, 3 - Partner). All CDTs have EDI strategies, action plans and aspire to be beacons for diversity (Table#2.5). We will consolidate these strategies and maximise the impact on PGR provision ([Action#5.3\[N\]](#)).

Table 2.5. PGR students in the Centres for Doctoral Training – 5-year projection.

Gender	2016/ 17	2017 /18	2018/ 19	2019/ 20	2020/ 21	%age 2016/17	%age 2017/18	%age 2018/19	%age 2019/20	%age 2020/21
Female	60	73	73	65	75	35%	34%	35%	33%	40%
Male	111	140	135	132	112	65%	66%	65%	67%	60%

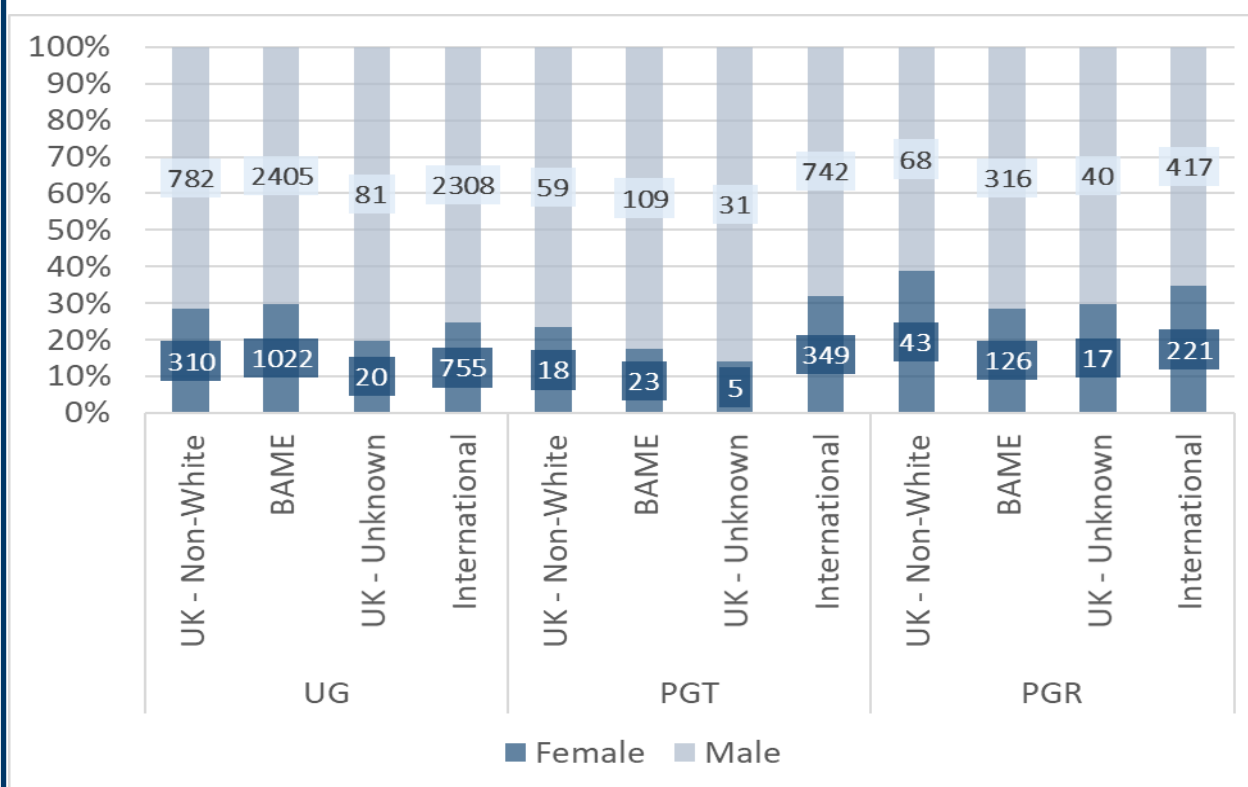


Figure 2.4. FEPS students by gender and ethnicity.

Changes to academic staff

The launching of FEPS had minimal immediate effect on academic staff. There were no redundancies. There were no changes to School structures or academic contracts, locations, job descriptions, roles and responsibilities, or line management structures due to FEPS-

integration. We continued to deliver the same degree programmes, support and provision for research in the academic workload model were unchanged.

Changes to PMST staff

The professional services (HR, Finance, Student Education, Research Support) alignment had already started prior to FEPS-integration, therefore the transition to FEPS went smoothly. There were no changes to PMST staff, and no reduction in any staff numbers. The integration allowed us to look at development of the organisation of particular groups - technicians and clerical/admin. Technical staff were brought together as an integrated Faculty Service.

Changes to students

Students were minimally affected initially as they are associated with Schools. We have however begun to facilitate more interdisciplinary opportunities for study (e.g. projects, internships and new joint degrees).

Governance

The inaugural Executive Dean of FEPS Professor Nora de Leeuw took up the post on 1st January 2020. The two former Executive Deans completed their terms and have moved on to other leadership roles in the University. The other executive roles (Pro-Deans, Head of Graduate School) were retained for a smooth transition period; with the posts moving towards single role holders as current holders came to the natural end of their (fixed) terms appointments and moved back into their academic roles or onto other leadership roles. A new role for Faculty Equality and Inclusion Lead (FEI-lead) was created, joining with the Faculty Executive Team (FEC) to develop and implement a holistic equality and inclusion strategy. Prof. Vania Dimitrova was recruited for this post, starting from November 2019. There was no impact on Professional lead roles which already covered both Faculties before FEPS-integration. Faculty management is shown in Table#2.6 and Figure#2.5.

Table 2.6. FEPS Faculty Executive Committee – 7 female (26.92%), 19 male (73.08%), Dean Female. PHAS Head of School Prof. Helen Gleeson (F) stepped down from March 2021.

Role	Person	Gender
Executive Dean (Chair)	Prof Nora de Leeuw	F
Deputy Dean	Prof Giles Davies	M
Faculty Operations Manager	Dr Jim Young	M
Pro Dean R&I	Dr Oliver Harlen	M
Pro Dean International	Dr Rob Sturman	M
Pro Dean Student Education	Dr Ozz Querin	M
Pro Dean SWJTU	Prof Dariusz Wanatowski	M
Head of School CAPE	Prof Elaine Martin	F
Head of School CHEM	Prof Colin Fishwick	M
Head of School CIVI	Prof Phil Purnell	M
Head of School COMP	Prof Andy Bulpitt	M
Head of School ELEC	Prof Rob Kelsall	M
Head of School MECH	Prof Harvey Thompson	M
Head of School MATH	Prof Kurt Langfeld	M
Head of School PHAS	Prof Mark Thompson	M
Head of Graduate School	Dr Stuart Barber	M
Head of HR	Chris Craven	F
Head of Finance	Glyn Saul	M
Head of Marketing	Victoria Price	F
IT Business Relations Manager	Tim Banks	M
H&S Manager	Sarah Burdall	F
Facilities Manager	Jerry Lee	M
Faculty Education Service Manager	Terry Owens	M
Faculty E&I Lead	Prof Vania Dimitrova	F
Admissions Manager	Lynsay Thomas	F
Admissions Manager	Paul Matthews	M

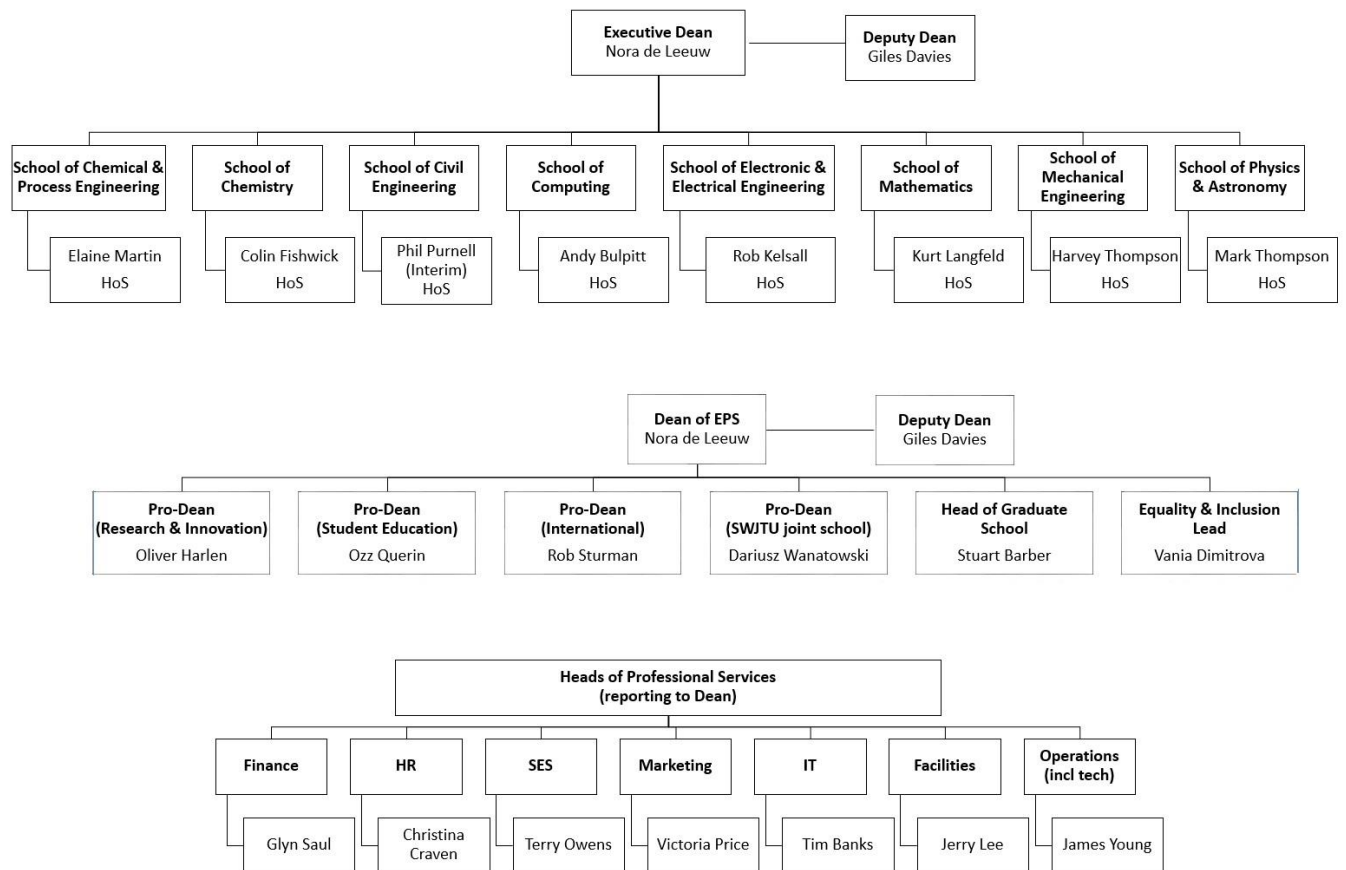


Figure 2.5. Faculty management organogram.

Changes to Location

A £96M investment to construct the Sir William Henry Bragg Building (Figure#2.6) completed in 2021 to house COMP and PHAS, as well as Faculty-wide interdisciplinary research centres. It contains purpose designed and built laboratories, central teaching and social interaction spaces, providing a vibrant environment for interdisciplinary work.



Figure 2.6. Integrated FEPS campus – with the completion of Henry Bragg Building all schools except MATH are now in close-proximity.

Action#1.6[N] Attract candidates from ethnic minorities to support and managerial positions in Student Education Services.
Action#2.7[N] Prepare a best practice documents to address progression and career development of diverse professional, support and technical staff.
Action#2.8[N] Provide inclusive support for leadership development, ensuring people from under-represented groups feel prepared and willing to apply for leadership positions
Action#2.14[N] Understand reasons for gender variations in key transition points for PMST staff and prepare best practice inclusive support guidelines to empower every individual.
Action#3.1[C] Diversify courses, training, and research programmes to ensure they are attractive to female and ethnically diverse students.
Action#3.2[C] Expand our PGT and PGR recruitment routes; especially increasing %female in PGT (COMP, MECH, PHAS), PGR (CIVE).
Action#3.3[C] Engage in outreach activities which tackle societal expectations around careers in Engineering and Physical Science, especially focusing on gender and ethnicity.
Action#3.4[C] Regularly review and improve inclusive marketing, including all online materials and information/open days, for all student programmes.
Action#3.5[N] Regularly review equality and inclusion concerns prospective applicants have and ensure the team attending open/information days is prepared to address these concerns.
Action#5.1[N] Actively engage with University equality and inclusion structures to shape our inclusive practices (e.g. promotion process, flexible working arrangements, research culture) to address key equality, diversity and inclusion issues.
Action#5.3[N] Ensure our CDTs act as beacons for equality and inclusion, influencing the Faculty, University and sector.
Action 5.6[C] Ensure robust data monitoring and reporting processes, understand barriers to data reporting and find mechanisms to address them.

806 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

(i) details of how the self-assessment team has changed over the restructuring

As in AS-FEng, the Faculty Equality and Inclusion Committee (FEIC) acts as the AS Self-Assessment Team (FEIC=SAT). FEIC was formed in Nov 2019, following the appointment of the Faculty Equality and Inclusion lead - Prof. Dimitrova (who led AS-FEng Silver application). FEIC identifies and recommends positive actions to counter any sources of under-representation, discrimination or inequality, including gender inequality. It drives, reviews and improves EDI-practices across FEPS.

FEIC comprises 25 (17 female/8 male) members from across FEPS (Table#3.1). Most membership is role-based, including representation from all schools and key Faculty services. In addition, PMST-staff volunteered to join FEIC, following open invitations to ensure proper representation of this staff group. Student Ambassadors will join in Autumn-2021.

Since forming, FEIC has met once in 2019 (Nov- FEIC), 6-times in 2020 and 3-times in 2021. The Dean chairs FEIC meetings every term, focusing on strategic Faculty/UoL EDI initiatives; the FEI-lead chairs the remaining meetings to review/implement actions and share best practice and challenges.

Working Groups focus on specific aspects and report to FEIC:

- PMST Working Group (PMST-Staff from FEIC and SEIC) – reviews PMST practices, suggests/monitors actions to address EDI challenges.
- Diversity in EPS Student Working Group (volunteers, responding to a broad call; FEIC representative) – feedback on inclusive learning/teaching, review actions, student-led activities.
- Action Plan Working Group – reviews Action Plan progress, suggests action changes.
- Task-and-Finish-Groups – form when a specific issue arises to analyse/propose solutions, report to FEIC (e.g. identify best practices and challenges; align AS-FEng and AS-FMaPS action plans; review job advertisements).

Table 3.1. SAT = Faculty Equality and Inclusion Committee.

Committee Member	University Post	Role in FEIC
Prof Nora de Leeuw	Faculty Executive Dean	Committee co-chair
Prof Vania Dimitrova	Professor of Human-centred AI, Co-Director CDT AI-Medical	Faculty EI-lead, AS-lead, Committee co-chair
MS Megan Polese	Equality and Inclusion Assistant	Faculty EI-assistant
Prof Andrew Bayly	Professor in Chemical Engineering	CAPE EI-lead
Dr Terence Kee	Reader in Chemistry, Postgraduate Progressions Tutor	CHEM EI-lead, SALIP
Dr Ornella Iluorio	Associate Professor, Deputy Leader: Energy and Sustainable Buildings	CIVIL EI-lead
Prof Netta Cohen	Professor, Computing in Biology, Medicine and Health theme lead	COMP EI-lead
Dr Taisir Elgorashi	Lecturer in Optical Networks	ELEC EI-Lead
Dr Joao Goncalves Faria Martins	Lecturer in Algebra	MATH EI-lead
Dr Louise Jennings	Associate Professor of Medical Engineering, iMBE Laboratory Director	MECH EI-lead
Dr Almut Beige	Associate Professor in Quantum Photonics	PHAS EI-lead
Dr Sally Peyman	University Academic Fellow, Juno committee co-chair	PHAS EI-lead
Mr Keiron Broadhead	Faculty HR Manager	HR Representative
Ms Chris Craven	Head of HR	HR Representative, link with UoL HR initiatives
Ms Sharon Adam	HR Manager	HR Representative
Mr Terry Owens	Faculty Education Service Manager	SES Representative
Dr Tasha Aylett	Student Success Officer	SES Representative (Student Ambassadors)
Dr Girish Kale	Reader, CAPE Postgraduate Research Tutor	Faculty Graduate School Representative
Dr Miller Alonso Camargo-Valero	Associate Professor of Bio-Resource Systems	Faculty Research and Innovation Committee representative
Dr Ruth Holland	Lead Outreach Officer	Outreach Representative
Ms Rachel Robinson	Research Administrator, Deputy Research Finance Manager	Administrative Staff Representative
Ms Emily Bryan-Kinns	CDT Administration Officer	CDTs representative
Ms Clare Gee	Research Marketing Manager	Managerial Staff Representative
Ms Karine Alves Thorne	Trainee Technician	Technicians representative
Ms Catherine Long	Equality and Inclusion Officer	UoL EPU representative

EDI Management Team includes Dean, FEI-lead, Head of HR reviews resourcing and responds to main issues. FEI-assistant and FEI-lead facilitate the implementation of activities, data collection/analysis, and progress review.

School Equality and Inclusion Committees (SEIC), were formed in all Schools (AS-FEng action), led by SEI-leads involving diverse staff, PGR students, and will integrate the recently recruited UG Student Diversity Ambassadors.

(ii) details of any equality impact assessment undertaken

EDI impact assessment, led by FEI-lead Prof. Vania Dimitrova and facilitated by the FEI-assistant Ms Megan Polese, was undertaken Nov-2020-Feb-2021, after the FEPS-integration transition period. It combined several instruments for quantitative/qualitative data collection (Figure#3.1), engaged a broad range of staff and students involved in EDI, and assessed current EDI-processes, taking into account that EDI was impacted by both FEPS-integration and Covid-19.

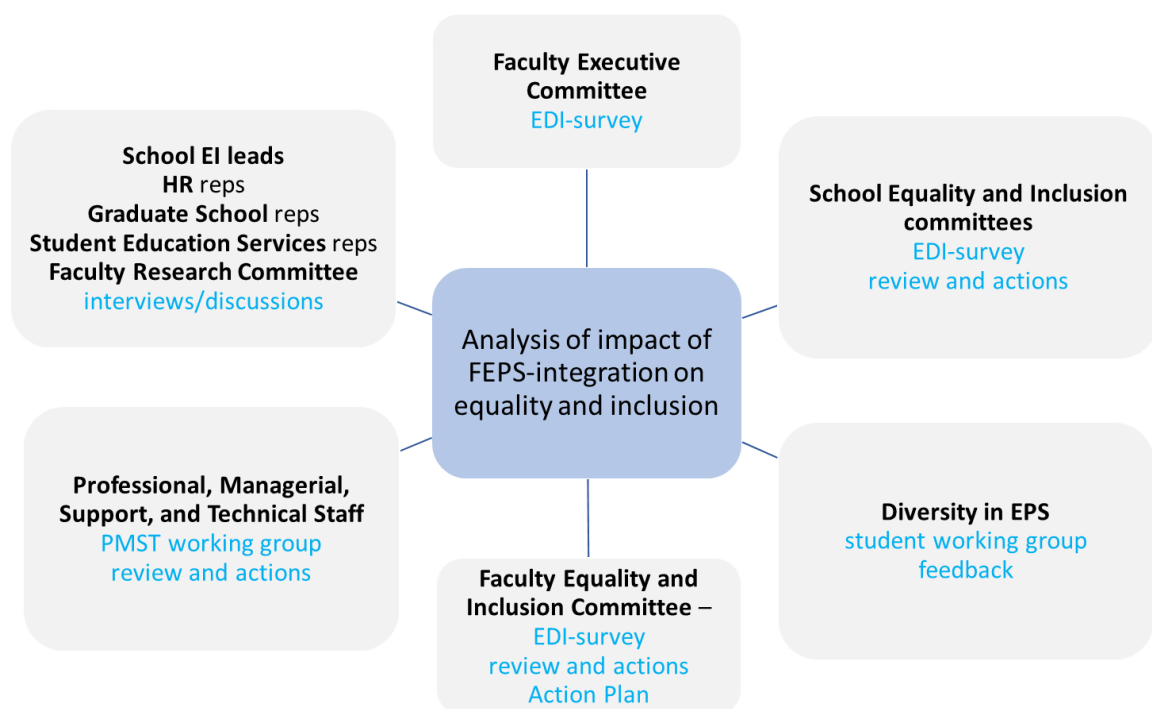


Figure 3.1. FEPS multi-faceted EDI impact assessment.

EDI impact assessment included:

- **EDI-survey** - conducted anonymously among **staff directly involved in EDI activities** (FEIC/SEIC) and leadership (FEC); 49 responses (21-Female/28-Male), from all Schools and Faculty Services were asked to comment from the perspective of “your local workplace”.

- **EDI-analysis** - review of EDI-survey results with SEIC and PMST Working Groups, interviews with HR, SES, GS representatives, feedback on AS-actions from Diversity in EPS student working group, discussion with FRIC on REF and grant support analysis. The EDI-analysis was conducted by FEIC (three meetings); Section#4 presents the outcomes of the EDI-analysis and refers to actions in the revised Action Plan.

(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

The FEng **holistic EDI-approach** (AS-FEng Silver) was adopted in FEPS, integrating Athena SWAN and Equality and Inclusion activities. We use Athena SWAN as a catalyst to develop and deliver a sustained EDI-agenda targeting gender and other protected characteristics. This promotes wider adoption of AS by our diverse staff and students. For instance, our Breaking Boundaries in STEM events and the Footsteps booklet include a broad range of inspirational role models (gender and other protected characteristics). Our Mutual Respect campaign is similarly aimed at benefiting everybody (Section#4.6).

Following AS-FEng/AS-FMaPS, we set to promote/support women along the entire career pipeline, from students to leaders, and to include all staff/student categories.

FEIC produced concept maps of best practice and challenges in each School. **Best practices** considered for wider adoption include:

- FEng/PHAS Mutual Respect was included in induction for all UG/PGT/PGR students;
- FEng guidance on returning from career breaks due to caring responsibilities and conference support were revised and rolled out to FEPS;
- PHAS/CAPE practice on inclusive language for job applications is being adopted in FEPS;
- COMP personal tutorial allocation ensuring females are not singled-out is considered broadly;
- MATH inclusive events guidance is being adopted in FEPS.

There was a major University/Faculty **investment in student success** where everyone is appropriately supported to realise their potential.

- 4 FEPS School Academic Leads for Inclusive Practice (SALIP) were recruited (UoL-initiative), forming Faculty-wide group to promote inclusive learning and teaching.
- Diversity in EPS Student Working Group was formed, UG Student EDI Ambassadors are being recruited (one per School) to engage with FEIC/SEIC/SALIPs to continuously review our EDI practices and devise actions.

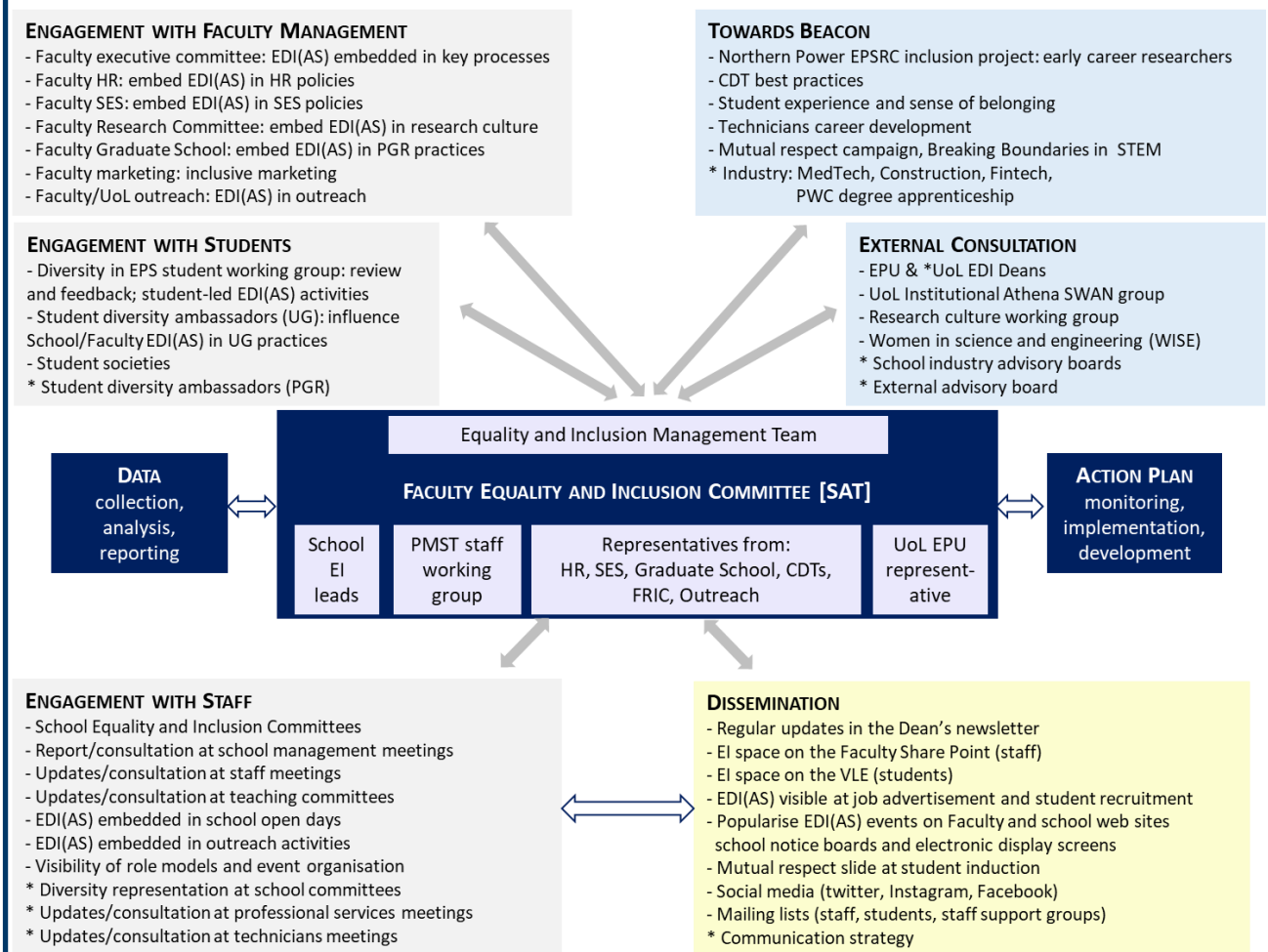


Figure 3.2. FEPS holistic EDI(AS) engagement approach (adopted from AS-FEng).

A **broad EDI(AS) engagement model** is in place (Figure#3.2), to ensure EDI(AS) underpins all our practices. EDI(AS) is now embedded in Faculty/School Management, and taken into account in key decisions. Channels to gather feedback on EDI, including School Management Teams, staff meetings, Student-Staff Forum, are in place. FEPS influences UoL EDI(AS) initiatives.

(iv) plans for the future of the self-assessment team

SAT(=FEIC) will continue to meet bimonthly – 3 meetings chaired by FEPS-Dean focusing on strategic EDI initiatives across FEPS/UoL (impact, beacon activities) and 3 meetings chaired by FEI-lead (SAT-Chair) to review/implement actions and share best practices and challenges. In between, Working Groups will meet, including permanent groups (PMST, Diversity-in-EPS Student Group, Action Plan Group) and Task-and-Finish Groups. We will review the roles of FEIC members to include engagement in working groups. We plan to:

- follow our engagement model ([Action#5.6\[C\]](#));
- conduct regular data analysis ([Action#5.7\[C\]](#)) and resource activities ([Action#5.8\[C\]](#));
- review/update SAT membership ([Action#5.9\[C\]](#)) and SEIC ([Action#5.10\[C\]](#));
- form an External Advisory Board for strategic direction ([Action#5.11\[N\]](#)).

Action#5.6[C] Follow the established engagement model to connect with relevant structures within the Faculty and University; continuously monitor FEIC engagement to improve effectiveness.

Action#5.7[C] Embed robust data monitoring and reporting processes.

Action#5.8[C] Ensure equality activities are adequately resourced.
--

Action#5.9[C] Annually review Faculty Equality and Inclusion Committee (AS-SAT) membership and activities to ensure effective progress is made with the action plan.
--

Action#5.10[C] Extend School SEICs to include diverse staff and students and engage with the appropriate school structures.

Action#5.11[N] Establish FEPS EDI External Advisory Board.
--

(v) plans for future Athena SWAN award applications

The holistic action plan will ensure **gender acts as catalyst for EDI** and that **AS-principles are embedded in FEPS practices**. FEPS is working **towards Gold AS**: mechanisms sustaining the progression in gender equality are in place, data collection is being streamlined to demonstrate impact and activities to champion and promote good practice are in place.

958 words

4. SUPPORTING AND ADVANCING CAREERS

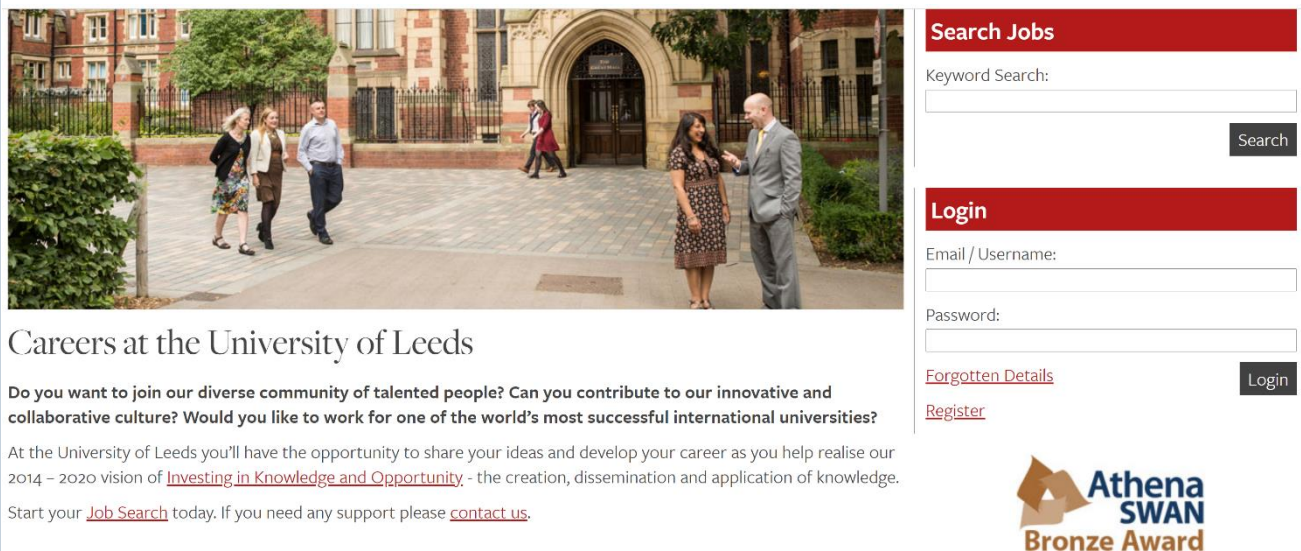
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4.1. Key career transition points: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Recruitment

Recruitment practises, centralised by UoL, were unaffected by FEPS-integration. FEPS adheres to the UoL practices for advertising, shortlisting and interviewing for all posts. All jobs are placed on the UoL job portal, which signposts our diverse community (Figure#4.1; Figure#4.2).



Careers at the University of Leeds

Do you want to join our diverse community of talented people? Can you contribute to our innovative and collaborative culture? Would you like to work for one of the world's most successful international universities?

At the University of Leeds you'll have the opportunity to share your ideas and develop your career as you help realise our 2014 – 2020 vision of [Investing in Knowledge and Opportunity](#) - the creation, dissemination and application of knowledge.

Start your [Job Search](#) today. If you need any support please [contact us](#).

Search Jobs

Keyword Search:

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Password:

[Forgotten Details](#) [Register](#)

Athena SWAN Bronze Award

Figure 4.1. University of Leeds jobs portal signposts our diverse community and UoL AS.

The **EDI-survey** (Figure#4.3) indicated positive activities since FEPS-integration.

PHAS review of the job template indicated masculine bias, the revised template was adopted across FEPS. A working group with representatives from all Schools is reviewing how our inclusive culture is presented in all recruitment materials ([Action#1.1\[C\]](#)).



A diverse workforce

The Schools in the Faculty of Engineering & Physical Sciences are proud to have been awarded the Athena SWAN [Bronze or Silver](#) Award from the Equality Challenge Unit, the national body that promotes equality in the higher education sector. Our [equality and inclusion webpage](#) provides more information.

Working at Leeds

Find out more about the benefits of working at the University and what it's like to live and work in the Leeds area on our [Working at Leeds](#) information page.

Candidates with disabilities

Information for candidates with disabilities, impairments or health conditions, including requesting alternative formats, can be found on our [Accessibility](#) information page or by getting in touch with us at disclosure@leeds.ac.uk.

Figure 4.2. Extract from a recent advert for a postdoc in Robotics (MECH).

All members of Shortlisting/Interviewing panels complete E&I training, verified by HR. All academic, and most research, job interview panels are mixed gender. Staff diversity is visible when posts are advertised, some posts explicitly encourage people from under-represented groups. In MATH and COMP, applicants for positions above lecturer level are asked to submit an EDI statement. This practice is being extended across FEPS to ensure a strong commitment to EDI is demonstrated.

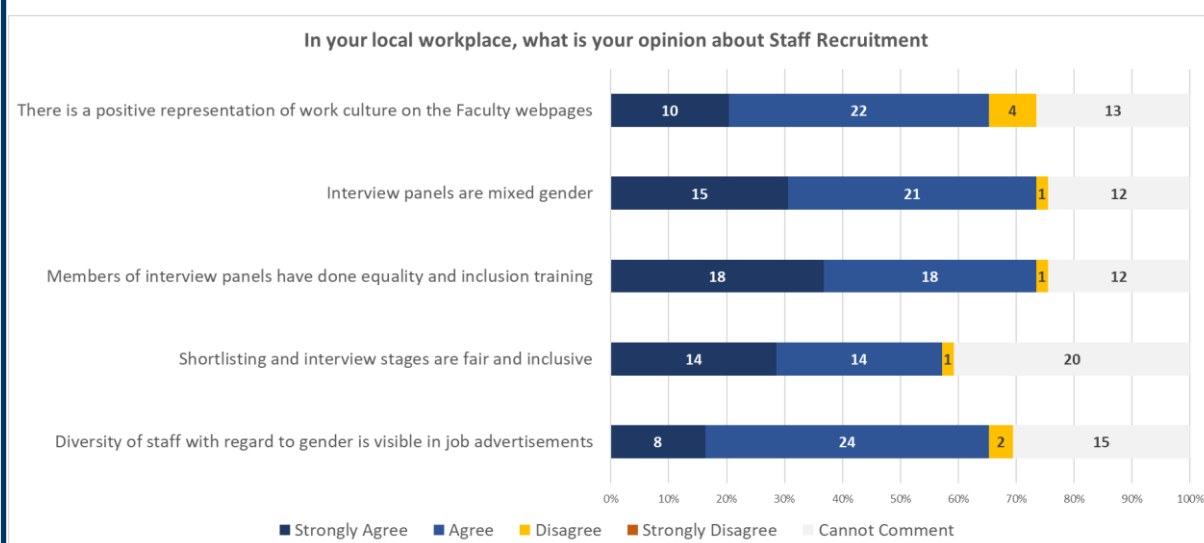


Figure 4.3. Answers to questions on academic staff recruitment in the EDI-survey (see Section#3(ii)).

The EDI-analysis indicated that:

- Visibility of EDI and FEPS inclusive working culture in all job advertisements should be improved (**Action#1.1[C]**).
- We need to ensure that candidates are introduced to our diverse staff community within interviews (monitored for academic staff, but not always for research staff) (**Action#1.7[C]**).
- Mixed-gender recruitment panels can increase workload of female academics; we will utilise mechanisms to identify/reduce this hidden workload (**Action#1.8[C]**).
- We will review recruitment practices, identify and adopt best practice for attracting diverse candidates (**Action#1.2[C]**).

Action#1.1[C] Ensure sustained and improved visibility of equality, diversity and inclusion, in particular, related to gender, for all job advertisement to increase their appeal to a diverse range of candidates.

Action#1.2[C] Continuously review academic recruitment practices to identify what works in different contexts; learn from past experiences to improve diversity of our recruitment, share best practices across Schools.

Action#1.7[C] Ensure that we are consistently presenting a welcoming and inclusive environment at the job interviews for all job categories.

Action#1.8[C] Ensure diversity of recruitment panels for all staff posts in EPS and fair consideration of the workload expected of staff from under-represented groups, such as gender.

(ii) Induction

General induction processes did not change during FEPS-integration. Induction packs were improved, listing EDI policies/guidelines/resources. The **EDI-survey** (Figure#4.4) indicated that induction is fair and inclusive (100% of respondents who commented).

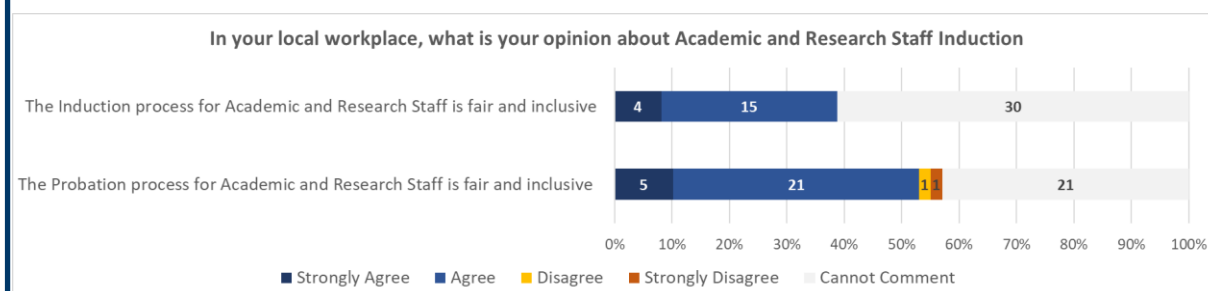


Figure 4.4. Answers to questions on academic staff induction and probation from the EDI-survey (see Section#3(ii)).

The **EDI-analysis** indicated that:

- Induction needs to provide clarity and emphasise the developmental nature of probation; this will be included in the revised induction materials (**Action#2.1[N]**).
- Probation meetings need to include pastoral care and set frequent follow-up meetings, especially considering Covid-19 and mental health crisis; support will be provided for staff leading probation meetings (**Action#2.2[C]**).

Action#2.1[N] Ensure agility in updating the induction materials, regular reviewing and continuous updates to address EDI issues.

Action#2.2[C] Develop role specific support for managers in setting probation objectives for staff and ensuring developmental role of probation. Include all staff categories - Academic, Postdoctoral Researchers, University Academic Fellows, Professional, Managerial, Support and Technical Staff.

(iii) Promotion

Promotion processes are coordinated centrally by UoL; hence, they are unaffected by FEPS-integration. The promotion process was suspended for most of 2020 due to Covid-19.

The **EDI-survey** (Figure#4.5) indicated that promotion process and criteria are fair and inclusive (the two respondents who disagreed with this statement identified the need to ensure panels are always diverse). Diversity on all panels is hard to achieve but in most cases panels include the Dean, Head of School and HR (at least one of them is a female). HR are conscious of the gender balance when deciding panels. %Female in the pool of trained staff to sit on promotion panels has been increased.

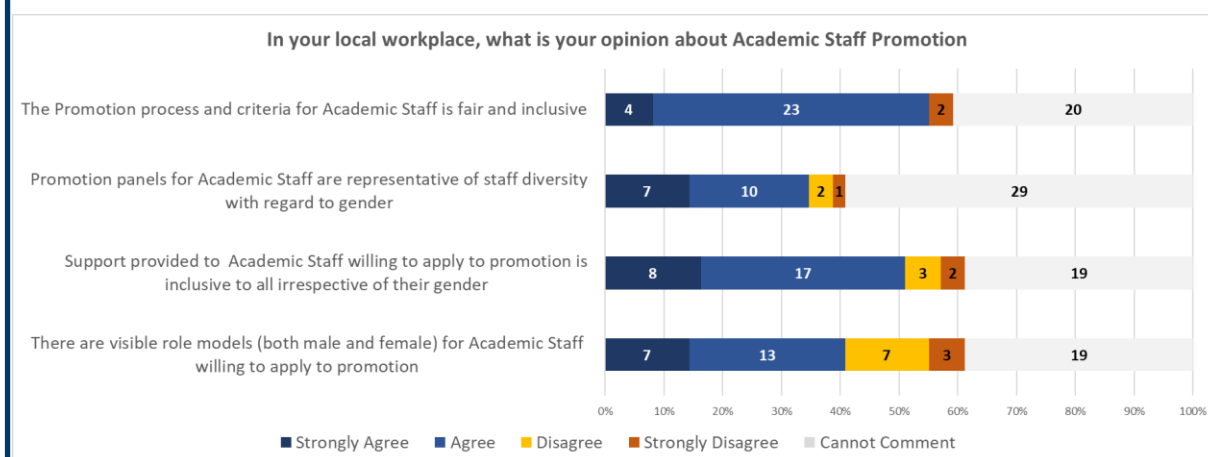


Figure 4.5. Answers to questions on academic staff promotion from the EDI-survey (see Section#3(ii)).

Table 4.1. Academic and research staff promotion applications during Aug 2019 – Jun 2020 (FEPS-integration transition period).

Grade applied for	Male		Female	
	#Applications	#Successful	#Applications	#Successful
Grade 7	1	1	1	1
Grade 8	4	4	0	0
Grade 9	12	12	2	2
Grade 10	5	3	1	1
Total	22	20	4	4
Percentage	84.62%	90.91%	15.38%	100.00%

Academic promotions during the first year of FEPS (Table#4.1) indicate 15.38% of the applications were from females, 100% success rate. This is comparable to the average %Female academic applications in the last 4 years for EPS Schools (%Female 15.11%, 100% success rate).

The **EDI-analysis** indicated that:

- Multiple factors contribute to the lower rate of staff promotion applications from under-represented groups, especially women. We need to continue to review the effectiveness of promotion support and EDI challenges within promotion routes. ([Action#2.4\[C\]](#)). Promotion workshops in 2018 were helpful in clarifying the process, myth-busting and showcasing positive role models; another round of workshops will be considered. FEng Footsteps were extended with staff across FEPS to show inspirational role models, including recently promoted staff.
- Academic promotions are announced in the Dean's newsletter. More is needed to effectively use the newsletter to provide diverse role models and different promotion routes ([Action#4.6\[C\]](#)). Whilst there are role models based on gender, there are few role models intersecting with other protected characteristics.
- FEPS HR representatives on University Policy Groups will continue to influence improvement of the promotion process ([Action#5.1\[N\]](#)), e.g. more transparency for Grade 10 bands, clarity over individual circumstances statements, and optimising promotion application process to ensure no groups are disadvantaged, e.g. people with caring responsibilities.

Action#2.4[C] Regularly review the promotion experience, including all grades/ professorial bands, especially for under-represented genders, and provide inclusive support for those preparing to submit a promotion application.

Action#4.6[C] Extend visibility of diverse staff and students across the Faculty (including role models for promotions).

Action#5.1[N] Actively engage with the University EDI structures to shape our inclusive practices (e.g. promotion process, flexible working arrangements, research culture) to address key equality, diversity and inclusion issues.

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

FEPS submitted to **five REF units of assessment**: UoA08 – CHEM; UoA09 – PHAS; UoA10 – MATH; UoA11 – COMP; and UoA12-Engineering (CAPE, CIVI, ELEC, MECH). All submissions were prepared in accordance with the **UoL REF2021 Code of Practice**. This included guidance on how to take EDI into account: identifying staff with significant responsibility for research; determining research independence; inclusivity guidelines when selecting inputs; appeals; equality impact assessment.

All staff involved in the preparation of REF submissions undertook E&I training with those involved in REF2021 decision-making undertaking additional training. Equality impact assessments were undertaken with due regard to equality issues. All Schools ensured that University procedures concerning voluntary and confidential disclosure of staff circumstances were well advertised to staff. Appropriate considerations of such disclosures were made on an individual basis. Final decisions about inclusion of outputs were made by multi-gender teams. In some cases (MATH) the School EDI Committees were consulted on the selection of the secondary criteria for output submissions. SEI-leads were involved in REF preparation. FEI-lead was involved in the Engineering submission, as it covered several Schools.

The gender distribution of REF eligible staff is shown in Table#4.2. There are notable differences. Strong %Female in PHAS, increased from REF2014, while there is a low %Female in COMP and MATH. This refers to academic staff recruitment (**Action#1.2[C]**). We will review REF-2021 submissions to identify issues related to under-represented groups and explore mechanisms to address them (**Action#2.12[N]**).

Table 4.2. Gender distribution of REF-eligible staff on REF census date, split by Unit of Assessment and School.

Unit of Assessment - School	Female	%F	Male	%M	Total
UoA08 - CHEM	8	17.78%	37	82.22%	45
UoA09 - PHAS	11	26.19%	31	73.81%	42
UoA10 - MATH	10	12.50%	70	87.50%	80
UoA11 - COMP	5	13.89%	31	86.11%	36
UoA12 - CAPE	5	9.26%	49	90.74%	54
UoA12 - CIVI	9	21.95%	32	78.05%	41
UoA12 - ELEC	4	10.81%	33	89.19%	37
UoA12 - MECH	9	18.37%	40	81.63%	49
Faculty TOTAL	61	15.89%	323	84.11%	384

Female members of REF panels (3 out of 7) include: Prof. Helen Gleeson (UoA09), Prof. Jeanine Houwing Duistermaat (UoA10), Prof. Alison McKay (UoA12).

There is **strong female research leadership**: 3 of the 8 Directors of Research and Innovation are female: Prof. Lorna Dougan (PHAS), Prof. Sophie Williams (MECH), Dr Charlotte Willans (CHEM). Two of the three EPSRC CDTs are led by females (Molecules to Product – Prof. Elaine Martin, Water and Waste Infrastructure Systems Engineered for Resilience – Prof. Barbara Evans) and two of the six EPSRC programme grants are led by females (Crystallisation in the Real World – Prof. Fiona Meldrum, Optimising knee therapies – Prof. Ruth Wilcox). Prof. Cath Noakes is co-director of the Leeds institute for Fluid Dynamics and was until recently Director of Research and Innovation of CIVI. Prof. Bethany Marsh is a research group lead and led UoA10 – MATH submission.

Three Engineering **Impact Case Studies** were led by female researchers. Female researchers were named in some of the cases of other Schools e.g. two impact cases in COMP included female postdocs. Impact cases are based on historical research and do not reflect recent positive changes in gender-balanced leadership. Nevertheless, this is an area of concern (**Action#2.13[N]**).

Action#1.2[C] Continuously review academic recruitment practices to identify what works in different contexts; learn from past experiences to improve diversity of our recruitment, share best practices across schools.

Action#2.12[N] Review REF submissions to identify issues related to under-represented groups, identify appropriate mechanisms to address these issues. Create contact point where staff can submit complaints? Probably REF documents/submissions are confidential?

Action#2.13[N] Review Faculty mechanisms to identify, nurture and support translation of research to innovation. Ensure a broad poll of potential impact projects is considered, including diverse teams, and provide inclusive support.

SILVER APPLICATIONS ONLY

Instructions:

4.2. Key career transition points: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Induction

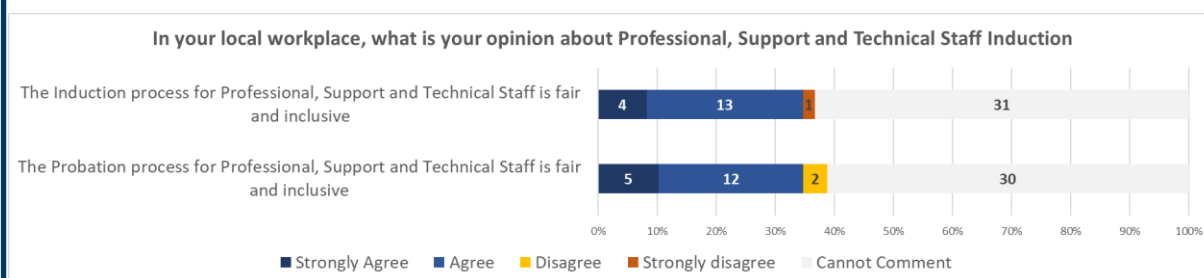


Figure 4.6. Answers to questions on PMST staff induction and probation from the EDI-survey (see Section#3(ii)).

There were no changes to staff induction due to Faculty-integration. The same induction process is followed for PSMT and academic staff. Our EDI-analysis (Figure#4.6) indicated the same issues as for academic staff (Section#4.1(ii)). The corresponding actions were extended to cover all staff categories (**Action#2.1[N]**, **Action#2.2[C]**).

Action#2.1[N] Ensure agility in updating induction materials, regular reviewing and continuous updates to address EDI issues.

Action#2.2[C] Develop role specific support for managers in setting probation objectives for staff and ensuring developmental role of probation. Include all staff categories - Academic, Postdoctoral Researchers, University Academic Fellows, Professional, Managerial, Support and Technical Staff.

(ii) Promotion

FEPS-integration did not affect the promotion process; promotions are regulated centrally by UoL; promotion was suspended for most of 2020. FEPS increased the pool of trained promotion panel members to include more females, further representation from technicians, male administrators, and higher-grade non-academics is being considered.

The PMST promotions during the first year of FEPS indicate 28.57% of the applications are from females, 100% success rate. Our analysis showed that this is lower than average %Female applications in the last 4 years for the Former FEng and FMaPS Schools (%Female 55.37%, 100% success). Due to the small numbers, the percentage drop is hard to interpret.

Table 4.3. PMST staff promotion applications during Aug 2019 – Jun 2020 (FEPS-integration transition period).

Grade applied for	Male		Female	
	#Applications	#Successful	#Applications	#Successful
Grade 4	1	1		
Grade 5				
Grade 6	3	3	1	1
Grade 7	1	1	1	1
Total	5	5	2	2

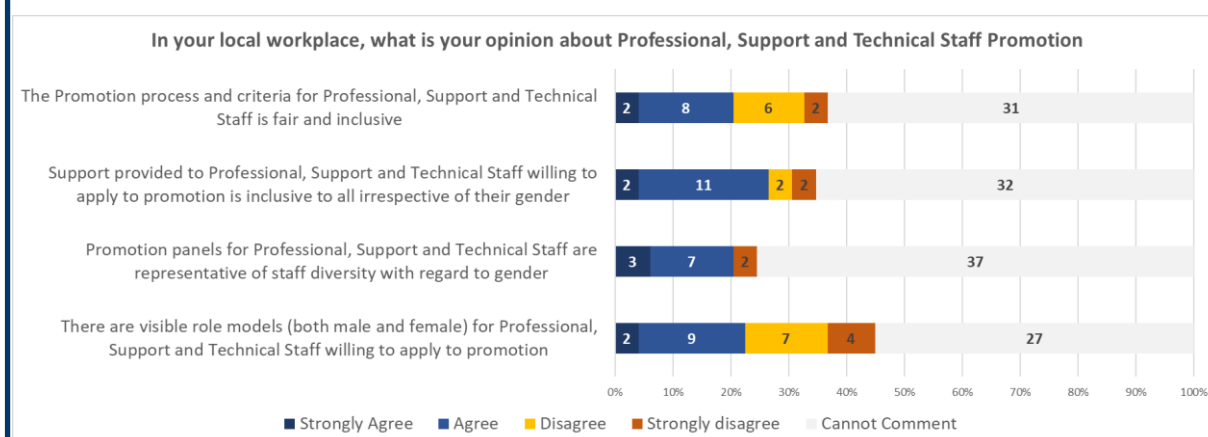


Figure 4.7. Answers to questions on PMST staff promotion from the EDI-survey (see Section#3(ii)).

The **EDI-survey** (Figure#4.7) raised concerns about PMST staff promotion. The **EDI-analysis** identified the following actions:

- Promotions for PSMT staff are more commonly regrading or role changing, as roles are only available based on business needs. An understanding of this and the expectations of career progression for PMST staff needs to be increased ([Action#2.4\[C\]](#)).
- Supporting people flexibly and encouraging continued professional development is crucial (Section#4.4(iii)). Emphasis should be on empowering staff to achieve 'promotion' (regrading or role switch). Manager training must improve to ensure consistency of practice in recognition and reward processes ([Action#2.5\[N\]](#)) - our analysis showed that the current recognition and reward scheme was not used consistently by all managers.
- PMST staff promotions and career progression should be better celebrated, showing role models ([Action#4.6\[C\]](#)).
- PMST promotion applications require substantial time which staff with extensive workload or caring responsibilities are not able to dedicate (aggravated by the pandemic this may have been a reason for the low applications, Table#4.3). UoL is currently reviewing the promotions process, EPS HR representatives will feed into this process ([Action#5.1\[N\]](#)).

[Action#2.4\[C\]](#) Regularly review the promotion experience, including all grades/ professorial bands, especially for under-represented genders, and provide inclusive support for those preparing to submit a promotion application.

[Action#2.5\[N\]](#) Explore issues that may block career progression for Professional, Managerial, Support and Technical Staff, and feedback into central UoL SRDS reviewer training and local SRDS refresher training.

[Action#4.6\[C\]](#) Extend visibility of diverse staff and students across the Faculty (specifically increase the visibility of PMST role models).

[Action#5.1\[N\]](#) Actively engage with the University Equality/Inclusion structures to shape our inclusive practices (e.g. promotion process, flexible working arrangements, research culture) to address key equality, diversity and inclusion issues.

4.3. Career development: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

-

(i) Training

Training is mainly provided by the UoL Organisational Development & Professional Learning (OD&PL); being unaffected by FEPS-integration. Training is geared towards academic/research stages – from postdoctoral researchers to leaders (Figure#4.8). Training opportunities are regularly promoted via the HoS/Dean. They include grant writing advice, and the new OD&PL Leadership programmes: development of new leaders; leading transformational change; inclusive leadership; practical leadership challenges. Since the start of FEPS-integration, 31 academics (9-Female/22-Male) have engaged in leadership training (all sessions are shown in Table#4.4).

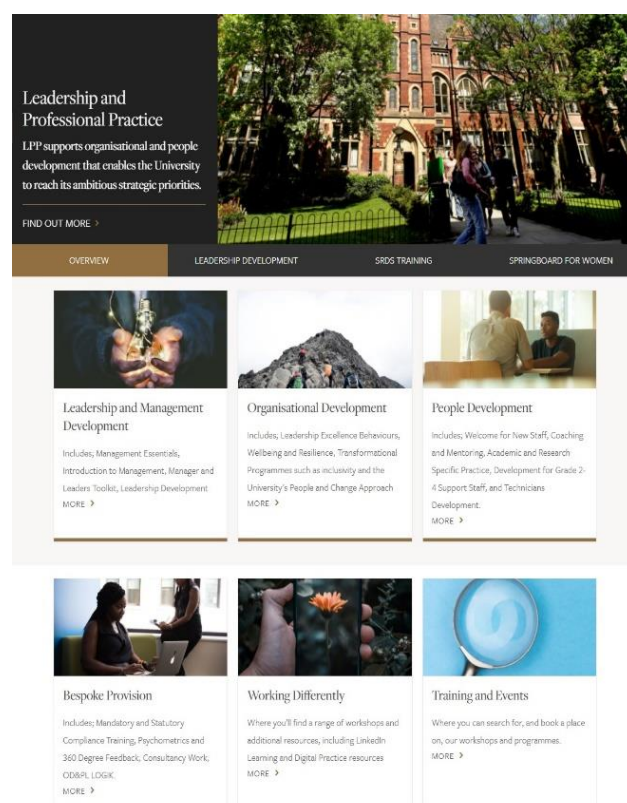


Figure 4.8. UoL OD&PL web page listing the main training categories offered by OD&PL.

Table 4.4. FEPS academic staff involvement in UoL OD&PL leadership training sessions since August 2019 (start of FEPS-integration).

Course Category	#Sessions Female	#Sessions Male
Coaching	1	2
First Steps in Leadership/New leaders	7	9
Inclusive-leadership	4	3
Leadership-skills	7	15
Learning to Lead	3	0
Practical leadership	0	7
Total number of sessions	22	36

Probation and SRDS forms include a section on training, to ensure staff are encouraged to engage in training opportunities.

FEPS has supported (from the E&I budget) 4 female academics (2@Grade-8 and 2@Grade-9) to attend the national women leadership programme Aurora. We will promote participation in external career training programmes, reviewing their effectiveness ([Action#2.10\[C\]](#)).

Teaching-related training has expanded since FEPS-integration (allowing sharing practices across the eight Schools, which has been beneficial with the switch to online teaching during the pandemic). The FEPS digital education team organises bespoke sessions, including topics on accessibility and inclusive teaching. Useful materials for inclusive teaching are also prepared by the School Academic Leads for Inclusive Practice (SALIP) – new roles formed in 2020, working across FEPS.

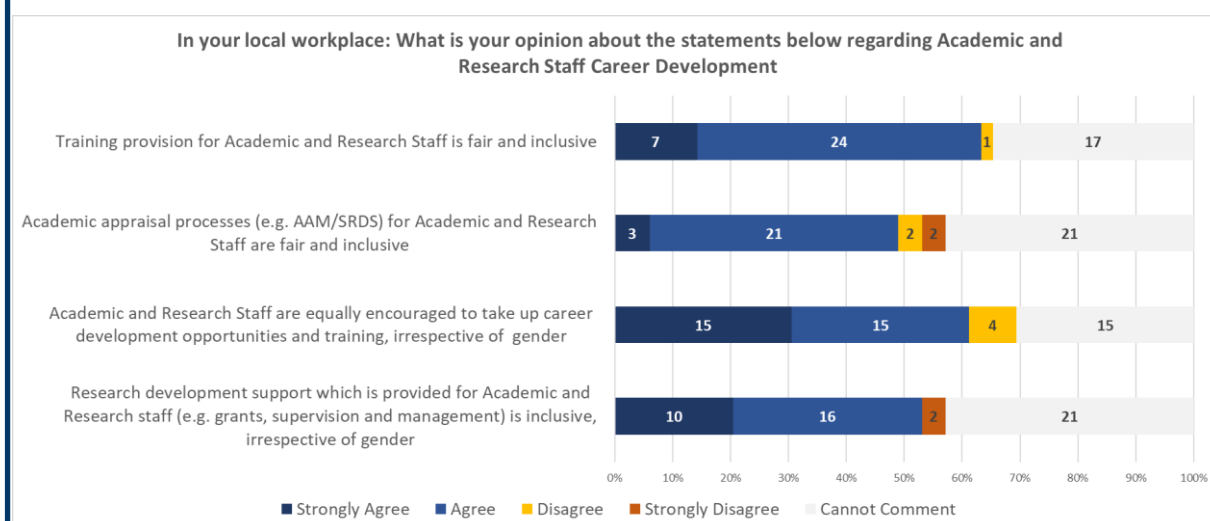


Figure 4.9. Answers to questions on academic and research staff carer development from the EDI-survey (see Section#3(ii)).

The university E&I training and the new Professional behaviour and relationships training are now mandatory for all staff ([Action#4.1\[C\]](#)).

The **EDI-survey** provided positive feedback about training (Figure#4.9) - 97% of those who commented on training thought it was fair and inclusive; 88% of those who commented on the encouragement of staff to take up training felt that this was done in an equal way, irrespective of gender. The negative opinions referred to:

- SRDS reviewer training – Line managers chairing SRDS meetings should take individual circumstances into account and be aware of challenges faced by under-represented groups, incl. Covid-19 impact ([Action#2.3\[C\]](#)).

- Gaps in the provision of EDI training – current training offers insufficient awareness of transgender, LGBTQ+, neurodiversity, and inclusive communication (amplified by Covid-19). We will continuously review the E&I training provision of FEPS ([Action#4.2\[C\]](#)).

[Action#4.1\[C\]](#) Ensure all staff undertake relevant equality and inclusion training.

[Action#2.3\[C\]](#) Improve SRDS reviewer refresher training to ensure all reviewers show consideration of the individual needs of our diverse staff.

[Action#2.10\[C\]](#) Continue to promote the positive impact of participation in external career training programmes and review the effectiveness of these programmes.

[Action#4.2\[C\]](#) Continuously review staff needs for equality and inclusion training and ensure these are addressed appropriately.

(ii) Appraisal/development review

Appraisal/development review was unchanged; this follows UoL guidelines. Academic staff complete an Annual Academic Meeting (AAM) with HoS to discuss their academic contribution, achievements, and plans. All HoS were regularly reminded (at FEC) to consider individual circumstances at AAM. The Staff Review and Development Scheme (SRDS) allows staff and line-managers to set annual objectives and discuss steps for their achievement. Probation meetings replace SRDS for staff under probation. FEPS probation templates were improved for all staff to include clear checklists.

The EDI-survey (Figure#4.9) assessed AAM/SRDS as inclusive (86% of the respondents who commented agreed). Negative issues related to SRDS manager training ([Action#2.3\[C\]](#)). Training will be updated to provide advice on addressing individual circumstances, including impact of Covid-19, building trust to enable staff to discuss individual circumstances and the support available at FEPS and UoL. Links between gender, ethnicity, disability, sexual orientation will be reviewed in a survey with SRDS reviewers.

[Action#2.3\[C\]](#) Improve SRDS reviewer refresher training to ensure all reviewers show consideration of the individual needs of our diverse staff.

(iii) Support given to academic staff for career progression

FEPS-integration had positive effects on academic/research staff career progression support. The UoL mentoring scheme was promoted (participation shown in Table#4.5). In the mentorship programme, %Female involved is higher than %Female academic/research staff (33.33% vs 21.31%; Table#2.1). We will continue to encourage our diverse staff to engage with UoL mentoring and will monitor effectiveness ([Action#2.9\[C\]](#)).

Table 4.5. FEPS academic/research staff involvement in the UoL mentoring programme. Note the table shows people involved in active mentoring partnerships for Nov 2020 – May 2021 (the scheme did not run in 2019, it was relaunched in Nov 2020).

Role	Female	Male	Unknown	Total
Mentee	3	4		7
Mentor	1	5	1	7
Dual role (mentor + mentee)	3	4		7
Total	7	13	1	21

Informal mentoring (recognised in academic promotions) occurs at School/Research Institute level, e.g. grant writing (Section#4.3(iv)), promotion applications (Section#4.1(iii)), career advice.

FEPS is a partner in the EPSRC Northern Power Inclusion Matters project (Dec 2018 - Aug 2021) which piloted cross-institutional activities to grow diverse EPS researchers in North of England (8 Universities and 8 Industry Partners). We led the shared characteristics mentoring and online platform, and contributed to reverse mentoring, networking, and industry collaboration (most activities took place in 2020). 29 UoL EPS researchers from under-represented groups (including gender, ethnicity, disability, sexual orientation) participated in project activities. Project resources are utilised in UoL career development training. We are exploring the extension of the project's impact at University-wide and regional level ([Action#5.5\[N\]](#)).

Career development is a main theme in the UoL research culture roadmap. Four EPS staff (two members of FEIC) are part of a University Working Group developing this roadmap and feed into the University's EDI developments ([Action#5.1\[N\]](#)).

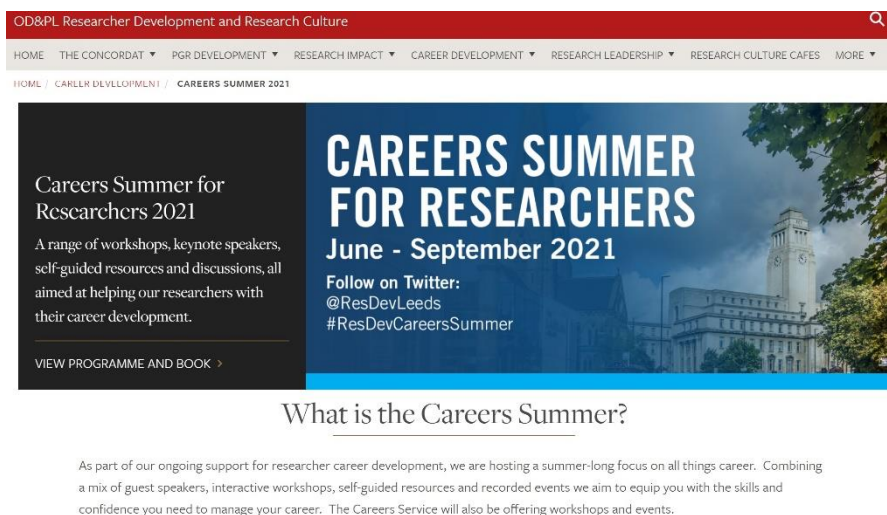


Figure 4.10. UoL OD&PL web page listing the Careers Summer training for researchers.

In the **EDI-survey**, 88% from those who commented felt that everyone is equally encouraged to take up career development. 93% from those who commented felt that research support is inclusive. *“Support for career progression continues. There are plenty of opportunities for development, no report of barriers to people wishing to take part.”*

The **EDI-analysis** indicated further improvement:

- Postdoctoral researchers were badly affected during pandemic by limited opportunities for career progression. The career development opportunities provided by UoL were insufficiently advertised. UoL has retained the HR Excellence in Research Award (March 2021) recognising its sustained commitment to researcher development and implementation of Researcher Concordat. We will actively encourage our PDRAs to engage in UoL career development programmes (e.g. Careers Summer, Figure#4.10), promoting to both PDRAs and line-managers/supervisors (**Action#2.6[N]**).
- Challenges with growing diverse leadership, especially female leaders, are faced in most Schools (except MECH and PHAS, Section#4.6(iv)). CIVE piloted a survey to explore barriers and opportunities to diverse leadership. It noted positive effect of deputy roles *“Many of the roles I have held, I have felt comfortable in applying as I had ‘learned the ropes’ already by being a deputy. Setting up the pipeline and giving deputies experience in building leadership skills is important.”*, and importance of role models *“The key thing is seeing role models in leadership positions who have a work life balance.”*. We will encourage deputy roles across FEPS (currently, used in some Schools but not all) and will showcase role models (**Action#2.8[N]**). Faculty Diversity Leadership Forum will be formed

to understand experiences of, and encourage, under-represented groups in leadership ([Action#2.17\[C\]](#)).

Action#2.6[N]	Ensure our postdoctoral researchers are aware of and engage in career development opportunities.
Action#2.8[N]	Provide inclusive support for leadership development, ensuring people from under-represented groups feel prepared and willing to apply for leadership positions.
Action#2.9[C]	Further increase engagement in the Mentorship Scheme across the full range of Academic, Research, Teaching, Professional, Support and Technical Staff (in terms of grade, departments and Faculty Services).
Action#2.17[C]	Form a Faculty Diversity Leadership Forum to understand experiences of people from under-represented groups in leadership positions and develop diverse leadership across the FEPS (especially engaging female PI on external grants).
Action#5.1[N]	Actively engage with the University EDI structures to shape our inclusive practices (e.g. promotion process, flexible working arrangements, research culture) to address key equality, diversity and inclusion issues.
Action#5.5[N]	Ensure sustainability of activities developed within the EPSRC Inclusion Matters project Northern Power aimed at developing early career researchers in the North of England.

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

Grant support is positively impacted by FEPS-integration. Applications are supported through:

- local mentoring within Schools from line-managers and colleagues;
- School internal peer-review processes/surgeries;
- allocation of time in workload for scholarship activities;
- support for networking activities to develop proposals from School research development funds;
- mobility and impact funding supported through Faculty.

The Faculty runs an inclusive selection process for fellowship nominations, all of whom receive training and support.

UoL Research and Innovation Service provide tailored support, including training workshops and webinars, networking, professional review of proposals, coordination of large proposals, and mock interviews. These workshops are based around research themes, building on the cross-disciplinary collaboration across FEPS and beyond. Most grant support is being

delivered online (session recording provided), allowing flexibility and greater number of attendees (especially beneficial for female, Table#4.6). %Female attending the workshops in the last year (29.25%-42.86%) is higher than %Female FEPS academic staff (21.3%).

Table 4.6. Grant preparation workshops ran by the University of Leeds Research and Innovation Service, aimed at Faculty research staff (2020-21).

Session	Female	%Female	Male	%Male	Total
EPSRC Info session	31	29.25%	75	70.75%	106
How to write good PI response	30	37.04%	51	62.96%	81
Pre-award costing	21	42.86%	28	57.14%	49

Table 4.7. Number of successful awards (including UK and EU funding) during 2018-2021.

Award year	Female PI	% Female	Female Success Rate	Male PI	% Male	Male Success Rate	Total
2018	15	12.20%	25.00%	108	87.80%	41.54%	123
2019	17	20.00%	28.81%	68	80.00%	32.23%	85
2020	19	22.35%	35.85%	66	77.65%	25.88%	85
2021	7	18.42%	53.85%	31	81.58%	36.90%	38
AVG 2018-2021	58	17.52%	31.35%	273	82.48%	33.70%	331

FEPS has enhanced support for New Investigators and introduced grant-writing teams where staff working to similar submission deadlines form groups for mutual support. FEPS ensures that support is inclusive: extending internal deadlines and rearranging panel meeting times to support those with caring responsibilities to ameliorate the impact of lockdowns, mostly concerned with gender. FEPS has harmonised the provision of grant support across schools - each School will provide one PGR studentship for each full-time equivalent three-year PDRA secured on a grant hosted fully in that School.

The inclusive grant support led to an increased %Female in the number of successful grants, which does not appear to have been negatively impacted by the pandemic (Table#4.7). The success rate for female PIs has increased in 2020-2021 (FEPS-integration transition period).

Table 4.8. Number of successful awards (including UK and EU funding) during 2018-2021 – distribution by schools.

School	Female PI	Female Success Rate	Male PI	Male Success Rate	Total
CHEM	9	29.03%	43	40.95%	52
CAPE	6	42.86%	43	29.25%	49
CIVI	12	46.15%	25	25.77%	37
COMP	4	30.77%	25	34.25%	29
ELEC	1	14.29%	29	28.71%	30
MATH	4	19.05%	30	33.33%	34
MECH	10	34.48%	28	31.11%	38
PHAS	11	25.00%	52	48.60%	63
Fellowships-ALL	10	5.41%	36	4.44%	46

%Female PI on successful grants and the success rate of female and male researchers differs across schools (Table#4.8). The high %Female in CIVI and MECH represents the existence of critical mass of female academics - providing role models and mentoring to support applications ([Action#2.15\[C\]](#)).

%Female holding fellowships (21.64%) is similar to %Female academics (21.31%, see Table#2.1), %Female fellowship holders was higher in the Engineering AS-Silver application. Analysis shows that many female fellowship holders from past years have progressed in their careers (including full-time academic posts). Given this positive impact, it is crucial to increase the female fellowship applications ([Action#2.16\[N\]](#))

The EDI-analysis highlighted the need for continuous support for grant holders, including; administrative guidance, leadership advice, ideas for how to sustain research, mentorship support, and opportunity to share experiences. This is especially beneficial for those with line-management responsibilities at a time they are still launching their career, those with caring responsibilities, or who have had a career break ([Action#2.17\[C\]](#)).

[Action#2.15\[C\]](#) Continue to provide inclusive grant support in including grant preparation but also on running successful grants.

[Action#2.16\[N\]](#) Perform a more detailed analysis to understand the variation between schools in application and award rates between male and female PIs.

Action#2.17[C] Form a Faculty Diversity Leadership Forum to understand experiences of people from under-represented groups in leadership positions and develop diverse leadership across the FEPS (especially engaging female PI on external grants).

SILVER APPLICATIONS ONLY

4.4. Career development: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

- (i) Training
- (ii) Appraisal/development review
- (iii) Support given to professional and support staff for career progression

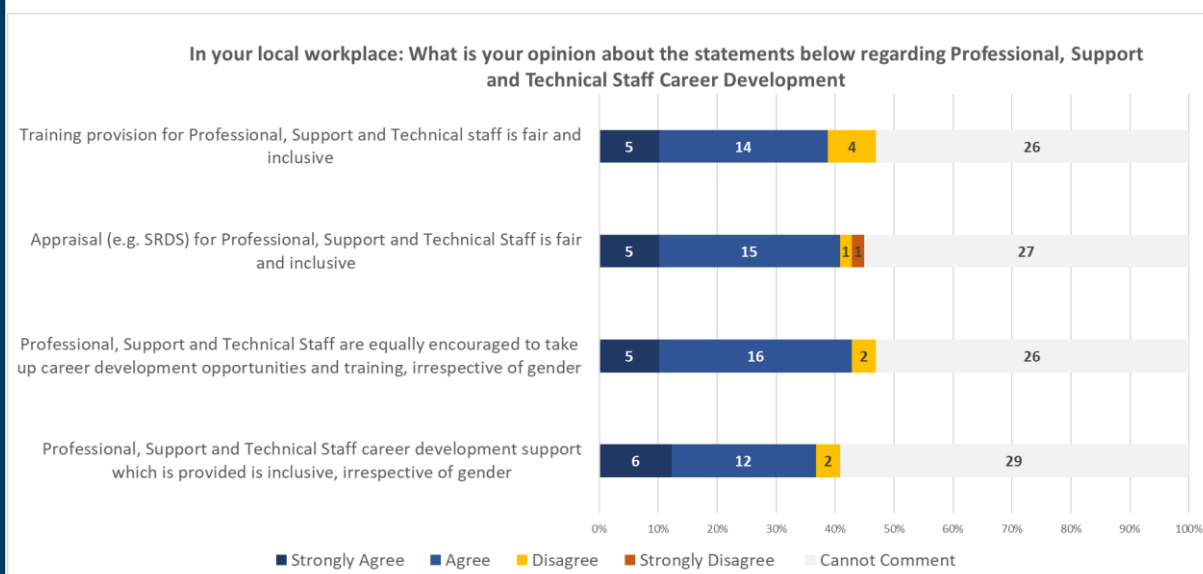


Figure 4.11. Answers to questions on PMST staff career development from the EDI-survey (see Section#3(ii)).

(i) Training

Training is provided centrally by OD&PL and the Logic Centre; hence, unaffected by FEPS-integration. All staff, including PMST, are encouraged during their SRDS/probation meetings to undertake training (included in SRDS/probation forms). Since the start of FEPS-integration,

29 FEPS PMST staff (19-Female/10-Male) have taken part in UoL leadership training (all sessions are given in Table#4.9).

Table 4.9. FEPS PMST staff involvement in UoL OD&PL leadership training sessions since August 2019 (start of FEPS-integration).

Course Category	#Sessions Female	#Sessions Male
Coaching	6	
First Steps in Leadership/New leaders	12	10
Inclusive-leadership	9	1
Leadership-skills	28	7
Learning to Lead	8	8
Practical leadership	15	1
Total number of sessions	78	27

In the **EDI-survey** (Figure#4.11), 82% of the respondents who commented on PMST training felt it was inclusive, and 91% of those who commented felt that PMST staff are equally encouraged to undertake training, irrespective of gender.

The **EDI-analysis** identified that:

- Clearer communication of the content of training courses to both staff and manager is needed. We will collate and actively promote information on what is available for PMST staff, e.g. in the Faculty newsletter or E&I SharePoint, including testimonials from past attendees (**Action#2.10[C]**).
- First steps to leadership course is unavailable for administrative staff wishing to move to management roles (transition point with %Female drop). We will feed into the UoL practices, including training, to ensure provision is inclusive (**Action#5.1[N]**).
- Improvement of E&I training and completion monitoring, raised for academic/research staff (Section#4.3(i)) is also applicable for PMST staff (**Action#4.1[C]**, **Action#4.2[C]**).
- For PMST staff, linking training with career aspirations/development is crucial (Section#4.4(iii)).

Action#2.10[C] Continue to promote the positive impact of participation in external career training programmes and review the effectiveness of these programmes (including PMST).

Action#4.1[C] Ensure all staff (including PMST) undertake relevant equality and inclusion training.

Action#4.2[C] Continuously review staff needs for EDI training and ensure these are addressed appropriately (including PMST).

Action#5.1[N] Actively engage with the University EDI structures to shape our inclusive practices to address key equality, diversity and inclusion issues (including PMST training provision).

(ii) Appraisal/development review

There were no changes to PMST appraisal/development review (SRDS scheme), which follows UoL guidelines. The EDI-survey (Figure#4.11) indicated that PMST appraisal/development review is fair and inclusive (supported by 91% of the respondents who commented on this).

The EDI-analysis identified key areas for improvement, similar to Section#4.3(ii):

- The role of the line-manager is crucial “SRDS are undertaken by the immediate line-manager and not all colleagues are as completely trained or committed to ED&I matters as others.”, “*EDI issues might only be addressed depending on the person chairing the meeting.*”. SRDS reviewer training will be improved to ensure all managers leading SRDS meetings are committed to EDI. SRDS needs to set expectations of how to progress in PMST roles, empowering staff to broaden experience and encouraging them to move across and up (**Action#2.3[C]**).

Action#2.3[C] Improve SRDS reviewer refresher training to ensure all reviewers show consideration of the individual needs of our diverse staff (including PMST staff).

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

FEPS-integration did not change the process - PMST staff identify opportunities and agree Personal Development Plan with their line-manager who is expected to encourage staff to take up career development opportunities. This process is inclusive (90% of **EDI-survey** respondents who commented on this, Figure#4.11).

The **EDI-analysis** indicated further improvements:

- Line-manager should encourage staff to take up career development opportunities and see career progression as a personal development route. Best practices for empowering staff to develop in their career (e.g. shadowing, secondment, mentoring, attending

external courses) are used but not consistently across the board. We will explore different ways to support PMST staff with career development which are not solely focused on other roles, and feedback into central UoL SRDS reviewer training and local SRDS refresher training (**Action#2.5[N]**).

- One issue identified is managers' limited awareness of opportunities. We will develop a list with best practices how to support career progression of PMST staff. Specific attention will be paid to Grade 6->7 for support staff and Grade 7->8 for management staff. (**Action#2.7[N]**).
- In the last year, 9 Female PMST took part in the UoL mentorship programme (1-mentor; 6-mentee; 2-mentor&mentee). We will encourage more PMST staff to take part (**Action#2.9[C]**).

Action 2.5[N] Explore issues that may block career progression for Professional, Managerial, Support and Technical Staff, and feedback into central UoL SRDS reviewer training and local SRDS refresher training.
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Action 2.7[N] Prepare best practice documentation to address progression and career development of diverse Professional, Support and Technical Staff and share this with line-managers.
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Action 2.9[C] Further increase the engagement in the mentor scheme across the full range of Academic, Research, Teaching, Professional, Support and Technical Staff (in terms of grade, departments and Faculty services).

4.5. Flexible working and managing career breaks

(i) How has the restructure been communicated to those on a career break and what support will be available to them on return

Comment on whether there were/are any staff on maternity, adoption, shared parental or other long-term leave during the course of the restructure process. Reflect on how these staff were consulted with, how changes were communicated to these staff and how they will be/have been supported on their return.

When FEPS-integration started, there were 13 females on maternity leave (5-academics and 8-PMST), and 45 staff took leave during the transition period (Table#4.10). Everyone has been included in any invitations to update meetings and received the emails from the Dean at the time. Communication preferences have been confirmed, e.g. use of personal email address.

As part of the return from leave guidance, managers are required to have a return –to-work meeting to discuss any changes/updates.

Table 4.10. Staff who took leave during Aug 2019-Aug 2020 (FEPS-integration transition period).

Leave	Academic		PMST	
	Female	Male	Female	Male
Maternity/Adoption Leave	8		7	
Paternity leave birth		20		4
Shared Parental Leave		5		1
Total	8	25	7	5

The “People and Change” working group developed a communications plan, involving: early consultations with all staff, regular updates by the Deans of FMaPS/FEng (and subsequently FEPS), HoS, and Heads of Professional Services. Multiple communication channels were utilised, key messages were cascaded and to be seen by everyone, including those on career breaks.

FEPS-integration had a positive effect on support for return from career break. The FEng guidelines (AS-Silver-FEng) on support for return from career break due to caring responsibility (maternity/parental leave, adoption, and any other leave related to caring), were extended to all schools in FEPS. Staff taking career break are sent these guidelines outlining the support provided to ensure a smooth transition back to work, including:

- phased return;
- personal development plan;
- flexible working;
- offering a mentor to support the transition;
- prioritisation of PGR studentship allocation (where applicable);
- financial support linked to work activity (e.g. caring costs for conference/training attendance);
- review meeting 3 months following return;
- option to extend probation to allow time to complete objectives.

Extensive support is implemented for staff returning from long-term sick leave (physical/mental health), including encouragement to have 1-to-1 meetings with occupation

health, alongside meetings with HR and line manager, with flexibility in the phased return/working pattern.

The UoL policy for carers leave was extended during Covid-19 to 10-days pro rata in a rolling 12-month period to take emergency days-off, and was widely disseminated to staff.

Our EDI-analysis indicated that FEPS guidelines for support on return from career break should be better popularised (**Action#4.4[N]**).

Action 4.4 [N] Improve awareness of Faculty guidelines and University policies on career break and flexible working, and continuously update the guidelines, as needed.
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(ii) Cover and support for maternity and adoption leave: before, during and after leave

Individuals planning maternity-leave/adoption-leave/shared-parental-leave/career-breaks, are invited to meet with HR and provided with relevant support and guidance, including policy clarification and information about reasonable adjustments. HR devised template emails to managers as a prompt to the University's maternity/adoption/SPL checklists. This includes agreeing appropriate levels of contact during leave, promoting FEPS support for those taking leave related to caring responsibilities, and highlighting entitlement to paid time-off for antenatal classes. Pregnant staff complete a detailed risk assessment with their line manager, supported by FEPS Health & Safety.

The wellbeing rooms (AS-Silver-FEng), which can be used for various reasons (including staff returning from maternity leave who need to express milk, mental health, menopause) are being prepared for use with return-to-work post-pandemic.

(iii) Flexible working

UoL flexible working is available to all staff. During the pandemic, staff have been informed about the Flexible Working Policy, each case is dealt with by the School's HR representative and HoS. HR ensures that everyone is being treated with respect, compassion and understanding.

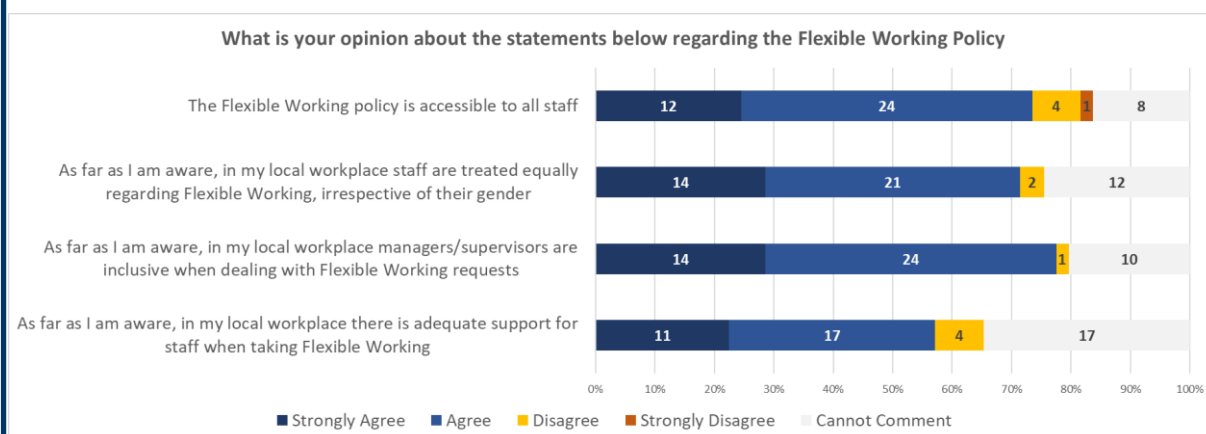


Figure 4.12. Answers to questions on flexible working from the EDI-survey (Section#3(ii)).

The EDI-survey (Figure#4.12) indicated that everyone is treated equally (95% of the people who commented agree), managers/supervisors are inclusive (97% of people who commented agree). *“The school policy on flexible working has been very beneficial to my work and mental health.”* It is noted that *“working remotely during the pandemic allows for a more flexible approach without any formal agreement”*.

The EDI-analysis indicated that:

- Flexible working policy should be better popularised/explained “I don’t know much about flexible working, somehow it feels like a big favour to ask for.” (**Action#4.4 [N]**).
- Better understanding of experiences of diverse staff (gender, disability, caring responsibilities) undertaking flexible working is needed (**Action#4.5[N]**).
- Improvement of current UoL flexible working is needed to allow better transition back from flexible working (positive impact on diversity noted in MATH). UoL flexible working policy is being revised to meet changes brought by the pandemic, EPS representatives will ensure FEPS feedback is integrated (**Action#5.1[N]**).

Action#4.4 [N] Improve awareness of Faculty guidelines and University policies on career break and flexible working, and continuously update the guidelines, as needed.

Action#4.5[N] Gain a better understanding of experiences of diverse staff undertaking flexible working, focusing on gender and disability and other protected characteristics, and make recommendation for improvement.

Action#5.1[N] Actively engage with the University equality and inclusion structures to shape our inclusive practices (including flexible working) to address key equality, diversity and inclusion issues.

4.6. Organisation and culture

(i) Culture

Comment on how the culture of the department has been affected by the restructure and how the Athena SWAN Charter principles will continue to be embedded into the culture and operation of the department.

FEPS-integration enabled **embracing Athena SWAN as a major EDI enabler** for developing FEPS as a place where everyone is valued and supported to realise their potential. Following the engagement model (Section#3(iii)), AS principles are embedded in all major Faculty structures.

The **Mutual Respect** campaign (AS-FEng-Silver) was rolled out across all FEPS schools: posters were distributed across FEPS (pre-pandemic), slides are presented at all UG-PGT-PGR inductions with link for inappropriate behaviour reporting and showcasing diversity of students (Figure#4.13). We will monitor effectiveness, linking with UoL's campaign on zero tolerance to sexual harassment ([Action#3.11\[C\]](#)).

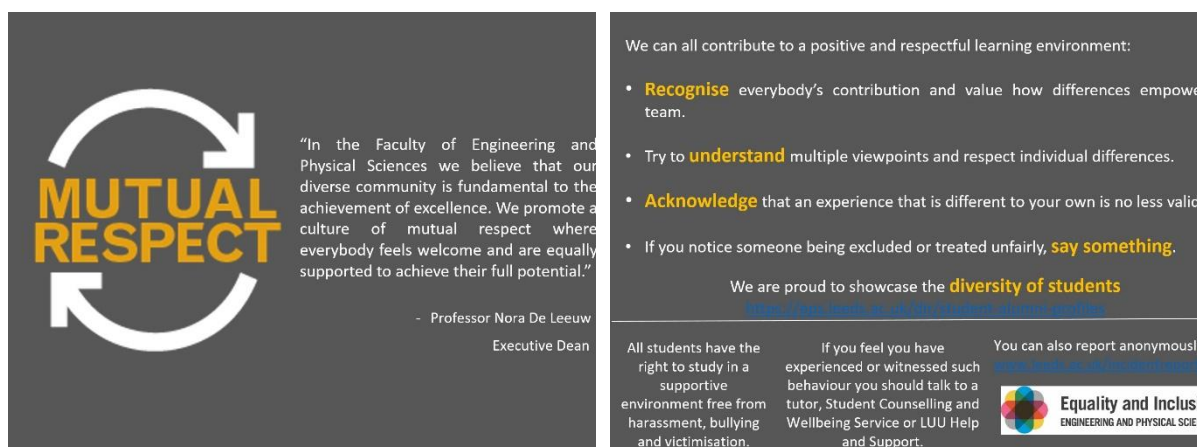


Figure 4.13. Mutual Respect slides shown at all UG-PGT-PGR inductions.

FEPS-integration broadened our EDI activities ([Action 3.12\[C\]](#)):

- **Breaking Boundaries in STEM** event series, (mixed-gender/mixed-ethnicity) panels discussing key challenges faced by under-represented groups in STEM, involved representatives from the FEPS schools and reached out all FEPS staff/student and UoL-wide (Table#4.11).
- **International-Women-Day virtual campaign** celebrated diversity of staff/students across FEPS. FEPS co-led UoL-wide EDI events (Figure#4.14).

- In **organising EDI-events**, we piloted COMP's communications protocol and MATH's inclusive events guidelines. We are integrating these in FEPS inclusive events guidelines (incl. accessibility, representation, organisation, mutual respect, communication, data collection and reporting) to be followed in all seminars, conferences, and other School/Faculty events (Action 4.8[N]).
- The **Steel Female Innovation Award** (in memory of Margaret Steel) is funded by a CAPE-alumnus's gift providing £1000 to a female student (UG/PGT/PGR) who has an idea/invention they would like to develop with the support of the award (3 winners 2-PGR/1-PGT in 2020; 4 winners 2-UG/2-PGR in 2021). We proactively encourage our female students to apply and involve award-holders as EDI-champions (Action#3.9[C]).
- **CDT EDI forum** joins the CDTs across FEPS to identify best practices (e.g. advertisement, recruitment, alumni engagement) and organise joint activities (e.g. outreach, training), and explore channels to influence FEPS practices (**Action 5.4[N]**).

Table 4.11. Breaking Boundaries in STEM events organised by FEPS. Audiences include students and staff across FEPS and UoL-wide.

Title & Date	Panel	Format	#
Innovation and Diversity 9 Oct 2019; Celebrating Ada Lovelace Day & Black History Month (CDTs: Fluid Dynamics/ Medical Diagnosis & Care)	Industry reps from KPMG, NAG, X-Lab, PhD student, alumni; how to be more visible and put your ideas forward	In-Person , discussion + networking	119
Imposter Syndrome 18 March 2020 (CHEM, CIVE, COMP, ELEC)	Experience of being from under-represented groups – 1st in the family to attend university or came from widening participation routes	Online	125
How can AI research create a fairer world? 14 Oct 2020; Celebrating Ada Lovelace Day & Black History Month (Medical Diagnosis & Care CDT)	Diverse panel of role models, discussing how AI research can create a fairer world and how all can contribute to this.	Online	185
Resilience 8 March 2021; Celebrating Int. Women's Day (CHEM, CIVE, COMP, MATH, MECH)	Panellists sharing inspirational stories about developing professional and personal resilience.	Online	210

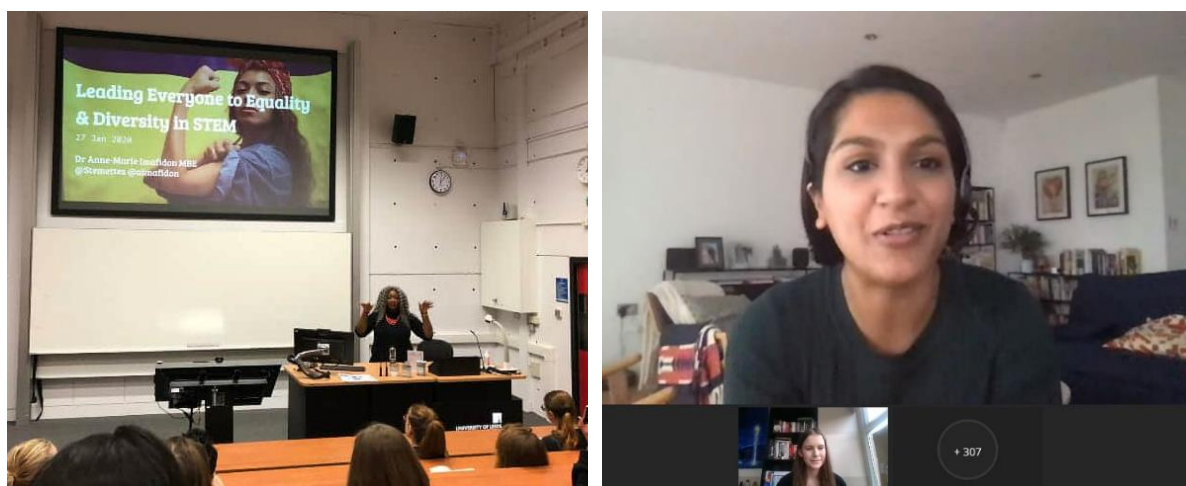


Figure 4.14. UoL-wide events co-organised with the Faculty of Biological Sciences: (left) Dr Anne-Marie Imafidon, Jan 2020 ‘Leading Everyone to Equality in STEM’; (right) Angela Saini, Jul 2020 “Racism in Science & Academia”.

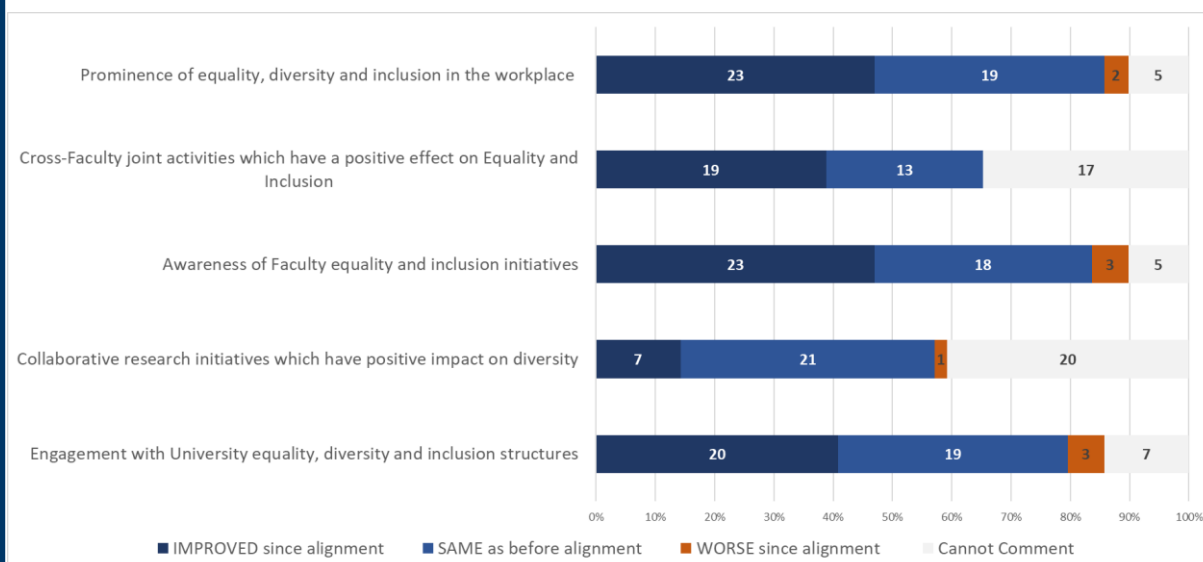


Figure 4.15. Responses to questions about culture in ‘your local workplace’ from the EDI-survey (Section#3(ii)).

The **EDI-survey** provided positive feedback on inclusive culture (92-100% positive response rate for those who commented, Figure#4.15). However, awareness of FEPS EDI-initiatives should be improved; we address this by developing a multi-faceted communication strategy (**Action 4.3[N]**).

Action#3.9[C] Run the Steel Innovation Award (in memory of Margaret Steel – female researcher and innovator) and review its impact.

Action#3.10[N]	Establish channels to understand experiences of our diverse UG, PGT, PGR students and address any challenges they may experience.
Action#3.11[C]	Further develop our Mutual Respect campaign for students to support them in dealing effectively with inappropriate behaviour or unconscious bias.
Action#3.12[C]	Embed sustained activities to inspire/motivate students from diverse backgrounds and create a sense of belonging.
Action#4.3[N]	Increase awareness of School, Faculty and University EDI initiatives to staff and students.
Action#4.8[N]	Increase awareness and accountability of everyone for organising inclusive events, including seminars, conferences, and other School/Faculty events.
Action#5.4[N]	Ensure our CDTs act as beacons for equality and inclusion, influencing the Faculty, University and sector.

Culture & Covid-19

FEPS-integration had a positive effect on facing Covid-19 E&I challenges. In May 2020, FEIC (gathering feedback from student focus groups and SEIC) prepared **Covid-19 E&I impact report** which reviewed mechanisms for FEPS to identify and respond to needs of disadvantaged groups. The report was discussed at FEC (and brought to the UoL E&I delivery group) and immediate actions taken. Subsequent **Covid-19 E&I impact review** was done in Nov 2020. Several affected groups were included, e.g. gender, mental health, disabilities, digital equity, health vulnerability. Relevant to gender are:

- **Caring responsibilities:** Flexible working allowed dealing with immediate issues, staff applications for essential worker status were supported for their children go to school during lockdown. The long-term impact on career progression needs to be considered. We feed into UoL-wide working groups reviewing staff progression/promotion (**Action 5.1[N]**) and will review our recruitment practices (**Action 1.2[C]**) to consider staff with caring responsibilities.
- **Wellbeing and Resilience:** channels to provide relevant information to staff/students exist, support is provided at UoL-level. All schools were asked to offer channels for informal support, e.g. virtual cafes, informal forums. Staff were encouraged to take holidays and the UoL career days were widely popularised. Subsequent review of staff well-being and EDI was presented by the Faculty E&I lead at FEC in Feb 2021. It emphasised the importance of destigmatising mental-health and providing open channels

for wellbeing conversations, including AAMs/SRDS for staff ([Action 2.3\[C\]](#)) and personal tutorials for students ([Action 3.6\[N\]](#)).

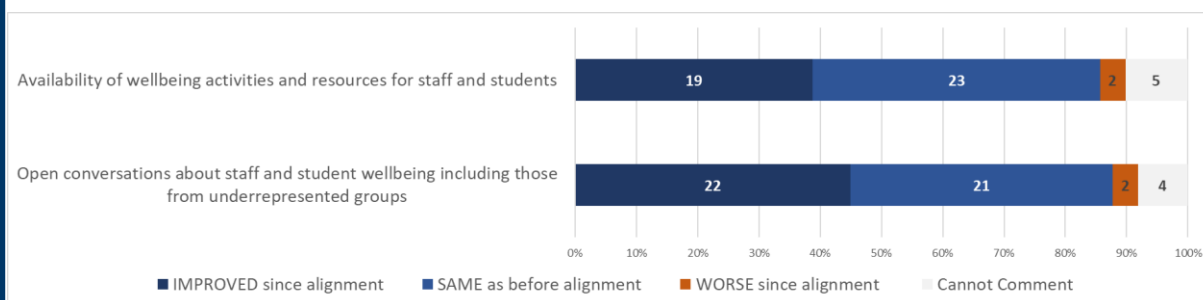


Figure 4.16. Responses to questions related to wellbeing in ‘your local workplace’ from the EDI survey (Section#3(ii)).

The EDI-survey (Figure#4.16) indicated that occasionally wellbeing can be seen as ticking-a-box. We will continue to review staff wellbeing needs and expand our activities ([Action 4.10\[C\]](#)). The EDI analysis and feedback from the Diversity in EPS student working group identified communication overload and confusion about expectations of staff availability; we will review and prepare Faculty-wide guidelines ([Action 4.11\[C\]](#)).

Action 1.2[C] Continuously review academic recruitment practices (including impact of Covid-19) to identify what works in different contexts; learn from past experiences to improve diversity of our recruitment, share best practices across schools.

Action 2.3[C] Improve SRDS reviewer refresher training to ensure all reviewers show consideration of the individual needs of our diverse staff.

Action 3.6[N] Improve the personal tutorial system to offer inclusive support for under-represented groups.

Action 4.10[C] Proactively respond to staff wellbeing needs and monitor the effectiveness of the current Wellbeing For All activities.

Action 4.11[C] Develop Faculty guidance on communication and out-of-working-hours availability.

Action 5.1[N] Actively engage with the University equality and inclusion structures to shape our inclusive practices (including promotion) to address key equality, diversity and inclusion issues.

(ii) HR policies

How have changes to policies and procedures been communicated to staff, how will the department ensure that staff are able to locate and understand these policy changes. How will the department ensure HR policies for equality, dignity at work, bullying, harassment,

grievance and disciplinary processes are consistently applied and monitored during the restructure.

There were no changes to HR policies; all at UoL-level. HR policies are available to everyone online, EDI-related policies are signposted on the Faculty EDI webpage. The **People and Change FEPS-integration workstream** monitored compliance with the **UoL "People & Organisational Change Framework"** ensuring a consistent and considered approach to organisational change. FEPS guidelines on support for return from career break and conference attendance support were updated (see Section#4.5). **UoL Policy on Dignity and Mutual Respect** details zero-tolerance of harassment, bullying and victimisation, describing roles, responsibilities, and reporting procedures. UoL uses a central reporting system, introduced in 2019. A new **UoL 'Code of Conduct for Professional Behaviour and Relationships'** (staff-students) is introduced with mandatory training.

(iii) If applicable, how was gender equality considered in any redundancies

If redundancies were carried out or are planned, comment on how gender equality was/is being considered during this process.

There were no redundancies during FEPS-integration.

(iv) Representation of men and women on committees

FEPS-integration had positive impact on diversity of Faculty-level committees (Table#4.12). The EDI-analysis noted better awareness of equality and inclusion issues in FEC. *"Great to see more diversity in leadership with recent director appointments in SCAPE and CHEM."* It was noted that *"The faculty leadership team became less diverse as one female and one BAME head stepped down"*.

Table 4.12. Gender representation in the main Faculty-level committees (May 2021).

		Female	%Female	Male	%Male
FACULTY	Executive Committee	7	30.43%	16	69.57%
	Research and Innovation Committee	7	38.89%	11	61.11%
	Taught Student Education Committee	16	44.44%	20	55.56%
	Health and Safety Committee	5	27.78%	13	72.22%
	Equality and Inclusion Committee	18	75.00%	6	25.00%
	Internationalisation Committee	6	35.29%	11	64.71%

Table 4.13. Gender representation in the main School-level committees (May 2021), areas of concern where there is none or 1 representative of a specific gender are highlighted.

		Female	Male
CHEM	Management Team	3	8
	Research Committee	1	10
	Taught Student Education Committee	4	21
	Staff student forum (staff)	1	9
	E&I Committee	5	3
CAPE	Management Team	3	7
	Research Committee	5	26
	Taught Student Education Committee	4	6
	Staff student forum (staff)	10	16
COMP	Management Team	4	7
	Research Committee	2	10
	Taught Student Education Committee	2	10
	Staff student forum (staff)	2	8
	E&I Committee	6	2
CIVIL	Management Team	3	8
	Research Committee	7	12
	Taught Student Education Committee	5	17
	Staff student forum (staff)	3	22
	E&I Committee	3	4
ELEC	Management Team	2	9
	Research Committee	1	13
	Taught Student Education Committee	3	18
	Staff student forum (staff)	1	6
	E&I Committee	4	1
MATH	Management Team	1	8
	Research Committee	2	10
	Taught Student Education Committee	0	13
	Staff student forum (staff)	2	10
	E&I Committee	7	7
MECH	Management Team	5	12
	Research Committee	6	10
	Taught Student Education Committee	5	17
	Staff student forum (staff)	5	12
	E&I Committee	5	2
PHAS	Management Team	7	3
	Research Committee	6	11
	Taught Student Education Committee	8	12
	Staff student forum (staff)	4	5
	E&I Committee	6	6

The composition of school committees was not affected by FEPS-integration. The **EDI-analysis** indicated lack of diversity in some School-level committees (Table#4.13) – 0 or 1 representatives from a specific gender is concerning, this can lead to single-gender decision making (e.g. if staff is unable to attend). We will explore practices for diversifying our committees, and will prepare guidelines for inclusive committee membership, including reviewing the Terms of Reference for key committees (**Action#4.7[C]**).

Action#4.7[C] Improve diversity of membership in all committees to ensure better representation of under-represented groups, including gender and other protected characteristics.

(v) Workload model

The workload model did not change during FEPS-integration. The **EDI-survey** (Figure#4.17) indicated concerns with the current workload model: inconsistency, SEIC contribution sometimes missed, hidden workload of interview/promotion panel participation. FEPS is progressing towards a unified workload allocation model using a UoL-wide system. This will allow recognition for areas that advantage females, e.g. student supervision, citizenship, career development. FEIC/SEIC will engage with the workload allocation process to ensure transparency, fairness and equity (**Action#4.12[N]**).

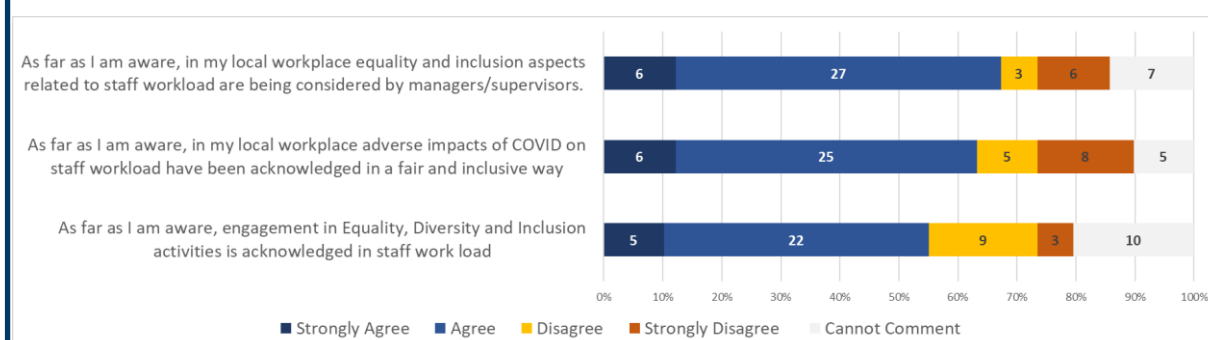


Figure 4.17. Responses on the questions related to workload in the EDI-survey (Section#3(ii)).

Action#4.12[N] Ensure the new FEPS workload allocation model provides transparency, fairness, and equality.

(vi) Timing of departmental meetings and social gatherings

Faculty/School meetings are unaffected by FEPS-integration. Most committees take place in term-time, within core hours (10am-4pm), on different weekdays. FEPS-integration largely coincided with the COVID-19 lockdown; opportunities to have more diverse social events/team-building were limited to online. Schools/institutes include regular online social activities for staff/PGRs. All social activities are held during the day.

(vii) Visibility of role models

Visibility of diverse role models is embedded into **FEPS communications practices – Dean's newsletter** recognises achievements of both male and female, the **FEng Staff Footsteps (AS-FEng)** was extended to include staff from all schools (Figure#4.18), female achievements are recognised widely (Figure#4.19-4.20). FEPS 2021 **Women-of-Achievement** awards include 2- academics, 1-PMST, 1-PGR. **FEPS partnership awards** are gender-balanced.



Figure 4.18. Example screenshots from the FEPS Footsteps booklet (available online).

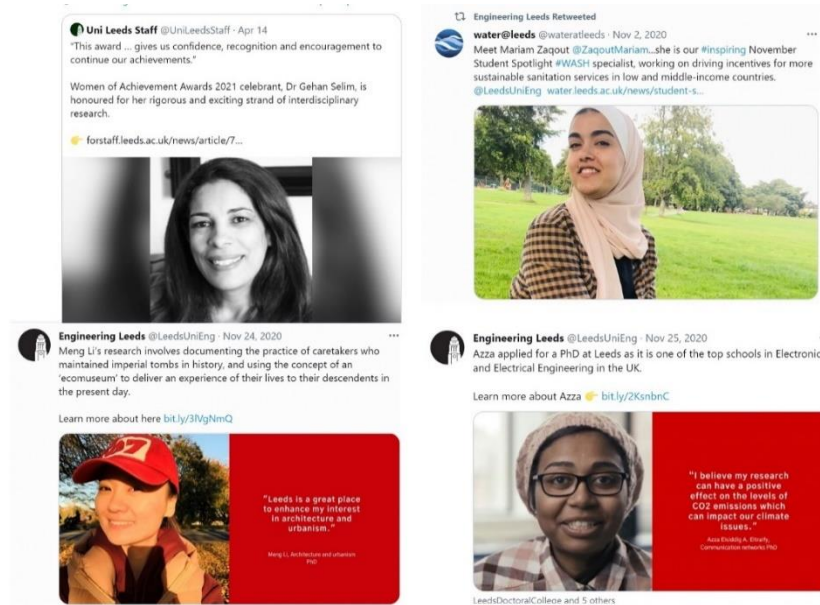


Figure 4.19. Online visibility of role models – showcasing female staff and students in social media.

FACULTY OF ENGINEERING AND PHYSICAL SCIENCES NEWS /// MONDAY 12 OCTOBER 2020

Professor Cath Noakes recognised in Queen's Birthday Honours

SHARE



Cath Noakes, Professor of Environmental Engineering for Buildings, has been given an OBE for "services to the COVID-19 response".

FACULTY OF ENGINEERING AND PHYSICAL SCIENCES NEWS /// WEDNESDAY 4 NOVEMBER 2020

Postgraduate researcher Lekha rewarded for medical technology research

SHARE



Lekha Koria was rewarded for academic excellence in her research into ankle osteoarthritis, winning the MERCIA award from the Engineers Trust.

FACULTY OF ENGINEERING AND PHYSICAL SCIENCES NEWS /// THURSDAY 17 SEPTEMBER 2020

Leeds alumna Diletta wins three prestigious awards for 'superior' research

SHARE



The IPMA Young Researcher Award, the Superior Paper Award, and a coveted spot on the Project Management Institute (PMI) 'future 50 list of young global leaders' are all accolades received by Diletta.

FACULTY OF ENGINEERING AND PHYSICAL SCIENCES NEWS /// THURSDAY 7 JANUARY 2021

The Adam Neville Prize 2020 awarded for best PhD in field of cement and concrete

SHARE



The University of Leeds and The Concrete Society have awarded The Adam Neville Prize for the best national PhD in the field of cement and concrete.

Figure 4.20. Online visibility of role models – recognising achievements of our female staff and students in Faculty news.

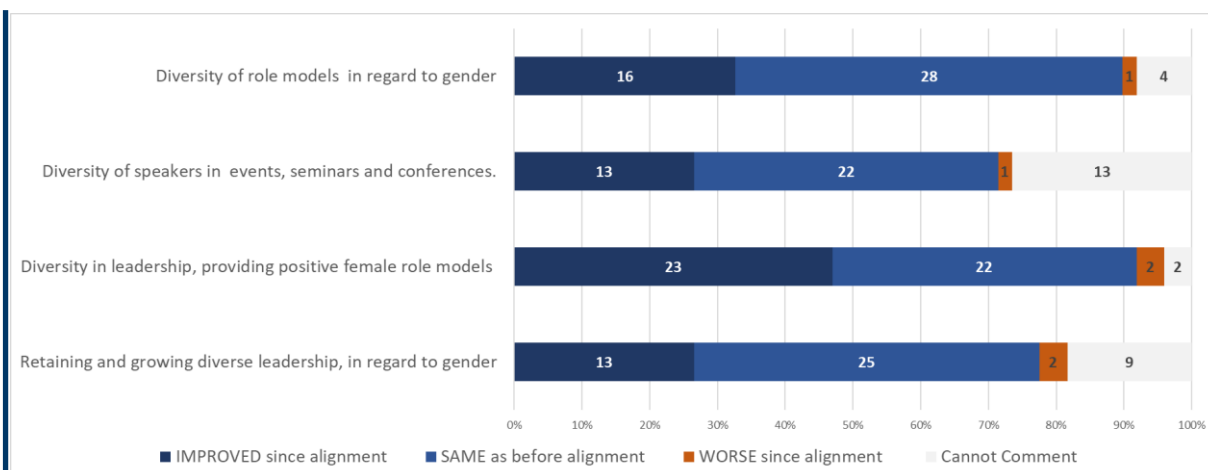


Figure 4.21. Responses to the questions related to visibility of role models from the EDI survey (Section#3(ii)).

In the **EDI-survey**, more than 95% of the people who commented on visibility of role models questions noticed improvement or no-change (Figure#4.21). *“Many inspiring female role models visible Dean, CIVIL, HoS, CDT directors”, “It now seems possible that women can get into these roles.”* Our **EDI-analysis** found that while gender diversity is visible, there are few role models from other groups, e.g. ethnicity, disability, sexual orientation ([Action#4.6\[C\]](#)).

[Action#4.6\[C\]](#) Extend visibility of diverse staff and students across the faculty.

(viii) Outreach activities

Outreach is encouraged and recognised in promotion criteria. Our STEM outreach team ensures FEPS engages with national outreach programmes (Table#4.14); delivered online allowing wider reach (Figure#4.22). To achieve our ambition to make significant impact on diversifying the STEM community at regional and national level, we will integrate our activities, optimise effort and maximise impact, focusing on challenging societal perceptions of EPS and inspiring people from under-represented groups to undertake careers in STEM ([Action#5.2\[N\]](#)).

Table 4.14. Cross-FEPS STEM outreach activities.

Event series	Individual event	Year Groups	Organiser
Generating Genius	Online Launch: Destination Leeds	12	FEPS
	Choosing the right STEM degree	12	FEPS
	Masterclasses	12	
The Power of STEM	Fantastic fluids and where to find them	11, 12, 13	FEPS-CDTs
	Saving lives with AI	11, 12, 13	FEPS-CDTs
	Decarbonising heavy duty transport: The use of advanced biofuels	11, 12, 13	FEPS-CDTs
	Tissue engineering and regenerative medicine: How to build a human	11, 12, 13	FEPS-CDTs
Ri masterclasses	Statistical Sleuthing	9	Maths
	Knot maths	9	Maths
	The power of 2	9	Maths
	Chaos	9	Maths
Other	KS4 Medicine - not just about medics	KS4	PHAS, FEPS
	BTEC Masterclasses	12	FEPS
	Drugs to Market (Chemistry KS5) talk	12 and 13	FEPS
	Chem/chem Eng - Building sunscreens	12&13	CHEM + CAPE
	STEM lecture series	12	EPS
PLANNED FOR SUMMER 2021			
In2science	STEM at The University of Leeds (including Q&A with STEM undergraduates)	12	FEPS
	Research in STEM: No wrong path!	12	FEPS
	Research module 3 (chemistry) session 1	12	FEPS
	Research module 3 (chemistry) session 2	12	FEPS
	Research module 4 (civil eng) session 1	12	FEPS
	Research module 4 (civil eng) session 2	12	FEPS
	Mentoring sessions	12	FEPS
Summer schools	Careers Panel: Chemistry and Chemical Engineering	12	CAPE
	Maths summer school (University Mathematics in Perspective)		MATH
Physics events	RfE summer school activity	12	FEPS
	Y12 Physics work experience (White Rose Universities Virtual Physics Work Experience Week)	12	PHAS
	Connect Physics workshops	9	PHAS
KS4/5	Leeds loves talks	9	FEPS

Experience Life at University

All activity from September 2020 - July 2021 will be delivered online using Blackboard Collaborate Ultra, an online platform used at University of Leeds that allows students to engage with interactive sessions from the safety of the classroom and/ from home. In addition to the following subject specific programmes of activity, engineering and computer science sessions will be delivered as part of the wider STEM programme. Activity that relies on space on campus such as the Junior Robot Fighting League and Enhanced Tours will return from September 2021.

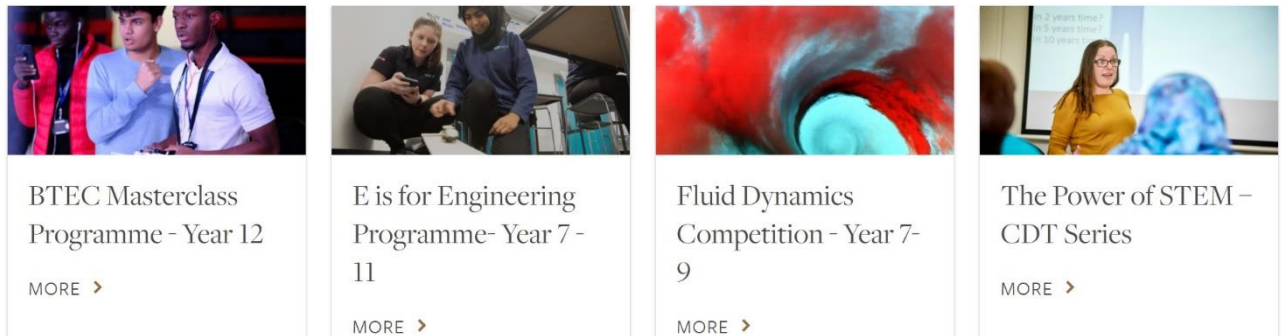


Figure 4.22. STEM outreach programmes available online.

Action#5.2[N] Develop and implement a holistic outreach strategy to unify the various outreach activities at School and Faculty level and achieve broader regional and national impact.

5176 words

5. FURTHER INFORMATION

Recommended word count: 500 words

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

This section can be used to provide additional relevant information which has not already been discussed. Use of this section is not compulsory.

Our **integrated EDI(AS) approach**, using gender as a catalyst to better understand and support underrepresented groups, underpins the Action Plan. Following AS-FEng-Silver Action Plan, we have devised one FEPS EDI-plan clarifying which under-represented groups are addressed in each action, including clearly indicating gender. This allows optimisation of effort, wider uptake, and stronger AS impact.

The Action Plan was created in three stages:

- A working group reviewed the action plans for AS-FEng and AS-FMaPS, and proposed the key priorities (as in AS-FEng) and the alignment of actions (Jan-Mar-2020).
- While actions were implemented (Aug-2019-onwards), changes were made to improve effectiveness and broaden the scope (e.g the account for changes due to the pandemic).
- Further actions were added to address issues identified by the EDI-analysis (Jan-May-2021).

The **Action Plan was reviewed and accepted by the Faculty Executive Committee**, indicating the strong management support and commitment. Key priorities include:

- Staff Recruitment: increase FoE staff diversity in all categories (with specific focus on gender imbalances);
- Career Development: provide equitable career support, development and progression empowering all;
- Student Diversity: attract, retain and develop diverse student cohorts in all Schools and across all levels;
- Culture: inclusive, supportive and balanced culture in all Schools;
- Engagement and Support: ensure wider engagement (towards beacons) and support for all actions.

The Action Plan reflects our **ambition to ensure sustained impact on EDI and gender equality, and influence the broad EDI agenda beyond FEPS**. We have identified potential **beacon activities** and devised actions to enable their wider impact, e.g.:

- Continuing to play a key role in UoL initiatives on student success, specific focus on inclusive STEM education;
- Using the CDTs to pilot new instruments to diversify the student cohort, and adopting these broadly;
- Extending the Breaking Boundaries in STEM event series, Mutual Respect campaign, Margaret Steel female innovation award;
- Wider adoption of outcomes from the Northern Power inclusion matters project;
- Influencing the UoL policies on support for return from career break (FEPS guidance);
- Broad outreach with UoL partners and non-for-profit organisations.

344 words

6. ACTION PLAN

Instructions:

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process(es) and any issues identified during restructuring.

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 three years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

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



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Faculty of Engineering and Physical Sciences

ATHENA SWAN SILVER ACTION PLAN

2021-2024

The Action plan was reviewed and approved by the **Faculty Executive Committee** on 9 June 2021
and was confirmed with **Faculty HR** and **Faculty Marketing**.

Glossary of Acronyms used within the action plan

AAM = Annual Academic Meeting
AS-FEng = AS Faculty of Engineering (2019; Silver)
AS-FMaPS = AS Faculty of Mathematics & Physical Sciences (2019; Bronze)
AS = Athena SWAN
CAPE = School of Chemical Engineering
CDT = Centre for Doctoral Training
CHEM = School of Chemistry
CIVE = School of Civil Engineering
COMP = School of Computing
Dean = Faculty of EPS Executive Dean
DoRI = Director of Research and Innovation (School-based)
DoSE = Director of Student Education (School-based)
ELEC = School of Electrical and Electronic Engineering
E&I = Equality and Inclusion
EDI = Equality, Diversity and Inclusion
EPS = Engineering and Physical Sciences
EPSRC = Engineering and Physical Sciences Research Council
EPU = Equality Policy Unit (University-based)
EAB = External Advisory Board
FEC = Faculty Executive Committee
FEIC = Faculty Equality and Inclusion Committee (= SAT)
FEI-lead = Faculty Equality and Inclusion lead (= Athena SWAN lead)
FEI-officer = Faculty Equality and Inclusion officer (Faculty-based)
FEPS = Faculty of Engineering and Physical Sciences (integrated Faculty)
FEPS-integration = forming an integrated FEPS
FESM = Faculty Education Service Manager (Faculty-based)
FHRM = Faculty Human Resources Manager
FMaPS = Faculty of Mathematics and Physical Sciences (pre-integration)
FMM = Faculty Marketing Manager
FRIC = Faculty Research and Innovation Committee (Faculty-based)

GSO = Graduate School Office (Faculty-based)
HoS = Head of School
HR = Human Resources
MATH = School of Mathematics
MECH = School of Mechanical Engineering
NSS = National Student Survey
OD&PL = Organisational Development and Professional Learning
PGR = Postgraduate researcher (PhD student)
PGRT = Postgraduate research tutor
PGT = Postgraduate taught student
PHAS = School of Physics and Astronomy
PI = Principal Investigator
CoI = co-investigator
PDRA = Postdoctoral Research Associate
PMF = People Management Framework
PMST = Professional, managerial, support and technical staff
SA = School Administrator (School-based)
SALIP = School Academic Lead for Inclusive Practise
SAT = Athena SWAN Self-Assessment Team (= FEIC)
SEI-lead = School Equality and Inclusion lead (School-based)
SEIC = School Equality and Inclusion Committee (School-based)
SES = Student Education Services (Faculty-based)
SMT = School Management Team (School-based)
SRDS = Staff Review and Development Scheme
UG = Undergraduate student
UKRI = UK Research and Innovation
UoL = University of Leeds

##[C] = Continuous action from AS-FEng and AS-FMaPS 2019 applications
##[N] = New action responding to issues identified by our EDI analysis after FEPS-integration

Priority 1: Recruitment- increase the overall diversity of staff across the Faculty of Engineering and Physical Sciences, with a specific focus on gender imbalances

Our overall proportion of staff diversity is below our aspiration. Through actions focusing on attracting diverse candidates, fair recruitment process, and supporting transitions to academic roles by our PGR students and postdoctoral researchers, we aim to increase the gender balance in all staff categories and grades, both at Faculty level and in each individual school, achieving average gender proportion above the national average by 2024. Through our holistic equality and inclusion process, we expect improvement not just for gender but also an overall increase in the number of staff with protected characteristics (e.g. black, Asian and ethnic minority, LGBTQ+, disability).

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
1a Increase the diversity balance of applications to all job categories	<p>1.1[C] Improve visibility of equality, diversity and inclusion, in particular related to gender, for all job advertisement to increase their appeal to a diverse range of candidates.</p> <p>Improve the visibility of EDI including gender-neutral wording, inclusive images and videos, showcasing positive role models on promotional/vacancy material that appeal to a diverse range of candidates, indicating support provided and making it clear what we can do for applicants as well as including a link to Faculty Footsteps in job descriptions to showcase staff diversity. Make the showcase of our equality and inclusion commitment more prominent in its location within the job advertising, e.g., stress that the school and faculty values diversity at the top, explain the importance of Athena SWAN, showcase staff networks which value diversity. We aim that for all schools all applicants to academic and teaching positions will include an EDI statement in their application (this is currently the case in MATH and COMP only).</p>	[All, especially gender and ethnicity]	<p>FEIC to conduct annual review</p> <p>FHRM to provide access to feedback from job applicants</p> <p>FMM to ensure prompt changes to website</p>	<p>Annual review of web presence and job advertisement including feedback from job applicants May 2021-2024</p> <p>Amend annually Jul 2021-2024</p>	<p>Visibility of EDI on Faculty webpages reviewed.</p> <p>Faculty job description template reviewed, wording improved to include gender-neutral language.</p> <p>Working group on visibility formed, reviewing/improving all advertisement</p>	<p>Feedback from 90% of applicants to jobs responding to</p> <p>i) the interview questionnaire and</p> <p>ii) the new starter survey, to understand new colleagues level of awareness of our inclusive culture and EDI commitment resulting from resources in their induction</p>
	<p>1.2[C] Continuously review academic recruitment practices to identify what works in different contexts; learn from past experiences to improve diversity of our recruitment, share best practices across schools.</p> <p>Review and improve all recruitment practices with consideration of what we can learn from past experiences (e.g., why some applicants didn't progress to the</p>	[All, especially gender and ethnicity]	<p>FEIC to conduct the review</p> <p>SEI-Leads to monitor membership and review</p>	<p>Review of recruitment practices in each school Dec 2021-2022</p>	<p>Recruitment practices for recent academic jobs are being reviewed – EDI instructions to headhunting agencies provided,</p>	<p>Female applications to academic roles over 25%</p> <p>Female applications to chair/senior</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
1a (cont) Increase the diversity balance of applications to all job categories	shortlisting stage), require all staff involved in shortlisting and recruitment to have taken the UoL Unconscious Bias training. We aim to identify the barriers under-represented groups experience when applying for our jobs and then expand the job marketing to provide a more proactive approach with advertising via mailing lists, using digital and video advertisement tools to attract diverse candidates to all jobs. Additionally, we will ensure headhunting agencies used for senior positions are given clear indication of EDI priorities as well as exploring if we can put in place other mechanisms to reach out and form relationships with future/potential candidates (e.g., through seminar invitations)		impact FEI-lead to report to FEC	Extend/sharing practice with other universities - 2022-2023	impact of this will be monitored	positions routinely at 20% or higher
	1.3[C] Encourage our diverse students to apply to relevant positions to retain our own talent and pro-actively recruit external fellowship candidates to bring new talent into the Faculty. We will continue to proactively encourage and support our PhD students to apply for researcher posts, which positively impacts retention and development of our pool of talented researchers. A review of effectiveness will continue to be conducted to consider broader EDI beyond gender, e.g., ethnicity, sexual orientation, disability. This approach is currently being developed in the research centres. We will hold focus group discussions with students from under-represented groups to identify how to encourage such students to take up challenging roles (e.g., including employability training linked to CDT training activities). From this, we will monitor the impact on diversity and if positive will recommend adoption at Faculty level.	[All]	GSO to ensure our PhD students are encouraged and supported to apply for fellowships and positions PGR-ambassadors to provide feedback FEIC to monitor progress	Annual review of PGR progression to postdocs and fellowships, with a focus on diversity Dec 2021-2024	Continuous internal advertisement, encouragement of diverse PhD students to undertake research jobs is in place. Positive impact on retaining female researchers	Female applications to researcher roles over 30% Applications to research positions from our diverse PhD student cohort

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
1a (cont) Increase the diversity balance of applications to all job categories	1.5[N] Gain a better understanding of what attracts male candidates to clerical support positions, including managerial positions, and improve job descriptions and marketing. We will conduct a focus group with male clerical staff to better understand what attracts male candidates to these positions, e.g., FEIC working group has identified best practices in rewording the responsibilities to better indicate independence and initiative.	[Gender]	FEI-officer to conduct focus groups. FEIC to recommend mechanisms FHRM to facilitate implementation	Focus group by Mar 2022 Guidance developed by June 2022 Implementation 2022-2023	Identified as an issue by our PMST working group.	Clerical positions male applications 20%
	1.6[N] Attract candidates from ethnic minorities to apply to support and managerial positions in student education services. We will review our recruitment practices for student education services and identify ways to improve the practices to attract candidates from ethnic minorities (e.g. include video clips by students and staff from diverse community to make the roles more attractive).	[Gender, ethnicity]	FESM to lead the review FEI-officer to help with reviewing best practices in other faculties	Recommendations based on review by Mar 2022 Annual review of progress 2022-2024	Identified as an issue by our EDI analysis.	Student Education Services positions ethnic minority candidates applications 15%
1b Increase the likelihood that jobs are offered and go on to be accepted by diverse candidates	1.7[C] Ensure we consistently present a welcoming and inclusive environment within the job interview stage for all job categories. For all roles where there are additional activities, such as a department tour or meeting with staff, gendered representation should be explicitly considered. Whilst this is implemented for academic posts, it was noted that this was not the case for other categories, e.g., technical and support roles. We will extend our best practice to all jobs from now on. A major bottleneck here is availability of a small number of people in certain underrepresented groups, we will aim to share workload across the Faculty to provide an inclusive job interview experience.	[All, especially gender]	SMT and SA to agree process SA to implement FEIC to monitor impact on recruitment	Gender considered in all aspects of interview days Best practise standard for all EPS job interviews by end of 2021	Implemented for academic posts	Positive feedback about interview experience from all job applicants. Maintain good conversion rates.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
1b (cont) Increase the likelihood that jobs are offered and go on to be accepted by diverse candidates	<p>1.8[C] Ensure diversity in recruitment panel members for all staff posts in EPS and fair consideration of the workload expected of staff from under-represented groups, such as gender.</p> <p>All interview panels are mixed gender. We will monitor workload in participating in recruitment panels. Where there are insufficient diverse staff members in a school, staff from a cognate discipline can be involved (e.g., from cross-faculty inter-disciplinary centres). We will encourage involvement of early career staff (postdocs or lecturers) from under-represented groups, including gender, in recruitment panels for lecturer or senior lecturer positions, respectively. AS-FEng identified this as an opportunity to show our diversity to prospective academic candidates, as well as to encourage our postdoctoral researchers to apply to lecturer positions and to develop our lecturers to apply for promotion (see Priority 2).</p>	[Gender, ethnicity]	<p>HoS/SA/Dean identify opportunities/ implement, as appropriate for the job</p> <p>FEIC to monitor impact on recruitment</p>	<p>Academic/research ongoing</p> <p>Professional, managerial, support, technical – by end 2022</p> <p>Reporting annually</p>	<p>Mixed gender interview panels are already ensured.</p> <p>Issues with workload are being monitored, best practices will be identified and shared by FEIC.</p>	<p>Interview panels to contain at least a minimum of 2 staff from under-represented gender groups (excluding HR representation) (e.g. male support staff, female technical staff)</p> <p>80% of jobs offered to candidates from under-represented genders are accepted</p>

Priority 2: Career Development - equitable career support, development and progression for everyone, in all staff categories and at all career stages

Despite improvement in our career support and available opportunities, we have several significant challenges. Through actions focusing on promotions, leadership development and career support, we aim to have women in 25% of leadership and management roles, with sustained growth of female in academic leadership roles. Career support and progression for professional, support and technical staff should and will better address gender imbalance. We aim to have a coherent strategy for supporting our diverse PMST staff so that they feel valued and encouraged to realise their full potential.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2a Ensure fair and inclusive probation and career progression processes, addressing the individual needs of diverse staff from all genders.	2.1[N] Ensure agility in updating the induction materials, regular reviewing and continuous updates to address EDI issues. Our EDI analysis indicated that although Faculty induction packages include EDI information, further information still needs to be provided, e.g. campus routes not accessible to those in wheelchairs or with mobility restrictions, childcare facilities and relevant university and Faculty EDI networks. Induction should give clear indication what probation is and stress its developmental nature. We are considering adopting the PHAS induction approach, which presents clear and concise 'Code of conduct', across the Faculty.	[All]	FEIC to review and prepare guidelines FHRM to ensure HR updates induction package and monitors feedback	Induction package reviewed Oct 2021 Induction package update Nov 2021 Feedback ongoing	EDI analysis has conducted initial review. Induction packages are being continuously updated by HR.	Over 90% positive feedback about induction process (new starter survey)
	2.2[C] Develop role specific support for managers in setting probation objectives for staff and ensuring developmental role of probation. Include all staff categories - academic, postdoctoral researchers, university academic fellows, professional, managerial, support and technical staff. Our EDI analysis noted that induction and probation meetings should be more extensive, have more pastoral care and set follow up meetings more often (especially considering Covid-19 and mental health crisis). We will ensure probation does not feel like tick box exercise, with EDI aspects flagged up with reference to the relevant	[All, especially considering carers/flexible working]	FHRM Review by FEIC to support monitoring/improvement	New probation templates introduced by end 2021 . Monitor impact - ongoing	Templates for G8 academic roles implemented, this led to improvement of staff satisfaction with induction and probation	Over 90% positive feedback about probation process by staff categories with new probation objective templates, across all genders (new starter survey)

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2a (cont) Ensure fair and inclusive probation and career progression processes, addressing the individual needs of diverse staff from all genders.	groups and activities. Additional training and refresher training for those leading probation meetings is required. Following the successful implementation of templates for G8 academic roles, we will roll this out to G7 research and G9 academic roles. We will measure the success of the new role templates through continuous monitoring of the new starters survey, which is sent to all new staff three months after joining EPS.					
	<p>2.3[C] Improve SRDS reviewer refresher training to ensure all reviewers show consideration for the individual needs of our diverse staff.</p> <p>We will continuously review, through PMF/culture survey, the effectiveness of SRDS in relation to whether SRDS meetings take into account diverse individual needs (considering a broad range of protected characteristics, e.g., gender and disability). Our EDI analysis indicated that the training should be updated to provide appropriate advice for addressing individual circumstances, including impact of Covid-19, and providing an action plan for career progression. The advice will include how to create a trusted space for staff to discuss their individual circumstances and what support is available at faculty and university level. The possible relationship with gender and intersectionality (e.g., ethnicity, disability, sexual orientation) will be reviewed by conducting a survey with members acting as SRDS reviewers. EDI will be included in the guidelines for SRDs, with more training provided to ensure all immediate line managers who are leading SRDS meetings are committed to EDI matters.</p>	[All]	<p>FHRM with support from FEIC</p> <p>FEI-officer to conduct SRDS reviewer survey</p>	<p>Refresher training to be developed by end 2021</p> <p>SRDS reviewer survey by Jun 2022</p> <p>Review and improvement SRDS training – ongoing</p>	<p>We are reviewing best practices to identify what training is needed to improve the SRDS process.</p>	<p>Over 90% of SRDS reviewers report feeling equipped to address the needs of diverse staff (survey of SRDS reviewers)</p> <p>Over 90% of staff find SRDS effective (PMF survey)</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2a (cont) Ensure fair and inclusive probation and career progression processes, addressing the individual needs of diverse staff from all genders.	2.4[C] Regularly review the promotion experience, including all grades and the professorial bands, especially for under-represented genders, and provide inclusive support for those preparing to submit a promotion application. Staff from underrepresented groups, including female staff, need more active encouragement to apply for promotion. Previous promotion workshops the faculty have provided were very helpful in clarifying the process, myth busting and showing positive role models, popularise all routes to promotion, including teaching and innovation routes. These workshops need to continue and include information on the promotions process not only criteria. Several schools offer promotion mentoring for academics, we will consider adopting this in the faculty and for all roles. Our EDI analysis pointed out that SRDS meetings should be used to start promotion discussions and so we will ensure this is included in SRDS reviewer refreshment training (see 2.3[C]). We will continue to review staff experience with promotion and flag any challenges to promotional routes which recognise individual differences.	[All]	FHRM & FEIC to lead the review of promotion experience and effectiveness of workshops Dean and HoS to review local promotion criteria, with support from HR	Annual review of promotion experience Feb 2022 Annual promotion workshops 2022-2024 Monitor impact - ongoing	Workshops ran in Dec 2018; high attendance by female staff; initial post-workshop feedback is very positive. Due to Covid-19, promotion process was suspended, plans are being made for starting again.	Applications for promotions from both men and women at a rate expected for the gender balance and career stage in FoE Promotion success rate above 80% for both male and female applicants
	2.5[N] Explore issues that may block career progression for professional, managerial, support and technical staff, and feedback into central UoL SRDS reviewer training and local SRDS refresher training. This action is a result of our past focus group with female technicians (AS-ENG). We will continue from this to conduct a follow-on focus group with technicians, and interviews with SRDS reviewers for technical staff. Our EDI analysis further indicated that the action should be extended to all professional, managerial, support and	[All, especially gender]	FEIC to explore issues HR to update guidelines for line managers	Analysis of issues by end 2021 Updated instruction for line managers by Jun 2022	New action	90% of respondents to PMF/culture survey indicate that they feel supported in progressing in their career [progression could be via ability to

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
	technical staff (including experimental officers). Currently, the support line-managers offer to their staff for career development is inconsistent, with some providing more encouragement and development opportunities than others. We will develop a list of best practises from line managers who are offering the best support for career progression of their staff (e.g., recommending or organising shadowing, secondment, mentoring) and ensure this information is available and refreshed in training to all line managers. This will ensure a baseline where all our staff are provided the same best level of encouragement and information regardless of who they are being line managed by.			Monitor progress – ongoing		move to a different job]
2b Encourage all, especially staff from underrepresented groups, to take advantage of opportunities to develop their career	<p>2.6[N] Ensure our postdoctoral researchers are aware of and engage in career development opportunities.</p> <p>Our EDI analysis indicated that postdoctoral researchers were greatly affected by Covid-19 with limited opportunities for career progression. There are plenty of opportunities provided by the university (recently renewed the Researcher Concordat), but many PDRAs are not aware of these.</p> <p>The Faculty EDI SharePoint space will be extended to include references to career development programmes and their positive impact on under-represented groups. We will make sure that line managers and supervisors are aware of these (through regular updates in Dean's email). We will use further mechanisms to promote opportunities and their benefit: PDRA forum, workshops, posters, encouragement by staff.</p>	[All]	<p>FEI-officer to collate a list of training opportunities from OD&PL and to update the SharePoint space</p> <p>FEIC/SEIC to popularise activities</p>	<p>Career development list for postdocs available on SharePoint space – Oct 2021</p> <p>Regular updates – ongoing</p>	<p>Training updates are being provided by DoRIs, university PDRA forum is being formed with participation of the Faculty, we need to ensure broader channels.</p>	<p>50% increase in the number of participants (male & female) in OD&PL career development training</p> <p>50% increase of females taking advantage of OD&PL career training; attendance by other under-represented groups, where possible to monitor</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2b (cont) Encourage all, especially staff from underrepresented groups, to take advantage of opportunities to develop their career	2.7[N] Prepare a list with best practices to address progression and career development of diverse professional, support and technical staff, and share this with line managers. Our EDI analysis of career progression for professional, support and technical staff indicated that many staff were unaware of the opportunities that exist at Faculty and University levels (e.g., secondments, part-sharing, role swap). Specific attention will be paid to Grade 6->7 for support staff and Grade 7->8 for management staff. We will run further focus groups for professional, support and technical staff to find out what their needs/barriers are for their progression and career development. We will also explore how participation in professional networks can support staff groups, considering the needs of diverse staff. HR are also currently reviewing best practices. Based on these focus groups and the HR review, we will compile a list for managers and SRDS reviewers for career opportunities to discuss with professional, managerial, support and technical staff.	[All]	FEIC to prepare a list of best practices to share with line managers HR to update guidelines for line managers	Compile best practices list by end 2021 Updated instruction for line managers by Jun 2022 Monitor progress – ongoing	New action, members of FEIC are collecting best practices how to empower staff.	Over 90% of professional, managerial, technical and support staff feel supported (PMF survey)
	2.8[N] Provide inclusive support for leadership development, ensuring people from under-represented groups feel prepared and willing to apply for leadership positions. We will increase the availability of case studies that indicate the value of leadership training. Schools will be encouraged (via FEC) to consider strategies for involving more staff from under-represented groups in leadership (especially women), for example via job shares and deputy roles. Senior management teams will be encouraged to support diverse academics to attend appropriate leadership training, and to provide opportunities for staff	[All]	FEC, Dean/HoS FEIC to support with data review and sharing best practices	Feedback from HoS annually - Feb 2022-2024	The CIVE leadership questionnaire indicated what can motivate people to engage in leadership roles. We will extend this to analyse leadership development opportunities in EPS.	Female staff in 25% of L&M roles in EPS. %Female on committees comparable to %Female staff Nominations for leadership roles of people from under-represented groups

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
	at grades 9 and 10 to gain leadership experience. We will consider adopting the CIVE leadership questionnaire at Faculty level.					
2b (cont) Encourage all, especially staff from underrepresented groups, to take advantage of opportunities to develop their career	2.9[C] Further increase the engagement in the mentor scheme across the full range of academic, research, teaching, professional, support and technical staff (in terms of grade, departments and Faculty services). The University encourages involvement in the central mentoring scheme to optimise effort and costs. We will encourage diverse staff to take part in this mentoring and we will gather feedback on its effectiveness, focusing on under-represented groups for staff from each category.	[All]	FEIC/OD&PL to review uptake & experience	Annual review of mentoring uptake and experience – Jul 2021-2024	Staff from all categories are involved in the University mentor scheme, effectiveness of the scheme being reviewed by the University.	Increase of participation of people from under-represented genders in university mentoring; monitor other protected characteristics if data collected.
	2.10[C] Continue to promote the positive impact of participation in external career training programmes and review the effectiveness of these programmes. We will continuously review the effect of these programmes on developing diverse staff across all grades and categories via feedback from attendees (focus groups/interviews). We will also review the opportunities which are provided for growth in the workplace where the training has been undertaken. For professional, managerial, support and technical staff, participation in professional support groups will be added. This will result in guidelines and proactive encouragement from management, e.g., via SRDS meetings. We will collate information on what's available for professional and support staff, and ensure that this is popularised properly, e.g., from the Faculty newsletter or the E&I share point (Providing case studies / testimonials from those who have undertaken external training to provide role models).	[All]	FEIC to review experiences and prepare case studies and popularise	Focus group to review engagement in external programmes by Jun 2022. Review and advertisement ongoing	We are reviewing the effectiveness of external training regularly.	List of career development opportunities for all staff developed and publicised within Faculty and part of SRDS discussion including the possible benefits for staff from under-represented genders

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2c Ensure all academic staff, including those from under-represented groups (e.g. ethnicity, disability) develop strong research and innovation portfolios	2.11[N] We will conduct a detailed analysis to understand funding variation by grade, relate award to application rates, and to evaluate other protected characteristics. We need to better understand gender and PIs (interviews with female with high & low grant income), as well as other protected characteristics (e.g., ethnicity and disability). We will form a diverse pool of research grant advisers who can be critical friends in grant preparation. We want to ensure that all staff are equally supported, including mentoring men and women who are less successful. Specific topics to include are how to build and grow diverse teams, bring in coinvestigators from under-represented groups, use the UKRI changes in grant application to encourage diversity in application. We will explore ways to provide funding to kickstart excellent research that has not been funded. Having a small fund for PhD or 12-month PDRA with small equipment or a research visit will pave the way for results and publications and allow for stronger grant applications.	[Gender, Ethnicity]	FRIC FEIC to support with analysis and suggest instruments to address challenges	Analysis of funding variations by Jan 2022 Recommendations by Mar 2022	Initial analysis has been conducted, variations across schools need to be explored.	Increase in % of grant applications from under-represented gender and ethnicity.
	2.12[N] Review REF submissions to identify issues related to under-represented groups, identify appropriate mechanisms to address these issues. We will consider the gender balance of publications and case study profiles (also ethnicity, where appropriate); and will review how the needs of diverse staff are taken into account.	[All, especially gender]	FRIC FEIC to support with analysis and suggest instruments to address challenges	Analysis of REF submissions by Jan 2022 Recommendations by Mar 2022	UoL code of practice for REF2021 was followed. Initial analysis indicates decrease of %Female in some schools (e.g. COMP).	REF2021 best practices for EDI brought over to REF2026

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
2c (cont) Ensure all academic staff, including those from under-represented groups (e.g. ethnicity, disability) develop strong research and innovation portfolios	2.13[N] Review Faculty mechanisms to identify, nurture and support translation of research to innovation. Ensure a broad poll of potential impact projects is considered, including diverse teams, and provide inclusive support. Our REF submissions included only 3 impact case studies led by female academics, and in four (out of the five) units of assessment there were no impact case studies led by female. We will create a broad list of potential impact cases and will ensure appropriate support is provided to everyone.	[All, especially gender]	FRIC FEIC to support with analysis and suggest instruments to address challenges	Analysis of support for translating research to innovation by Jun 2022 Recommendations by Oct 2022	FRIC has started the preparation of impact support guidelines	Increase of impact case studies led by females
2d Inclusive support for all staff at key career transition points	2.14[C] Actively encourage diverse staff to participate in external influential committees and continue to support applications. We have an under-representation of both men and women in UKRI influential committees and EPSRC peer review college. All staff will be actively encouraged to join such committees. Clearer guidance will be provided on the SRDS reviewers' checklist and to School leadership on encouragement and citizenship workload allowance. We will be mindful of workload on these small numbers of staff to ensure they do not feel their value comes from their ethnicity/gender, which might happen if they are only ever asked to do something based on that. We will conduct small focus groups with staff from under-represented groups to review their experiences.	[All, especially gender]	HoS/DoRI to encourage participation FEC (supported by FEIC) to form guidelines	Encourage participation – ongoing Guidelines – early 2022	Support is given by individual schools, there are variations across schools, we need to identify best practices.	Increase in %female in external committees, increase in other protected characteristics (where possible to monitor)
	2.15[C] Continue to provide inclusive grant support for both grant preparation and running of successful grants. We will work with the UoL Research and Innovation Service as well as the Faculty research and innovation	[All, especially gender, ethnicity,	FRIC with University Research and Innovation	Grant support - ongoing	Grant support is inclusive and effective, focuses on application process.	Holistic grant support is available to everyone; case studies for success

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
	development professionals to review provision and identify topics related to supporting researchers from under-represented groups, focusing on both gender and ethnicity. Online and blended delivery options will be adopted. We will monitor continuously the uptake of this support by female and other under-represented groups with regular reports to the Faculty's Research and Innovation Committee to identify what support is needed.	neuro-diversity]	Service FEIC to support with analysis and suggest instruments to address challenges	Monitor and feedback annually	We need to extend to include running the grant.	from people from under-represented groups.
2d (cont) Inclusive support for all staff at key career transition points	2.16[N] Perform a more detailed analysis to understand the variation between schools in application and award rates of male and female PIs. We will analyse the barriers which exist to female researchers and those from other under-represented groups (e.g. ethnicity, neurodiversity) within successful applications to the various fellowships schemes. In particular we will look to develop the pipeline of potential applicants through long term support of individuals in these groups to develop their profile of experience needed to succeed in these highly competitive schemes.	[All, especially gender, ethnicity, neurodiversity]	FRIC FEIC to support with analysis and suggest instruments to address challenges	Analysis of grant applications by Jan 2022 Recommendations by Mar 2022	Initial analysis indicates comparable success rate for female and male but lower %Female (compared to %Female staff). There are variations across schools.	Variations in grant applications understood, issues addressed
	2.17[C] Form a Faculty Diversity Leadership Forum to understand experiences of those from under-represented groups in leadership positions and develop diverse leadership across the FEPS (especially engaging female PI on external grants). We have female staff who hold significant leadership roles in research, either through heading up an institute/centre, research group, industry partnerships, or through their status in their field. Starting with gender, we will expand to include ethnicity, sexual orientation, and disability. We will engage people in different leadership roles to provide opportunity for networking, best practice sharing, and career development.	[All]	FEIC with the support of SEIC and FEC to establish the forum	Forum to be launched at International Women in Engineering Day – Jun 2022	The University-wide leadership forum, this does not capture specific EPS aspects.	Diversity leadership forum established

Priority 3: Student Diversity - attract, retain and develop diverse student cohorts in all Schools and across all levels, focusing on gender and other protected characteristics such as ethnicity, sexual orientation, disability

Despite successes in increasing the proportion of female on our PGR and UG programmes, the diversity of our student cohorts is still below our ambition. We can see variation, particularly in PGT programmes across FEPS which have significant overseas intake. By focusing on recruitment and improving the student experience we aim to ensure all schools and programmes are consistently above the national average by 2022 and embed sustained activities for developing diverse students (including gender and other under-represented groups).

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3a Attract students from diverse backgrounds (including gender, ethnicity, disability, under-represented neighbourhoods) to our UG, PGT and PGR programmes	3.1[C] Diversify courses, training, and research programmes to ensure they are attractive to female and ethnically diverse students. EPS offers several programmes that relate to the societal value of engineering and physical sciences which attract more diverse students, e.g. link with medicine (MECH, ELEC, COMP), with sustainability (CIVE, CAPE), with business (MATH). We will monitor diversity of these programmes, at the same time ensuring that all our programmes attract diverse cohort of students.	[All, especially gender and ethnicity]	FEIC , supported by SES	Annual review of student diversity - ongoing	Link with medicine has impact on MECH/ELEC, will review for COMP. Sustainability and business courses are new and will be reviewed in due time.	Understanding of the impact of programmes with societal values. Embed broadly, if effective.
	3.2[C] Expand our PGT and PGR recruitment routes; especially increasing %female in PGT (COMP, MECH, PHAS), PGR (CIVE). We will expand the mechanisms to grow our own talent (transitions from UG to PGT/PGR and from PGT to PGR) by proactively marketing our PGT/PGR opportunities. For example, the Water-WISER CDT (CIVE), AI-Health (COMP) and Fluid Dynamics (COMP/FEEng) CDTs are likely to recruit a more balanced PGR cohort. MechTech (MECH/ELEC) & FinTech (COMP) will proactively target female.	[Gender]	SES & FMM & CDT managers FEIC to support	Marketing of opportunities to students – ongoing Strategy for engagement with alumni abroad – by end of 2022	Marketing of all our CDTs to all UG & PGT students in place and ongoing	50% increase in number of students who continue their studies with us 25% increase in number of female overseas students on PGT

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3a (cont) Attract students from diverse backgrounds (including gender, ethnicity, disability, under-represented neighbourhoods) to our UG, PGT and PGR programmes	3.3[C] Engage in outreach activities which tackle societal expectations around careers in engineering and physical science, especially focusing on gender and ethnicity. Earlier student focus groups identified three major obstacles to attracting diverse students to engineering and physical sciences – societal image of what engineering is, visibility of students and alumni, and inspiring career destinations. We will continue to channel our outreach activities to address these obstacles, and will grow a body of students who actively engage in outreach activities. We will engage with UoL STEM outreach to ensure all outreach ambassadors are trained in EDI issues.	[Gender, ethnicity]	STEM outreach manager With help of EI-Officer	Compile list of outreach activities Mar 2021 Compile list of students engaged in outreach by end of 2021 Review, identify and grow best practice – annually 2021-2024	STEM outreach manager engaged with SEI-Lead and FEIC. A list of joint outreach activities was formed. Current outreach activities involving CDTs. Student from FEPS are also STEM ambassadors.	Community of students engaged in outreach (at least 20 students from each school)
3b Ensure visibility of our inclusive culture and EDI activities during the admissions process	3.4[C] Regularly review and improve the inclusivity of our marketing, including all online materials and information/open days, for all student programmes Revise marketing material to improve the female student image of our UG/PGT programmes with lower gender balance (e.g. CAPE, ELEC, Robotics). Our current analysis identified the programmes that need improvement (e.g. Robotics in COMP, the UG degrees in CAPE). CIVE are also to improve PGR projects/studentships advertisement and EDI in school to attract more PGR students. We also aim to maintain diversity of students and alumni profiles, making these profiles visible during open/information days to inspire students. All schools will be required to have female staff and student presence at open and information days.	[All, especially gender]	FMM with DoSE FIEC and SEIC to help with reviewing the web presence	Annual review of web space and open/information days presence, address issues, as needed Mar 2021-2024	COMP and CAPE web presence were revamped in 2019 (Silver AS-END action). Web site and information day female presence in 2020 was reviewed in Mar 2021.	All schools show diversity of students. Female presence at all information/open days - both staff and students.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3b (cont) Ensure visibility of our inclusive culture and EDI activities during the admissions process	<p>3.5[N] Regularly review equality and inclusion concerns which prospective applicants have and ensure the team attending open/information days is prepared to address these concerns.</p> <p>AS-FEng and AS-FMaPS both indicated that we needed to improve the visibility of our EDI activities during the admissions process. Slides with EDI awareness and facts related to each school have been provided to admissions tutors and shared with further staff. Admissions tutors with support from marketing and admissions a list of frequently asked questions, this list will then be reviewed regularly to identify common trends and address issues. We will ensure all students and staff working on open days and post applicant days are educated on our Equality and inclusion initiatives and events via training slides.</p>	[All]	<p>Admissions tutors to ensure activities take place.</p> <p>FEI-officer / FEI-lead to provide EDI slides and set of suggested FAQs.</p>	<p>Annual review of open/information days Mar 2021-2024</p>	<p>Slides with EDI awareness and facts related to each school were provided to the admissions tutors to be shared with staff. These will be updated regularly with the latest data. Faculty marketing has compiled a list with EDI questions.</p>	<p>Up to date list with frequently asked EDI questions used at open/information day; efficient mechanism to identify key issues.</p>
3c Inspire, support and develop diverse students to succeed in their studies and realise their potential	<p>3.6[N] Improve the personal tutorial system to offer inclusive support for under-represented groups.</p> <p>Our Covid-19 review and diversity in EPS student working group indicated that personal tutor support is crucial. We have reviewed personal tutor guidelines and indicated the need to improve equality and inclusion awareness. We are working with SES to develop digital space for personal tutors to share best practices in EDI. Some schools (e.g. COMP, PHAS) have adopted inclusive tutorial allocation where priority is given to offering support from a tutor, or a school contact, from the same protected characteristics (e.g. gender, ethnicity), and ensuring there are no lonely female students in a tutorial group (e.g. at least 3 female students in a group). We will review the impact of this and will consider adopting across the Faculty.</p>	[All]	<p>SEIC to review tutorial process in each school</p> <p>FEIC to ensure best practices are shared</p> <p>SES and FEIC to help forming/popularising personal tutor forum</p>	<p>Annual review of tutorial allocation process Summer 2021-2024</p> <p>Ensure prompt information to tutors throughout Gather feedback from students on tutorials June 2021-2024</p>	<p>FEIC reviewed the EDI training needs for personal tutors, these were fed to SES. University-wide personal tutor community is being formed by SES.</p> <p>COMP tutorial allocation process was discussed as best practice. Working group with representation from each school was formed.</p>	<p>Diversity in EPS student working group feedback on tutorials positive</p> <p>Personal tutors have appropriate information about EDI</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3c (cont) Inspire, support and develop diverse students to succeed in their studies and realise their potential	<p>3.7[C] Ensure all staff involved in teaching act as champions for EDI, encouraging and motivating and supporting students from diverse backgrounds.</p> <p>We will encourage both male and female staff involved in teaching to be advocates for EDI, actively challenging behaviours that do not align with our mutual respect values and support diverse students. This will be done via regular updates at staff meetings, discussions at school away days, discussions at student-staff forums.</p> <p>It was identified as crucial to ensure that each student cohort has exposure to female teaching staff. We will review whether this is the case and will make recommendations of ways to improve visibility of females in teaching.</p>	[All, especially Gender].	<p>FEIC to share best practices and provide information on mutual respect values</p> <p>Student diversity ambassadors to provide feedback.</p> <p>SEIC/DoSE to implement</p> <p>SES & DoSE to review gender proportion of teaching staff</p>	<p>Mutual respect values & support discussed with staff in each school ongoing</p> <p>Review of staff involved in teaching - Annually</p> <p>Best practices integrated 2022-2024</p>	<p>We conducted a review of current practices on engaging staff with EDI - reporting to staff meetings (standing item in most schools) and engaging with student-staff forums (most schools) was seen as best practice.</p> <p>This will be one of the key items for the student diversity ambassadors.</p>	<p>Diversity in EPS student working group feedback on teaching practice positive</p> <p>Each student cohort (year, degree programme) has engagement with diverse teaching staff</p>
	<p>3.8[C] Continue to work with the employability team to ensure all UG & PGT students are supported in their transition to employment, specifically focusing on under-represented groups of gender and intersection with other protected characteristics (e.g., ethnicity).</p> <p>One of our strengths is the portfolio of diverse employability activities offered to all our students. We will review the effectiveness of the mechanisms by following our alumni and will identify what other activities can be included for other under-represented groups (e.g., black, Asian and ethnic minorities).</p>	[All]	<p>Employability team to implement</p> <p>FEIC to review impact on diverse students</p> <p>Student diversity ambassadors to provide feedback</p>	<p>Annual review, Improve employability support (as needed) Summer 2021-2024</p>	<p>Our employability practice is commended for its diversity and inclusiveness - our review in 2019 showed very positive results. We will use the Diversity in EPS student working group to gather feedback and address any issues.</p>	<p>Diversity in EPS student working group feedback on the inclusiveness of employability practice positive</p> <p>80% or above in NSS survey feel supported and confident in further career development</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3c (cont) Inspire, support and develop diverse students to succeed in their studies and realise their potential	<p>3.9[C] Run the Steel Innovation Award (in memory of Margaret Steel – female researcher and innovator) and review its impact.</p> <p>The award was set up by the University alumni office, with the active involvement of the FoE AS-chair. FoE will offer The Steel Innovation Award which provides £1000 for a female student (UG, PGT, or PGR) who has an innovative idea or invention they would like to develop with the support of the award. We will ensure the Steel Innovation Award is popularised with female students and will proactively encourage our female students to apply. We will encourage the award holders to act as champions for diversity and inclusion.</p>	[Gender & Intersectionality]	<p>EI-lead and EI-officer to coordinate</p> <p>SEIC to encourage students to apply</p> <p>FMM to popularise</p>	<p>Award will run annually, starting 2020-2024</p> <p>Review impact – annually</p>	<p>The first Margaret Steel award was ran successfully in 2020, three student winners. The application/selection process for 2021 is optimised. Extended involvement of SEIC.</p>	<p>Applications for the award from a at least half of the schools</p> <p>Award ran successfully for 3 years and renewed for further 3 years</p>
3d Provide positive inclusive student experience, instil sense of belonging for everyone	<p>3.10[N] Establish channels to understand experiences of our diverse UG, PGT, PGR students and address any challenges they may experience.</p> <p>As a large Faculty, it is crucial to have appropriate mechanisms for engaging with our diverse students, and to bring together the perspectives of experiences from each School. To ensure this, we have created two initiatives:</p> <ul style="list-style-type: none"> -The Diversity in EPS student working group, following AS-FEng action. This student working group provides a forum for students to gather feedback and share information on student experience and support. We will continue to run the group and consult with the students. Based on the feedback, we will revise our student-facing actions, and propagate actions to the relevant Faculty structures, such as FEC, GSO, SES. - Student equality and inclusion ambassador roles have been created to work with the School and Faculty EI committees. UG ambassadors have been recruited, 	[All]	<p>EI-officer and SES representative to ensure ambassadors are trained and engaged.</p> <p>FEIC to engage with student diversity group</p> <p>SEIC to engage with school equality and inclusion ambassadors</p>	<p>Diversity in EPS student working group meets and feedback to FEIC every term</p> <p>School equality and inclusion ambassadors recruited and integrated in SEIC annually</p>	<p>Diversity in EPS student working group was formed, inaugural meeting took place in Mar 2021. Student UG ambassadors recruited for 5 schools, recruitment of other schools to take place in June. PGR ambassador process to commence in Autumn 2021.</p>	<p>Diversity in EPS student working group involves students from each school.</p> <p>Every school has a student equality and inclusion ambassador.</p> <p>Every ambassador receives accreditation for their involvement.</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
3d (cont) Provide positive inclusive student experience, instil sense of belonging for everyone	training will take place at the beginning of the 2021-2022 academic year. We will ensure the diversity ambassadors are properly engaged in the relevant EDI structures at School and Faculty level.					
	<p>3.11[C] Further develop our Mutual Respect campaign for students to support them in dealing effectively with inappropriate behaviour or unconscious bias.</p> <p>The materials from the Mutual Respect campaign (AS-ENG) and PHAS dignity and mutual respect (AS-FMaPS) were combined in our EPS Mutual Respect campaign. An online poster was presented at all induction sessions for all UG, PGT, PGR students. It makes the University's policy on Dignity and Mutual Respect more accessible to students and gives clear link to reporting harassment and inappropriate behaviour. We will monitor effectiveness and will improve, if needed. We will also link appropriately with the University's campaign on zero tolerance to sexual harassment.</p>	[All]	<p>EI-lead and EI-officer to coordinate</p> <p>FEIC/SEIC to support</p>	Annual review of Mutual respect campaign, improvement as necessary annually	Student feedback on Mutual Respect campaign was sought in a student focus group in 2020 and discussed with the Diversity in EPS student working group in Mar 2021. Suggested improvements are being acted upon.	<p>Feedback from Diversity in EPS student working group to indicate 100% awareness of the campaign</p> <p>Appropriate link with university campaign to stop sexual harassment</p>
	<p>3.12[C] Embed sustained activities to inspire/motivate students from diverse backgrounds and create a sense of belonging.</p> <p>Regularly organise networking events, panel discussions and alumni visits to provide role model visibility in aim to inspire diverse students. Combine with inclusion week (Oct), Ada Lovelace (Oct), Black History month (Oct), disability history month (Dec), mental health week (May), LGBT history month (Feb), National Women in Engineering Day (Jun).</p>	[All]	FEIC , involving all SEIC , liaise with CDTs and inform marketing	Regular activities in place, feedback gathered to monitor impact and identify further needs Ongoing	Already running Breaking Boundaries in STEM, expanded to engage alumni and industry. Planned activities for Oct 2021.	At least two events available annually to each student group (UG/PGT/PGR)

Priority 4: Inclusive Culture - Building an inclusive, supportive and balanced culture in all Schools

Our culture is already positive with clear processes and procedures. We aim to share and embed best practice across FEPS to build a culture which encourages creativity, recognises and rewards individual and team contributions, and promotes wellbeing.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4a Ensure awareness and wide adoption of our mutual respect values for inclusive culture where everyone is valued and supported	<p>4.1[C] Ensure all staff undertake relevant equality and inclusion training. Those with recruitment responsibilities were encouraged to take the University workshop on unconscious bias training. We are now encouraging all staff involved in management and supervision to undertake the University 'Code of Practice on Professional Behaviours' training. New online training has also been developed by the UoL equality policy unit in 2018. All EPS staff are required to undertake this training. We also require all PGR students and postdoctoral researchers involved in teaching to undertake the online equality and inclusion training. PGR supervisors are encouraged to attend culture sensitivity training how to address the needs of diverse research students. We will seek feedback from participants and will monitor effectiveness of the training.</p>	[All]	<p>HR/FEIC to monitor progress and feedback</p> <p>Dean's email and GSO newsletter to encourage staff and PGR students to undertake relevant equality and inclusion training</p> <p>FEIC to monitor attendance and effectiveness</p>	Ongoing	~90% of staff have completed equality and inclusion training. Everyone with management responsibilities have been encouraged to take code of practice and professional behaviours training.	100% of staff and PGRs complete equality and inclusion training. Everyone with management and supervision roles to have done 'Code of Practice on Professional Behaviours' training
	<p>4.2[C] Continuously review staff needs for equality and inclusion training and ensure these are addressed appropriately. We are continuously reviewing the training needs for equality and inclusion training, further addressing intersection between gender and other protected characteristics, considering a broad spectrum of staff categories and responsibilities and identifying what works in which context. Our EDI analysis indicated that the current training provision does not meet all requirements, e.g., transgender, neurodiversity. Covid-19 indicated the</p>	[All]	<p>FEIC to review training needs and effectiveness</p> <p>EI-lead to ensure recommendations are passed to university</p>	Review equality and inclusion training and report to EPU annually Mar 2021-2024	Training needs were reviewed as part of the EDI analysis. Recommendations to the university are being made through our representatives in UoL EDI structures.	80% of the respondents to effectiveness of equality and inclusion training report positive impact on their practice Training needs

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
	importance of inclusive practices and clear communication. UoL is currently updating the equality and inclusion training. We will continuously feed to EPU and will make recommendations for improvement, information sent/required for AAM/SRDS meetings, personal tutor training, staff involved in staff with EDI responsibilities training.					report delivered to EPU annually
4a (cont) Ensure awareness and wide adoption of our mutual respect values for inclusive culture where everyone is valued and supported	<p>4.3[N] Increase awareness of School, Faculty and University EDI initiatives to staff and students.</p> <p>Following our AS-FEng action, we developed guidance for broad communication of our EDI activities, including students (via SES, Leeds University Union, societies, SEIC, Diversity in EPS working group, School/Course Reps), staff (Dean's newsletter, HoS updates, staff meetings, SIEC, FEIC updates). Our EDI analysis and the feedback from the Diversity in EPS student working group indicated that the awareness of staff and students of the EDI initiatives was still below our expectations. We are developing an extended communication strategy to address the feedback (e.g., which channels would be more effective). We will also review research and best practices of engaging people from under-represented groups. Our analysis additionally indicated negative impact of Covid-19 on awareness of EDI. We have used only online means for communication (while earlier we used the physical space with poster and dedicated areas). Because of the digital interaction fatigue, EDI-related emails were often missed. We will explore better hybrid approaches to popularise EDI activities.</p>	[All]	<p>FEIC to review and update communication strategy</p> <p>EI-officer and EI-lead to ensure strategy is adopted</p>	<p>Communication strategy accepted by FEIC Oct 2021</p> <p>Monitor effectiveness and improve Ongoing</p>	<p>Online space for students (Minerva) and for staff (SharePoint).</p> <p>Communication effectiveness reviewed, strategy is being prepared to address communication challenges.</p>	100% of students in Diversity of EPS student working group and culture survey with staff report that they are aware of our EDI activities.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4b Provide all staff with equal opportunities and appropriate support to undertake flexible working, career breaks and periods of parental leave.	4.4 [N] Improve awareness of Faculty guidelines and University policies on career break and flexible working, and continuously update the guidelines, as needed. We revised the FEng guidelines which cover support from returning from career break and for attending conferences, these have been adopted across EPS. We will promote these revised guidelines as well as the support available for conference and training attendance, monitoring the effectiveness of the revisions and annually review the guidelines considering this feedback. Our EDI analysis showed that not all staff were aware of the university policies on flexible working and career break, as well as our own faculty guidelines. We will improve the accessibility of this information and ensure staff considering taking maternity leave, adoption leave, shared parental leave, or career breaks are provided with appropriate advice and support including returning to work. We will then continue to ensure any changes to the University policies and Faculty guidance are communicated promptly to all staff by a range of channels (SharePoint space, Dean's newsletter, HoS updates, staff meetings, SIEC updates; student ambassador engagement). Link to 4.3[N] Communication strategy.	[Carers, Disability, Mental Health]	FHRM and HR representatives in FEIC to ensure policies and guidelines are properly communicated. FEIC to gather staff feedback	Ongoing	EDI item included in Dean's letter, EPS SharePoint space created, regular communication via SEIC and HoS.	100% of respondents to our culture survey with staff report that they are aware of our EDI activities.
	4.5[N] Gain a better understanding of the experiences of our diverse staff undertaking flexible working, focusing on gender and disability as well as other protected characteristics, making recommendations for improvement. This was an action in both AS-FEng and AS-FMaPS, which was revised significantly to include Covid-19 impact. Flexible working experiences were part of our EDI analysis, which took into account both the impact of Faculty	[All, especially Gender, Disability and Ethnicity]	FEIC to conduct culture survey, analyse and make recommendations FEC/FHMR to consider	Annual analysis and recommendations Jan-Mar 2021-2024	Flexible working experiences reviewed in the EDI analysis, working group with PMST staff, and an interview with a recent staff member returning from	>80% of staff working flexible hours and part-time feel engaged in the School/Faculty life

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4b (cont) Provide all staff with equal opportunities and appropriate support to undertake flexible working, career breaks and periods of parental leave	<p>alignment and Covid-19. There is no notable difference in the proportion of men and women working flexibly or part-time. Working online has empowered flexible working colleagues, who might have missed meetings otherwise, and made them feel more included. Concerns were raised about:</p> <ul style="list-style-type: none"> - Practices for changing flexible working arrangements; - Flexible working and caring responsibilities; - Meeting deadlines (e.g., marking, exam papers set) when less time is available for this. <p>We will continue to conduct interviews/focus groups with colleagues who have taken flexible working and will discuss at SEIC/FEIC. We will regularly review flexible working as part of our annual online culture survey to explore flexible working experiences, identify disadvantaged groups (e.g. gender, disability, ethnicity), and propose improvement of the UoE policies and Faculty guidance.</p>		improvement at Faculty/University level, respectively		career break. Challenges and best practices are identified. Our HR representative at UoL policy groups will ensure our feedback is considered.	
4c Promote a good gender balance in role model visibility, committees, and external speakers	<p>4.6[C] Extend visibility of diverse staff and students across the faculty.</p> <p>Our earlier review of visibility of diverse role models indicated limited visibility of professional, support and technical staff, and postdoctoral researchers. We have expanded the Footsteps booklet which showcases staff diversity to include every school and all staff groups. We also expanded the student and alumni web pages to show diverse role models.</p> <p>Our EDI analysis indicated that despite improvements, the visibility of role models is still below our aspiration. While there are visible role models based on gender, there are few role models with other protected characteristics, e.g., ethnicity, disability, sexual orientation.</p>	[All]	<p>FEIC and SEIC to create content, monitor visibility and suggest improvements</p> <p>FMM to ensure website and social media activities take place</p>	<p>Include visibility of role models in annual EDI review</p> <p>Ongoing</p>	<p>Staff Footsteps brochure was updated to include all schools and all staff categories showcasing role models, incl. gender, ethnicity, neurodiversity, caring responsibilities, maternity/paternity. Student and alumni profiles are regularly</p>	<p>Include visibility of role models in culture survey:</p> <p>100% respondents positive about gender</p> <p>>80% of respondents positive about other under-represented groups</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4c (cont) Promote a good gender balance in role model visibility, committees, and external speakers	<p>This is partially because the physical space was not present, and the diversity of our community was only seen online. Covid-19 emphasised the importance of online visibility, which will be our main priority:</p> <ul style="list-style-type: none"> - We will extend the Staff Footsteps and ensure it is popularised to staff and more prominent on our web site. - We will continue our social media campaign on international women day and international women in engineering day to celebrate our diverse community. - We will increase our celebration of promotions, providing broader diverse role models to inspire, we will make regular announcements in the Dean's letter and include role models in the promotion workshops. 				updated. All web pages provide inclusive image. Social media campaigns to celebrate diversity.	
	<p>4.7[C] Improve diversity of membership in all committees to ensure better representation of under-represented groups, including gender and other protected characteristics.</p> <p>Our EDI analysis showed that although the %Female in key Faculty committees has increased since Faculty alignment, overall there is still low representation in key Faculty committees and some school committees. We will review best practices for diversifying committees, e.g. quota for under-represented groups; expand representation of different staff grades and roles; expand representation of students. We will conduct an online survey to identify what attracts staff to leadership positions and participation in committees. Based on this, we will prepare guidelines for inclusive committee membership, including reviewing the Terms of Reference for key committees. We will also produce case studies of colleagues who are committee members and what they</p>	[Gender]	<p>FIEC to conduct the review and prepare guidelines</p> <p>FEC to implement changes, following the review/guidelines from FEIC</p>	<p>Review of best practices Dec 2021</p> <p>Guidelines prepared by FEIC Mar 2022</p> <p>Changes implemented by FEC Jun 2022</p>	<p>Initial review conducted as part of our EDI analysis. CIVI leadership survey gathered staff feedback on possible changes to make leadership roles (which then impact committee membership) more attractive.</p>	<p>%Female in committees proportional to %Female of staff (~20% female in all committees)</p> <p>Every committee is mixed gender, mixed ethnicity, and includes international staff</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4c (cont) Promote a good gender balance in role model visibility, committees, and external speakers	can achieve in these roles to encourage others to take up the positions.					
	<p>4.8[N] Increase awareness and accountability of everyone for organising inclusive events, including seminars, conferences, and other School/Faculty events.</p> <p>This is a significantly revised past action that focused solely on %Female speakers. Our aim has expanded to address our holistic inclusion approach (gender and other protected characteristics), to include a broad range of aspects linked to inclusive events, and to apply for online delivery.</p> <ul style="list-style-type: none"> - We will pilot activities in schools, COMP's communication protocol used at the start of events and MATH's inclusive events guidelines. We will also review guidance (both university and beyond) to identify what is applicable for our Faculty. - We will develop Faculty guidelines on inclusive events and share with staff and students. We will use the MATH guidelines as the basis, and will include accessibility, representation, organisation (inclusive not just gender, e.g., caring responsibilities, religious obligation; breaks), communication, data collection/reporting. - We will continue to ensure that the gender balance of speakers in School/Institute seminar programmes, conferences and CPD events is at least comparable to the proportion of female academics in the School/discipline. We will conduct an annual audit of speaker diversity, encourage adoption of best practice from COMP and CDTs where a list of speakers and gender balance is monitored by all staff. For higher profile events (e.g., conferences) we will ensure session chairs/committees gender balance. 	[Gender, Ethnicity]	<p>FEIC (MATH SC-EI, COMP SC-EI) to conduct review and propose guidelines</p> <p>FEC to approve and popularise to staff</p>	<p>Faculty guidelines on inclusive events prepared Oct 2021</p> <p>Guidelines approved by FEIC and FEC Dec</p>	<p>COMP worked with EPU to create inclusive communication guidance and piloted at School and EDI events. Feedback from Diversity in STEM student working group positive.</p> <p>MATH guidance have been prepared and approved by SEIC and SMT, now considering adopting them at Faculty level.</p>	Record of event organisation shows: %Female speakers proportional to %Female in staff; every panel is mixed gender and mixed ethnicity.

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4d Promote work-life balance and wellbeing for all	<p>4.9[C] Ensure all students are aware of the extra-curriculum and wellbeing activities available. Although this is a continuing action, this has changed significantly following Covid-19, which has emphasised the importance of online delivery and led to significant increase of online resources available and accessible to students and staff. Earlier analysis indicated the importance of extra-curriculum activities for career development, confidence building, and employability. Our EDI analysis indicated that we need to ensure that the messages get to students and staff considering massive digital attention overload. We have identified that the personal touch is crucial, hence broad awareness of the relevant people who can offer advice. We will popularise to students, tutors, and supervisors via regular update by HoS and Dean emails, Graduate School newsletter. We will actively engage the Student Diversity Ambassadors to help with proactively reaching out students from under-represented groups, and to continuously review student needs and how these are met.</p>	[All, especially mental health]	<p>FEIC to liaise with SES/GSO to compile & update list SC-EI and SEIC to promote</p>	Ongoing	Regular announcements from SES, GSO, Union, Employability of opportunities. Consultation with diversity in EPS student working group identified the importance of personal advice.	<p>100% of participants in diversity in EPS student working group</p> <p>Ambassadors</p>
	<p>4.10[C] Proactively respond to staff wellbeing needs and monitor the effectiveness of the current Wellbeing For All activities. Responding to needs of female staff, we created Wellbeing For All activities where everyone can benefit. This includes EPS wellbeing rooms and self-resilience sessions. We will monitor the effect of these activities and ensure these activities are beneficial for all staff. - We will include resilience and well-being in our Breaking Boundaries in STEM events to show role models who have overcome wellbeing and resilience challenges, bringing in the personal side, and talking openly about mental health</p>	[All, especially mental health]	<p>HR representatives in FEIC</p> <p>FEIC to ensure resilience is included in Breaking Boundaries in STEM events</p>	<p>Monitoring wellbeing activities - ongoing</p> <p>Promote support groups – ongoing</p> <p>Address health-related</p>	<p>Resilience and well-being were included in two of the Breaking Boundaries in STEM events, feedback on these events very positive.</p> <p>EI-lead prepared a brief report to FEC, identified the need to create safe space</p>	<p>90% of staff responding to feedback from wellbeing events find them useful</p> <p>100% of culture survey responses positive about wellbeing and resilience support</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4d (cont) Promote work-life balance and wellbeing for all	<p>and resilience.</p> <ul style="list-style-type: none"> - We will ensure the Staff Wellbeing rooms are available when the university campus opens and with following requirement to record attendance in the rooms, we will be able to monitor use (key challenge from the past). - We will review how to address health-related issues, such as menopause, pregnancy and disability. Support will include both manager training (via HR) and informal staff support groups. - We will review how we respond to wellbeing needs and will make recommendations for improvement. 			<p>issues – by Mar 2022</p> <p>Review of wellbeing support annually</p>	to discuss wellbeing. All schools integrated this in informal staff meetings.	
	<p>4.11[C] Develop Faculty guidance on communication and out-of-working-hours availability.</p> <p>This was an old action which is now revised to consider the impact of Covid-19 and the changes to working arrangements. Our EDI analysis and feedback from Diversity in EPS student working group identified communication overload and confusion about expectations of staff availability. Schools have addressed this with indicating expectations to students and staff.</p> <ul style="list-style-type: none"> - We will review current practices and prepare Faculty guidance, in consultation with EPU, to cover expectations for email responses and out-of-working-hours availability. These will be flexible, allowing for each School to adapt them, as appropriate. - We will continue to review the guidance to align with the university working practices updates. - We will collect examples of best practice (e.g., email signatures, delay/scheduling emails) and make available on our SharePoint space. 	[All, especially flexible working and carers]	<p>FEIC to make suggestions</p> <p>FEC to review/approve</p> <p>HoS/SEIC to ensure visibility, monitor adoption, and revise</p>	<p>SharePoint update by Dec 2021</p> <p>Faculty guidance in place Jan 2022</p> <p>School adaptation and monitoring 2022-2024</p>	AS-FEng reviewed current practice; raised at FEC which took decision to create FEng guidance. This is now escalated to FEPS.	Faculty guidance on communication and out-of-working hours availability announced at staff meetings and adherence to policy monitored by HoS and HR

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
4d (cont) Promote work-life balance and wellbeing for all	4.12[N] Ensure the new FEPS workload allocation model provides transparency, fairness, and equity. FEPS is progressing towards a unified workload allocation model using a UoL-wide system. This will allow recognition for areas that advantage females, e.g. student supervision, citizenship, career development. FEIC/SEIC will engage with the workload allocation process to ensure transparency, fairness and equity. We will also ensure that the workload model is widely discussed with all academic staff, and any EDI issues are promptly identified and acted upon.	All	HoS to implement FEIC/SEIC to monitor FEI-lead to report to FEC	Agreement about the use of workload allocation system Sep 2021 Transition to workload allocation system Sep 2022	Consultation with School of Medicine (holding AS Gold) took place considering their experience in adopting the workload application system and their approach to ensure fairness, transparency and equity	>90% of EDI survey respondents think workload allocation is fair, transparent and equitable

Priority 5: Engagement and Support – ensure wider engagement and support for effective actions that influence the Faculty and beyond

The actions proposed in this section aim to embed data monitoring and feedback processes as “business as usual” and establish the processes to broaden our Athena SWAN activities in the future. We will engage with the wider engineering and physical sciences community to influence the diversity agenda beyond the Faculty (to prepare for a Gold application at the next round).

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
5a Engage with the wider community and act as beacon for equality, diversity and inclusion (Towards Gold)	<p>5.1[N] Actively engage with the University equality and inclusion structures to shape our inclusive practices (e.g. promotion process, flexible working arrangements, research culture) to address key equality, diversity and inclusion issues.</p> <p>Through our HR representatives at university policy groups, we will influence the university processes to improve promotion process (including more transparency on Grade 10 band, clarity and examples on what individual circumstances can be, optimise promotion applications to ensure it does not take substantial time which disadvantages certain groups, e.g., people with caring responsibilities) and shape new flexible working policies (take into account the new way of working). Additionally, through engagement with University EDI Deans, EDI delivery group and Athena SWAN leads network, we will ensure that our best practices are further adopted at the university (e.g. Mutual Respect campaign, Student Ambassadors, Support for return from career break), learn from initiatives in other Faculties (e.g. mental health support, race and ethnicity challenges) and will shape joint activities. We will also focus our engagement in relevant working groups, e.g. SALIPs, research culture, early career researchers forum, ensuring we feed into the university's EDI developments and facilitate their adoption in the Faculty.</p>	[All]	<p>HR representatives in FEIC</p> <p>FEI-lead to ensure appropriate engagement with university structures and involvement of FEIC and SEIC</p>	<p>Engagement with university structures ongoing</p> <p>Review effectiveness annually in a meeting with University representatives</p> <p>Autumn 2021-2024</p>	<p>We already engage with all appropriate university structures.</p> <p>Our EDI analysis showed that although engagement was in place, there was not much awareness, especially at School level. We have planned a meeting with the University EDI deans to take place in Autumn 2021.</p>	<p>EDI survey with SEIC and FEIC indicates 100% awareness of how we engage with and influence the university EDI practice.</p>

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
5a (cont) Engage with the wider community and act as beacon for equality, diversity and inclusion (Towards Gold)	<p>5.2[N] Develop and implement a holistic outreach strategy to unify the various outreach activities at School and Faculty level and achieve broader regional and national impact.</p> <p>To achieve our ambition to make significant impact on diversifying the STEM community at regional and national level, we need to channel our activities, optimise effort and maximise impact. We will dedicate part of the Faculty EDI budget to provide resources for outreach activities. Our unified outreach approach will focus on challenging societal perceptions of EPS (aimed at general public) and inspiring people from under-represented groups to undertake careers in STEM (aimed at female, ethnic minorities, and low socio-economic status). We will consider the main audiences to engage with, the key goals for each audience, and the expected impact. Through the UoL structures (STEM outreach and Public Engagement with Research), we will identify key regional and national initiatives to ensure the Faculty is present. We will engage in partnerships with charities and other universities to reach broader audiences. We will collect feedback, monitor what works, share best practices, and seek ways for improvement. We will optimise effort, reuse materials, and utilise digital delivery for broader reach.</p>	[All, focusing on gender, ethnicity, socio-economic status)	FEIC in collaboration with STEM outreach manager	<p>Review of outreach activities and identify possibilities to unify effort Mar 2021</p> <p>Outreach strategy ready Nov 2021</p> <p>Monitor implementation and review progress-annually Mar 2022-2024</p>	FEIC reviewed our outreach activities with STEM outreach manager (member of FEIC) and identified areas for joint work to maximise impact by linking to national initiatives (e.g. in2science, Generating Genius). Outreach activities popularised in Dean's newsletter to raise awareness. CDT combined outreach efforts. We are engaged in UoL summer schools and those delivered at other universities to try to establish if summer schools lead to more uptake of university degrees from under-represented groups.	<p>Unified outreach strategy in place</p> <p>Evidence of impact on the region/nationally (through feedback on activities)</p> <p>At least one sustained external partnership with a national charity evidencing impact on diversity in STEM</p>
	<p>5.3[N] Unify with industry to optimise effort and maximise the impact of our EDI activities on society and the Engineering and Physical Sciences sector</p> <p>We will build on our strong partnership with industry to shape sustained EDI initiatives. Current activities include</p>	[All]	FEIC to form industry engagement working group,	Industry EDI partnerships formed Autumn 2022.	We will channel our ongoing links with industry and expand with EDI activities	At least two joint outreach activities with industry per year

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
5a (cont) Engage with the wider community and act as beacon for equality, diversity and inclusion (Towards Gold)	building Equality (with construction sector), diverse degree apprenticeship (PWC/COMP), Medical Technologies hub (MECH/ELEC). We will explore obstacles leading to leaky pipeline affecting females and other under-represented groups and will pilot activities to retain talent. Working together with industry (e.g. currently with Ahead Partnership) we will develop joint outreach events to challenge societal views about engineering and inspire future female engineers.		ensure resourcing and implement activities FEIC to explore joint activities with existing centres that have industry collaboration	Realising impact of actions 2022-2024		
	5.4[N] Ensure our CDTs act as beacons for equality and inclusion, influencing the Faculty, University and sector. EPS is involved in 7 new CDTs (4 coordinated by EPS and 3 in which EPS is a partner). There are also 6 existing CDTs that are still running but no longer recruiting (3 coordinated by EPS, 3 as a partner). All CDTs have EDI strategies, action plans and aspire to be beacons for diversity. To consolidate these strategies and to maximize the impact of our CDTs, we will create a working group dedicated to CDTs involving members of SAT as well as the managers and EDI co-directors of each CDT. This will optimise effort and cost and maximise the impact of CDT activities.	[All]	CDTs working group to share EDI practices and influence Faculty and beyond FEIC to ensure EDI activities embed best practices in EPS	Forming CDT working group - Mar 2020 Consolidating activities - Ongoing	CDT EDI working group was formed. FEIC invited CDT managers/administrators representative to ensure effective communication. CDT best practices to be reported at FEIC and to GSO.	Active involvement of CDTs in EPS equality and diversity activities CDTs to pioneer new interventions/activities that can be adopted more broadly
	5.5[N] Ensure sustainability of activities developed within the EPSRC Inclusion Matters project Northern Power aimed at developing early career researchers in the North of England. The project commenced in Dec 2018 and will run until Aug 2021. It has involved 7 universities and several industry partners. It piloted and evaluated new mechanisms for developing and retaining a diverse research workforce in the region. We led two activities to support researchers	[All]	FEI-lead (UoL PI on the project) and NorthernPower project manager at Leeds to report to UoL structures and FEIC .	Report on evaluation - end of project workshop May 2021 Adoption at UoL ongoing	36 researchers from UoL took place in the project. Feedback is positive. All resources are now made available on the website.	Shared characteristics mentoring resources and lessons learnt adopted at UoL (beyond EPS) Website actively used (Google

Area of Need	Action	Under-represented Group	Responsible person/group	Timescale & Deliverables	Current Progress	Target
5a (cont) Engage with the wider community and act as beacon for equality, diversity and inclusion (Towards Gold)	from under-represented groups, including gender, ethnicity, sexual orientation, disability - shared characteristics mentoring and digital platform. We worked closely with the UoL OD&PL to ensure resources are adopted in the career development training. We will popularise the resources broadly at the university and regional level, and will explore further opportunities to extend shared characteristics mentoring (e.g. beyond EPS domain) and to extend the online resources (web site to provide hub for EDI resources).			Further expansion 2021-2023		statistics) Adopt in regional activities, e.g. White Rose.
5b Ensure sustained engagement, data monitoring and reporting with appropriate resourcing	5.6[C] Follow the established engagement model to connect with the relevant structures within the Faculty and University; continuously monitor FEIC engagement to improve effectiveness. Following the Faculty alignment, we established a communication and engagement structure with FoE management structures (FEC, HR, SES, FMM, GSO, HoS), to ensure FEIC guides our EDI practices. We will expand this to engage with interdisciplinary institutes/centres. We will continue to engage with staff through staff meetings and will ensure all schools have appropriate engagement channels. Feedback will be used to improve process. The Faculty SharePoint Equality and Inclusion space will be expanded to provide a one-stop space for all staff, providing links to relevant EDI information and activities.	[All]	FEI-lead and SEI-leads to coordinate	Ongoing	All schools formed SEIC, involving different roles and grades of staff. The Student Diversity ambassadors will ensure an effective way to engage with the students. FEIC consults SEIC, identifies best practices, and explores broader adoption.	EDI SharePoint space includes up-to-date information. FEC considers EDI in key management decisions.
	5.7[C] Ensure robust data monitoring and reporting processes. The AS-FEng multi-faceted approach for data collection, including quantitative and qualitative data, has been adopted. This includes a registry of data collection points, all data is recorded on a specially dedicated area in the Teams space, protected data is kept on a OneDrive space	[All]	FEI-lead and FEI-officer	Ongoing	We continuously review and update the data and ensure proper documenting of the analysis process	Annual data reporting mechanism in place.

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	only available to the main contacts for analysis. Staff data is provided from HR, student data is provided from SES, PGR data was provided by GSO. While collecting REF and research grants data, it became clear that the processes are not unified. A new mechanism for data collection is being prepared by the Faculty Research Committee. While gender data is relatively easy to collect, reliable data about protected characteristics is not easily available. We will work with EPU to inform the improvement of the data collection mechanism at university level.					
5b (cont) Ensure sustained engagement, data monitoring and reporting with appropriate resourcing	<p>5.8[C] Ensure equality activities are adequately resourced.</p> <p>We have established a specific budget for EDI activities. This supports female attendance at national career development activities, the EPS activities such as Breaking Boundaries in STEM and the Mutual Respect campaign, and data collection and analysis. Going forward, we will continue to maintain this budget and the EPS FEI-officer role through student internships, which is in the support post for the next 5 years. We will also expand the EDI leadership posts by adding a deputy Faculty Equality and Inclusion lead, which will be represented in their allocated workload.</p>	[All]	FEI-lead and Faculty Dean	Ongoing	Continue to use the available resourcing. Regular review of resourcing.	EDI resourcing in IPE.
5c Update FEIC composition and embed external steering and advice	<p>5.9[C] Annually review Faculty Equality and Inclusion Committee (AS-SAT) membership and activities to ensure effective progress is made with the action plan.</p> <p>We will review the FEIC composition identifying under-represented areas and will specifically encourage more men to join. Our current analysis indicates an under-representation of PDRA and staff involved in international activities (e.g. our joint school with China). We will</p>	[All]	FEIC to review membership and invite members when members leave or lack of	FEIC membership review - annually - Sep 2021-2024 Action plan	We review FEIC composition annually, and address any gaps. This includes bringing new people (when roles are not covered) or replacing people who leave	FEIC to include representatives from all staff categories and all protected characteristics. FEIC engages with Student Diversity Ambassadors and Diversity in EPS

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5c (cont) Update FEIC composition and embed external steering and advice	continue to engage with the student diversity in EPS working group and will involve the student diversity ambassadors in SEIC and FEIC.		representation is noted.	monitoring - Ongoing		student working group.
	5.10[C] Extend School SEICs to include diverse staff and students and engage with the appropriate school structures. FEng schools included School champions who engaged with HoS and school management. It became apparent that school EI committees would be a better way to ensure the specific needs of the schools are properly addressed. After alignment, all schools have formed SEIC, involving representatives from all staff categories and students from UG, PGT, and PGR. EI-officer and EI-lead will prepare regular updates on data collection and analysis related to the Schools, sending to SC-EI and HoS. SEIC will continue to identify relevant issues and explore mechanism to address in collaboration with FEIC. The SEI-lead represent their schools in FEIC.	[All]	SEI-leads & HoS to ensure SEICs are formed and functioning FEI-lead to monitor and ensure SEIC engage with FEIC	SEICs established by May 2021 Engagement with SEIC and FEIC ongoing	School Equality and Inclusion committees (acting as School SAT teams) have been established for all FEng schools (the FMaPS schools already had this). Membership has ensured broad staff involvement, engagement with FEIC is in place.	Every school has an active SEIC and appropriate channels to engage with staff, students, and SMT.
	5.11[N] Establish EPS EDI external advisory board (EAB). We regularly consult with UoL EPU (EPU representative on FEIC) and other Athena SWAN teams (via the UoL Athena SWAN networking group). Going forward, we will establish an EAB to receive strategic advice and steer how we address key issues and reach beyond UoL. The EAB will include representatives from the UoL (e.g. from EDI Deans), diversity leads from industry (e.g. from ongoing links with MedTech, Construction, IT), and national diversity leadership (e.g. UKRI groups).	[All]	FEI-lead & Dean	Establish EAB after feedback on interim AS application – late 2021 Consult EAB – annually	New action, members to approach identified, will use feedback on interim application to form EAB.	Advice from EAB acted upon