



Institution Application

Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

Completing the form

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

Institution application	Bronze
Word limit	10,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the institution	500
3. Self-assessment process	1,000
4. Picture of the institution	2,000
5. Supporting and advancing women's careers	5,000
6. Supporting trans people	500
7. Further information	500

Name of institution	University of Leeds	
Date of application	1 st June 2021	
Award Level	Bronze	
Date joined Athena SWAN	2006	
Current award	Date: November 2016	Level: Bronze
Contact for application		
Email		
Telephone		

Glossary of acronyms used in this report

A2L	Access to Leeds
AAM	Annual Academic Meeting
ACF	Academic Clinical Fellow
ACL	Academic Clinical Lecturer
ADF	Academic Development Fund
AHC	Arts, Humanities and Cultures (Faculty of)
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
CA	Clinical Academic
CAP	Concordat Action Plan
Co-I	Co-investigator
CTP	Career Transitions Programme
DVC	Deputy Vice Chancellor
E&I	Equality and Inclusion
E&IB	Equality and Inclusion Board
E&IDG	Equality and Inclusion Delivery Group
ECR	Early Career Researchers
ECRDSG	Early Career Researcher Development Steering Group
EDI	Equality Diversity and Inclusion
EET	Educational Engagement Team
EIU	Equality and Inclusion Unit
EPS	Engineering and Physical Sciences (Faculty of)
EPSRC	Engineering and Physical Sciences Research Council
F	Female
FBS	Faculty of Biological Sciences
FMH	Faculty of Medicine and Health
FE	Faculty of Environment
FSS	Faculty of Social Sciences
FT	Full-time
FTE	Full-time Equivalent
FTC	Fixed Term Contract
H&S	Health and Safety
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoS	Head of School/Service
HR	Human Resources
IDaHoBiT	International Day against Homophobia, Biphobia, and Transphobia
ISAT	Institutional Self-assessment Team
IWD	International Women's Day
KiT	Keeping in Touch days
KPIs	Key Performance Indicators
LGBT+	Lesbian, Gay, Bisexual, Transgender plus
LLC	Lifelong Learning Centre
LUBS	Leeds University Business School (Faculty of Business)

LUU	Leeds University Union
M	Male
OD&PL	Organisational Development and Professional Learning
OEC	Open Ended Contract (permanent)
OEFF	Open Ended with Fixed Funding
PDR	Post-Doctoral Researcher
PG	Postgraduate
PGR	Postgraduate Research/Researcher
PGT	Taught Postgraduate
PhD	Doctor of Philosophy
PI	Principal Investigator
PRiSE	Professional Recognition in Student Education scheme
PS	Professional Services staff (includes all employees whose roles are not academic)
PT	Part-time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RG	Russell Group
RIS	Research and Innovation Service
RO	Research Only
SAT	Self-Assessment Team
SES	Student Education Support
SJH/SJUH	St James' Hospital/St James's University Hospital
SMP	Statutory Maternity Pay
SoM	School of Medicine
SPL	Shared Parental Leave
SPLiT	Shared Parental Leave in Touch days
SRDS	Staff Review and Development Scheme
STEMM	Science, Technology, Engineering, Maths and Medicine
T&R	Teaching and Research
T&S	Teaching and Scholarship
TDOR	Trans Day of Remembrance
TDov	Trans Day of Visibility
ToR	Terms of Reference
UAF	University Academic Fellow
UB	Unconscious Bias
UEG	University Executive Group
UoL	University of Leeds
UG	Undergraduate
UoA	Unit of Assessment
VC	Vice-Chancellor
W@LN	Women at Leeds Network
WAM	Workload Academic Model
WP	Widening Participation
%F	Percentage Female

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

25th August 2020

Dani Glazzard
Head of Athena SWAN
First Floor, Napier House
24 High Holborn
London WC1V 6AZ

Dear Dani

As outgoing Vice-Chancellor, I am delighted to endorse this Bronze Athena SWAN application on behalf of the University of Leeds. Since our award in 2016 we have invested significantly in advancing the ten principles which the Charter articulates. We continue to strive for greater opportunities for all women and transgender colleagues within the University, removing barriers to progression and enabling everyone to achieve their career aspirations.

We are very mindful of the need to take an intersectional approach. This year we launched the Leeds Race Equality Framework with a commitment to increase the representation of female BAME staff in leadership roles, support the career development of BAME colleagues and reduce the BAME pay gap.

The investment (circa £60k p.a.) made into our Equality & Inclusion Unit (EIU) is demonstrating impact. The EIU have supported some significant Athena SWAN milestones enabling opportunities to share good practice. Maths and Physical Sciences achieved Bronze in 2019, followed by the Leeds Business School and Faculty of Social Sciences in 2020. In 2019, the Faculty of Engineering (now Engineering and Physical Sciences) renewed Silver and the School of Medicine became the first medical school to achieve Gold. The School of Psychology and Faculties of the Environment and Biological Sciences achieved Silver for the first time in 2020.

Since 2016 we have introduced policies and procedures to support gender equality including:

- Promotion criteria and processes to better recognise and reward excellence in teaching and scholarship, and academic leadership
- New promotions criteria for Professional and Support staff to support career progression
- A reduction in the gender pay gap from 22.5% in 2017 to 18.9% in 2019
- Our University Academic Fellows scheme, demonstrating accelerated career progression in female academic staff
- Mandatory online E&I training for all staff with 95% uptake
- Trans Policy and guidance for staff and managers

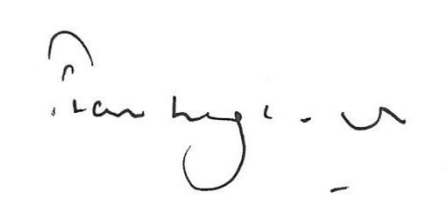
There is still work for us to do. We have increased the proportion of female professors (9% in 2009) but at 26%, gender balance has still not been attained. Based on self-disclosure, only 13% of our female academic staff are from BAME groups. In addition, the impact of the pandemic on the careers of those with caring responsibilities must be urgently addressed. Together, the University Executive Group and the whole Equality, Diversity and Inclusion (EDI) team across the University will work to deliver our Bronze Action Plan to address these and other inequalities.



As Chair of the University's E&I Board, I am responsible for delivering our E&I Framework 2020-2025, of which gender equality is a central pillar. Our E&I Delivery Group brings together a varied range of experience to support the implementation of our plans and provides a valued source of staff consultation. Our incoming VC Professor Simone Buitendijk will continue to provide strong leadership to the E&I Board.

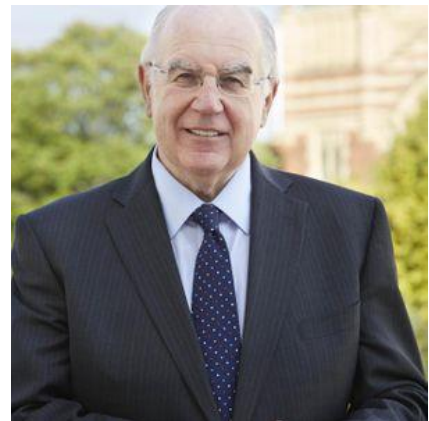
Finally, I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University of Leeds.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Sir Alan Langlands', on a white background.

Sir Alan Langlands

Vice-Chancellor



Dear Dani,

As incoming Vice-Chancellor, and a strong believer in the need for more inclusive higher education cultures, I am also pleased to endorse this application. Equality, diversity and inclusion (EDI) are as important to us as financial sustainability, high quality research, education and societal impact. In fact, all these goals are intertwined. The Action Plan submitted here will make a significant contribution to our overall strategy in all these areas.

We have made good progress in moving towards gender equality, thanks to many of our dedicated staff including those on Athena SWAN committees across the University. But it is time to accelerate this by taking a systematic, comprehensive approach to EDI that is intersectional in focus and led from the top. One of my roles as incoming VC is to become familiar with the key issues around gender and intersectional inequalities within our Institution. With my leadership team I will develop an EDI strategy and vision, that is holistic and sustainable and encompassing of the Athena SWAN principles.

As VC I will lead by example and will take responsibility for delivering positive impact on gender equality for all our staff and students and for the benefit of the entire University.

Vice-Chancellor

Professor Simone Buitendijk



Action 1.1: PRIORITY: Create new University of Leeds Equality Diversity & Inclusion (EDI) strategy taking an intersectional approach to gender equality

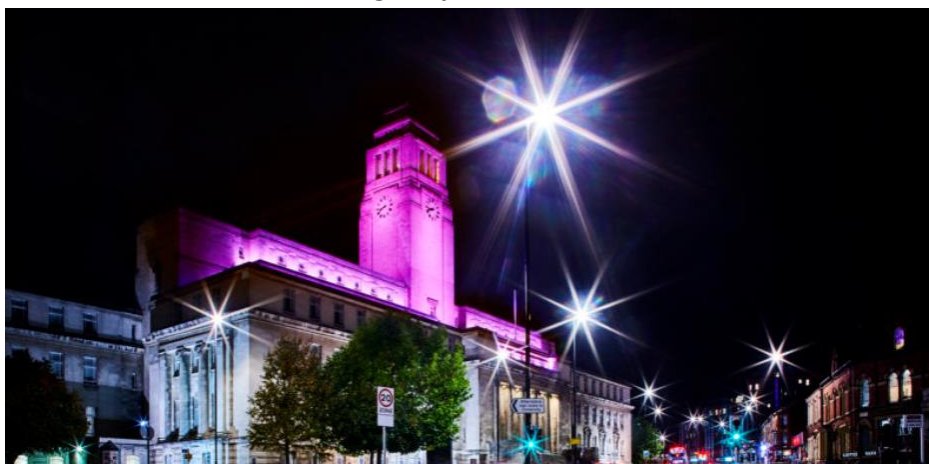
[Section 1– 688 words]

2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information.

Picture 2.1: The iconic Parkinson Building lit up to celebrate Black Pride in 2019



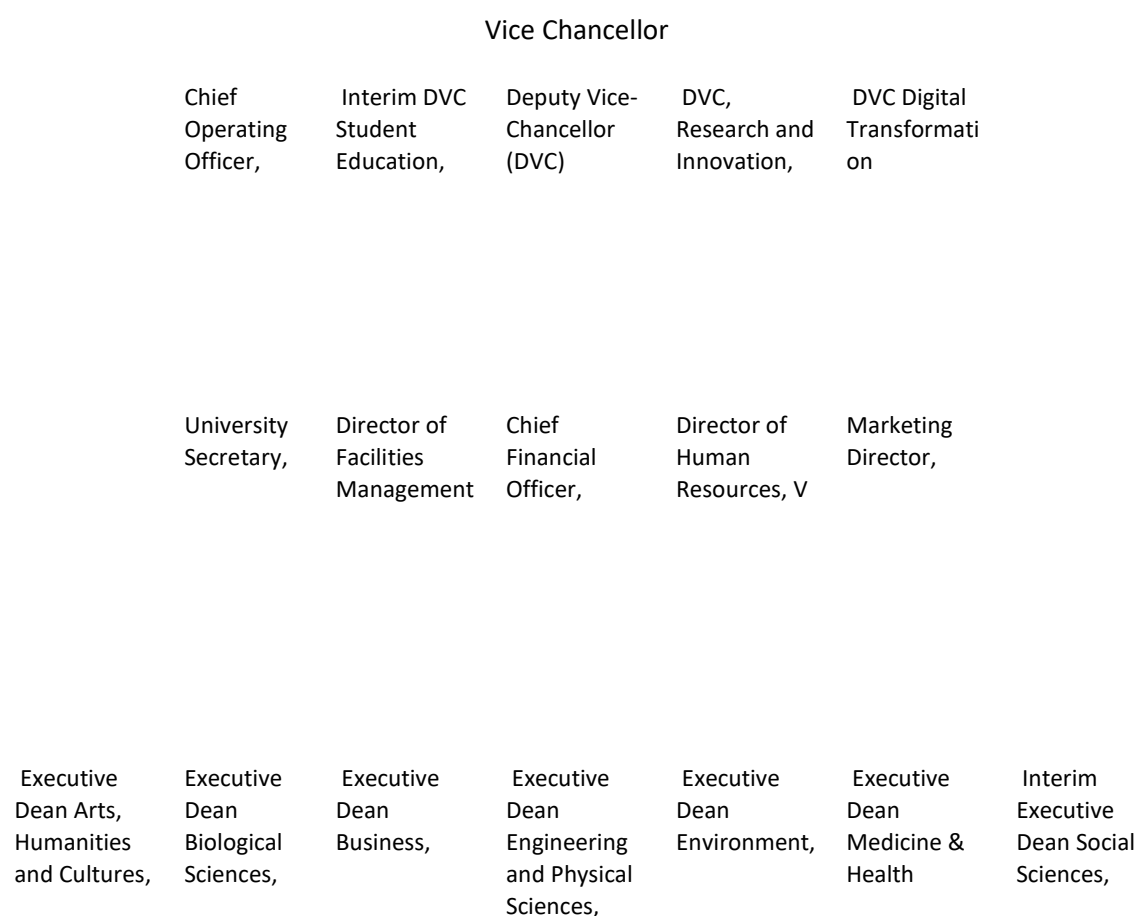
The University of Leeds is a large Russell Group (RG) university and the third largest employer in the city. We have seven faculties: four in Science, Technology, Engineering, Mathematics and Medicine (STEMM) and three Arts, Humanities, Social Sciences, Business and Law (AHSSBL) comprising 38 Schools and multiple institutes, mostly based on campus, though some FMH staff are based at the three main city hospitals.

We came fifth in the 2020 Times Higher Education UK Impact Rankings for Gender Equality, recognising research in gender, gender equality policies and commitment to gender balance. We recognise that gender is non-binary nature and value our transgender colleagues.

Our Chancellor, had a long career at UoL, starting as Lecturer then , promoted to a Professor before becoming a Dean. When they left they became a Director in another organisation.

Our University Executive Group are responsible for the running of all University business (Picture 2.3) and report to the Council.

**Picture 2.2: Membership of the University Executive Group (UEG), December 2020
(names/images redacted)**



(i) Information on where the institution is in the Athena SWAN process

We joined the AS Charter in 2008, receiving our first Institutional Bronze Award in 2009, renewed 2012 and 2016. We hold 11 AS awards covering 6/7 faculties (all STEMM faculties **(Bronze 2012 Action)**) and 80% of Schools (Figure 2.1). We have active EDI/AS SATs across Faculties and many Schools. We were unsuccessful in our 2016 and 2019 Institution Silver submissions. Seeking Bronze renewal does not reflect a lack of ambition but a realisation that we must consolidate our AS work, capitalise on Departmental good practice, and invest in the resources to deliver on our Action Plan to achieve impact.

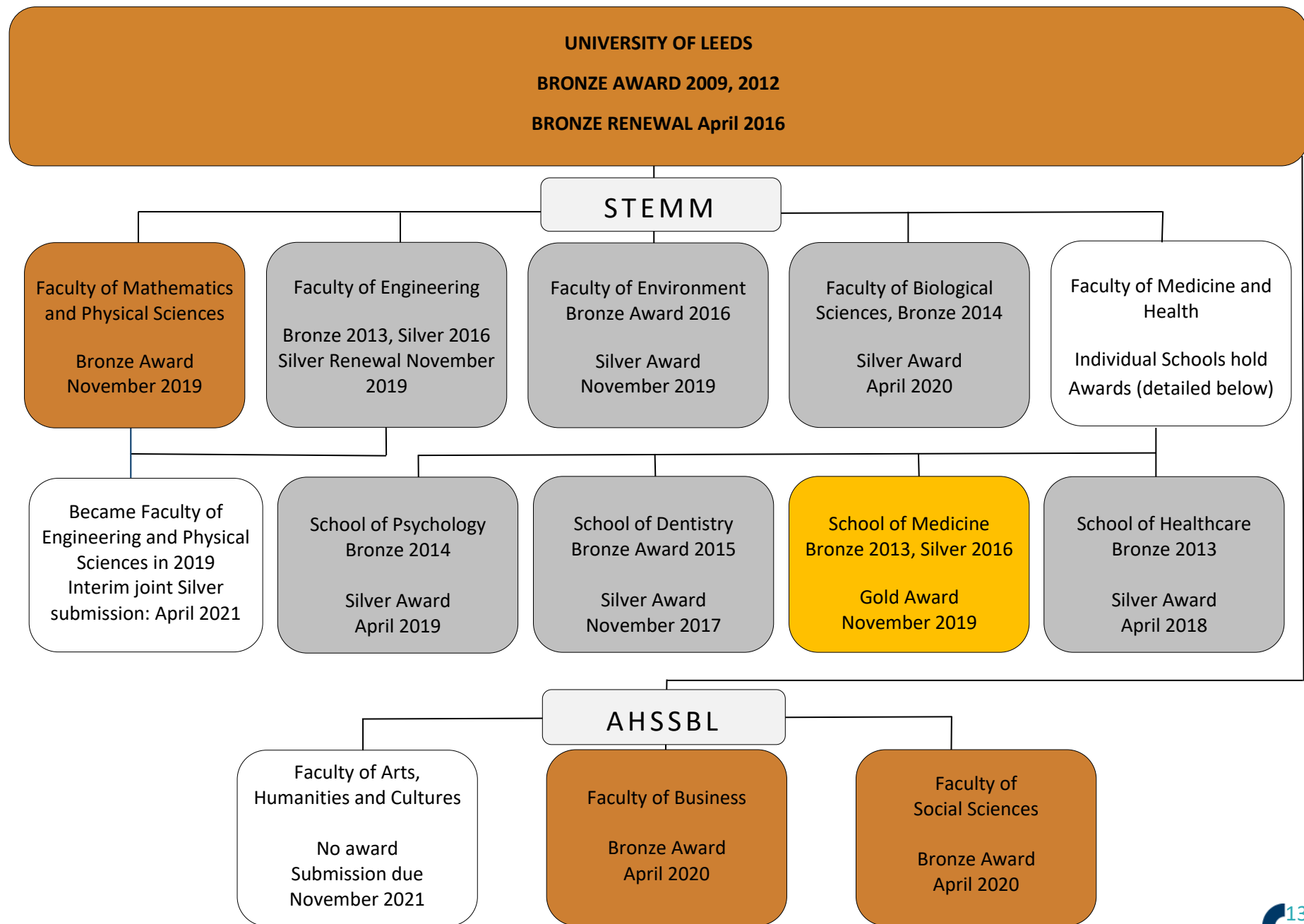
Picture 2.3: Colleagues from the Faculty of Engineering and Physical Sciences with their Silver Athena SWAN (Engineering) and Bronze Athena SWAN (Mathematics, Physics and Chemistry)

Picture redacted

Picture 2.4: Professional Services (PS) and academic colleagues at Advance HE Awards, December 2019: Silver (Engineering and Environment) and Gold (Medicine)

Picture redacted

Figure 2.1: Athena SWAN awards at the University of Leeds



(ii) Information on its teaching and its research focus

We offer over 850 undergraduate and postgraduate courses, with internationally recognised excellence in many areas including Business, Law, Medicine, and Engineering. We were awarded Gold in TEF2017. We are a research-intensive University with a multi-disciplinary approach to global challenges. The University has made recent investments in PhD studentships and academic staff of around £50 million, with research infrastructure investments of £400 million.

(iii) The number of staff. Present data for academic and professional and support staff separately

On 31 July 2019 (annual data census date) we employed 9,055 staff (Table 2.1). We have more male than female academic staff and vice versa for Professional Services (PS) staff (Table 2.1). All our PS Staff have strong alignment our academic vision and we have a culture of equal partnership across academic and PS staff groups.

Table 2.1: Academic and PS staff by gender* benchmarked to Russell Group data

Staff Group	Female		Male		Total Number	RG %F benchmark 2018/19
	Number	%	Number	%		
Academic	1,716	44%	2,214	56%	3,930	43%
PS	3,225	63%	1,900	37%	5,125	62%
All Staff	4,941	55%	4,114	45%	9,055	52%

**Increasing numbers of our staff identify as trans or non-binary but to preserve confidentiality we have chosen not to present numbers throughout the application.*

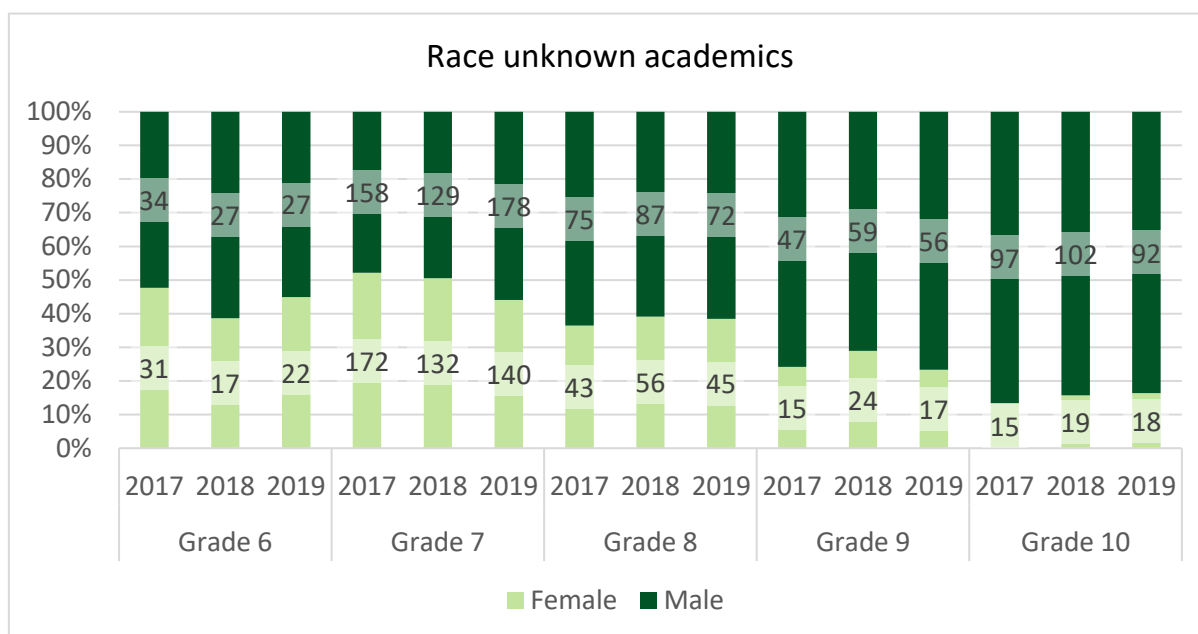
Following consultation with colleagues we use the term BAME (Black, Asian and Minority Ethnic), whilst recognising debates about terminology that others and homogenises colleagues. 12% of staff report as BAME (Table 2.2), but the proportion of 'unknown' race is significant. Staff are invited to disclose protected characteristics, during recruitment or via our central resource management system (SAP). Unlike sex, information about race is not captured from candidate documentation and candidates can 'prefer not to answer'. A 2019 campaign improved disclosure across characteristics by 3%. An analysis of academic staff (Figure 2.2) found male colleagues on higher grades were less likely to disclose as were clinicians.

Table 2.2: All Academic and PS staff by gender and recorded race*, 31 July 2019

Staff Group	Race*	Female		Male		Total	%
		Number	%F	Number	%M		
Academic	BAME	229	13%	308	14%	537	14%
	White	1,198	70%	1,434	65%	2,632	67%
	Unknown	289	17%	472	21%	761	19%
	Total	1,716	44%	2,214	56%	3,930	-
PS	BAME	324	10%	213	11%	537	10%
	White	2592	80%	1,443	76%	4,035	79%
	Unknown	309	10%	244	13%	553	11%
	Total	3,225	63%	1,900	37%	5,125	-
All Staff	BAME	553	11%	521	13%	1,074	12%
	White	3,790	77%	2,877	70%	6,667	74%
	Unknown	598	12%	716	17%	1,314	14%
	Total	4,941	55%	4,114	45%	9,055	-

**We do not have access to whether staff are international or not to break down categories further*

Figure 2.2: Academics by grade and gender, where race is unknown, 2017-2019



Action 2.1: PRIORITY: Reduce proportion of unknown protected characteristic staff data

(iv) The total number of departments and total number of students

We have proportionately more female than male students, especially in AHSSBL (Table 2.3).

Table 2.3: Students by Faculty at all levels at student census date 31 December 2019

Faculty	Female	% Female	Male	Other/ Non-binary	Total Students	RG %F benchmark 2018/19
Arts, Humanities & Cultures	6,509	72%	2,464	16	8,989	-
Business	3,111	60%	2,094	0	5,205	-
Social Sciences	3,123	71%	1,278	2	4,403	-
AHSSBL total	12,743	69%	5,836	18	18,597	60%
Biological Sciences	1,425	62%	875	6	2,306	-
Engineering & Physical Sciences	2,489	29%	6,076	3	8,568	-
Environment	1,752	58%	1,259	0	3,011	-
Medicine & Health	4,318	77%	1,312	2	5,632	-
STEMM total	9,984	51%	9,522	11	19,517	49%
Cross-Faculty	654	65%	355	2	1,011	-
Non-Faculty*	21	44%	27	0	48	-
Outside faculty total	675	64%	382	2	1,059	54%
All students total	23,402	60%	15,740	31	39,173	54%

*Non-Faculty students are on OD&PL Academic Practice PT course

There are more female than male BAME students especially at PGT level, where most students are international (Table 2.4), though high levels of 'unknown' race affects analyses. Our 'Access

and Student Success Strategy 2025' focuses on improving proportions of and support for UK BAME students in particular, and the quality of student data.

Table 2.4: Students by gender, level of study and recorded race, 31 December 2019

	Female			Male			Total	% F BAME	% M BAME
	BAME	White	Not known	BAME	White	Not known			
UG	3,033	10,749	2,595	2,452	6,819	2,321	27,985	11%	9%
PGT	3,466	1,461	748	1,627	816	393	8,523	41%	19%
PGR	362	667	321	306	674	332	2,665	14%	11%
Total	6,861	12,877	3,664	4,385	8,309	3,046	39,173	18%	11%

(v) List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately.

We have approximate gender balance across academics particularly in AHSSBL (Table 2.5). There is more to do in STEMM, particularly in EPS, where gender balance is a Silver Priority Action.

Table 2.5: Academic Staff by Faculty and gender, 31 July 2019

Faculty	Female	% F	Male	Total Academics	RG benchmark (2018/19)
Arts, Humanities & Cultures	350	50%	354	704	-
Business	130	42%	181	311	-
Social Sciences	134	49%	138	272	-
AHSSBL total	614	48%	673	1,287	49%
Biological Sciences	118	39%	185	303	-
Engineering Physical Sciences ^a	152	20%	591	743	-
Environment	188	37%	327	515	-
Medicine & Health	602	59%	415	1,017	-
STEMM total	1,060	41%	1,518	2,578	40%
Outside Faculty ^b	42	65%	23	65	54%
All academic staff total	1,716	44%	2,214	3,930	43%

^aThis includes a small number of staff at the SWJTU-Leeds Joint School in China

^bOutside Faculty academics work in Professional Services directorates and the Lifelong Learning Centre (LLC)

STEMM faculties have a lower proportion of BAME female academics than AHSSBL (Table 2.6) suggesting an interaction between race/discipline and a lower proportion of BAME academics in Professional Services directorates but numbers overall are small.

Table 2.6: Academic staff by AHSSBL/STEMM, gender, and recorded race, 31 July 2019

		Female		Male		Total Number	% BAME
		Number	% by ethnicity group	Number	% by ethnicity group		
AHSSBL Academics	BAME	82	13%	70	10%	152	12%
	White	404	66%	426	63%	830	54%
	Unknown	128	21%	177	26%	305	24%
	Total	614	48%	673	52%	1,287	-
STEMM Academics	BAME	144	14%	237	16%	381	15%
	White	757	71%	987	65%	1,744	68%
	Unknown	159	15%	294	19%	453	18%
	Total	1,060	41%	1,518	59%	2,578	-
Outside Faculty Academics	BAME	3	7%	1	4%	4	6%
	White	37	88%	21	91%	58	89%
	Unknown	2	5%	1	4%	3	5%
	Total	42	65%	23	35%	65	-

The proportion of female PS staff in AHSSBL is higher than in STEMM (Table 2.7) reflecting more men in STEMM technical support roles.

Table 2.7: PS Staff by Faculty and gender, 31 July 2019

Faculty	Female	% F	Male	Total	RG benchmark (2018/19)
Arts, Humanities & Cultures	245	76%	76	321	-
Business	113	76%	36	149	-
Social Sciences	84	78%	24	108	-
AHSSBL TOTAL	442	76%	136	578	74%
Biological Sciences	94	59%	64	158	-
Engineering Physical Sciences	194	54%	166	360	-
Environment	127	62%	77	204	-
Medicine & Health	630	73%	230	860	-
STEMM TOTAL	1,045	66%	537	1,582	63%
Professional Services	1,738	59%	1,227	2,965	59%
All PS staff total	3,225	63%	1,900	5,125	62%

We have an under-representation of BAME staff in comparison to 19% of working age adults in Leeds (Table 2.8), information about our Race Equality Action Plan is in Section 7.

Table 2.8: PS staff by AHSSBL/STEMM, gender and recorded race, 31 July 2019

		Female		Male		Total Number	%
		Number	% by race	Number	% by race		
AHSSBL PS	BAME	31	7%	13	10%	44	8%
	White	362	82%	111	82%	473	82%
	Unknown	49	11%	12	9%	61	11%
	Total	442	76%	136	24%	578	-
STEMM PS	BAME	96	9%	50	9%	146	9%
	White	853	82%	423	79%	1,276	81%
	Unknown	96	9%	64	12%	160	10%
	Total	1,045	66%	537	34%	1,582	-
Outside Faculty PS	BAME	197	11%	150	12%	347	12%
	White	1,377	79%	909	74%	2,286	77%
	Unknown	164	9%	168	14%	332	11%
	Total	1,738	59%	1,227	41%	2,965	-

[Section 2 – 662 words]

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process.

(i) a description of the self-assessment team

Our Academic Lead for Gender Equality was appointed via open advertisement in January 2020 and has since chaired the Institutional Self-Assessment Team (ISAT). We refreshed membership to include colleagues from HR, Organisation Development and Professional Learning (OD&PL) and Educational Engagement. ISAT regularly reviewed memberships and identified colleagues to be invited to ensure appropriate representation.

ISAT membership spans pay grades, but we actively sought senior leadership representation recognising that for systemic change, we need high-level 'buy in' as well as a broader staff voice. Membership enables effective communication between Faculties/Services and E&I governance. Many ISAT members attend other Institutional decision-making groups, which enriches discussion and enables dissemination of good practice. Current ISAT membership is 75% female, 15% male, 10% trans. High female representation may signify that gender equality is a women's issue. Our membership is 80% White, 20% BAME, impacting on intersectional issues being prioritised. We will take positive action to increase ISAT representation of male and BAME colleagues.

Action 3.1: Increase proportion of Black Asian and Minority Ethnic (BAME) colleagues, and male colleagues on ISAT

The Academic Lead for Gender Equality is allocated 0.4 FTE in the year leading to award submission, then 0.2 FTE thereafter. The AS Project Officer is 1FTE during submission development. Academic ISAT members have allocations of at least 0.1FTE as part of their citizenship requirement. For some PS colleagues (HR, OD&PL, EIU), membership is part of agreed duties, for others time allocation is agreed with line managers.

Table 3.1: The University of Leeds Institutional Self-Assessment Team (ISAT)

redacted

(ii) An account of the self-assessment process

The ISAT has met ten times since February 2020 for 2 hours (all but February meeting online) within core-hours (10.00-16.00) and on varied days of the week. Papers are circulated two weeks in advance. Remote working has enabled high levels of attendance.

Six meetings have focused on a central issue (LGBT+, race/gender intersectionality, HR policy, training and staff development, gendered impact of Covid-19, support for parents/carers), led by an ISAT member or invited guest. The remaining meetings have focussed on reviewing data and developing the Action Plan.

Our online All Staff Survey (3 yearly), captures perceptions of career development opportunities, reward, training, well-being, job security, inclusion, and respect. Results from the 2018 survey (response rate 32% of all staff; 52%F responders) are included where helpful. A whole staff culture survey and planned focus groups were not considered a priority during the pandemic. We have instead sought consultation via our Women at Leeds (W@LN) staff network via Teams channels, e.g. on experience of childcare and impact of Covid-19. Where appropriate, we have included findings from departmental consultations.

The ISAT Chair and AS Project Officer led on this submission with data, narrative, and in-depth feedback provided by ISAT members, HR, EIU and staff networks. We consulted colleagues who have chaired Institutional AS panels. A Professor who is an AS Lead at another University reviewed the application. . The Action Plan was discussed by our University E&I governance groups and approved by the UEG on 5th November 2020.

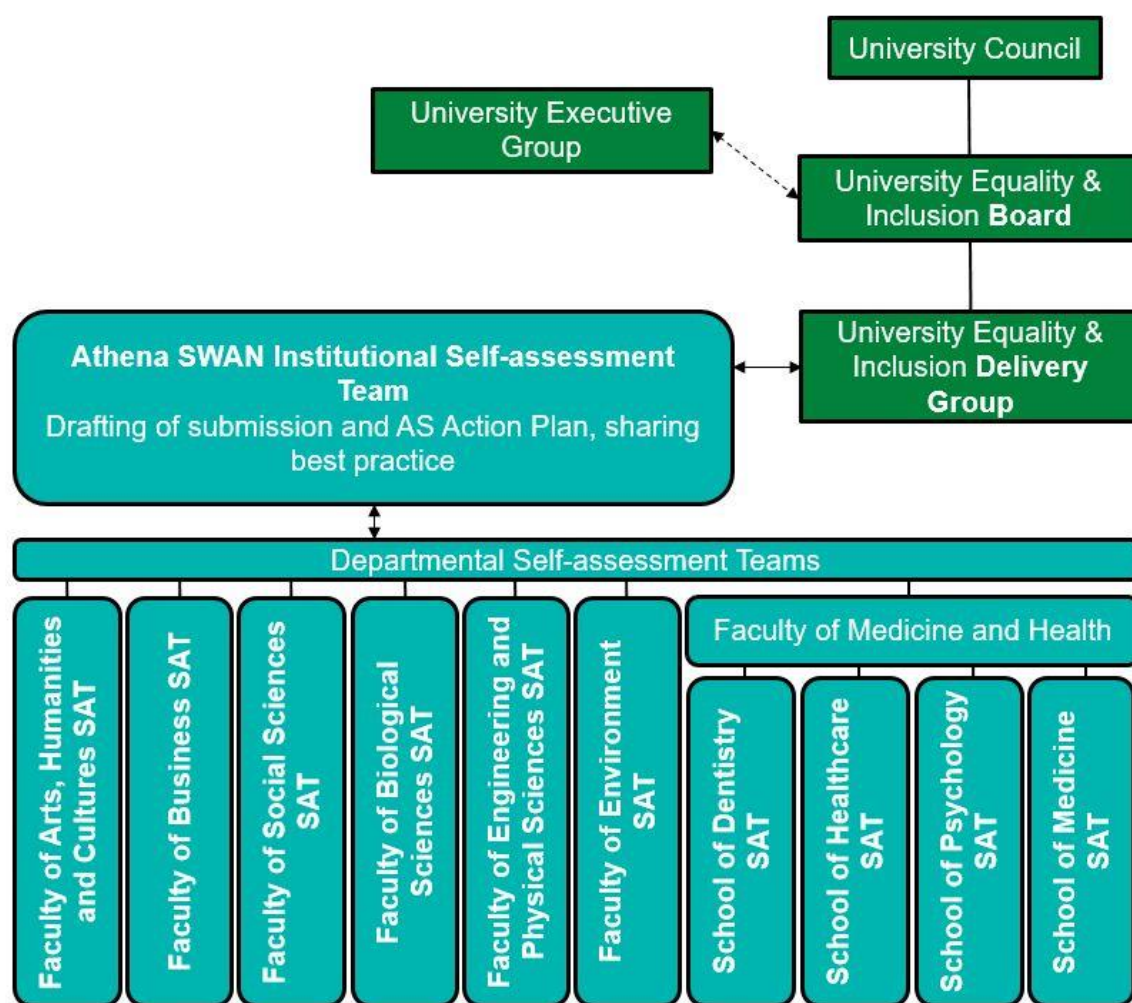
The ISAT sits within our E&I governance structure (Figure 3.1). Strategy is overseen by the E&I Board (E&IB), which is chaired by the VC and reports to Council and the UEG. The E&IB is responsible for setting E&I priorities and supporting implementing via the E&I Delivery Group (E&IDG), which includes representatives from all faculties, staff networks, trade unions, key service/support areas, and LUU.

Developed through extensive staff consultation, our E&I Framework 2020-2025 (Section 7) underpins our strategy applicable to every area of our business. Our Equality and Inclusion Unit (EIU) is a centre for strategy guidance, supporting us in implementing and reviewing E&I policies.

I think a strength of the [ISAT] meetings, is that they tend to be focussed on a theme, which is really good for generating team discussion and debate.

ISAT member

Figure 3.1: Governance of E&I and Athena SWAN: reporting structure



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

The ISAT will meet 5 times a year from January 2021 in term-time only. We will use remote access when back on campus to support flexible working and caring needs. With the E&IDG, we will oversee implementation of the Action Plan and review progress, escalating to E&IB where necessary. Our work will be supported by a full-time E&I staff member within EIU. Every meeting will assess progress against Priority Actions and continue the 'focussed' approach to facilitate deeper discussion and bring in new colleagues.

Feedback from a Women at Leeds Network (W@LN) survey suggests PS colleagues are less aware of AS than academics. We are setting up an E&I committee structure for staff outside of Faculties, not 'covered' within AS award structure.

Is there an aspect of Athena SWAN for professional and clerical staff?

(W@LN survey 2020)

Action 3.2: PRIORITY Set up Professional Services (PS) EDI Committee

High profile events like International Women’s Day, International Women in Engineering Day and Ada Lovelace Day are well publicised but day-to-day initiatives within promotion processes, mentorship schemes and investment in Aurora have less visibility and will be better promoted. Regular staff consultation will inform actions and evaluate progress.

Action 3.3: Conduct survey consultation on University of Leeds culture with all staff

The Academic Lead for Gender Equality role is for 3-years; succession planning will take account of this. Tenures are not attached to ISAT membership as both continuity and fresh views are essential. Leadership of Faculty E&I SATs will change naturally as will role-holders in HR, OD&PL and other services. We will advertise across the University for new members using role descriptions to ensure we maintain a balance of expertise, experience and diversity.

[Section 3 – 810 words]

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Any issues in the pipeline at particular grades/levels should be identified. The 'leaky pipeline' refers to the loss of women or men at consecutive career stages within academia.

Tables in 4.1 use the census date 31/07/2019; all data are headcount figures. Russell Group (RG) benchmark data is used where possible. If no benchmarks given, data are not available.

As staff numbers have increased, the proportions of male/female has remained stable, with a better gender balance in AHSSBL faculties than STEMM (Table 4.1.1). Higher proportions of women outside Faculties is due mainly to staff in our Lifelong Learning Centre (LLC), with vocational courses and apprenticeships routes into nursing/healthcare led mostly by female colleagues.

Table 4.1.1: University of Leeds academic staff by gender and faculty grouping

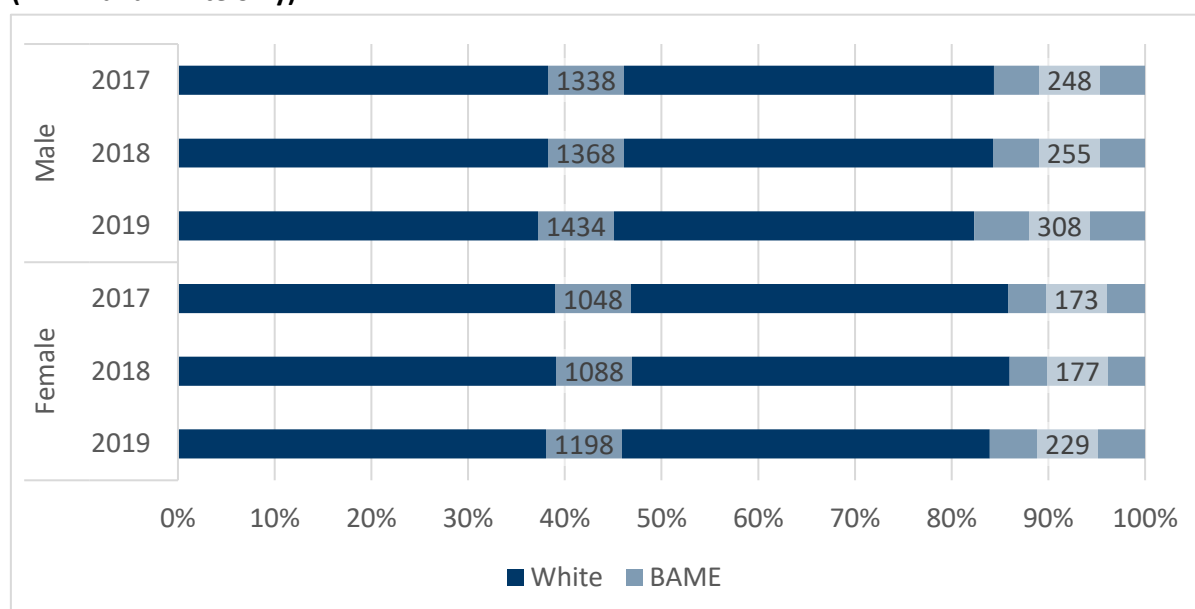
		Total	Female	%F	Male	%M	RG %F
AHSSBL	2017	1173	544	46%	629	54%	48%
	2018	1189	558	47%	631	53%	48%
	2019	1287	614	48%	673	52%	49%
STEMM	2017	2391	975	41%	1416	59%	40%
	2018	2456	992	40%	1464	60%	40%
	2019	2578	1060	41%	1518	59%	40%
Outside Faculty	2017	46	35	76%	11	24%	-
	2018	54	38	70%	16	30%	-
	2019	65	42	65%	23	35%	-
University Total	2017	3610	1554	43%	2056	57%	42%
	2018	3699	1588	43%	2111	57%	43%
	2019	3930	1716	44%	2214	56%	43%

We have approximate gender balance within BAME academic colleagues (Table 4.1.2 and Figure 4.1.1) but we fall below RG benchmarks. Our BAME academic numbers have risen only by 2%. Levels of 'unknown' ethnicity data impact on the robustness of this data but it is a priority to diversify our staff group, especially those in senior roles.

Table 4.1.2: University of Leeds academic staff by gender and recorded race

		Total	BAME	% BAME	White	% White	Unknown	% Unknown	% BAME RG
Female	2017	1,554	173	11%	1048	67%	333	21%	15%
	2018	1,588	177	11%	1088	69%	323	20%	16%
	2019	1,716	229	13%	1198	70%	289	17%	16%
Male	2017	2,056	248	12%	1338	65%	470	23%	16%
	2018	2,111	255	12%	1368	65%	488	23%	17%
	2019	2,214	308	14%	1434	65%	472	21%	18%
Total	2017	3,610	421	12%	2386	66%	803	22%	15%
	2018	3,699	432	12%	2456	66%	811	22%	16%
	2019	3,930	537	14%	2632	67%	761	19%	17%

Figure 4.1.1: Academic colleagues all grades, all faculties by gender and recorded race (BAME and White only)



Analyses by grade and gender

Our academic grades used throughout the application are mapped to Xpert HR/UCEA level to enable comparison for those more familiar with the latter (Table 4.1.3).

Table 4.1.3: University of Leeds academic grades mapped to Xpert HR/UCEA levels and roles where applicable

University of Leeds Grade	Xpert HR/ UCEA Level	University of Leeds Roles
6	L	Teaching Assistant, Research Assistant
7	K	Teaching Fellow, (early career) Lecturer, Researcher
8	J	Senior Teaching Fellow, Lecturer (Grade 8), Senior Researcher, University Academic Fellow (UAF)
9	I	Principal Teaching Fellow, Principal Research Fellow, Associate Professor (including Senior Lecturer/Reader).
10	5A/B	Professor
Clinical Research Fellows (CRF)	N/a	Junior Doctors
Clinical Lecturer (CL)	N/a	Includes ACLs (Junior Doctors in training)
Clinical Senior Lecturer (CSL)	N/a	Honorary Consultant (includes Clinical Associate Professors)
Clinical Professor	N/a	Honorary Consultant

We have gender balance until Grade 8, which changes at senior levels (Table 4.1.4). We have some academics on non-standard grades (mostly STEMM) including colleagues funded through European partners, tutors appointed due to specific expertise and part-time academics who have retired. Clinical staff by grade are presented separately.

Table 4.1.4: All academic staff by gender and grade, with benchmarks

		Total	Female	% Female	Male	% Male	Benchmark %F
Grade 6	2017	188	111	59%	77	41%	51%
	2018	164	99	60%	65	40%	52%
	2019	187	117	63%	70	37%	52%
Grade 7	2017	1,155	591	51%	564	49%	50%
	2018	1,141	569	50%	572	50%	51%
	2019	1,318	653	50%	665	50%	50%
Grade 8	2017	793	366	46%	427	54%	49%
	2018	816	383	47%	433	53%	49%
	2019	836	395	47%	441	53%	49%
Grade 9	2017	561	194	35%	367	65%	39%
	2018	575	202	35%	373	65%	40%
	2019	652	243	37%	409	63%	40%
Grade 10	2017	555	137	25%	418	75%	24%
	2018	570	144	25%	426	75%	25%
	2019	606	160	26%	446	74%	26%
Clinical*	2017	239	86	36%	153	64%	29%
	2018	243	88	36%	155	64%	30%
	2019	250	85	34%	165	66%	31%
Non-standard	2017	119	69	58%	50	42%	-
	2018	190	103	54%	87	46%	-
	2019	81	63	78%	18	22%	-
Total	2017	3,610	1,554	43%	2,056	57%	45%
	2018	3,699	1,588	43%	2,111	57%	46%
	2019	3,930	1,716	44%	2,214	56%	46%

**Clinical academic staff by grade and gender are presented in the STEMM staff section*

In 2016, 21% of Grade 10s and 34% of Grade 9s were female. Despite many initiatives including increasing numbers of women successfully applying for promotion there has only been small improvements in the proportion of women at senior grades once data are aggregated across the institution. We have not met our 2016 target of 30% female professors and 50% female Grade 9s. Furthermore, only 4% of Grade 9s and 1% of Professors are known to be BAME women (table 4.1.5). We will use innovative methods to deepen understanding of why progress is slow and identify where to effectively target resources and support faculties to accelerate progress.

Action 4.1 PRIORITY: Increase the proportion of Grade 10 academic staff (Professors) who are women

Table 4.1.5: Academic staff by grade, gender and recorded race, as a proportion of all academic staff at that grade (rows total 100%)

		Total academic	% BAME Female	% BAME Male	% White Female	% White Male	% Unknown Female	% Unknown Male
Grade 6	2017	188	11%	4%	32%	19%	16%	18%
	2018	164	7%	2%	43%	21%	10%	16%
	2019	187	9%	2%	42%	21%	12%	14%
Grade 7	2017	1,155	6%	9%	30%	26%	15%	14%
	2018	1,141	6%	9%	32%	29%	12%	11%
	2019	1,318	8%	11%	31%	26%	11%	14%
Grade 8	2017	793	5%	7%	36%	38%	5%	9%
	2018	816	6%	8%	34%	35%	7%	11%
	2019	836	7%	8%	35%	36%	5%	9%
Grade 9	2017	561	3%	7%	29%	50%	3%	8%
	2018	575	3%	6%	28%	48%	4%	10%
	2019	652	4%	7%	31%	47%	3%	9%
Grade 10	2017	555	1%	4%	21%	54%	3%	17%
	2018	570	1%	4%	21%	53%	3%	18%
	2019	606	1%	5%	22%	54%	3%	15%
Clinical	2017	239	6%	7%	20%	42%	10%	15%
	2018	243	7%	5%	19%	44%	11%	15%
	2019	250	6%	8%	19%	43%	9%	15%
Non-standard	2017	119	3%	6%	28%	17%	27%	19%
	2018	190	5%	4%	24%	16%	25%	25%
	2019	81	2%	0%	44%	10%	31%	12%
Total	2017	3,610	5%	7%	29%	37%	9%	13%
	2018	3,699	5%	7%	29%	37%	9%	13%
	2019	3,930	6%	8%	30%	36%	7%	12%

Figure 4.1.2 provides a snapshot of the academic pipeline using 2019 data. We need to understand and address female attrition after Grade 7. Figure 4.1.3 shows this attrition begins after Grade 6 for BAME females. However, our analysis of appointments to posts advertised cross-grade, e.g., 6/7, or 7/8 (Section 5.1i) do not suggest men are more likely than women to be appointed at a higher grade.

Action 4.2: Increase progression of female researchers beyond Grade 7 (Grade 6 for BAME women).

Figure 4.1.1: Percentage by gender at career stage from undergraduate, 2019 data

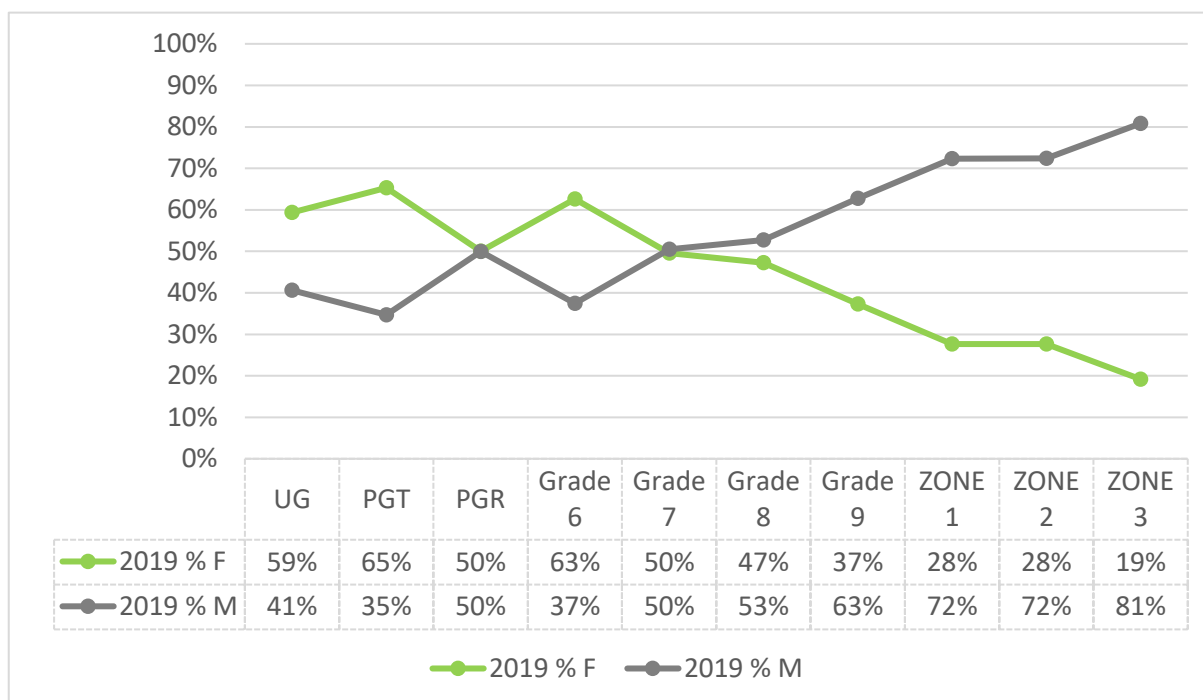
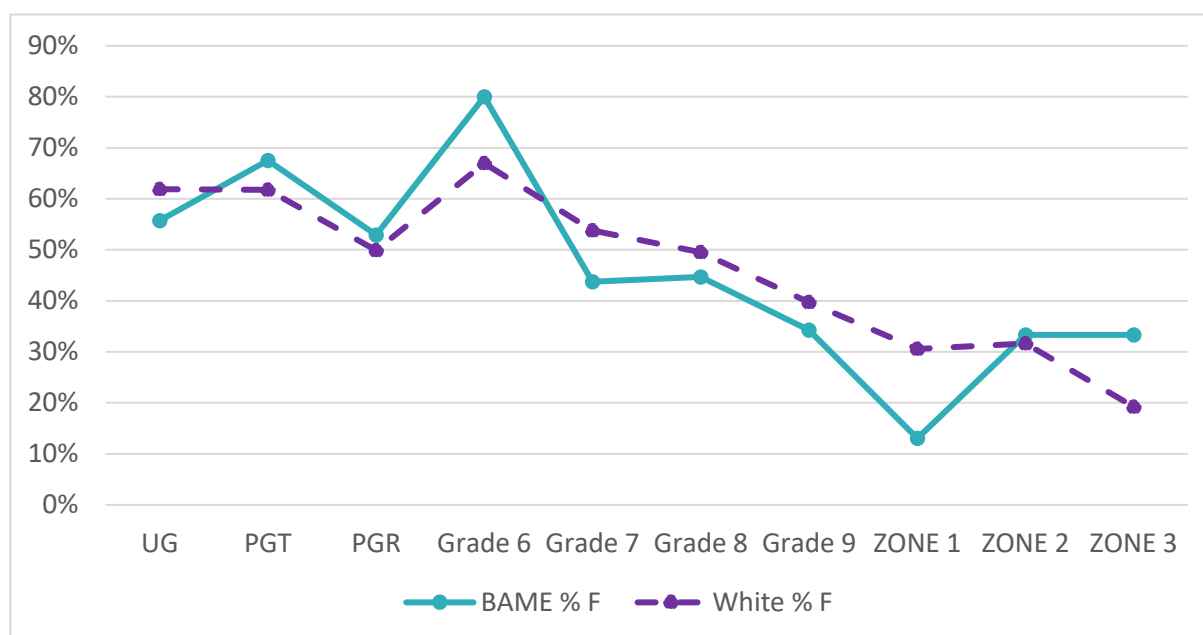


Figure 4.1.2: Pipeline for female cohorts by race (unknown excluded), 2019



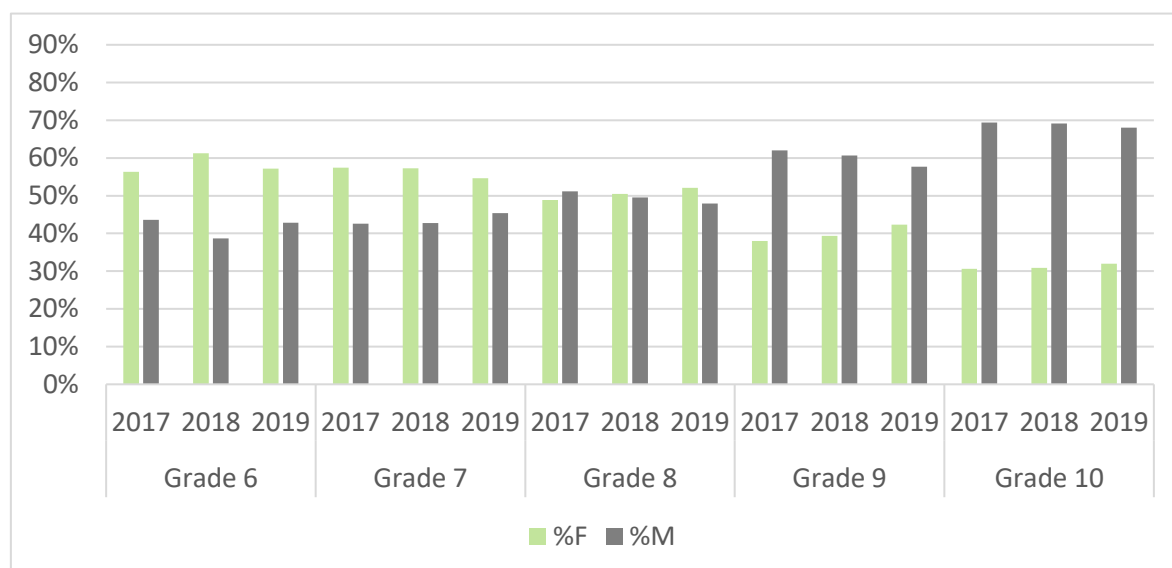
AHSSBL Faculties: Arts Humanities & Cultures, Business (LUBS), and Social Sciences

The relationship between seniority and gender is demonstrated across Faculties but AHSSBL faculties employ a greater proportion of female academics than STEMM (Table 4.1.6, Figure 4.1.3) and had a greater increase in female Grade 8/ 9 than STEMM (Table 4.1.8). In LUBS, the proportion of female Grade 9s increased from 18% to 33% (6 to 14) from 2015-2019, which is encouraging.

Table 4.1.6: AHSSBL academic staff by grade and gender

AHSSBL		Total	F	%F	M	%M
Grade 6	2017	55	31	56%	24	44%
	2018	31	19	61%	12	39%
	2019	42	24	57%	18	43%
Grade 7	2017	357	205	57%	152	43%
	2018	323	185	57%	138	43%
	2019	410	224	55%	186	45%
Grade 8	2017	297	145	49%	152	51%
	2018	307	155	50%	152	50%
	2019	317	165	52%	152	48%
Grade 9	2017	242	92	38%	150	62%
	2018	244	96	39%	148	61%
	2019	281	119	42%	162	58%
Grade 10	2017	196	60	31%	136	69%
	2018	204	63	31%	141	69%
	2019	219	70	32%	149	68%
Non-standard	2017	26	11	42%	15	58%
	2018	80	40	50%	40	50%
	2019	18	12	67%	6	33%
Total	2017	1173	544	46%	629	54%
	2018	1189	558	47%	631	53%
	2019	1287	614	48%	673	52%

Figure 4.1.3: Grade distribution by gender for AHSSBL academics



STEMM: Engineering & Physical Sciences, Medicine & Health, Environment, Biological Sciences

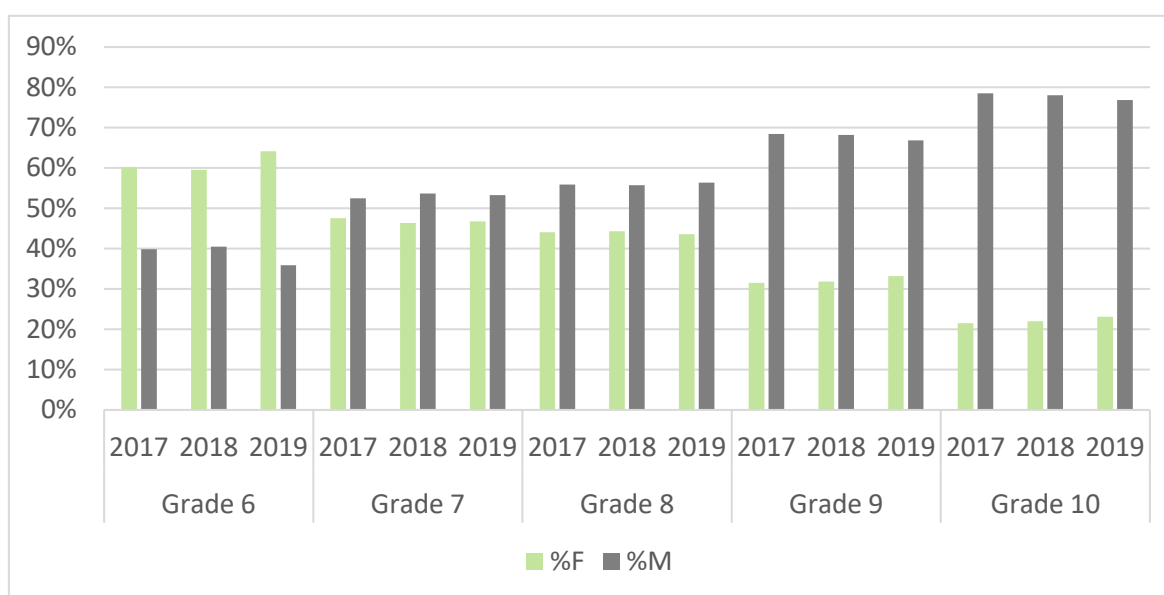
The inverse relationship between seniority and female gender is more pronounced in STEMM (Table 4.1.7; Figure 4.1.5). There has been very little movement in proportions of women from Grade 8 to 10. It is a priority in all STEMM Action Plans to improve this, supported by Institutional initiatives in career development, recruitment and promotion as described in Section 5.

Table 4.1.7: STEMM academics by grade and gender

STEMM		Total	F	%F	M	%M
Grade 6	2017	133	80	60%	53	40%
	2018	131	78	60%	53	40%
	2019	145	93	64%	52	36%
Grade 7	2017	772	367	48%	405	52%
	2018	794	368	46%	426	54%
	2019	875	409	47%	466	53%
Grade 8	2017	490	216	44%	274	56%
	2018	499	221	44%	278	56%
	2019	502	219	44%	283	56%
Grade 9	2017	317	100	32%	217	68%
	2018	330	105	32%	225	68%
	2019	365	121	33%	244	67%
Grade 10	2017	358	77	22%	281	78%
	2018	364	80	22%	284	78%
	2019	385	89	23%	296	77%
Clinical*	2017	239	86	36%	153	64%
	2018	243	88	36%	155	64%
	2019	250	85	34%	165	66%
Non-standard	2017	82	49	60%	33	40%
	2018	95	52	55%	43	45%
	2019	56	44	79%	12	21%
Total	2017	2,391	975	41%	1,416	59%
	2018	2,456	992	40%	1,464	60%
	2019	2,578	1,060	41%	1,518	59%

**Clinical academic staff by grade and gender will be presented separately*

Figure 4.1.4: Grade distribution by gender for STEMM academics (non-clinical)



Grade 10 Academics by Zone

There are three professorial zones. Individuals progress in annual increments for the first 8 points in Zone 1, after which progression within and between zones is via application. While most Zone 3 professors are male more females have been promoted into Zone 2 (Tables 4.1.8 and 4.1.9). We have a small number of Research Professors (mostly in STEMM) who are retired colleagues, now employed on a part-time basis.

Table 4.1.8: Grade 10 AHSSBL academics by zone and gender 2017-19

AHSSBL		Total	F	%F	M	%M
ZONE 1	2017	117	44	38%	73	62%
	2018	111	45	41%	66	59%
	2019	117	43	37%	74	63%
ZONE 2	2017	43	8	19%	35	81%
	2018	56	11	20%	45	80%
	2019	68	19	28%	49	72%
ZONE 3	2017	32	8	25%	24	75%
	2018	33	7	21%	26	79%
	2019	31	8	26%	23	74%
Research Professor	2017	4	0	0%	4	100%
	2018	4	0	0%	4	100%
	2019	3	0	0%	3	100%
AHSSBL Total Grade 10	2017	196	60	31%	136	69%
	2018	204	63	31%	141	69%
	2019	219	70	32%	149	68%

Table 4.1.9: Grade 10 STEMM academics (non-clinical) by zone, and gender 2017-19

STEMM		Total	F	%F	M	%M
ZONE 1	2017	210	51	24%	159	76%
	2018	209	45	22%	164	78%
	2019	217	49	23%	168	77%
ZONE 2	2017	94	16	17%	78	83%
	2018	107	26	24%	81	76%
	2019	113	31	27%	82	73%
ZONE 3	2017	37	6	16%	31	84%
	2018	39	6	15%	33	85%
	2019	42	6	14%	36	86%
Research Professor	2017	17	4	24%	13	76%
	2018	9	3	33%	6	67%
	2019	13	3	23%	10	77%
STEMM Total Grade 10	2017	358	77	22%	281	78%
	2018	364	80	22%	284	78%
	2019	385	89	23%	296	77%

Clinical Academic Staff

Clinical academics (CA) have a dual clinical/academic role. Table 4.1.10 shows proportions of female and male CAs by grade. In Medicine, improvements in gender balance are reversing in some cases, and there has been virtually no improvement in numbers of women Clinical Professors. Staff consultation identified decreasing attraction of CA roles for women and greater attrition back into NHS roles partly due to impact on work/family life balance. Recruiting and retaining female CAs is high priority in the SoM Gold Action Plan. Dentistry will focus on improving the female pipeline by targeting development of women in SCL roles.

Action 4.3 Increase the proportion of Clinical Academics at Clinical Senior Lecturer (CSL) and Clinical Professor grades who are female

Table 4.1.10: Clinical Academics by role, with benchmarks

Clinical area	Clinical role title	Year	Total	Female	%F	Male	%M	Benchmark %F
Medical	Clinical Research Fellow	2017	40	21	53%	19	48%	-
		2018	40	20	50%	20	50%	-
		2019	44	17	39%	27	61%	-
	Clinical Demonstrator/Tutor	2017	24	5	21%	19	79%	-
		2018	26	6	23%	20	77%	-
		2019	23	6	26%	17	74%	-
	Clinical Lecturer	2017	23	13	57%	10	43%	41%
		2018	21	11	52%	10	48%	42%
		2019	19	8	42%	11	58%	42%
	Senior Clinical Lecturer	2017	38	13	34%	25	66%	34%
		2018	40	13	33%	27	68%	35%
		2019	41	13	32%	28	68%	37%
	Clinical Professor	2017	47	7	15%	40	85%	19%
		2018	49	8	16%	41	84%	21%
		2019	49	8	16%	41	84%	21%
Dental	Clinical Demonstrator/Tutor	2017	22	4	18%	18	82%	-
		2018	20	5	25%	15	75%	-
		2019	22	7	32%	15	68%	-
	Clinical Lecturer	2017	34	19	56%	15	44%	-
		2018	37	20	54%	17	46%	-
		2019	43	22	51%	21	49%	-
	Senior Clinical Lecturer	2017	7	1	14%	6	86%	-
		2018	7	2	29%	5	71%	-
		2019	7	2	29%	5	71%	-
	Clinical Professor	2017	4	3	75%	1	25%	-
		2018	3	3	100%	0	0%	-
		2019	2	2	100%	0	0%	-
Total		2017	239	86	36%	153	64%	-
		2018	243	88	36%	155	64%	-
		2019	250	85	34%	165	66%	-

Outside Faculty Academic Staff

The majority of Outside Faculty academics are female (Table 4.1.11). The number of senior academic staff outside Faculty is very small with no significant gender imbalances.

Table 4.1.11: Outside faculty academics by grade and gender

Other		Total	F	%F	M	%M
Grade 6	2017	0	0	-	0	
	2018	2	2	100%	0	0%
	2019	0	0	-	0	
Grade 7	2017	26	19	73%	7	27%
	2018	24	16	67%	8	33%
	2019	33	20	61%	13	39%
Grade 8	2017	6	5	83%	1	17%
	2018	10	7	70%	3	30%
	2019	17	11	65%	6	35%
Grade 9	2017	2	2	100%	0	0%
	2018	1	1	100%	0	0%
	2019	6	3	50%	3	50%
Grade 10	2017	1	0	0%	1	100%
	2018	2	1	50%	1	50%
	2019	2	1	50%	1	50%
Non-standard	2017	11	9	82%	2	18%
	2018	15	11	73%	4	27%
	2019	7	7	100%	0	0%
Total	2017	46	35	76%	11	24%
	2018	54	38	70%	16	30%
	2019	65	42	65%	23	35%

Academic staff by full-time, part-time and time-sheeted hours

Tables 4.1.12, 4.1.13 and 4.1.14 present data by full-time, part-time and time-sheeted contracts. A greater proportion of the full-time workforce in AHSSBL are women than in STEMM. Gender balance is better in the part-time workforce. Most time-sheeted colleagues are group facilitators/tutor within FMH and deliver discrete modules.

Table 4.1.12: Full-time academic staff by AHSSBL and STEMM faculties, and gender 2017-19

		Female	Male	Total	%F
AHSSBL	2017	369	494	863	43%
	2018	375	504	879	43%
	2019	432	519	951	45%
STEMM	2017	681	1,212	1,893	36%
	2018	692	1,248	1,940	36%
	2019	719	1,271	1,990	36%
Outside Faculty	2017	17	3	20	85%
	2018	16	7	23	70%
	2019	19	10	29	66%
Total of full-time staff	2017	1,067	1,709	2,776	38%
	2018	1,083	1,759	2,842	38%
	2019	1,170	1,800	2,970	39%

Table 4.1.13: Part-time academic staff by AHSSBL and STEMM faculties, and gender 2017-19

		Female	Male	Total	%F
AHSSBL	2017	173	134	307	56%
	2018	182	126	308	59%
	2019	179	154	333	54%
STEMM	2017	261	194	455	57%
	2018	268	208	476	56%
	2019	301	238	539	56%
Outside Faculty	2017	15	7	22	68%
	2018	18	8	26	69%
	2019	16	13	29	55%
Total of part-time staff	2017	449	335	784	57%
	2018	468	342	810	58%
	2019	496	405	901	55%

Table 4.1.14: Time-sheeted academic staff by AHSSBL and STEMM faculties, and gender, 2017-19

		Female	Male	Total	%F
AHSSBL	2017	2	1	3	67%
	2018	1	1	2	50%
	2019	3	0	3	100%
STEMM	2017	33	10	43	77%
	2018	32	8	40	80%
	2019	40	9	49	82%
Outside Faculty	2017	3	1	4	75%
	2018	4	1	5	80%
	2019	7	0	7	100%
Total of time-sheeted staff	2017	38	12	50	76%
	2018	37	10	47	79%
	2019	50	9	59	85%

Table 4.1.15: Academic staff by AHSSBL and STEMM and by full-time and part time contracts and gender, with benchmarks

		Hours contracted	AHSSBL	STEMM	Outside faculty	Total	% of cohort	Benchmark % of cohort
2017	Female	Full-time	369	681	17	1,067	70%	60%
		Part-time	173	261	15	449	30%	40%
	Male	Full-time	494	1,212	3	1,709	84%	77%
		Part-time	134	194	7	335	16%	23%
2018	Female	Full-time	375	692	16	1,083	70%	60%
		Part-time	182	268	18	468	30%	40%
	Male	Full-time	504	1,248	7	1,759	84%	73%
		Part-time	126	208	8	342	16%	27%
2019	Female	Full-time	432	719	19	1,170	70%	59%
		Part-time	179	301	16	496	30%	41%
	Male	Full-time	519	1,271	10	1,800	82%	72%
		Part-time	154	238	13	405	18%	28%

As seniority increases there is a lower proportion of women in the full-time workforce (Tables 4.1.16; 4.1.17). The converse is true in the part-time workforce until Grade 9. Some Professors reduce hours prior to retirement or engage in consultancy roles.

Table 4.1.16: Full-time academic staff by grade and gender

		Female	% cohort F	Male	Total
Grade 6	2017	65	58%	48	113
	2018	57	58%	42	99
	2019	61	60%	40	101
Grade 7	2017	368	44%	472	840
	2018	378	42%	512	890
	2019	440	44%	550	990
Grade 8	2017	289	43%	387	676
	2018	291	43%	391	682
	2019	299	43%	393	692
Grade 9	2017	158	32%	333	491
	2018	166	33%	336	502
	2019	197	35%	362	559
Grade 10	2017	119	26%	333	452
	2018	120	26%	338	458
	2019	131	28%	338	469
Clinical*	2017	48	32%	103	151
	2018	45	30%	105	150
	2019	41	26%	115	156
Non-standard	2017	20	38%	33	53
	2018	26	43%	35	61
	2019	1	33%	2	3
Total	2017	1,067	38%	1,709	2,776
	2018	1,083	38%	1,759	2,842
	2019	1,170	39%	1,800	2,970

**split by roles below*

Table 4.1.17: Part-time academic staff by grade and gender

		Female	% cohort F	Male	Total
Grade 6	2017	44	61%	28	72
	2018	42	65%	23	65
	2019	56	66%	29	85
Grade 7	2017	223	71%	92	315
	2018	191	76%	60	251
	2019	213	65%	115	328
Grade 8	2017	77	66%	40	117
	2018	92	69%	42	134
	2019	96	67%	48	144
Grade 9	2017	36	51%	34	70
	2018	36	49%	37	73
	2019	46	49%	47	93
Grade 10	2017	18	17%	85	103
	2018	24	21%	88	112
	2019	29	21%	108	137
Clinical*	2017	38	43%	50	88
	2018	43	46%	50	93
	2019	44	47%	50	94
Non-standard	2017	13	68%	6	19
	2018	40	49%	42	82
	2019	12	60%	8	20
Total	2017	449	57%	335	784
	2018	468	58%	342	810
	2019	496	55%	405	901

**split by roles below*

Fewer CAs work full-time than benchmarks, especially at senior levels and more work part-time. Part-time working supports work-life balance/caring but may also increase pressure due to research/clinical commitments.

Table 4.1.18: Clinical academics by full-time and part time contracts and gender, with benchmarks

			Full-time				Part-time			
Clinical area	Clinical role title	Year	Female	%F	Male	Benchmark %F	Female	%F	Male	Benchmark %F
Medical	Clinical Research Fellow	2017	18	51%	17	-	3	60%	2	-
		2018	15	44%	19	-	5	83%	1	-
		2019	13	33%	26	-	4	80%	1	-
	Clinical Demonstrator/Tutor	2017	1	100%	0	-	4	17%	19	-
		2018	1	100%	0	-	5	20%	20	-
		2019	1	100%	0	-	5	23%	17	-
	Clinical Lecturer	2017	4	33%	8	35%	9	82%	2	75%
		2018	2	20%	8	36%	9	82%	2	68%
		2019	2	18%	9	37%	6	75%	2	68%
	Senior Clinical Lecturer	2017	9	27%	24	30%	4	80%	1	54%
		2018	9	26%	25	31%	4	67%	2	51%
		2019	8	24%	25	33%	5	63%	3	55%
	Clinical Professor	2017	6	13%	39	19%	1	50%	1	22%
		2018	7	15%	39	21%	1	33%	2	25%
		2019	7	15%	39	20%	1	33%	2	27%
Dental	Clinical Demonstrator/Tutor	2017	0	0%	5	-	4	24%	13	-
		2018	1	20%	4	-	4	27%	11	-
		2019	3	38%	5	-	4	29%	10	-
	Clinical Lecturer	2017	6	55%	5	-	13	57%	10	-
		2018	7	54%	6	-	13	54%	11	-
		2019	5	42%	7	-	17	55%	14	-
	Senior Clinical Lecturer	2017	1	17%	5	-	0	0%	1	-
		2018	0	0%	4	-	2	67%	1	-
		2019	0	0%	4	-	2	67%	1	-
	Clinical Professor	2017	3	100%	0	-	0	0%	1	-
2018		3	100%	0	-	0		0	-	
2019		2	100%	0	-	0		0	-	
Total		2017	48	32%	103	-	38	43%	50	-
		2018	45	30%	105	-	43	46%	50	-
		2019	41	26%	115	-	44	47%	50	-

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

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

We do not use zero-hours contracts. We have three standard contract types, (i) open-ended (permanent), (ii) fixed-term (FTCs) and (iii) open-ended fixed-funded (OEFF). Staff on FTCs are moved on to OEFF contracts after 3 years continuous employment, providing some benefits, e.g., in

mortgage applications, but still have an end date. Our redeployment scheme, available after 1-year's employment, gives FTC/OEFF colleagues access to posts two-weeks before external advertising. Six months before contract end, staff meet with a HR manager to identify opportunities, use of redeployment and support, e.g., CV development and interview technique. 60% of those on a permanent contract are men (Table 4.1.19). Proportionately more women than men have OEFF contracts often representing employment on serial, fixed-funded projects. This provides some career stability but may also reflect reduced ability to move institutions.

Table 4.1.19: Academic staff by contract type and gender, 2017-19

		Total	F	%F	M	%M	%F RG
Permanent	2017	2,253	890	40%	1,363	60%	40%
	2018	2,343	927	40%	1,416	60%	40%
	2019	2,460	975	40%	1,485	60%	41%
Open ended (fixed funding)*	2017	333	193	58%	140	42%	-
	2018	354	209	59%	145	41%	-
	2019	365	218	60%	147	40%	-
Fixed term	2017	1,024	471	46%	553	54%	29%
	2018	1,002	452	45%	550	55%	30%
	2019	1,105	523	47%	582	53%	30%
Total	2017	3,610	1,554	43%	2,056	57%	42%
	2018	3,699	1,588	43%	2,111	57%	43%
	2019	3,930	1,716	44%	2,214	56%	43%

**No benchmarks available for OEFF as they are a University of Leeds initiative.*

There is no gender difference in the part-time workforce except for women on OEFF contracts (Table 4.1.20). A small increase in men working part-time has been noted. Female academics are less likely than men to be on a permanent full-time contract.

Table 4.1.20: Academic staff by contract type, contracted hours and gender, 2017-19

		Full-time				Part-time			
		Female	Male	% of cohort female	% of cohort male	Female	Male	% of cohort female	% of cohort male
Permanent	2017	669	1193	30%	53%	213	167	10%	7%
	2018	685	1227	29%	53%	234	187	10%	8%
	2019	728	1265	30%	52%	236	219	10%	9%
Open ended (fixed funding)	2017	110	125	34%	39%	70	14	22%	4%
	2018	113	124	34%	37%	79	17	24%	5%
	2019	122	125	36%	37%	74	17	22%	5%
Fixed term	2017	288	391	29%	39%	166	154	17%	15%
	2018	285	408	29%	41%	155	138	16%	14%
	2019	320	410	29%	38%	186	169	17%	16%

Contract type by gender and faculty grouping

The proportion of women on permanent contracts is higher in AHSSBL than STEMM (Tables 4.1.21 and 4.1.22), reflecting more externally funded STEMM research and fixed-funded posts. There was a small increase in proportions of women on permanent contracts in AHSSBL but not STEMM.

Table 4.1.21: Academic staff in AHSSBL by contract type and gender, 2017-19

AHSSBL		Total	Female	%F	Male	%M	% of cohort
2017	Permanent	845	375	44%	470	56%	72%
	Open ended (fixed funding)	15	7	47%	8	53%	1%
	Fixed term	313	162	52%	151	48%	27%
2018	Permanent	869	391	45%	478	55%	73%
	Open ended (fixed funding)	22	13	59%	9	41%	2%
	Fixed term	298	154	52%	144	48%	25%
2019	Permanent	949	437	46%	512	54%	74%
	Open ended (fixed funding)	17	11	65%	6	35%	1%
	Fixed term	321	166	52%	155	48%	25%

Table 4.1.22: Academic staff in STEMM by contract type and gender, 2017-19

STEMM		Total	Female	%F	Male	%M	% of cohort
2017	Permanent	1,370	485	35%	885	65%	57%
	Open ended (fixed funding)	317	185	58%	132	42%	13%
	Fixed term	704	305	43%	399	57%	29%
2018	Permanent	1,425	501	35%	924	65%	58%
	Open ended (fixed funding)	331	195	59%	136	41%	13%
	Fixed term	700	296	42%	404	58%	29%
2019	Permanent	1,462	507	35%	955	65%	57%
	Open ended (fixed funding)	348	207	59%	141	41%	13%
	Fixed term	768	346	45%	422	55%	30%

Most academics outside faculty have permanent contracts and are not research active (Table 4.1.23). Variations of FTCs here is due to project work, e.g. to support REF2021.

Table 4.1.23: Academic colleagues outside faculty by contract type and gender, 2017-19

Outside Faculty		Total	F	%F	M	%M	% of cohort
2017	Permanent	38	30	79%	8	21%	83%
	Open ended (fixed funding)	1	1	100%	0	0%	2%
	Fixed term	7	4	57%	3	43%	15%
2018	Permanent	49	35	71%	14	29%	91%
	Open ended (fixed funding)	1	1	100%	0	0%	2%
	Fixed term	4	2	50%	2	50%	7%
2019	Permanent	49	31	63%	18	37%	75%
	Open ended (fixed funding)	0	0	-	0	-	0%
	Fixed term	16	11	69%	5	31%	25%

In summary, women are more likely than men to be working part-time on fixed end-date contracts; a familiar pattern across HE. Part-time working has benefits and supports caring, but extended periods on FTCs/OEFF can impact on career and wellbeing. In our 2018 Staff Survey, 76% of female vs 82% of male academics were satisfied with their job security. A FMH consultation with FTC staff identified concerns around being 'allowed' to co-supervise students or be grant co-applicants. Shared with HR, the resulting report informed work in this area and guidelines around including FTC/OEFF colleagues on grants/as supervisors/lead authors where appropriate.

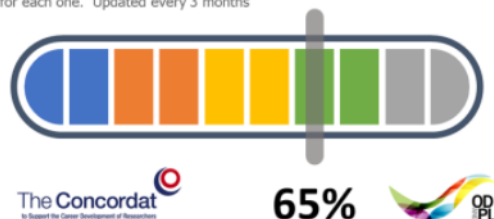
"The consultation really brought home the day-to-day impact and stress of being on a fixed term contract."

Report author, 2017, FMH

As part of our Concordat Implementation Strategy and Action Plan (CAP) 2019-2022 we will conduct analyses to identify gender and intersectional inequalities in implementation and progress. Progress against the CAP plan is provided via a regularly updated online tool (see below).

Concordat Action Plan Progress

Our action plan in an easy to read format with milestones and progress updates for each one. Updated every 3 months



Action 4.4: PRIORITY Reduce gendered impact of fixed-term contracts for those seeking sustainable careers in research/academia

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

We have three standard academic contract functions: Teaching and Research (T&R), Teaching and Scholarship (T&S) and Research only (RO). There is gender balance in RO, more men than women in T&R and vice versa for T&S, with only small changes since 2017 (Table 4.1.24).

Table 4.1.24: Academic colleagues by contract function and gender, 2017-19

		Total	F	%F	M	%M	%F RG
Teaching and Research	2017	1,770	602	34%	1,168	66%	32%
	2018	1,794	609	34%	1,185	66%	33%
	2019	1,830	633	35%	1,197	65%	33%
Teaching and Scholarship	2017	779	447	57%	332	43%	54%
	2018	794	449	57%	345	43%	52%

	2019	903	499	55%	404	45%	52%
Research only	2017	1,061	504	48%	556	52%	47%
	2018	1,111	530	48%	581	52%	47%
	2019	1,197	584	49%	613	51%	47%
Total	2017	3,610	1,554	43%	2,056	57%	42%
	2018	3,699	1,588	43%	2,111	57%	43%
	2019	3,930	1,716	44%	2,214	56%	43%

Teaching and Research staff

The more senior the grade, the lower the proportion of women (Table 4.1.25). We have seen small increases of women in senior grades; in 2015, 21% of T&R professors were female. There was a decrease in female CAs, a national problem (Section 4.1(iv)).

Table 4.1.25: Teaching and Research academics by grade and gender, 2017-19

Teaching and Research		Total	Female	% Female	Male	% Male
Grade 6	2017	2	2	100%	0	0%
	2018	2	2	100%	0	0%
	2019	0	0	-	0	0%
Grade 7	2017	90	48	53%	42	47%
	2018	84	40	48%	44	52%
	2019	86	46	53%	40	47%
Grade 8	2017	530	222	42%	308	58%
	2018	527	221	42%	306	58%
	2019	508	211	42%	297	58%
Grade 9	2017	484	162	33%	322	67%
	2018	494	168	34%	326	66%
	2019	536	187	35%	349	65%
Grade 10	2017	547	134	24%	413	76%
	2018	559	141	25%	418	75%
	2019	584	156	27%	428	73%
Clinical	2017	116	34	29%	82	71%
	2018	119	36	30%	83	70%
	2019	115	32	28%	83	72%
Non-standard	2017	1	0	0%	1	100%
	2018	9	1	11%	8	89%
	2019	1	1	100%	0	0%
Total	2017	1,770	602	34%	1,168	66%
	2018	1,794	609	34%	1,185	66%
	2019	1,830	633	35%	1,197	65%

Teaching and Scholarship

There are proportionately more women than men in T&S roles until Grade 10 (Table 4.1.26); 86% female T&S academics are at Grade 8 and below compared to 43% females in T&R. The number of

male T&S professors has increased from 3 to 11 (women 2 to 4) since the T&S promotion pathway was introduced in 2016. The increasing proportion of female Grade 9 T&S suggests promotion of women to Grade 10 can be accelerated.

Table 4.1.26: Teaching and Scholarship academics by grade, 2017-19

Teaching & Scholarship		Total	Female	% Female	Male	% Male
Grade 6	2017	55	29	53%	26	47%
	2018	33	16	48%	17	52%
	2019	45	25	56%	20	44%
Grade 7	2017	330	212	64%	118	36%
	2018	293	187	64%	106	36%
	2019	386	221	57%	165	43%
Grade 8	2017	173	96	55%	77	45%
	2018	186	105	56%	81	44%
	2019	203	109	54%	94	46%
Grade 9	2017	68	30	44%	38	56%
	2018	73	33	45%	40	55%
	2019	96	52	54%	44	46%
Grade 10	2017	5	2	40%	3	60%
	2018	7	3	43%	4	57%
	2019	15	4	27%	11	73%
Clinical	2017	79	28	35%	51	65%
	2018	82	30	37%	52	63%
	2019	89	34	38%	55	62%
Non-standard	2017	69	50	72%	19	28%
	2018	120	75	63%	45	38%
	2019	69	54	78%	15	22%
Total	2017	779	447	57%	332	43%
	2018	794	449	57%	345	43%
	2019	903	499	55%	404	45%

Research Only

86% of RO females are Grade 7 and below (Table 4.1.27) in comparison to 57% T&S females, and 8% T&R females. Most RO posts are FTC/OEFF Grade 7 Research Fellows, where male/female proportions reflect overall academic staff distribution. At Grade 9 where RO contracts are unusual, 80% are held by men: in 2019, all but one post was in STEMM but overall numbers are small.

Table 4.1.27: Research only academics by grade and gender, 2017-19

Research only		Total	Female	% Female	Male	% Male
Grade 6	2017	131	80	61%	51	39%
	2018	129	81	63%	48	37%
	2019	142	92	65%	50	35%
Grade 7	2017	735	331	45%	404	55%
	2018	764	342	45%	422	55%
	2019	846	386	46%	460	54%
Grade 8	2017	90	48	53%	42	47%
	2018	103	57	55%	46	45%
	2019	125	75	60%	50	40%
Grade 9	2017	9	2	22%	7	78%
	2018	8	1	13%	7	88%
	2019	20	4	20%	16	80%
Grade 10	2017	3	1	33%	2	67%
	2018	4	0	0%	4	100%
	2019	7	0	0%	7	100%
Clinical	2017	44	24	55%	20	45%
	2018	42	22	52%	20	48%
	2019	46	19	41%	27	59%
Non-standard	2017	49	19	39%	30	61%
	2018	61	27	44%	34	56%
	2019	11	8	73%	3	27%
Total	2017	1061	504	48%	556	52%
	2018	1111	530	48%	581	52%
	2019	1197	584	49%	613	51%

Clinical Academics (CA)

There are more male than female CAs across all contract functions (Table 4.1.28). Attraction and retention of female CAs is a priority of the SoM Gold Action Plan.

Table 4.1.28: Clinical academics by contract function and gender, 2017-19

Clinical		Total	Female	% Female	Male	% Male
Teaching and Research	2017	116	34	29%	82	71%
	2018	119	36	30%	83	70%
	2019	115	32	28%	83	72%
Teaching and Scholarship	2017	79	28	35%	51	65%
	2018	82	30	37%	52	63%
	2019	89	34	38%	55	62%
Research only	2017	44	24	55%	20	45%
	2018	42	22	52%	20	48%
	2019	46	19	41%	27	59%
Total	2017	239	86	36%	153	64%
	2018	243	88	36%	155	64%
	2019	250	85	34%	165	66%

Non-standard and time-sheeted academics

Most colleagues on non-standard/time-sheeted contracts are in Teaching/RO functions (Tables 4.1.29, 4.1.30). Proportions of men/women in these roles varies over time limiting conclusions. HR are working to eliminate non-standard academic contracts. Most time-sheeted academics are female.

Table 4.1.29: Non-standard academics by role and gender, 2017-19

Non-standard		Total	Female	% Female	Male	% Male
Teaching and Research	2017	1	0	0%	1	100%
	2018	9	1	11%	8	89%
	2019	1	1	100%	0	0%
Teaching and Scholarship	2017	22	14	64%	8	36%
	2018	73	38	52%	35	48%
	2019	18	11	61%	7	39%
Research only	2017	49	19	39%	30	61%
	2018	61	27	44%	34	56%
	2019	4	1	25%	3	75%
Total	2017	72	33	46%	39	54%
	2018	143	66	46%	77	54%
	2019	23	13	57%	10	43%

Table 4.1.30: Time-sheeted academics by role and gender, 2017-19

Time-sheeted		Total	Female	% Female	Male	% Male
Teaching and Research	2017	0	0	-	0	-
	2018	0	0	-	0	-
	2019	0	0	-	0	-
Teaching and Scholarship	2017	47	36	77%	11	23%
	2018	47	37	79%	10	21%
	2019	51	43	84%	8	16%
Research only	2017	0	0		0	
	2018	0	0		0	
	2019	7	7	100%	0	0%
Total	2017	47	36	77%	11	23%
	2018	47	37	79%	10	21%
	2019	58	50	86%	8	14%

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

The number of leavers and proportions by gender has remained stable. In our 2018 Staff Survey (32% response rate), 92% of female academic responders/90% male said they were proud to work here and 86% women/82% men said they would recommend it as a place to work. Reasons for leaving are categorised as Voluntary (retiring, resigning) and Involuntary (virtually always end of FTC).

The highest proportion of leavers in Grades 6/7 are involuntary (Table 4.1.31) reflecting the predominance of FTCs. The converse is true for Grade 8 upwards but turnover is low, with no clear gender patterns. Higher rates of involuntary CA leavers reflect that early-career ACF roles are fixed-term training posts, and post-holders return to the NHS.

Table 4.1.31: All academic leavers by grade and voluntary/involuntary departure, 2017-19

All academic leavers		Female			Male		
		Voluntary	Involuntary	% voluntary	Voluntary	Involuntary	% voluntary
Grade 6	2017	9	48	16%	9	36	20%
	2018	19	46	29%	9	29	24%
	2019	12	32	27%	12	34	26%
Grade 7	2017	45	76	37%	53	89	37%
	2018	52	99	34%	61	88	41%
	2019	55	105	34%	61	108	36%
Grade 8	2017	23	5	82%	22	10	69%
	2018	15	2	88%	17	10	63%
	2019	21	8	72%	19	7	73%
Grade 9	2017	6	1	86%	9	5	64%
	2018	10	2	83%	15	4	79%
	2019	5	1	83%	13	5	72%
Grade 10	2017	6	0	100%	12	7	63%
	2018	9	0	100%	14	4	78%
	2019	5	2	71%	16	3	84%
Clinical	2017	7	7	50%	22	6	79%
	2018	8	5	62%	6	10	38%
	2019	8	6	57%	11	4	73%
Total	2017	96	137	41%	127	153	45%
	2018	113	154	42%	122	145	46%
	2019	106	154	41%	132	161	45%

The proportions of male/female leavers in AHSSBL (Table 4.1.32) and STEMM (Table 4.1.33) by FT/PT reflect gender proportions in post (Section 4.1.i). Only 14 Outside Faculty academics have left since 2017 and as meaningful gender comparisons cannot be made data are not presented.

Table 4.1.32: AHSSBL academic leavers by grade and working pattern, 2017-19 (not including time sheeted and non-standard academics)

AHSSBL		Full-time				Part-time			
		Female	% full-time leavers female	Male	Total	Female	% part-time leavers female	Male	Total
Grade 6	2017	7	78%	2	9	26	63%	15	41
	2018	8	100%	0	8	25	64%	14	39
	2019	3	38%	5	8	24	62%	15	39
Grade 7	2017	25	57%	19	44	26	59%	18	44
	2018	22	56%	17	39	60	66%	31	91
	2019	29	54%	25	54	53	62%	32	85
Grade 8	2017	4	36%	7	11	6	55%	5	11
	2018	3	27%	8	11	1	13%	7	8
	2019	3	27%	8	11	8	62%	5	13
Grade 9	2017	3	38%	5	8	1	25%	3	4
	2018	6	43%	8	14	1	17%	5	6
	2019	1	33%	2	3	2	50%	2	4
Grade 10	2017	4	50%	4	8	1	33%	2	3
	2018	4	50%	4	8	0	0%	5	5
	2019	2	33%	4	6	0	0%	3	3
Total	2017	43	54%	37	80	60	58%	43	103
	2018	43	54%	37	80	87	58%	62	149
	2019	38	46%	44	82	87	60%	57	144

Table 4.1.33: STEMM academic leavers by grade and working pattern, 2017-19 (not including clinical, time sheeted and non-standard academics)

STEMM		Full-time				Part-time			
		Female	% full-time leavers female	Male	Total	Female	% part-time leavers female	Male	Total
Grade 6	2017	16	40%	24	40	8	67%	4	12
	2018	22	51%	21	43	10	77%	3	13
	2019	11	41%	16	27	5	33%	10	15
Grade 7	2017	51	36%	92	143	18	62%	11	29
	2018	45	34%	89	134	19	63%	11	30
	2019	58	36%	102	160	17	63%	10	27
Grade 8	2017	8	38%	13	21	9	56%	7	16
	2018	8	47%	9	17	5	63%	3	8
	2019	11	52%	10	21	6	75%	2	8
Grade 9	2017	3	43%	4	7	0	0%	2	2
	2018	1	17%	5	6	3	75%	1	4
	2019	2	17%	10	12	1	20%	4	5
Grade 10	2017	1	33%	2	3	0	-	9	9
	2018	1	17%	5	6	4	50%	4	8
	2019	3	30%	7	10	1	17%	5	6
Total	2017	79	37%	135	214	35	51%	33	68
	2018	77	37%	129	206	41	65%	22	63
	2019	85	37%	145	230	30	49%	31	61

Tables 4.1.34 /4.1.35 shows proportion of staff leaving by staff in post. In AHSSBL there is a high turnover of females at Grade 6, due to the volume of short FTCS used in teaching delivery but proportions are similar for other grades. In STEMM, turnover shows no overall gender imbalance, though more male leavers at Grades 6/7 may reflect greater career mobility/more male ECR entering industry. The higher proportion of female CA leavers may reflect proportions in FTC research roles but also the attrition of women CAs as highlighted, though numbers are small.

Table 4.1.34: AHSSBL academic turnover, by grade and gender - number in post at census (31 July annually) and number who left in the preceding year

AHSSBL		Female			Male		
		Number in post	Number left	%F leaving compared to women in post	Number in post	Number left	%M leaving compared to men in post
Grade 6	2017	31	33	106%	24	17	71%
	2018	19	33	174%	12	14	117%
	2019	24	27	113%	18	20	111%
Grade 7	2017	205	51	25%	152	37	24%
	2018	185	82	44%	138	48	35%
	2019	224	82	37%	186	57	31%
Grade 8	2017	145	10	7%	152	12	8%
	2018	155	4	3%	152	15	10%
	2019	165	11	7%	152	13	9%
Grade 9	2017	92	4	4%	150	8	5%
	2018	96	7	7%	148	13	9%
	2019	119	3	3%	162	4	2%
Grade 10	2017	60	5	8%	136	6	4%
	2018	63	4	6%	141	9	6%
	2019	70	2	3%	149	7	5%

Table 4.1.35: STEMM academic turnover, by grade and gender - number in post at census (31 July) and number left in the preceding year

STEMM		Female			Male		
		Number in post	Number leaving	%F leaving compared to women in post	Number in post	Number leaving	%M leaving compared to men in post
Grade 6	2017	80	24	30%	53	28	53%
	2018	78	32	41%	53	24	45%
	2019	93	16	17%	52	26	50%
Grade 7	2017	367	69	19%	405	103	25%
	2018	368	64	17%	426	100	23%
	2019	409	75	18%	466	112	24%
Grade 8	2017	216	17	8%	274	20	7%
	2018	221	13	6%	278	12	4%
	2019	219	17	8%	283	12	4%
Grade 9	2017	100	3	3%	217	6	3%
	2018	105	4	4%	225	6	3%
	2019	121	3	2%	244	14	6%
Grade 10	2017	77	1	1%	281	11	4%
	2018	80	5	6%	284	9	3%
	2019	89	4	4%	296	12	4%
Clinical	2017	86	14	16%	153	28	18%
	2018	88	13	15%	155	16	10%
	2019	85	14	16%	165	15	9%

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Our 2019 Equal Pay audit used 'snapshot' data from 31/03/18. No Equal Pay gaps (defined as 5.00% or more) were identified within grades except Professorial Zone 3 with a basic pay gap of 7.05% in favour of men. Our promotions data (Section 5.1.iii) suggests women may benefit from support to move into Zone 3. There were no significant pay gaps in starter salaries for Zones 1/2. In Zone 3, a gap of 9.03% was identified in favour of females due to recruiting a female DVC for Research. The clear Zoning criteria creates a transparent progression pathway for Grade 10s and supports equality in starter pay (**Bronze Action 2016**). Our Equal Pay priorities are:

- **Reward policies and promotion practices:** Increase the promotion of women into senior roles with Zone 3 a key target
- **Recruitment practices:** continue to analyse new starter pay to identify if any gender inequalities occur and take remedial action.
- **Race & Gender pay gaps:** our gender pay gap is reducing (18.5% in 2020, from 18.9 in 2019) but we must accelerate progress. As protected characteristic data improves, we will conduct intersectional analyses in our Equal Pay Audit, 2021.

Action 4.5: Reduce the pay gap between men and women

[Section 4 – 1,995 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Female applicants were more likely to be shortlisted, receive an offer, and be appointed than males. We do not long-list candidates. By 2019 gender balance was reached in terms of overall appointments (Table 5.1.1).

Table 5.1.1: All academic recruitment activity, 2016/17 - 2018/19

Academic Staff		Female	%F	Male	Not known	Total
Applications	2016/17	3,674	39%	5,585	44	9,303
	2017/18	4,287	39%	6,531	57	10,875
	2018/19	4,250	38%	6,879	37	11,166
Shortlisted for interview	2016/17	787	44%	982	26	1,795
	2017/18	913	45%	1,098	26	2,037
	2018/19	935	45%	1,115	28	2,078
Offers	2016/17	311	45%	372	12	695
	2017/18	378	48%	406	10	794
	2018/19	390	49%	389	12	791
Appointments	2016/17	293	47%	327	8	628
	2017/18	344	48%	361	9	714
	2018/19	351	50%	342	11	704

We had more applications from BAME women (Table 5.1.2) and increased proportions of BAME women appointed. Despite this, lower proportions of female BAME applicants (UK and non-UK) were shortlisted and appointed than White (UK and non-UK) women (Table 5.1.3). Breakdown by gender/race/ grade is not provided due to small numbers.

Table 5.1.2: Recruitment of academic women by race, 2016/17 - 2018/19

Female Academic Staff		BAME	%BAME	White	% White	Not known	Total
Applications	2016/17	1,404	38%	2,103	57%	167	3,674
	2017/18	1,621	38%	2,494	58%	171	4,287
	2018/19	1,816	43%	2,260	53%	174	4,250
Shortlisted for interview	2016/17	180	23%	579	73%	28	787
	2017/18	253	28%	625	68%	34	913
	2018/19	266	28%	640	68%	29	935
Offers	2016/17	63	20%	239	77%	9	311
	2017/18	83	22%	277	73%	17	378
	2018/19	99	25%	273	70%	18	390
Appointments	2016/17	60	20%	225	77%	8	293
	2017/18	74	22%	257	75%	12	344
	2018/19	89	25%	245	70%	17	351

Table 5.1.3: Recruitment of academic men by race, 2016/17 - 2018/19

Male academic staff		BAME	%BAME	White	White %	Not known	Total
Applications	2016/17	2,717	49%	2,522	45%	346	5,585
	2017/18	3,213	49%	2,949	45%	369	6,531
	2018/19	3,806	55%	2,681	39%	392	6,879
Shortlisted for interview	2016/17	337	34%	590	60%	55	982
	2017/18	416	38%	626	57%	56	1,098
	2018/19	469	42%	594	53%	52	1,115
Offers	2016/17	108	29%	248	67%	16	372
	2017/18	125	31%	259	64%	22	406
	2018/19	121	31%	244	63%	24	389
Appointments	2016/17	95	29%	218	67%	14	327
	2017/18	111	31%	232	64%	18	361
	2018/19	100	29%	222	65%	20	342

UK White applicants are the most likely to be appointed (Table 5.1.4). There is a steep 'drop off' for international BAME applicants at shortlisting stage. Application quality may account for some of this, but data suggests underlying biases against non-UK BAME applicants may occur at interview.

Table 5.1.4: Applicant-declared nationality and race/ethnicity

		UK BAME	% UK BAME	Non-UK BAME	% Non-UK BAME	UK White	% UK White	Non-UK White	% Non-UK White	Not known	Total
Applicants	16/17	615	7%	3,506	38%	2,184	23%	2,441	26%	557	9,303
	17/18	779	7%	4,055	37%	2,659	24%	2,784	26%	598	10,875
	18/19	860	8%	4,762	43%	2,591	23%	2,350	21%	603	11,166
Shortlisted	16/17	116	6%	401	22%	712	40%	457	25%	109	1,795
	17/18	148	7%	521	26%	776	38%	475	23%	117	2,037
	18/19	162	8%	573	28%	798	38%	436	21%	109	2,078
Offers	16/17	46	7%	125	18%	324	47%	163	23%	37	695
	17/18	56	7%	152	19%	366	46%	170	21%	50	794
	18/19	59	7%	161	20%	368	47%	149	19%	54	791
Appointments	16/17	44	7%	111	18%	301	48%	142	23%	30	628
	17/18	50	7%	135	19%	341	48%	148	21%	40	714
	18/19	55	8%	134	19%	334	47%	133	19%	48	704

We recommend gender-balanced panels and many Panel chairs undertake Unconscious Bias (UB) training. However, recognising bias in oneself is difficult. From September 2020 FMH have been piloting an UB Checklist for shortlisting and UB Observers for interview panels. A 6-month review will be shared with central HR in 2021. Increasing the number of BAME female applicants via inclusive recruitment practice from the creation of job description through to interview is a priority.

Action 5.1: PRIORITY Create equality of outcomes in recruitment to academic roles for White and Black Asian and Minority Ethnic (BAME) female applicants

Female applicants in AHSSBL (Table 5.1.5) and STEMM (5.1.6) were more likely to be shortlisted, and appointed than men, a pattern more pronounced in AHSSBL than STEMM, where the trajectory is in the direction of balance. For recruitment of academics inside professional services, the general pattern is broadly the same with smaller numbers.

Table 5.1.5: All AHSSBL academic recruitment activity, 2016/17 - 2018/19

Academic Staff - AHSSBL		Female	% Female	Male	Not known	Total
Applications	2016/17	1,826	46%	2,155	5	3,986
	2017/18	2,107	45%	2,608	10	4,725
	2018/19	2,004	44%	2,538	8	4,550
Shortlisted for interview	2016/17	245	52%	224	2	471
	2017/18	328	53%	283	5	616
	2018/19	306	53%	265	7	578
Offers	2016/17	103	53%	91	1	195
	2017/18	155	58%	109	1	265
	2018/19	146	58%	103	1	250
Appointments	2016/17	98	55%	79	1	178
	2017/18	139	62%	87	0	226
	2018/19	123	59%	84	1	208

Table 5.1.6: All STEMM academic recruitment activity, 2016/17 - 2018/19

Academic Staff - STEMM		Female	% Female	Male	Not known	Total
Applications	2016/17	1,744	34%	3,331	36	5,111
	2017/18	2,063	35%	3,820	47	5,930
	2018/19	2,042	33%	4,169	29	6,240
Shortlisted for interview	2016/17	500	40%	726	22	1,248
	2017/18	569	41%	791	21	1,381
	2018/19	588	41%	825	21	1,434
Offers	2016/17	191	41%	264	10	465
	2017/18	220	43%	288	9	517
	2018/19	230	44%	279	11	520
Appointments	2016/17	178	43%	231	6	415
	2017/18	202	42%	265	9	476
	2018/19	214	45%	252	10	476

Table 5.1.7: All Outside Faculty academic recruitment activity, 2016/17 - 2018/19

Academic Staff - Outside Faculty		Female	% Female	Male	Not known	Total
Applications	2016/17	104	50%	99	3	206
	2017/18	116	53%	103	0	219
	2018/19	200	55%	166	0	366
Shortlisted for interview	2016/17	42	55%	32	2	76
	2017/18	15	38%	24	0	39
	2018/19	39	62%	24	0	63
Offers	2016/17	17	49%	17	1	35
	2017/18	2	18%	9	0	11
	2018/19	13	65%	7	0	20
Appointments	2016/17	17	49%	17	1	35
	2017/18	2	18%	9	0	11
	2018/19	13	68%	6	0	19

Recruitment by grade

Grade 6 academics (Table 5.1.8) are Research/Teaching Assistants. A higher percentage of women than men applied, were shortlisted, and appointed at Grade 6. This pattern is stronger in AHSSBL.

Table 5.1.8: Grade 6 academic recruitment by faculty grouping and gender

Grade 6 recruitment		AHSSBL			STEMM				Whole University*			
		F	%F	M	F	%F	M	Not Known	F	%F	M	Not Known
Applications	16/17	79	71%	33	243	53%	208	6	322	57%	241	6
	17/18	169	62%	105	441	57%	326	4	648	59%	440	4
	18/19	177	68%	83	415	55%	334	2	596	59%	419	2
Shortlisted	16/17	23	85%	4	69	58%	49	1	92	63%	53	1
	17/18	30	68%	14	83	61%	51	3	116	63%	66	3
	18/19	29	69%	13	81	56%	62	2	112	59%	75	2
Offers	16/17	11	92%	1	27	56%	20	1	38	63%	21	1
	17/18	12	75%	4	37	62%	22	1	50	65%	26	1
	18/19	13	87%	2	35	56%	27	1	49	62%	29	1
Appointments	16/17	11	92%	1	26	58%	18	1	37	65%	19	1
	17/18	12	75%	4	34	61%	21	1	47	64%	25	1
	18/19	11	85%	2	31	54%	25	1	43	61%	27	1

*Outside faculty academics are included in the whole University as new roles are very few.

At Grade 7 (Table 5.1.9) the proportion of female applicants has slightly dropped over time, a pattern stronger in STEMM. Women applicants are more likely to be shortlisted and appointed to Grade 7 than men, resulting in approximate gender balance overall at this grade.

Table 5.1.9: Grade 7 academic recruitment by faculty grouping and gender

Grade 7 recruitment		AHSSBL				STEMM				Whole University			
		F	%F	M	Not Known	F	%F	M	Not Known	F	%F	M	Not Known
Applications	16/17	1,003	53%	894	1	1,061	34%	2,072	10	2,132	41%	3,008	11
	17/18	946	51%	899	1	1,114	30%	2,578	11	2,136	37%	3,562	12
	18/19	1,181	49%	1,213	2	1,080	31%	2,356	5	2,441	40%	3,715	7
Shortlisted	16/17	148	55%	119	0	301	38%	491	4	470	43%	617	4
	17/18	172	57%	130	0	346	38%	552	7	530	43%	698	7
	18/19	182	55%	146	2	351	39%	546	4	561	44%	703	6
Offers	16/17	68	59%	48	0	104	38%	170	1	176	44%	221	1
	17/18	94	61%	59	0	124	39%	189	5	219	46%	253	5
	18/19	100	60%	66	0	135	42%	186	4	240	48%	254	4
Appointments	16/17	64	59%	44	0	97	40%	148	0	165	46%	195	0
	17/18	82	64%	47	0	111	39%	172	5	194	46%	224	5
	18/19	83	61%	54	0	127	43%	167	4	215	49%	222	4

At Grade 8 STEMM and AHSSBL show different patterns. The proportion of women shortlisted and appointed increased only in STEMM, although fewer new posts were created in AHSSBL. STEMM AS Action Plans aim to increase female applicants in some disciplines, but AHSSBL need also to attract more female applicants to support the leadership pipeline.

Table 5.1.10: Grade 8 academic recruitment by faculty grouping and gender

Grade 8 recruitment		AHSSBL				STEMM				Whole University			
		F	%F	M	Not Known	F	%F	M	Not Known	F	%F	M	Not Known
Applications	16/17	289	39%	440	3	181	25%	530	2	470	33%	970	5
	17/18	270	38%	434	0	160	30%	376	2	430	35%	810	2
	18/19	141	31%	318	0	295	25%	880	4	436	27%	1198	4
Shortlisted	16/17	31	49%	29	3	36	32%	78	0	67	38%	107	3
	17/18	40	47%	45	0	34	40%	51	0	74	44%	96	0
	18/19	18	37%	31	0	63	44%	79	2	81	42%	110	2
Offers	16/17	11	44%	13	1	13	34%	25	0	24	38%	38	1
	17/18	12	43%	16	0	14	42%	19	0	26	43%	35	0
	18/19	5	33%	10	0	24	55%	20	0	29	49%	30	0
Appointments	16/17	11	50%	10	1	12	36%	21	0	23	42%	31	1
	17/18	10	43%	13	0	14	42%	19	0	24	43%	32	0
	18/19	5	38%	8	0	24	57%	18	0	29	53%	26	0

In 2014 we launched the University Academic Fellows (UAFs) scheme. After successful completion of a five-year development programme UAFs progress to Associate Professor. This scheme had a STEMM emphasis. We do not hold data on applications, shortlists and offers to UAF posts; however, recruitment was close to gender balance over the scheme period (2014-2018) (Table 5.1.11).

Table 5.1.11: UAF recruits by discipline and gender

	Female	%F	Male	Total
AHSSBL	21	54%	18	39
STEMM	73	45%	89	162
Total	94	47%	107	201

At Grade 9 (Table 5.1.12) there were more male than female applicants. In AHSSBL more females than males were shortlisted and appointed. In STEMM there are no clear patterns, but low numbers of advertised roles limits conclusions. Across faculties increasing the female applicant pool in higher grade posts is important to support the senior leadership pipeline.

Table 5.1.12: Grade 9 academic recruitment by faculty grouping and gender

Grade 9 recruitment		AHSSBL				STEMM				Whole University			
		F	%F	M	Not Known	F	%F	M	Not Known	F	%F	M	Not Known
Applicants	16/17	80	32%	168	1	3	27%	6	2	83	32%	174	3
	17/18	62	35%	117	0	3	19%	13	0	65	33%	130	0
	18/19	55	27%	148	0	7	26%	18	2	62	27%	166	2
Shortlisted	16/17	13	50%	12	1	3	50%	1	2	16	50%	13	3
	17/18	10	43%	13	0	1	14%	6	0	11	37%	19	0
	18/19	16	57%	12	0	3	33%	4	2	19	51%	16	2
Offers	16/17	2	22%	7	0	2	50%	1	1	4	31%	8	1
	17/18	4	40%	6	0	0	0%	4	0	4	29%	10	0
	18/19	8	67%	4	0	2	50%	1	1	10	63%	5	1
Appointments	16/17	1	14%	6	0	2	50%	1	1	3	27%	7	1
	17/18	4	57%	3	0	0	0%	4	0	4	36%	7	0
	18/19	5	71%	2	0	2	50%	1	1	7	64%	3	1

In AHSSBL, less than 1/3 of applicants for Grade 10 posts were women, but numbers did increase: women had a higher success rate than men (Table 5.1.12). This pattern was not replicated in STEMM, though new posts were fewer. The increase in Grade 10 applicants for STEMM in 2017/18 is attributable to increased posts and local initiatives, such as EPS search panels, which identified and approached candidates directly (**Bronze Action 2016**). We will continue this approach, which resulted in women appointed to HoS, Faculty Deans, and our previous DVC for Research.

Table 5.1.13: Grade 10 academic recruitment by faculty grouping and gender

Grade 10 recruitment		AHSSBL				STEMM				Whole University			
		F	%F	M	Not Known	F	%F	M	Not Known	F	%F	M	Not Known
Applica tions	16/17	31	27%	83	0	2	25%	6	0	33	27%	89	0
	17/18	11	31%	24	1	14	18%	56	7	25	22%	80	8
	18/19	26	31%	59	0	0	0%	11	1	26	25%	76	1
Shortlis ted	16/17	6	27%	16	0	1	33%	2	0	7	28%	18	0
	17/18	3	27%	7	1	5	21%	15	4	8	23%	22	5
	18/19	9	53%	8	0	0	0%	0	1	9	43%	11	1
Offers	16/17	4	36%	7	0	1	33%	2	0	5	36%	9	0
	17/18	2	67%	1	0	2	29%	5	0	4	40%	6	0
	18/19	4	57%	3	0	0	0%	0	1	4	44%	4	1
Appoin tments	16/17	4	50%	4	0	1	50%	1	0	5	50%	5	0
	17/18	2	67%	1	0	2	33%	4	0	4	44%	5	0
	18/19	4	57%	3	0	0	0%	0	1	4	44%	4	1

Male applicants for clinical academic posts were slightly more likely to be appointed than females (small numbers limit conclusions) (Table 5.1.14). Increasing the proportion of senior female CAs is high priority for FMH. The creation of a Joint Clinical Academic Training Committee with Leeds Teaching Hospital NHS Trust supports this aim.

Table 5.1.14: Clinical academic recruitment by gender (Faculty of Medicine and Health)

Clinical recruitment		Clinical Researcher				Clinical Lecturer				Clinical Consultant		
		F	%F	M	Not Known	F	%F	M	Not Known	F	%F	M
Applica tions	16/17	10	31%	19	3	24	41%	26	8	2	11%	16
	17/18	7	18%	15	16	28	58%	20	0	0		0
	18/19	10	30%	20	3	27	48%	25	4	1	11%	8
Shortlis ted	16/17	4	24%	10	3	15	38%	18	7	1	14%	6
	17/18	3	21%	8	3	15	58%	11	0	0		0
	18/19	6	32%	10	3	18	46%	17	4	1	33%	2
Offers	16/17	4	31%	7	2	8	36%	10	4	1	20%	4
	17/18	1	17%	5	0	10	67%	5	0	0		0
	18/19	3	27%	7	1	11	48%	10	2	0	0%	1
Appoin tments	16/17	4	33%	6	2	6	38%	9	1	1	20%	4
	17/18	1	17%	5		10	67%	5	0	0		0
	18/19	3	27%	7	1	11	52%	9	1	0	0%	1

Cross-grade Recruitment

Some of our posts are advertised across grades and the pattern remains that once women applied they were more likely to be shortlisted and appointed than men (Table 5.1.15).

Table 5.1.15: Cross-grade academic recruitment by gender

		All Cross-grade Academic Recruitment				All Academic Recruitment (minus cross-grade)			
		Female	%F	Male	Not known	Female	%F	Male	Not known
Applications	16/17	544	36%	967	5	3,130	40%	4,618	39
	17/18	870	39%	1,375	12	3,417	40%	5,156	45
	18/19	501	33%	1,029	2	3,749	39%	5,850	35
	Total	1,915	36%	3,371	19	10,296	40%	15,624	119
Shortlisted	16/17	82	40%	120	4	705	44%	862	22
	17/18	127	45%	149	8	786	45%	949	18
	18/19	74	40%	111	2	861	46%	1,004	26
	Total	283	42%	380	14	2,352	45%	2,815	66
Offered	16/17	31	41%	43	1	280	45%	329	11
	17/18	49	47%	52	4	329	48%	354	6
	18/19	23	40%	34	1	367	50%	355	11
	Total	103	43%	129	6	976	48%	1,038	28
Appointed	16/17	30	42%	40	1	263	47%	287	7
	17/18	46	48%	46	3	298	48%	315	6
	18/19	21	42%	28	1	330	50%	314	10
	Total	97	45%	114	5	891	49%	916	23

Where data are available (about 75% of all cross-grade appointments) men were more likely to be appointed at the upper range than women, but numbers are too low to draw conclusions. Our approach to analysing new starter pay will identify biases and enable action.

Table 5.1.16: Grades appointed to in cross-grade recruitment, 1 Aug 2016 – 31 July 2019

Where appointment falls within the range	Female	%F	Male	Unknown	Total
Lower	51	51%	48	1	100
Mid (7/8/9 cross-grade posts only)	1	17%	5	0	6
Upper	29	45%	33	2	64

(ii) Induction

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

The primary induction for new starters is in their School/Service, led by line managers and structured around the Induction Checklist: key policies, staff benefits, and mandatory training in E&I (**Bronze 2016 Action**), Health & Safety and GDPR.

A voluntary one-day University 'Welcome Event' was run quarterly until 2019; though a small proportion of starters attended (Table 5.1.17); numbers also fell due to problems synchronising room bookings with VC availability. Attendee proportions for STEMM/AHSSBL were very similar.

Following staff consultation, a new format was launched for 2019/20: a welcome from the VC/Senior Leaders with networking (quarterly), and an Interactive Event with Staff Benefit marketplace (bi-monthly). Data for 2019/2020 suggested increased attendance. Following 'lockdown', induction is via the New Starter website. The VC introduces a film with academic/PS colleagues (50/50 male/female, including parents/carers, international and BAME colleagues) describing life at UoL.

Our new automated induction process, to be offered alongside face-to-face events broadening options and access, will take colleagues to appropriate information depending on their grade/role. 'Welcome' will include more E&I content (including AS) and enhanced provision for parents/carers (Section 5.5). OD&PL will review and evaluate the parallel approach.

Table 5.1.17: University level induction; proportion of new starters by gender

		Female	Male	Not known	Total	% F
2016/17	New starters	293	327	8	628	47%
	Attended an induction session	45	49	0	94	48%
	% of new starters attending at least one induction session	15%	15%	0%	15%	
2017/18	New starters	344	361	9	714	48%
	Attended an induction session	25	27	0	52	48%
	% of new starters attending at least one induction session	7%	7%	0%	7%	
2018/19	New starters	351	342	11	704	50%
	Attended an induction session	24	15	0	39	62%
	% of new starters attending at least one induction session	7%	4%	0%	6%	

Action 5.2: Increase positive engagement with University induction events

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

“The new promotion criteria gave me confidence that my academic leadership and achievements in student education would be recognised, even though my career has not followed a traditional trajectory”

(redacted)

Career progression/promotion should be discussed during yearly appraisals: Staff Review and Development System (SRDS) and Annual Academic Meetings (AAMs). Reviewers and Heads of School (HoS) (who read all completed reviews) may suggest mentoring, leadership training or development opportunities. Promotions can be applied for at any time and guidance, sources of support and application forms are online. Our process ensures panels adhere to strict guidelines.

There are two main routes to progression: Research and Innovation (T&R), and Student Education (T&S). A third, Academic Leadership, is open to Chair (Grade 10) applicants.

Promotion criteria include citizenship (including AS/E&I activity), pastoral care, and mentoring. The Personal Circumstances section is used to detail PT working, maternity/parental leave, career breaks or disability/ill-health for the panel to consider. Panel chairs provide feedback on unsuccessful applications and line-managers follow up to discuss next steps.

44% of academics are female and since 2016 between 41%-43% of promotion applicants were women. While proportionately (slightly) more male applicants, women had higher success rates overall (Table 5.1.18).

Table 5.1.18: Proportion of promotion applications (Grades 7-10) and success rates by gender

All promotions to grades 7-10		2016/17	2017/18	2018/19	Total
Women	Total in post	1,262	1,253	1,408	3,923
	% of those in post applying	5%	5%	6%	5%
	Total applications	64	61	89	214
	% F applications	41%	42%	43%	42%
	Total Successful	58	59	82	199
	% Successful	91%	97%	92%	93%
Men	Total in post	1,435	1,443	1,585	4,463
	% of those in post applying	6%	6%	7%	7%
	Total applications	93	84	116	293
	% M applications	59%	58%	57%	58%
	Total successful	76	76	108	260
	% Successful	82%	90%	93%	89%

Intersectionality: promotion by gender and race

BAME women academics were less likely to apply for promotion, and possibly be successful than White women (small numbers limit conclusions). In 2018/19, BAME women were 6% of academics but 4% of promotion applicants (9/205). The career development of BAME women needs focussed action.

Table 5.1.19: Academic promotion, applications and successes all grades by gender and race

All promotions to grades 7-10			2016/17	2017/18	2018/19	Total	% Success
BAME	Women	Application	8	10	9	27	85%
		Success	5	10	8	23	
	Men	Application	10	6	20	36	86%
		Success	6	5	20	31	
White academics	Women	Application	48	41	66	155	93%
		Success	45	39	60	144	
	Men	Application	63	56	73	192	90%
		Success	53	51	69	173	
Unknown	Women	Application	8	10	14	32	100%
		Success	8	10	14	32	
	Men	Application	20	22	23	65	86%
		Success	17	20	19	56	

There was an increase in the number of women applying for and achieving promotion at Grade 9 and 10 (by around 5%) and women had higher success rates overall than men (Table 5.1.20).

Table 5.1.20: Applications for academic promotion (grades 7-10) and success rates for the University by gender; numbers in post at lower grade are as at the end of the academic year

			2016/17	2017/18	2018/19	Total
Promotion to Grade 7	Women	In post (G6)	111	99	117	327
		Application	7	1	4	12
		Success	6	1	4	11
		% success	86%	100%	100%	92%
	Men	In post (G6)	77	65	70	212
		Application	6	2	10	18
		Success	6	2	10	18
		% success	100%	100%	100%	100%
Promotion to Grade 8	Women	In post (G7)	591	569	653	1813
		Application	24	14	23	61
		Success	21	14	21	56
		% success	88%	100%	91%	92%
	Men	In post (G7)	564	572	665	1801
		Application	23	23	26	72
		Success	18	21	23	62
		% success	78%	91%	88%	86%
Promotion to Grade 9	Women	In post (G8)	366	383	395	1144
		Application	26	34	48	108
		Success	24	32	45	101
		% success	92%	94%	94%	94%
	Men	In post (G8)	427	433	441	1301
		Application	34	38	52	124
		Success	28	35	49	112
		% success	82%	92%	94%	90%
Promotion to Grade 10	Women	In post (G9)	194	202	243	639
		Application	7	12	14	33
		Success	7	12	12	31
		% success	100%	100%	86%	94%
	Men	In post (G9)	367	373	409	1149
		Application	30	21	28	79
		Success	24	18	26	68
		% success	80%	86%	93%	86%

Our first UAF scheme cohorts have been supported to meet promotion criteria to Grade 9 (**Bronze Action 2016**). An equal proportion of women and men have been promoted: our first UAF Professor was female (Table 5.1.21).

Table 5.1.21: Current roles of UAF recruits at 11 September 2020

	UAF	Grade 9 (Associate Professor)	Grade 10 (Professor)	% promoted	Lecturer*
Women	58	23	1	29%	2
Men	65	26	0	29%	0
Total	123	49	1	29%	2

*Two UAFs moved out of the UAF pathway.

Promotion within AHSSBL/STEMM

In AHSSBL 44% of promotion applications were from women (48% of academics are female) (Table 5.1.22). Overall, women were more successful in their applications than men.

Table 5.1.22: AHSSBL promotion applications (grades 7-10) proportion by gender and success rates

AHSSBL Promotions		2016/17	2017/18	2018/19	Total
Women	Total applications	33	30	42	105
	% applications	41%	50%	44%	44%
	Total successful	33	29	40	102
	% Success	100%	97%	95%	97%
Men	Total applications	48	30	53	131
	% applications	59%	50%	56%	56%
	Total successful	38	26	50	114
	% Success	79%	87%	94%	87%

In 2018/2019 more women than men in AHSSBL successfully applied for Grade 9 promotion (Table 5.1.23). Four-times as many men applied for Grade 10 promotion though women were more successful once they applied.

Table 5.1.23: Proportion of AHSSBL promotion applications and success rates by gender and grade

AHSSBL Promotions			2016/17	2017/18	2018/19	Total
Promotion to Grade 7	Women	Application	0	0	0	0
		Success	0	0	0	0
		% success	-	-	-	0
	Men	Application	1	0	1	2
		Success	1	0	1	2
		% success	100%	-	100%	100%
Promotion to Grade 8	Women	Application	13	8	14	35
		Success	13	8	14	35
		% success	100%	100%	100%	100%
	Men	Application	17	7	18	42
		Success	13	6	16	35
		% success	76%	86%	89%	83%
Promotion to Grade 9	Women	Application	15	17	25	57
		Success	15	16	23	54
		% success	100%	94%	92%	95%
	Men	Application	17	18	22	57
		Success	14	16	21	51
		% success	82%	89%	95%	89%
Promotion to Grade 10	Women	Application	5	5	3	13
		Success	5	5	3	13
		% success	100%	100%	100%	100%
	Men	Application	13	5	12	30
		Success	10	4	12	26
		% success	77%	80%	100%	87%

In STEMM 40% of applications were from women (41% female academics) (Table 5.1.24). Success rates by gender are less consistent than in AHSSBL, but over the period almost equal.

Table 5.1.24: STEMM promotion applications (grades 7-10) proportion by gender and success rates

STEMM Promotions		2016/17	2017/18	2018/19	Total
Women	Total applications	31	31	47	109
	% applications	41%	36%	43%	40%
	Total successful	25	30	42	97
	% Success	81%	97%	89%	89%
Men	Total applications	45	54	63	162
	% applications	59%	64%	57%	60%
	Total successful	38	50	58	146
	% Success	84%	93%	92%	90%

In STEMM numbers of women promoted to Grade 9/10 increased (Table 5.1.25). More men than women applied for Grade 10 promotion but gender balance has still improved.

Table 5.1.25: Proportion of STEMM promotion applications and success rates by gender and grade

STEMM Promotions			2016/17	2017/18	2018/19	Total
Promotion to Grade 7	Women	Application	7	1	4	12
		Success	6	1	4	11
		% success	86%	100%	100%	92%
	Men	Application	5	2	9	16
		Success	5	2	9	16
		% success	100%	100%	100%	100%
Promotion to Grade 8	Women	Application	11	6	9	26
		Success	8	6	7	21
		% success	86%	100%	100%	92%
	Men	Application	6	16	8	30
		Success	5	15	7	27
		% success	83%	94%	88%	90%
Promotion to Grade 9	Women	Application	11	17	23	51
		Success	9	16	22	47
		% success	82%	94%	96%	92%
	Men	Application	17	20	30	67
		Success	14	19	28	61
		% success	82%	95%	93%	91%
Promotion to Grade 10	Women	Application	2	7	11	20
		Success	2	7	9	18
		% success	100%	100%	82%	90%
	Men	Application	17	16	16	49
		Success	14	14	14	42
		% success	82%	88%	88%	86%

Promotion within Professorial Zones

Applications for promotion within zones is through the Professorial and Senior Staff Salary process, advertised annually to all Grade 10s. The number of women applying to Zone 2 in AHSSBL (Table 5.1.26) was lower than the number of men, but women were more successful. No women applied for Zone 3. The number of women applying for Zone 2 in STEMM (Table 5.1.27) has been higher than men, but men were more successful. Only two women in STEMM applied for Zone 3 and none were successful.

Table 5.1.26: Proportion of AHSSBL promotion applications and success rate within zones by gender

AHSSBL professorial promotions			2016/17	2017/18	2018/19	Total	% Success
Promotion to Zone 2	Women	Application	2	5	3	10	90%
		Success	2	4	3	9	
	Men	Application	9	4	4	17	82%
		Success	8	4	2	14	
Promotion to Zone 3	Women	Application	0	0	0	0	-
		Success	0	0	0	0	
	Men	Application	2	1	4	7	43%
		Success	1	0	2	3	

Table 5.1.27: Proportion of STEMM promotion applications and success rate within zones by gender

STEMM professorial promotions			2016/17	2017/18	2018/19	Total	% Success
Promotion to Zone 2	Women	Application	8	6	7	21	71%
		Success	6	5	4	15	
	Men	Application	4	4	11	19	79%
		Success	4	4	7	15	
Promotion to Zone 3	Women	Application	0	2	0	2	0%
		Success	0	0	0	0	
	Men	Application	3	4	2	9	56%
		Success	1	2	2	5	

Promotions for full-time and part-time staff

Women constituted 39% of full-time staff and between 38%-41% of full-time staff applying for promotion (Table 5.1.28). Full-time women were more successful than men. Women constituted 55% of part-time academic staff and between 69%-86% of part-time applications. Success rates for male part-time staff were higher than for women, but small numbers limit conclusions. Female part-time colleagues may need additional promotion support process as their success rates are lower than those for women working full-time.

Table 5.1.28: Promotion applications by gender and FT/PT across grades 7-10 (number successful)

All Promotions to grades 7-10		Women	% Female applying	% Female success	Men	% Male Applying	% Male Success
Full-time	2016/17	55 (51)	38%	93%	89 (72)	62%	81%
	2017/18	55 (53)	40%	96%	83 (75)	60%	90%
	2018/19	75 (71)	41%	95%	110 (102)	59%	93%
Part-time	2016/18	9 (7)	69%	78%	4 (4)	31%	100%
	2017/19	6 (6)	86%	100%	1 (1)	14%	100%
	2018/20	14 (11)	74%	79%	5 (5)	36%	100%

Action 5.3: Increase the proportion of women working part-time achieving promotion success.

As identified, fewer female than male staff have applied for Grade 9 and 10 roles through the T&S route since 2016 when it was launched. Achieving gender parity here is especially important as proportionately more T&S colleagues are women.

Action 5.4: Increase the proportion of our Teaching and Scholarship (T&S) academics at Grade 10 who are women.

To ensure a gender balanced leadership pipeline we must attract more female (especially BAME) candidates across grades and support them in more timely promotion applications as a priority.

Action 5.5: PRIORITY: Increase the proportion of Black Asian and Minority Ethnic (BAME) women promoted to Grades 9 and 10 academic roles.

The pandemic has the potential to undermine progress. Promotion processes are highly time-consuming, and for academics, are metrics driven. Emerging evidence about reduced outputs for women during this time may impact confidence or chances of success. Parent/carers are most disadvantaged and BAME colleagues may have additional pressures here. The demands of online teaching also fall disproportionately on women. Promotions applications may be de-prioritised.

The DVC for R&I has committed to a Working Group to find solutions to mitigate impacts of Covid-19 on research careers. An intersectional approach is essential as is learning from the sector and sharing good practice.

"We need to continue to support women and carers in the way we manage promotion We have progressed well, especially in the last 5 years, but need to continue to focus".

(Female Academic 2018)

Action 5.6: PRIORITY Identify gender related negative impact of Covid-19 on academic careers and act to mitigate

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

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

In RAE2008 the greatest proportion of eligible staff were male (Table 5.1.29). The proportion of eligible women returned was less than the proportion of eligible men returned. In REF 2014, the proportion of eligible women increased by 3%, but the same pattern was repeated. Due to REF rule changes, a lower proportion of those eligible were returned in REF 2014: the largest decrease being in men. The overall proportion of females returned increased by 5% between 2008 and 2014, with changes seen in STEMM/AHSSBL.

Table 5.1.29: Eligibility and returns for RAE2008 and REF2014 by gender

		Eligible Pool				Returned				
		F	% of eligible F	M	% of eligible M	F	% of eligible F	M	% of eligible M	% of all returned F
RAE2008	STEMM	247	24%	797	76%	177	72%	671	84%	21%
	AHSSBL	215	35%	393	65%	164	76%	337	86%	33%
	Total	462	28%	1,190	72%	341	74%	1,008	85%	25%
REF2014	STEMM	284	27%	762	73%	180	63%	552	72%	25%
	AHSSBL	243	38%	404	62%	182	75%	302	75%	38%
	Total	527	31%	1,166	69%	362	69%	854	73%	30%

In REF2021 all eligible staff will be returned unless they have mitigating circumstances: 64% male colleagues and 36% female, an increase of 6% in female eligibility since 2014 (11% since 2008). An analysis of lead authorship of 3*/4* papers and Impact Case Studies by gender, as both are markers of academic excellence important for progression will inform future action.

Staff submitting personal circumstances are 40% male/60% female. Around one-third of women submitting for mitigation cite maternity/family related circumstances. We will investigate whether there are additional circumstances affecting some groups, and whether there are barriers to male colleagues submitting mitigating circumstances.

Action 5.7: Identify REF related gender inequalities and act to eliminate by the next REF cycle

5.3. Career development: academic staff

(i) Training

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

E&I training

In 2018, we launched mandatory 30-minute online “Introduction to E&I” training covering expected behaviour, equality law and unconscious bias (UB) awareness (**Bronze 2016 Action**) (95% completion at September 2020). UB training is run in faculties via an external provider. All senior leadership and recruitment/promotion panel Chairs must attend (**Bronze 2016 Action**). Faculties organise their UB training and monitor attendance, e.g., 40% of EPS/46% of FMH staff have attended. An FMH evaluation of UB training demonstrates its value (Table 5.3.1).

Table 5.3.1: Evaluation of FMH Unconscious Bias Training 2016 – 2020 (N=446)

Increased from pre-training	Number	% of respondents
Understanding of the importance of unconscious bias within the working environment and the impact on decision making.	418	94%
Understanding of the consequences of failing to create a culture of dignity, respect, and well-being at work.	407	91%
Understanding of the overall importance of Equality and Diversity within the working environment	413	93%
Ability to respond to and challenge any behaviour which compromises equality, diversity or inclusion.	396	89%

Management Training

Our twice-yearly Management Essentials Programme (launched 2016/17) covers core management elements (Table 5.3.2). Uptake is mostly PS, but academic attendance is gender balanced overall. Access is facilitated through appraisal, appointment to role, or promotion.

Table 5.3.2: Academics attending Management Essentials sessions since Jan 2015

Sessions in Management Essentials	AHSSBL			STEMM			Whole University		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
Equality & Inclusion*	3	1	75%	12	8	60%	16	9	64%
Health & Safety	0	0	-	6	5	55%	6	5	55%
Introduction to Coaching*	0	0	-	2	3	40%	2	3	40%
Investigations and Panels	14	5	74%	8	11	42%	22	17	56%
Managing Individual Performance	2	2	50%	16	13	55%	19	15	56%
Recruitment & Selection	6	3	67%	13	22	37%	19	25	43%
Supporting Performance Improvement	17	14	55%	19	36	35%	36	51	41%
Sustainability*	1	0	100%	3	2	60%	4	2	67%
Work, Wellbeing & Health*	0	0		4	2	67%	4	2	67%
Total	43	25	63%	83	102	45%	128	129	50%

*recently added modules

Leadership/personal development training

Table 5.3.3 provides an overview of our core career development/leadership provision. Access is facilitated through annual appraisal, appointment to role, or promotion. We are developing a programme aimed at early/mid-career BAME staff, to include group coaching/mentoring for 2021.

Table 5.3.3: Support and development overview at University of Leeds: a strategic approach

Early-career (Grades 6-7)	<ul style="list-style-type: none"> • Springboard, for female staff up to Grade 6: a three-month development programme to enable women to achieve greater recognition and influence. • Women Rising for female PGRs/post-docs in EPS • Career Architect: Career development within and outside HE for postdocs • First Steps to Leadership • Learning to Lead
Mid-career (Grades 8-9)	<ul style="list-style-type: none"> • Aurora, a national, women only HE leadership development programme • Learning to Lead • Leadership in Practice
Later-career (Grades 10)	<ul style="list-style-type: none"> • Leadership in Practice • Leadership Excellence Programme • HeadSpace, training for Heads of Schools/Services

Leadership and personal development training

In response to staff consultation, we developed the Leadership Excellence Behaviours Framework with tiered training relating to experience/role requirement (**Bronze Action 2016**). Data on attendance by gender/faculty grouping (Table 5.3.4) shows more men than women attend highest level training (Leadership Excellence) in STEMM reflecting gender distribution in senior roles. Access is through appraisal, appointment to role, or promotion (**Bronze Action 2016**).

In the 2018 Staff Survey, 78% of female/74% of male academic respondents agreed that training/development activities helped them develop their potential.

Table 5.3.4: Leadership training attendance (academic staff) since 2016 by gender

Faculty grouping	Learning to Lead			Leadership in Practice			Leadership Excellence		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
AHSSBL	6	2	75%	7	7	50%	20	19	51%
STEMM	22	11	67%	14	10	58%	16	32	33%
Total	28	13	68%	21	17	55%	36	51	41%

In response to feedback, we launched **First Steps to Leadership** in 2018. By March 2020, of 79 attendees 9 were early-career academics (6/9 female).

Learning to Lead, for staff in early leadership positions focuses on self-awareness, leading teams and managing change.

"I have improved my active listening in mentoring and supervision meetings"

(redacted)

After the programme I was promoted to Professor via the Academic Leadership route... I am now applying for HoS.

(redacted))

Leadership

in Practice is for staff with experience in leadership and a strategic role. In 2018 we purchased 100 external coaching sessions (£12,500) and by the end of 2018/19, 78 staff had used them (74% female), with an even 50% split academic/PS colleagues.

The **Leadership Excellence Programme** focuses on addressing complex challenges, and on self-development, mentoring and coaching. Faculty/Service heads make recommendations and decisions (managed through HR) take gender balance into consideration. The VC personally contacts nominees to encourage attendance.

"Best leadership programme ever done! LEP did something really strong for the organisation – the spider web of networks – let's benefit from this."

(redacted))

The new **HeadSpace** programme (Sept 2019), provides support and leadership development for new and established HoS, via forums, briefings and networking. Since its launch, of 99 staff attending events (excluding forums) 50% were women.

Career Development for Women

We fund external personal development and leadership training for women throughout their careers and free access to LinkedIn Learning, which includes career development modules for women.

Since 2015 10 female academics from AHSSBL and 42 from STEMM have attended **Springboard**. Attendees report help with clarifying goals, improving effectiveness in current role and successful promotions. Access is facilitated through annual appraisal.

"Good to have the time and space to focus on myself"

(Attendee, Springboard)

"I applied for promotion which I wouldn't have done before"

(Aurora attendee)

We fund eight **Aurora** places per year (**Bronze Action 2016**).

Faculties can fund additional places. Application is discussed in appraisal and HoS make annual nominations.

Since 2015, 65 academics have attended Aurora (27

(42%) AHSSBL, 38 STEMM (58%)). This has had significant impact on career progression; 48% of participants from 2017/18 cohort were promoted, and to date as have 27% of participants from 2019/20 cohort. A 2020 evaluation identified the need for a more transparent recruitment approach with standard criteria.

"I am now a mentor to a female colleague, helping her develop her leadership skills. She has since secured two consecutive leadership roles in undergraduate education."

(Aurora attendee)

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

All staff are required to have an annual Staff Review and Development Scheme (SRDS) appraisal meeting with their line manager where progress against objectives is reviewed and training, development and progression needs are discussed. Uptake is recorded at School level. In 2017, Annual Academic Meetings (AAM) were introduced to encourage development of academic careers. The two appraisals can be combined. In the 2018 Staff Survey, 87% female/88% male agreed their work objectives were discussed annually. Faculty AS Action Plans address appraisal uptake where this has been identified as an issue.

Line managers must undertake appraisal training. Guidance is sent to managers/reviewees by School Managers prior to the review cycle. OD&PL regularly promote SRDS training and it is within the Management Essential programme; attendance at OD&PL training has reduced reflecting this (Table 5.3.5). The proportion of women attending has increased, possibly reflecting more women having line management responsibilities.

Table 5.3.5: Uptake of SRDS line manager training by academics

2016 - 17		Female	Male	Total	% F
Academic	AHSSBL	13	19	32	41%
	STEMM	18	22	40	45%
Total		31	41	72	43%
2017 - 18		Female	Male	Total	% F
Academic	AHSSBL	9	5	14	64%
	STEMM	14	11	25	56%
Total		23	16	39	59%
2018 - 19		Female	Male	Total	% F
Academic	AHSSBL	12	10	22	55%
	STEMM	17	14	31	55%
Total		29	24	53	55%

Feedback from colleagues at ISAT/E&IDG meetings has identified that E&I work is not consistently recognised across the University. The forthcoming EDI strategy led by Deans for EDI will state that responsibility for equality lies with every colleague. A working group will make recommendations for embedding in annual appraisals, recruitment practice, promotions criteria, and training to enact this.

Action 5.8: Ensure all staff understand and share responsibility for achieving gender equality, diversity and inclusion by making EDI work visible, valued and rewarded

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

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

Our Mentoring Scheme launched in 2015: 247 matches were made with mentees being 71% female (44% female academics). Following mixed feedback, an updated scheme with new matching criteria and mentor skills training was launched early 2019/2020 (**Bronze Action 2016**) no evaluation data yet). The Aurora programme has also created a pool of female colleagues acting as mentors to others.

Early career/Post-docs

OD&PL run grant writing training (Table 5.3.6) and career focus workshops (Table 5.3.7) well attended by women, mostly RO staff. Our June 'Careers Week' for postdocs is well attended and was run online this year. EPS are developing an online mentoring scheme (EPSRC Inclusion Matters grant) to embed cross-institutional shared-characteristic mentoring opportunities. To date 26 early career academics mentees have been identified.

Table 5.3.6: Attendees at sessions in the Getting Research Funding Pathway, by gender

Grant Writing Workshop		Female	Male	% F
Academic	2015/16	10	9	53%
	2016/17	8	8	50%
	2017/18	14	12	54%
	2018/19	12	8	60%
	Total	44	37	54%

Table 5.3.7: Participants on the Strengths Finder career development sessions, by gender

StrengthsFinder		Female	Male	% F
Academic	2015/16	16	8	67%
	2016/17	15	9	63%
	2017/18	25	8	76%
	2018/19	12	5	71%
	2019/20	4	2	67%
	Total	72	32	69%

The **Career Architect** programme combines coaching and workshops to support researchers considering careers within/beyond academia. In 2016-19, 42 colleagues attended (22 women). 81% of attendees progressed into a research career. The programme is very popular but delivered in small groups. OD&PL are converting it into a blended offer to increase access.

"I hope many more people have the chance to attend. So many of those who took part are doing well in new positions. I too now have an interview for a new position."

Career Architect, Female, 2017

"...advice about continuing an academic career, helped me gain confidence, and inspired me by introducing many role models"

(Female Researcher
Women Rising)

The **Women Rising** programme is aimed at PGR/PDR women in EPS to support the pipeline at key transition/attrition points for women. Three cohorts were delivered: 2016/17, 2017/18, 2018/19, the first EPSRC-funded, with UoL funding two more. Feedback indicated positive impact on personal development and career progression.

Launched in 2017, the **Professional Recognition in Student Education scheme** (PRiSE) supports colleagues achieve external recognition of excellence in education, via Higher Education Academy (HEA) Fellowships. This is an important initiative, which will support promotion of more women into senior T&S roles. PRiSE has supported 400 colleagues achieve Fellowship of the HEA since the start of the scheme (gender data not available). Support for the PRiSE scheme has continued through the pandemic with writing workshops, online mentoring and feedback panels.

**Picture 5.3.1:
Redacted (OD&PL)
PRiSE initiator and
lead**

5.5. Flexible working and managing career breaks

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

Parental leave/career break policies (Table 5.5.1) are hosted on the HR website. Enhanced provision* is available to all staff with 52 weeks continuous service, flexible working requires 6-month service. Paternity/partner leave has no service requirement.

Table 5.5.1: University policies and enhanced provision* around parental leave/career break

Leave policy	Provision
Maternity/Adoption/Surrogacy Leave	Statutory entitlement: up to 52-weeks leave and (usually) 39 weeks statutory Maternity Pay (SMP) or Maternity Allowance (MA). Option* to take 16-weeks full-pay plus 23-weeks SMP/MA and 13-weeks unpaid or 8-weeks full-pay and 16-weeks half-pay (plus SMP/MA) plus 15-weeks SMP/MA + 13 weeks unpaid.
Paternity/Partner leave	Ten days on full pay to be taken within 8-weeks of birth/adoption
Adoption/Surrogacy Leave Policy	Pre-adoption appointments up to 5-days paid leave.
Maternity Leave Policy/Adoption Leave	Up to 10 days 'Keeping in Touch' (KiT days) paid at usual daily rate*
Shared Parental Leave	University Shared Parental Pay* of <i>either</i> up to 14-weeks full pay or up to 6-weeks full pay and 16-weeks half pay. Option to share 37-weeks Statutory Shared Parental pay.
Shared Parental Leave	Up to 20-days 'Shared Parental Leave in Touch days' (SPLIT days) with agreement of HoS*
Parental leave	Up to 18-weeks unpaid leave (pro-rata for PT staff) each child up to age 18 in blocks of 1-week, maximum 4-weeks per year*
Career Breaks	A minimum of three months up to a maximum of three years* for reasons including caring, travel, study, or voluntary work.
Flexible Working	Options to vary the hours or patterns of work/work from home.*

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

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

"The Memorandum of Understanding, first developed in Leeds, is an example of where a smart, local initiative can be mandated nationally."

Redacted

Once prospective parents inform their manager, a meeting with HR is arranged to discuss leave, time-off for ante-natal/adoption appointments, quiet rooms for rest, flexible working, leave cover, a risk assessment, childcare and staff benefits using a comprehensive HR checklist (**Bronze Action 2012**).

In 2015, we worked with local NHS Trusts to ensure CAs transferring between UoL and NHS employment (previously considered a break in service) did not lose entitlement to maternity/adoption leave. This 'Memorandum of Understanding' is now best national practice for CAs.

In 2019, an LGBT+ parenting event, speaker shared their stories and University support for LGBT+ families was discussed. Our LGBT+ Staff Network now host an online discussion and information forum for parents.

As part of our policy review schedule, we will ensure language is inclusive and proper account is taken of all family units.

"I found it really helpful talking to other LGBT couples when we were going through the fertility process and want to help others - and also demonstrate how supportive UoL has been"

Redacted

Action 5.9: Revise wording in all parenting/caring policies and guidance to use language inclusive to LGBT+ families

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

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

During leave, keeping in Touch (KiT) days and the shared parental leave equivalent (SPLiT days) are optional (Table 5.5.2). They have been used for attending training, a conference, project team meetings and writing papers/grants.

A focus group found some parents were unaware of KiT/SPLiT days, and that they could now be taken 'virtually'. Some Faculties are piloting funding childcare during KiT/SPLiT days.

'Info on KIT days would have been useful. Because I've never done this before I didn't really know'

focus group 2020

Table 5.5.2: Uptake of KiT and SPLiT days, 1 Aug 2016 – 31 Jul 2019

	Academic	PS
Eligible cohort: commenced leave 1 Aug 2016 - 31 Jul 2019 (includes maternity/adoption/shared parental leavers)	252	311
Number taking KiT/SPLiT	105	160
% uptake; comparing eligible cohorts to uptake*	42%	51%
Total hours taken	4,032	3,416
Average KiT/SPLiT per person (hours)	38	21

** to note that this is an imprecise measure and those commencing leave within the period will not necessarily be those taking KiT/SPLiT*

Action 5.10: Increase awareness and uptake of enhanced support available to staff during/after maternity/adoption leave

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

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

"I'm doing a phased return, gradually. The person seconded to cover my role has been kept in post until I'm back at 100%. This has significantly eased the return to work."

PS colleague

Our 2018 line manager guidance, encourages tailored support to returning staff and possible impact on performance. Options to reduce hours, work flexibly, or share roles have been trialled.

In FMH, 35 academic staff have accessed the Academic Development Fund (ADF); a sum of up to £15K to support research during/after leave.

Our campus is breastfeeding friendly. There are seven private

baby-nursing/expressing rooms across campus/SJUH with lockable fridges, and five baby-changing stations. Facilities are advertised in Faculty/Service maternity information packs with locations on the EIU website. In response to staff requests, we have begun to introduce highchairs in cafes – to be continued once campus reopens.

"I got [ADF] to get a post-doc to run the remainder of the experiment for me. It was very easy to do and was approved quickly."

focus group 2020

Picture 5.5.1: Highchair in use in Worsley Building café - redacted

"The highchair has enabled mums to bring their babies in on KIT days/courses, and even breakfast dates before nursery. It's made a real difference to me being able to spend that extra half an hour with [him] before work."

Female academic

(iv) Maternity return rate

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

The average maternity return rate is 89%; higher for PS than academic colleagues. 63% of non-return (22 academic/4 PS) was due to FTC expiry (Tables 5.5.3 and 5.5.4). FTCs are extended during leave, to cover the SMP period and allow access to redeployment, if eligible.

Table 5.5.3: Academics taking maternity leave, 1 Aug 2016 - 31 July 2019

Academic	2016/17	2017/18	2018/19	2019/20
Number of maternity leavers commencing	67	60	73	70
Number of those who returned	56	48	60	30
Number of those yet to return	0	0	0	37
Number of those who did not return	11	12	6	3
Number who did not return due to expiry of contract	7	9	6	3
Number whose contract was extended to cover SMP	7	9	6	*3
Return rate	84%	80%	82%	43%

Table 5.5.4: PS staff taking maternity leave, 2016/17-2019/20

PS	2016/17	2017/18	2018/19	2019/20
Number of maternity leavers commencing	95	91	79	95
Number of those who returned	90	88	73	22
Number of those yet to return	0	0	0	71
Number of those who did not return	5	1	6	2
Number who did not return due to expiry of contract	0	1	3	1
Number whose contract was extended to cover SMP	0	1	3	*1
Return rate	95%	97%	92%	23%

* Data not yet representative - SMP extended leavers are measured against those who leave with this arrangement in place (as existing contracts may be extended in the interim).

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

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

301 colleagues took **Paternity/Partner leave** (PPL) over the review period (Table 5.5.5). Our system only records leave taken in two-week blocks. However, as policy allows leave over separate dates PPL is probably underreported.

Uptake of **Shared Parental Leave** (SPL) was highest for female academics and male PS staff. Masters research by a HR colleague identified that men/partners are not always made aware of SPL during their partner's pregnancy.

"I've undertaken two shared parental leaves for 6-months each. In both cases my husband has or will take the remaining six months of shared parental leave."

Female academic,

Our **Parental Leave** policy allow parents to take unpaid leave to spend time with their children. Women are more likely than men to use this and PS staff more than academics.

Table 5.5.5: Paternity, shared parental, adoption and unpaid parental leave by gender

		2016/17		2017/18		2018/19		2019/20		Total	
		F	M	F	M	F	M	F	M	Total	%F
Academic	Paternity/partner leave	0	35	2	37	3	45	2	51	175	4%
	Shared parental leave	9	4	7	4	8	10	7	9	58	53%
	Adoption leave	5	1	0	2	1	1	4	1	15	67%
	Unpaid parental leave*	2	1	1	1	4	1	1	1	12	67%
PS	Paternity/partner leave	0	32	0	34	7	27	2	24	126	7%
	Shared parental leave	5	11	3	4	4	8	4	5	44	36%
	Adoption leave	9	0	2	0	0	0	0	0	11	100%
	Unpaid parental leave*	4	3	6	1	2	4	4	3	27	59%

*numbers taking at least one day of unpaid leave in the period for reasons relating to parental responsibilities

(vi) Flexible working

Provide information on the flexible working arrangements available.

Our Flexible Working Policy is well embedded and HR run

"I have benefitted from support on flexible working. Fantastic support and yet I still feel perceived as very serious about my career and progression."

Female academic

workshops to promote the benefits of a flexible workforce to managers. Options include working pattern variation, term-

"As a new dad, having [annualised] hours has been a life-saver. I don't feel I've had to sacrifice any aspect of my career or daily work responsibilities."

Male colleague

time only, annualised hours, flexi-time and working from home. The policy defines permitted reasons for refusal, and while most requests are granted, staff can appeal a decision.

Informal flexible working is not recorded, only change in FTE (Table 5.5.6); most changes are for women and more PS staff than academics.

Table 5.5.6: Contract amendment to reflect a change in FTE, by gender

		2016/17		2017/18		2018/19		2019/20		Total	
		F	M	F	M	F	M	F	M	Total	%F
Academic		172	96	93	56	167	108	196	131	1,019	62%
PS		424	108	187	55	269	83	277	84	1,487	78%
Total		596	204	280	111	436	191	473	215	2,506	71%

Our **Job Share** policy enables staff to ask that their role is considered for job-share: this is included in our recruitment materials (**Bronze Action 2016**). A job-sharer will be advertised for, or colleagues who wish to job-share may come forward.

"We were supported really well. It was an unusual [promotion] application because we are a job-share. My partner received the news while she was on maternity leave"

Female 2018

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Current policy enables a person to reduce hours but does not enable a reversal once a decision is implemented. Any request for a return to FT hours is agreed with HoS if a need for FT is established. FMH are piloting a scheme (to be reviewed in 2021) to allow return to original hours within 5-years, proving important to some staff considering PT to support caring: 69 female staff have this arrangement, three have returned to original hours. The pilot will be reviewed by HR in 2021.

(viii) **Childcare**

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Bright Beginnings campus childcare centre for staff/students accommodates up to 168 children (6-months-five years), Monday-Friday, 8am-6pm and a holiday play-scheme for up to 12-year-olds. Bright Beginnings provides free childcare to around 45 colleagues annually to enable their attendance at Open Days (**Bronze Action 2016**).

In 2018 the nursery introduced a salary sacrifice scheme to save on NI contributions. Parents can also use the Government's Tax-Free Childcare scheme.

"[BB] recently extended its opening hours to 8am-6pm which was a welcome change as it means there can be more flexibility with my working hours."

(colleague 2020)

Picture 5.5.2:
Some Bright Beginnings staff and parents with their Ofsted award (2019) redacted

(ix) **Caring responsibilities**

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Around 25% of colleagues have identified as carers on SAP (Table 5.5.7). More women record carer status but there is a higher rate of 'unknown' in men.

Table 5.5.7: Responses on SAP: carers (31 July 2020)

Response	% total responses	% Female response	% Male response
Yes (n=2,515)	27%	60%	40%
No (n=4,244)	46%	57%	43%
Prefer not to answer (n= 668)	7%	47%	53%
Unknown (n=1,891)	20%	46%	54%
Total (n=9,318)	100%	55%	45%

Our **Time off for carers and domestic reasons** policy supports carers faced with family illness/emergency. Up to 5-days paid carers leave can be taken each year, extended to 10 days during the pandemic.

"Being able to talk to someone about my concerns and the caring situation I'm in. I don't always want to burden my friends".

(Feedback on Carer's Leeds appointment)

We provide on-campus/online appointments with Carers Leeds, for staff/students needing advice and support. Since 2017, 56 (mostly female) colleagues have attended (**Bronze Action 2012**). The EIU website signposts to sources of local and national support.

In June, we hosted an online roundtable with Carers Leeds to share experiences during the pandemic. Understanding and addressing carer needs will be high on the agenda of the Covid-19 Working Group.

5.6. Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Picture 5.6.1: Women of Achievement award winners 2018

Picture redacted

Our annual Women of Achievement Awards **(Bronze 2012 Action)** celebrate the positive impact women have on the University and beyond. Awardees are nominated by their peers and represent students, academic and PS colleagues.

Picture 5.6.2: 2020 Award Winners: 'Women Breaking Barriers'

Picture redacted

The annual Partnership Awards recognise staff/student contributions to UoL. The 2020 Impact Award was won by School of Law students who launched the 'Women Breaking Barriers' network, to inspire women entering the professional world.

Picture 5.6.3: The W@LN Co-Chairs with the VC, Head of EIU and a speaker at conference 2020

Picture redacted

The W@LN representing all staff/PGRs, has over 850 active members. Four co-chairs, each with .1 FTE workload allocation, oversee strategic direction and sit on the E&IDG/ISAT. Activities, supported by a budget, include an annual conference, inspirational speakers, promotion workshops, and a platform for discussing topical issues.

The Women in Leadership Forum brings together colleagues in senior roles **(Bronze Action 2012)**. At one event, members 'took over' the Council Chamber to practice speaking out loud in a traditionally male environment; an experience described as very powerful by attendees.

The SoM co-founded the Leeds Female Leaders Network with NHS partners in 2014. The network supports female leaders across the NHS/clinical academic sectors. Membership is now above 800.

Picture 5.6.4: Co-founders of the Leeds Female Leaders Network at an event in our Great Hall

We promote health and well-being activities, including female-only swimming sessions, in our fitness and wellbeing complex.



Picture 5.6.5: 2020 campaign to promote wellbeing in female staff & students

"The menopause cafes help people to realise they are not alone. Having someone to talk to who is experiencing the same symptoms is invaluable."

Feedback from attendee

redacted (FMH) work to improve menopause awareness has led to UoL guidelines, staff/line manager workshops and 'Menopause for thought' peer support cafes.

In 2020 we launched 'Domestic Abuse: Protecting and Supporting Staff and Students' guidance for managers, personal tutors/supervisors. Since October, any colleague advising HR they are experiencing abuse has been provided a safe working space to on campus.

Table 5.6.1 summarises responses to culture-related questions in our All Staff survey. Gender differences are small: STEM

faculties were perceived as more inclusive/supportive than AHSSBL by women, possibly reflecting a longer history of AS. Improvements in perceptions of culture will be measured via staff consultation.

"It provides an opportunity to network with women [in healthcare] with similar issues, knowing you are not alone".

Feedback, 2015 event

Table 5.6.1: Staff Survey (2019) culture-related questions by Faculty and gender*

	AHSSBL		STEMM		Outside Faculty		Whole University	
	F (284)	M (170)	F (464)	M (380)	F (718)	M (408)	F (1,466)	M (958)
I work in an inclusive & supportive environment	83%	87%	89%	83%	89%	83%	88%	84%
My peers are inclusive & supportive	92%	93%	94%	90%	94%	89%	94%	90%
My manager is inclusive & supportive	85%	87%	91%	89%	91%	87%	90%	88%
I am treated with respect by others in my Faculty/Service	91%	92%	92%	93%	94%	93%	93%	93%
Mean inclusion/support/respect score	88%	90%	91%	89%	92%	88%	91%	89%

**Includes participants where gender was reported (89% of respondents, n=2,424)*

Embedding Athena SWAN Principles

Table 5.6.2 highlights the main ways in which we have/are embedding AS principles.

Table 5.6.2: Athena SWAN Principles

	Athena SWAN 2015 Principle	How principles have been, and will continue to be, embedded into the culture and working of UoL
1	Benefit from the talents of all	Creating fair and unbiased recruitment, reward & recognition processes, career development support (Actions 5.1, 5.3, 5.4 & 5.5).
2	Advance gender equality	Increase in female professors from 9% in 2009 to 26% in 2019 but accelerating gender balance is a priority (Action 4.1).
3	Recognise equality challenges differ by discipline	Gender balance at senior levels less apparent in STEMM than AHSSBL and in CA. Faculty Action Plans address challenges within/across disciplines (e.g., Action 4.3).
4	Tackle the gender pay gap	Equitable starting pay offers, transparent promotion, recognition and reward processes has reduced gender pay gap (Action 4.5).
5	Remove obstacles faced by women	Flexible working, core hours, carer leave, breast feeding rooms, onsite childcare, promotion processes allowing for parental leave/PT, advertising leadership roles, leadership training/ networking opportunities at all levels (Action 5.9 and 5.10).
6	Address negative consequences of short-term contracts	UAF Scheme, access to Springboard/Aurora, support for fellowships, redeployment scheme, inclusion in grant/supervision teams, commitment to The Concordat, greater use of ongoing contracts, working with Trade Unions (Action 4.4).
7	Tackle discriminatory treatment often experienced by trans people	Funding approved for trans awareness training. Trans Policy & guidance for staff/line-managers. (Actions 6.1 and 6.2).
8	Commitment and action from all levels of the organisation	Personal commitment from VC to embed E&I within all policy and processes (Action 1.1) and appoint Deans for EDI.
9	Make sustainable structural/cultural changes to advance gender equality	Review of all people-management policies to embed E&I support and enable cultural change. New EDI Strategy will lead to sustained progress and continuous improvement via making EDI the responsibility of all colleagues (Action 5.8).
10	Consider intersectionality	Development of Gender Equality, Race Equality, and Disability Equality Frameworks with overarching UoL EDI Strategy (Action 1.1) and positive action for BAME women (Actions 5.1 and 5.5)

Picture 5.6.6: considering intersectionality

Picture redacted

‘Leading Everyone to Equality in STEM’

Picture redacted

“The enthusiasm and how inspired I felt after the event to continue my work, reminded me why I am on the path that I am” (Redacted)

“Racism in Science & Academia”
“A powerful tool to learn more about BAME discrimination and bias in Academia... something outside my personal experience.”

Working with the WorkFit Programme, in October 2019, our colleague with Down’s syndrome started work in the Edit Room Café on campus (redacted)

Institutional AS work has not had significant input from students. Working with LUU we will build staff/student partnerships to better integrate impact.

Action 5.11: Increase partnership working between staff and students on gender equality/intersectional work

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.



Our **Policy on Dignity and Mutual Respect** details zero-tolerance of harassment, bullying and victimisation, describing roles, responsibilities, and reporting procedures. We actively address harassment, hate crime and sexual misconduct via:

- A new 'Code of Conduct for Professional Behaviour and Relationships' (staff-students) with mandatory training (Bronze Action 2016).
- 'First responder' training for disclosures of sexual harassment (over 300 staff trained).
- Online tool, with anonymous option, for staff/students to report hate crime, sexual assault and online harassment.
- Staff support through HR and student support in partnership with LUU.

A central reporting system was set up in 2019. In 2018/19 and 2019/20, 17% and 23% of cases respectively involved a protected characteristic (no gender difference). Support for those making a grievance includes assigning a colleague from a specific background where possible.

Our new approach to people management policies, policy development teams includes HR, Trade Unions, OD&PL, E&IDG and other key stakeholders. Reviewed on a three-yearly cycle, there is facility to update policy outside that timeframe if needed. OD&PL inclusion enables policy to be embedded in management/leadership training.

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Strategic recruitment of Faculty Deans has improved UEG gender balance (Figure 5.6.1, Table 5.6.3). The gender split amongst HoS (Figure 5.6.2) has moved towards balance overall, however STEMM HoS are still mostly male.

Figure 5.6.1: Faculty Executive Deans by gender, 2016/17- 2020/21 (census date 1 Oct annually)

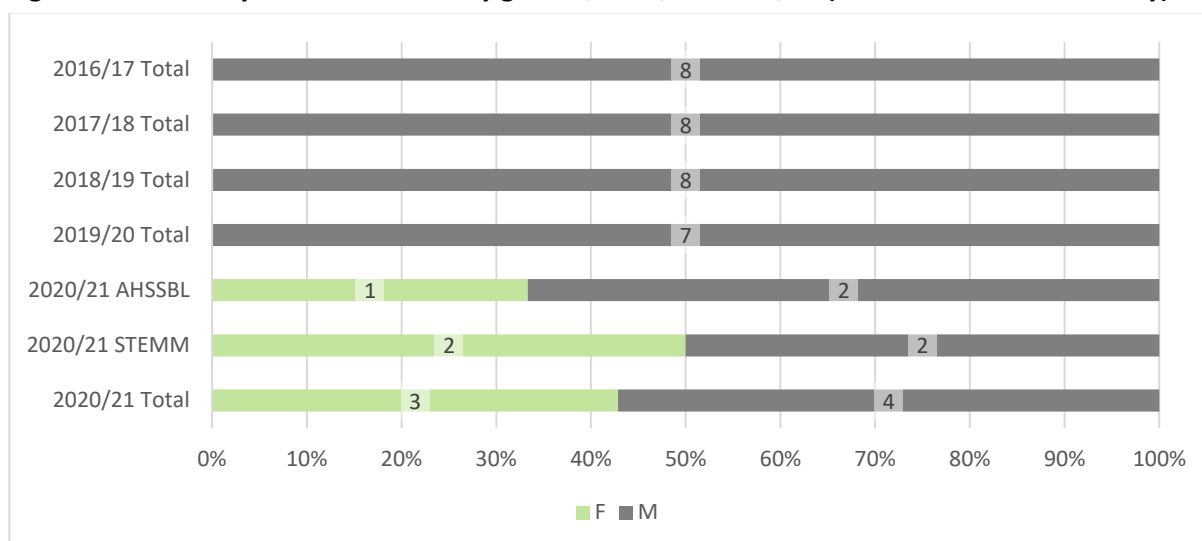
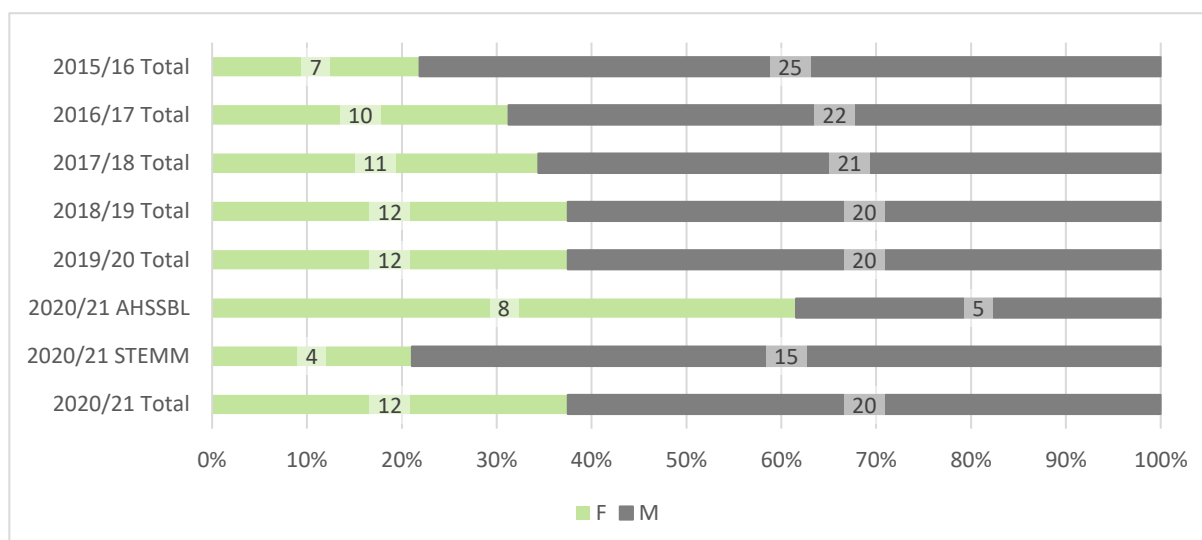


Figure 5.6.2: Heads of School by gender, 2015/16 - 2020/21 (census date 1 Oct annually)



All Faculty Dean/HoS roles are advertised and have no end date. External agencies are briefed to identify candidates from under-represented groups (**Bronze Action 2016**). Application guidance specifies our E&I commitment and encourages applications from women, BAME, and disabled candidates. To strengthen the senior leadership pipeline, we provide tiered leadership training. Our Women in Leadership Forum provides role models for aspiring Deans/HoS.

"...it has been brilliant to join together with women in leadership roles to share experiences, network and learn together"

Women in Leadership Forum Member (2018)

Table 5.6.3: Membership of the University Executive Group (census date 1 Oct annually)

	Female	Male	% Female
2017/18	3	14	18%
2018/19	4	14	22%
2019/20	3	14	18%
2020/21	6	13	32%

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Highest committees are the Council and Senate. The Council is our governing body with staff/student/lay members (Table 5.6.4), including Leyla Okhai, alumnus and previous Head for EDI, Imperial College, and Yvette Oade, Medical Director of Nightingale Hospitals, Yorkshire and Humber.

Table 5.6.4: Membership of the University's Council (census date 1 Oct)

Council members 2017/18-2020/21 (23 posts)													
	Ex-officio posts The VC and Pro-Chancellor			Externally nominated by Clothworkers' Company*/LUU			Elected: (2 PS staff, 2 elected by/from faculties and 2 elected by/from Senate)			Nominated Lay members, from community (12)			Total
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	%F
2017/18	0	2	0%	1	2	33%	3	3	50%	4	8	33%	35%
2018/19	0	2	0%	1	2	33%	3	3	50%	6	6	50%	43%
2019/20	0	2	0%	2	1	67%	3	3	50%	5	7	42%	43%
2020/21	1	1	50%	2	1	67%	1	4	20%	5	7	42%	41%

*Founding Charitable Foundation of the University

Senate is responsible for academic governance (Table 5.6.5). Annual elections are facilitated by Civica Election Services. As more women take ex-officio roles, and are nominated, gender balance has improved.

Table 5.6.5: Membership of the University's Senate (census date 1 October)

		Faculty Deans	HoS	Elected members	Other Ex- officio	Co-opted members	LUU Executive	Total
2017/18	Female	0	11	12	11	3	3	40
	Male	8	21	29	26	6	3	93
	% F	0%	34%	29%	30%	33%	50%	30%
2018/19	Female	0	12	9	13	3	3	40
	Male	8	20	21	25	6	3	83
	% F	0%	38%	30%	34%	33%	50%	33%
2019/20	Female	0	12	14	16	3	6	51
	Male	7	20	29	22	7	0	85
	% F	0%	38%	33%	42%	30%	100%	38%
2020/21	Female	3	12	21	13	3	6	58
	Male	4	20	33	21	5	0	83
	% F	43%	38%	39%	38%	38%	100%	41%

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

As the percentage of women in senior roles increases, so does their representation on influential committees (Tables 5.6.6 & 5.6.7). The ToR of our Nominating & Governance Committee require nominees to 'reflect the diversity of the communities which the University serves'.

Table 5.6.6: Committees of the Council, 2017/18-2020/21

		Animal Welfare	Audit & Risk	Equality & Inclusion	E&I Delivery Group	Gift Acceptance
2017/18	Female	6	1	8	-	1
	Male	12	4	14	-	5
	%F	33%	20%	36%	-	17%
2018/19	Female	6	1	8	-	1
	Male	14	4	12	-	5
	%F	30%	20%	40%	-	17%
2019/20	Female	4	1	12	-	1
	Male	14	5	16	-	5
	%F	22%	17%	43%	-	17%
2020/21	Female	4	1	5	31	1
	Male	14	4	4	14	4
	%F	22%	20%	56%	69%	20%

		Health & Safety	Nominating & Governance	Remuneration	Strategy & Investment	Total
2017/18	Female	6	1	2	1	26
	Male	14	4	2	4	59
	%F	30%	20%	50%	20%	31%
2018/19	Female	3	1	2	1	23
	Male	17	3	2	4	61
	%F	15%	25%	50%	20%	27%
2019/20	Female	4	1	2	1	26
	Male	16	4	3	4	67
	%F	20%	20%	40%	20%	28%
2020/21	Female	8	3	2	2	57
	Male	12	2	3	3	60
	%F	40%	60%	40%	60%	49%

Table 5.6.7: Committees of the Senate, 2017/18-2020/21

		Graduate Board	International Strategy Board	Research & Innovation Board	Taught Student Education Board	Total
2017/18	Female	8	6	5	13	32
	Male	12	10	13	19	54
	% F	40%	38%	28%	41%	37%
2018/19	Female	13	7	4	16	40
	Male	15	9	15	19	58
	% F	46%	44%	21%	46%	41%
2019/20	Female	12	7	4	16	39
	Male	13	9	15	12	49
	% F	48%	44%	21%	57%	44%
2020/21	Female	15	5	1	22	43
	Male	12	10	16	14	52
	% F	56%	33%	6%	61%	45%

(vi) Committee workload

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

We recognise that in our attempts to achieve representation on committees, having fewer female and BAME colleagues in senior roles can result in them being overloaded. Staff are required to consider citizenship activities as part of their SRDS to avoid this. The VC has emphasised that we do not expect those in under-represented groups to solve our diversity issues. As Council and Senate membership become increasingly diverse, we have a larger pool to appoint from. Most members of Council Committees are not employees, and roles are rotated regularly.

Workload requirements relating to Senate and Council committee membership are within agreed allowances for roles. Workload associated with ISAT/E&IDG is under review (Section 5.6(v)).

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

We now carry out Equality Impact Assessments when developing policy to assess possible impact by protected characteristics. Drafted in consultation with staff, HR, EIU and Trade Unions, if a potential negative policy impact is identified, we take steps to mitigate/address prior to implementation. An Equality Impact Assessment for our ‘COVID-19: working from home policy’ led to increasing carer days and guidance for managers on supporting flexible working arrangements.

(viii) Workload model

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

Since 2007 we have required faculties to run a workload allocation model (WAM). FMH/FE are implementing a commercial Academic WAM in 2021/22. One Institute piloting the WAM conducted an analysis of 2019 data and found that proportionately female T&R academics spent more time on citizenship activities/student supervision and less time on research than men. A more detailed analysis by gender, grade and role will be shared with the E&IB/ISAT. Institutional adoption of the WAM has been mooted, which would facilitate cross-faculty comparisons and remedial action.

(ix) Timing of institution meetings and social gatherings

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

Most committees take place in term-time, within core hours (10am-4pm), on different weekdays, and are scheduled well in advance. A 2011 consultation identified that women were deterred from seeking election to Senate as it ran until 6pm. Senate now finishes at 4pm and the proportion of elected females has increased (Table 5.6.5). Faculty surveys identify over 80% agreement by women that key meetings are held within core hours.

Our annual Staff Festival is family friendly and held during the day. In June 2019 thousands of colleagues enjoyed activities, including World food stalls and live music.

“What’s really useful about Athena SWAN is that we can have these conversations, particularly with the core hours thing.”

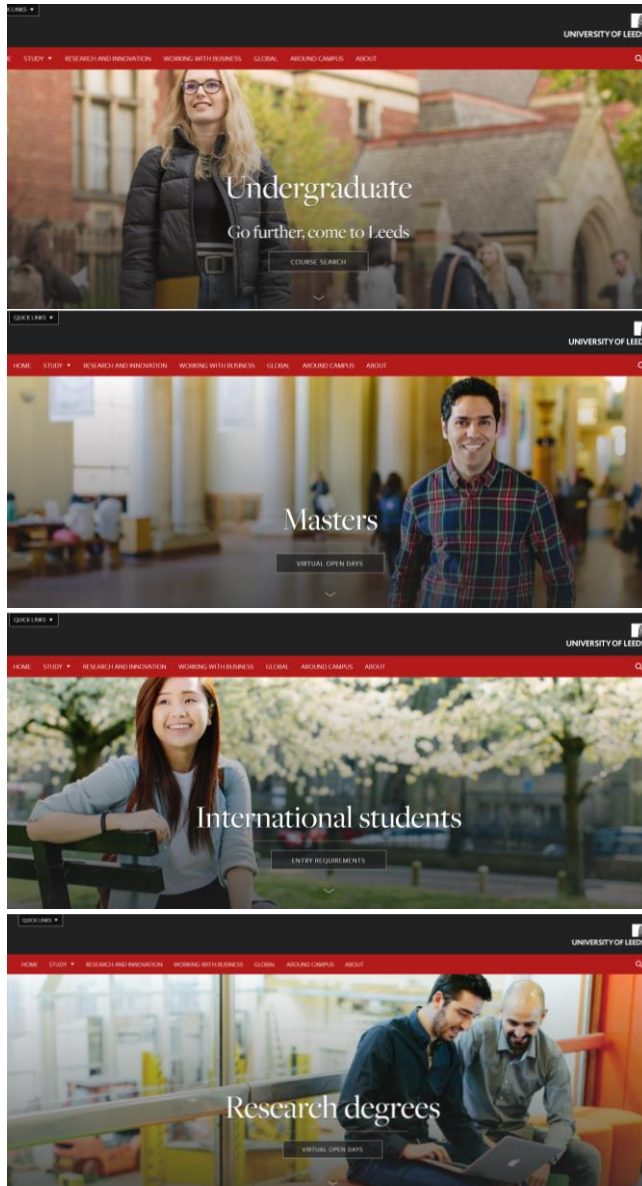
Focus Group FMH
Member (2016)

**Picture 5.6.7: Images from
Staff Festival, June 2019**

(x) Visibility of role models

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

Picture 5.6.8: Screenshots from leeds.ac.uk



Our '*Communications Style Guidance*' requires staff taking/commissioning photos to "reflect the diversity of the University Community". This is applied across web, print, social media, where a standard 'look and feel' approach promotes gender balance and diversity.

In Parkinson Court, our central space used by staff/students crossing campus and for public events hosts our Women of Achievement exhibition (over 50 photographs), providing visible role models to inspire staff/students. Here, and in the campus precinct, banners showcase global alumni, presented alternately by gender (Picture 5.6.9).



Picture 5.6.9: Alumni flags in Parkinson Court (left) and in the campus precinct (below left)

Seminars/speakers are usually organised by Faculty/Schools or Staff Networks. We do not capture speaker/chair gender centrally. Each faculty Action Plan includes action to increase role model diversity. We will bring good practice from across the University together to provide central guidance/resources and a more consistent, measurable approach.

Action 5.12: Provide a more diverse range of visible role models in events for staff and students via our EDI event calendar and shared spaces

(xi) Outreach activities

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

Data collected on staff involved in outreach by gender and grade is held via a system that is not accessible virtually and has made these data inaccessible for this submission, but information on our outreach activities is provided.

Our events include school/college visits, and campus experience days. The Educational Engagement Team (EET) provide subject-specific outreach for AHSSBL/STEMM disciplines. There are more women than men in EET (Table 5.6.8). Outreach has workload allocation, is recognised within the T&S promotion route as one of the areas of excellence colleagues can select. Our Director of Student Engagement was awarded an MBE for services to Higher Education.

Picture 5.6.10: Picture celebrating a member of staff MBE

Picture redacted

Table 5.6.8: Staff in Educational Engagement by grade and gender

Grade	Female	% Female	Male	Total
3	2	100%	0	2
4	10	77%	3	13
5	19	79%	5	24
6	19	66%	10	29
7	26	84%	5	31
8	3	50%	3	6
9	0	-	0	0
10	1	100%	0	1
Total	80	75%	26	106

EET work with over 1,000 schools/colleges, targeting learners from disadvantaged backgrounds. In 2019/20 we initiated ‘e is for engineering’ project to encourage girls into STEM subjects (**Bronze Action 2016**). The **Widening Access to Medical School** is run with students. As most medicine/health students are female, FMH now include more male students in their outreach

Diversity data collected informs outreach content, schools to target and selection of role models by gender/race/background. An evidence base of widening access generated through longitudinal tracking showed that in 2019, 290/394 tracked students entered HE (68% female, 21% male, remainder unknown).

Access to Leeds (A2L) is our undergraduate widening access programme: 880 A2L students registered at UoL in 2019/20, which equals 15.2% of our home/EU intake (Female 59%, male 38%, unknown/unspecified 3%).

Our LLC for adult, part-time and foundation students aims to support those from low participation neighbourhoods/under-represented communities (63% intake female). Teaching delivery is evenings/weekends as well as daytime. Campus events e.g., Adult Learner Summer School include free childcare.

Picture 5.6.11: Stills from our film “Further your career prospects with a part-time degree at the University of Leeds” promoting the Life-long Learning Centre

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

EIU support all AS applications, providing peer-review and data access. AS faculty leads are ISAT members enabling the sharing of good practice. Supported by EIU, ISAT and Academic Lead for Gender Equality, FAHC will resubmit for Bronze in 2021. To reduce burden associated with charter related work, the ISAT will use collective experience to develop guidance on accessing, analysing and presenting UoL E&I data.

Action 5.13: Create guide on obtaining, analysing and presenting staff/student data for EDI charter applications/annual reports

[Section 5 total – 6,156 words]

6. SUPPORTING TRANS PEOPLE

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

i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

"The Guidance has been a real lifeline when working through my transition....I'm pleased with how the University supported me."

employee (2018)

In 2017, following consultation with 200+ colleagues, students, TUs and external organisations our Trans Policy and Trans Guidance for students/staff and line managers was launched.. This included reporting transphobia and supporting colleagues through transition. Feedback has been positive.

In 2019 the University joined the Stonewall Diversity Champions Programme, to provide resources and guidance to further progress our LGBT and trans inclusion work.

In 2020 we extended gender categories in the

Equality Data section of our employee SAP system: the categories are now male/female/non-binary/gender fluid/other. The trans guidance was updated to reflect this in relation to name/gender change procedures.

"The Trans Guidance has been invaluable in guiding conversations with a transitioning colleague."

Line manager (2018)

ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Monitoring the impact of our Trans Policy is the responsibility of the E&I Board.

In January 2021 proposed changes to our Trans Policy were publicly rejected by students, staff, and unions who felt very strongly the changes would weaken support for trans colleagues/students and undermine their rights. In response, the University withdrew the draft in March 2021. Any future revisions will be conducted in close collaboration with our LGBT+ staff/students, who the policy affects the most, and the Trades Unions. The EIU is working on an update of the trans guidance, in collaboration with our LGBT+ staff/student networks and staff unions.

Action 6.1. PRIORITY. Revise and update trans guidance for staff and students

Our online reporting tool is managed by Secretariat, who report cases to UEG twice a year. There has been two recorded trans related cases (students), which have resulted in disciplinary action. All our reporting procedures are currently under review, a process that involves consultation with staff networks.

iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We are developing a LGBT+ Framework and Action Plan. Trans inclusion related actions proposed include introducing staff pronouns in email signatures (optional) and increasing gender-neutral toilets/changing facilities on campus.

The mandatory online E&I staff training includes a section on trans people and highlights mechanisms to address discriminatory behaviour. Staff consultation identified a need to improve the trans examples.

In 2019/2020 FMH commissioned Gendered Intelligence (GI) to run trans-awareness training (87 colleagues). Sessions were rated highly (Table 6.1).

Table 6.1: Evaluation of Faculty of Medicine and Health trans awareness training

Rating out of 5	Pre-course	Post-course	Average increase
Understanding of trans: meaning & identities	2.8	4.5	1.7 (61%)
Knowledge of terms & language	2.6	4.4	1.8 (69%)
Knowledge of law relating to trans people	2.3	4.3	2.0 (87%)
Confidence in working with trans colleagues/clients/ students	3.1	4.4	1.3 (42%)
Ability to find resources	2.9	4.3	1.4 (48%)

We will deliver this training to School/Service E&I leads (approximately 30) to enable them to share good practice and improve awareness of the Trans Policy and Guidance. Training is also included within our HeadSpace Leadership programme.

Action 6.2: Increase staff training to improve inclusion and support of trans/non-binary colleagues and implementation of Trans Guidance

Seventy staff/students attended LGBT+ History Month 2020 events. Our evaluation identified that over 75% expressed interest in attending further events.

“Wonderful talk, a very well-pitched look at queer histories”.

“The openness and comments provided food for thought and growth”.

Staff feedback for LGBT+ History Month 2020



UNIVERSITY OF LEEDS

LGBT+ History Month Seminar:
“Histories of the Pregnant Man”

Drawing on research material from the ESRC-sponsored Trans Pregnancy project, [redacted] will examine the figure of “pregnant man”, exploring his role as abstract symbol and material reality.

Date: Wed, 12 February
Time: 3:00 – 4:00pm
Room: Business School Maurice Keyworth, SR (G.31)
To book please visit: tinyurl.com/wthafx7
Open to all staff & students. Refreshments provided.






We have worked to raise visibility of LGBT+ role models and our EIU webpage includes two trans role models. Seventy staff/students attended LGBT+ History Month 2020 events. Over 75% of attendees expressed interest in attending further LGBT+ events. International Day against Homophobia, Biphobia, and Transphobia (IDAHoBiT), *Transgender Day of Remembrance*, *Trans Day of Visibility*, LGBT+ STEM day, and Leeds Pride are marked by the University, by events and communications. We will enhance activity around key dates, aiming for greater parity with International Women's Day.

Action 6.3: Greater visibility of LGBT+ days/events and LGBT+ History Month through the year

Picture 6.1: The Parkinson Building illuminated in rainbow colours for LGBT+ History Month (left) and trans flag colours for Trans Day of Remembrance (right)



[Word count 510]

IV) FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

We are taking an intersectional approach to E&I via sub-frameworks relating to gender, race, LGBT+ and disability, organised within five themes (Figure 7.1) and addressed through integrated activity. Individual framework action plans will be integrated into an institutional E&I Action Plan with KPIs and targets to support reporting to the E&IB.

The development of the Gender Equality Framework led by the ISAT Chair, will ensure AS principles are embedded into gender equality work across our diverse community. Our Bronze Action Plan will be integrated into this Framework. Impact across all staff groups will support a Silver Application.

Figure 7.1: University of Leeds E&I Framework 2020



The Race Equality and LGBT+ Equality Framework overlap with our Athena SWAN activity. We have had a stronger intersectional focus during the development of this submission than in previous applications, working closely with our LGBT+ and Leeds 11 BAME Staff Networks. Leeds 11 was created to support and promote the work and careers of academic and PS BAME colleagues, of whom very few are in leadership roles.

We have conducted analyses by BAME and White groups wherever possible, while accepting the problems with our data, and discussed the intersectional analyses with ISAT colleagues. Although limited in what we can present in this submission, this work has formed a report to inform the work of the Race Equality Framework. Priority issues identified as part of this submission include.

- Understanding and addressing potential biases in recruitment for BAME applicants, especially for international applicants, as drop off from shortlist to offer is greater than for White or BAME UK applicants.
- Analyses of BAME female staff by grade within and across AHSSBL/STEMM disciplines, in T&R and T&S roles to identify target areas for action.
- Uptake of leadership and other career development training by BAME female colleagues and development of BAME leadership programmes, funded attendance at Advance HE programmes.
- An intersectional pay gap analysis by race and gender.
- Addressing issues related to promotion application and success for BAME women.
- Identifying and addressing any issues associated with an intersectional analysis by contract type and function.

Our gender equality work also needs to address the needs of our female disabled colleagues, which will be facilitated by the new Disability Equality Framework and working with our Disability Staff Network.

[Section 7 – 373 words]