Athena SWAN:
Bronze and Silver
department applications

Contents

WORD COUNT

Word limit	10,500 (+1,000 words extra) =11,500	11,382 (including 1,000 extra words*)
1. Letter of endorsement	500	500
2. Description of the department	500	892
3. Self-assessment process	1,000	965
4. Picture of the department	2,000	3,019*
5. Supporting and advancing women's careers	6,000	5,557
6. Further Information	500	449

Name of institution	University of Leeds	
Department	Faculty of Arts, Humanities and Cultures	
Focus of department	AHSSBL	
Date of application	May 2022	
Award Level	Bronze	
Institution Athena SWAN award	Date: June 2021	Level: Bronze
Contact for application Must be based in the department	Professor Kate Nash	
Email	K.Nash@leeds.ac.uk	
Telephone	███████	
Departmental website	https://ahc.leeds.ac.uk/	

Dear Kate,

This email is to confirm that we are happy to grant an additional 1,000 words to the Faculty of Arts Humanities and Cultures for its forthcoming application. The additional words are to allow the Faculty to analyse the data effectively by gender for each School/discipline, and detail the relevant challenges and opportunities (drawing out discipline-specific differences as necessary).

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

With best wishes
Jane

Jane Iddon
Charters Assessment Manager – Athena Swan
Equality Charters Team

Preferred pronouns: she/her

••AdvanceHE

A NOTE ON DATA AND TERMINOLOGY

We have used the terms men and women as much as possible throughout this document as we feel that this is more inclusive and focuses attention on gender rather than sex. However, much of the data we draw on is institutionally collected and uses sex-based categories (male and female only). Where we have drawn on this data, we have used the sex-based terminology for clarity and consistency.

We are conscious that the analysis presented here does not do justice to trans and non-binary members of our community either because the data is not available (due to binary sex-based institutional reporting), or the numbers of individuals are small and potentially identifiable. We have sought to provide opportunities for individuals to self-describe when gathering our own data, although small numbers mean that we have not been able to include this data in the report. We are aware that further work is needed to surface the full range of gendered experiences, which we will address in our action plan.

For the purposes of benchmarking we have used data from the Russell Group and the broader sector on a subject-mapped basis. Schools are mapped to RG and Sector using JACS Principle Subject (V3) 2016/7 and 2018/9 and Common Aggregation Hierarchy (CAH) Level 3 codes 2019/20. There was a transition from JACS to CAH in 2019/20 and these codes do not have a one for one mapping, which may result in differences between 2018/19 and 2019/20. Further, the codes do not map in a straightforward way to AHC schools and we have sought to indicate where we feel that this might be relevant.

Acronyms			
AAM	Annual Academic Meetings	FTC	Fixed Term Contracts
ACAD	Academic (includes teaching and research, and teaching and scholarship)	FTE	Full Time Equivalent (1.0 is full-time)
AHC	The Faculty of Arts, Humanities and Cultures	FTSEC	Faculty Taught Student Education Committee
AHRC	Arts and Humanities Research Council	H&S	Health and Safety
AP	Action Point	HE	Higher Education
Avg Yrs	Average Years	HEA	Higher Education Academy
BA	Bachelor of Arts	HESA	Higher Education Statistics Agency
BAME	Black, Asian and Minority Ethnic	HIS	School of History
CDWG	Career Development and Gender Equality Working Group	HoS	Heads of School
CePRA	The Centre for Practice-Led research in the Arts	HR	Human Resources
DES	School of Design	ICS	Impact case studies
DHoS	Deputy Heads of School	KIT	Keep in Touch Days
DoRI	Directors of Research and Innovation	LAHRI	Leeds Arts and Humanities Research Institute
E&I	Equality and Inclusion	LCS	School of Languages, Cultures and Societies
ECR	Early Career Researcher	LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
EDI	Equality, Diversity and Inclusion	LUU	Leeds University Union
ENG	School of English	M	Male
EU	European Union	MA	Master of Arts
F	Female	MUS	School of Music
FAHACS	School of Fine Art, History of Art, and Cultural Studies	N or No.	Number
FEC	Faculty Executive Committee	N/A	Not available
FF	Fixed Funded	NC	Non-Continuation
FIA	Faculty International Activities Committee	OD&PL	Organisational Development and Professional Learning Unit
FOCWG	Faculty Organisation and Culture Working Group	P&M	Professional and Managerial
FRIC	Faculty Research and Innovation Committee	PCI	School of Performance and Cultural Industries
FT	Full-Time	PGR	Postgraduate Researchers

Acronyms			
PGRWG	Postgraduate Research Working Group	SMT	School Management Team
PGT	Postgraduate Taught Student	SPL	Shared Parental Leave
PhD	Doctor of Philosophy	SRDS	Staff Review and Development Scheme
PRHS	School of Philosophy, Religion and History of Science	STSEC	School Taught Student Education Committee
PRiA	Pedagogic Research in the Arts	T&R	Teaching and Research
PRiSE	Professional Recognition in Student Education	T&S	Teaching and Scholarship
PT	Part-Time	TEACH	Teaching-only staff
R&I	Research and Innovation	TSWG	Taught Student Working Group
REF	Research Excellence Framework	UAF	University Academic Fellow
RG	Russell Group	UG	Undergraduate Student
SAB	Student Advisory Board	UGRE	Undergraduate Research Experience
SAT	Self – Assessment Team	UoL	University of Leeds
SG	Steering Group	VC	Vice Chancellor
SL/AP/Reader	Senior Lecturer, Associate Professor and Reader	WLBWG	Work-life balance Working Group
SMC	School of Media and Communication	WLM	Workload Model

1. Letter of endorsement from the head of department

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

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

Executive Dean of the Faculty of Arts, Humanities and Cultures
University of Leeds
Leeds LS2 9JT

T: +44 ███████████

E: a.j.thorpe@leeds.ac.uk

UNIVERSITY OF LEEDS

21 April 2022

Dear Head of Athena Swan,

I am writing to offer my strong endorsement of the Faculty of Arts, Humanities and Cultures' application for a Bronze Athena Swan Award. AHC is a large and distinctive Faculty with a very broad portfolio of teaching and research, embracing traditional humanities disciplines, creative arts, design, and performance. As a diverse international community we recognise the importance of equality, diversity, inclusion and belonging, and place it at the heart of our activities. If we are to achieve our ambitions every member of our community must be supported in their endeavours.

The self-assessment process has been extremely valuable for the Faculty, not least because it has coincided with a moment in which gendered inequalities have become all the more visible and pressing. The Covid-19 pandemic has placed a significant strain on staff and students. Our SAT has played a valuable role drawing attention to the pandemic's impacts, and has provided the Faculty Executive Committee with a concrete mitigation plan. We are determined to keep equality at the core of our activity as we begin to recover from the pandemic.

As our application shows, we have done considerable foundational work, including strengthening our EDI structures, developing new initiatives like the Student Advisory Board, and initiating a vital project to address excessive academic workloads. The SAT has proposed an ambitious plan of actions that will build on this strong foundation to improve the gender balance at the higher grades, normalise role sharing to better support the career development of part-time colleagues, ensure that our recruitment processes are in line with best practice, and much more.

I am particularly impressed by the innovative approaches being suggested to tackle persistent issues in the arts and humanities. The use of listening rooms to further explore the intersectional experiences of students in gender imbalanced cohorts has great potential to provide new insights that will help us to better support students regardless of gender. Similarly, the SAT has opened up a very productive space in which to further explore gendered differences in research careers under the broader umbrella of research culture. Working with colleagues on the Faculty Research and Innovation Committee will ensure that these conversations are joined up for maximum impact.

I look forward to supporting the SAT in delivering on our ambitious plan. I see it as a fundamental part of my role to uphold the principles of Athena Swan. This commitment can be seen in the strong support I gave to the ongoing appointment of a Faculty EDI Project Officer to assist in this work, and for the increase in our senior academic contribution that will be represented by our appointment of a dedicated Athena Swan Lead for the Faculty from September 2022. The Faculty Executive Committee has reviewed the information presented in this application and has endorsed it as an honest and accurate representation of the Faculty. We recognise that this is the beginning, not the end, of our Athena Swan journey, but we feel well placed to succeed over the next five years.

Yours sincerely

Professor Andrew Thorpe
Executive Dean of the Faculty of Arts, Humanities and Cultures

2. Description of the department

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

AHC is one of the largest departments of its kind in the UK, with teaching and research spanning the full range of the arts and humanities, including creative disciplines. AHC has a reputation for excellence and is ranked 54th globally for Arts and Humanities (QS World University rankings by subject 2022).

AHC seeks to make a positive contribution locally and internationally. Equality and inclusion, particularly gender equality, is at the heart of this endeavour. We undertake world-leading research on issues of gender, including work on women's writing and activism, gender and history, feminist art practice, and women's work in the media industries.

AHC is made up of 9 schools:

Schools	Description
Design (DES)	Focused on fashion, graphic and information design as well as art and design it is one of the only schools of its kind in the Russell Group.
English (ENG)	ENG offers programmes in Literature, Language, Creative Writing, and Theatre Studies, all of which engage with important contemporary themes such as health and wellbeing, race and gender, and the environment.
Fine Art, History of Art and Cultural Studies (FAHACS)	The School is recognised as a centre of excellence in the fields of art, art gallery and museum studies, cultural studies and fine art.
History (HIS)	HIS teaching and research spans a broad range of periods, regions and themes. The School is home to the Institute of Medieval Studies.
Languages, Cultures and Societies (LCS)	One of the largest and most diverse of its kind in the UK offering courses in ten world languages, linguistics, film, and classics. The Leeds Language Centre that supports the teaching of academic English across the University.
Media and Communications (SMC)	SMC offers programmes across media, communication, film and cultural studies, journalism and digital media including programmes that blend media production with critical scholarship.
Music (MUS)	One of the largest music departments in the UK. The School's research centres on music as culture and practice and the psychology of music.
Performance and Cultural Industries (PCI)	An interdisciplinary centre for research and teaching in the fields of theatre, performance, scenography, entrepreneurship, audience research, cultural policy and more.
Philosophy, Religion and History of Science (PRHS)	PRHS is a multi-disciplinary school with teaching and research across philosophy, religion and theology and the history of science.

The Faculty also includes:

Units	Description
AHC Graduate School	The Graduate School supports PGRs providing training opportunities, research space and events.
Leeds Arts and Humanities Research Institute (LAHRI)	Creates opportunities for collaborative, interdisciplinary research across the Faculty

STAFF

The Faculty employs more than 1000 staff in academic, professional, support and technical roles. More women than men are employed in teaching-only (teaching assistants and fellows), research-only, professional/managerial and support roles. However, more men than women are employed in Teaching and Research (T&R)/Teaching and Scholarship (T&S) and technical roles.

Table 2.1: Staff at census, 31st July 2021

Staff Types	Female	Male	Total	% Female	% Male
T&R/T&S	200	234	434	46%	54%
Teaching-Only	171	108	279	61%	39%
Research-Only	45	26	71	63%	37%
Professional and Managerial	46	19	65	71%	29%
Support	160	39	199	80%	20%
Technical	11	20	31	35%	65%
Total	633	446	1079	59%	41%

There is variation between schools in terms of gender balance with T&R/T&S women under-represented in MUS, PRHS, HIS and ENG.

Table 2.2 T&R/T&S staff by School at census, 31st July 2021

2020-21	Female	Male	% Female
AHC	200	234	46%
DES	28	18	61%
ENG	20	29	41%
FAHACS	15	13	54%
HIS	16	26	38%
LCS	67	62	52%
SMC	23	18	56%
MUS	■	■	18%
PCI	12	11	52%
PRHS	15	38	28%

27% of academic staff in AHC work part-time. Schools with a high proportion of part-time staff include: PCI (53%), MUS (45%) and PRHS & FAHACS (41%). Part-time workers in AHC are disproportionately women (63%).

Table 2.3 All academic staff in the Faculty by full time and part time at census, 31st July 2021

2020-21	Full Time	Part Time	% Part Time	Part Time Female	Part time Male	% Part Time Female
AHC	569	215	27%	135	80	63%
DES	47	19	29%	■	■	84%
ENG	52	15	22%	■	■	73%
FAHACS	23	16	41%	■	■	75%
HIS	42	12	22%	7	5	58%
LCS	237	151	39%	91	60	60%
SMC	49	12	20%	■	■	67%
MUS	17	14	45%	■	■	86%
PCI	27	31	53%	19	12	61%
PRHS	57	39	41%	27	12	69%

PROGRAMMES

The Faculty offers over 100 UG programmes with international, industrial and enterprise variants. Many programmes are 'joint honours', enabling students to study across disciplines, schools and faculties. 50 taught MA programmes are offered. All PGT programmes can be taken either full or part time. All schools have vibrant PGR programmes that support interdisciplinary research projects.

STUDENTS

At all levels of the student lifecycle there is a greater proportion of women than men.

Table 2.4: Students registered in the Faculty of Arts, Humanities and Cultures in 2020/21 by level of study and gender

AHC Students	Female	Male	Total	% Female	% Male
Foundation Year	23	9	32	72%	28%
UG	4683	1786	6469	72%	28%
PGT	897	269	1166	77%	23%
PGR	249	155	404	62%	38%
Total	5852	2219	8071	73%	27%

All of our programmes have a higher proportion of female students than relevant benchmarks. This is particularly notable in relation to international students.

Table 2.5: Students registered in the Faculty of Arts, Humanities and Cultures in 2020/21 by fee-paying status *note* Benchmarking data is from 2019/20 as UoL hasn't acquired the benchmarking data for the 2020/21 academic year.

AHC Students		Gender			Benchmark (Russell Group)	HE Sector
		Female	Male	% Female	% Female	% Female
UG	Home/EU	4348	1712	72%	66%	63%
	International	335	74	82%	67%	69%
PGT	Home/ EU	321	168	66%	59%	61%
	International	576	101	85%	78%	75%
PGR	Home/ EU	133	108	55%	52%	54%
	International	116	47	71%	57%	58%
Total	Home/ EU	4802	1988	71%	N/A	N/A
	International	1027	222	82%	N/A	N/A

FACULTY GOVERNANCE STRUCTURE

The Faculty Executive Committee (FEC) provides strategic leadership and overseas the operations of the Faculty. There are 30 members of FEC, 16 of whom are women. Several Faculty Committees report to FEC including: Faculty Taught Student Education Committee; Research and Innovation Committee; International Committee; Health and Safety Committee; Faculty Operations Group; Faculty EDI Committee. School committee structures mirror that of the Faculty. All schools have an EDI Lead and at least one representative on the SAT.

Figure 2.1: Faculty Leadership Team.
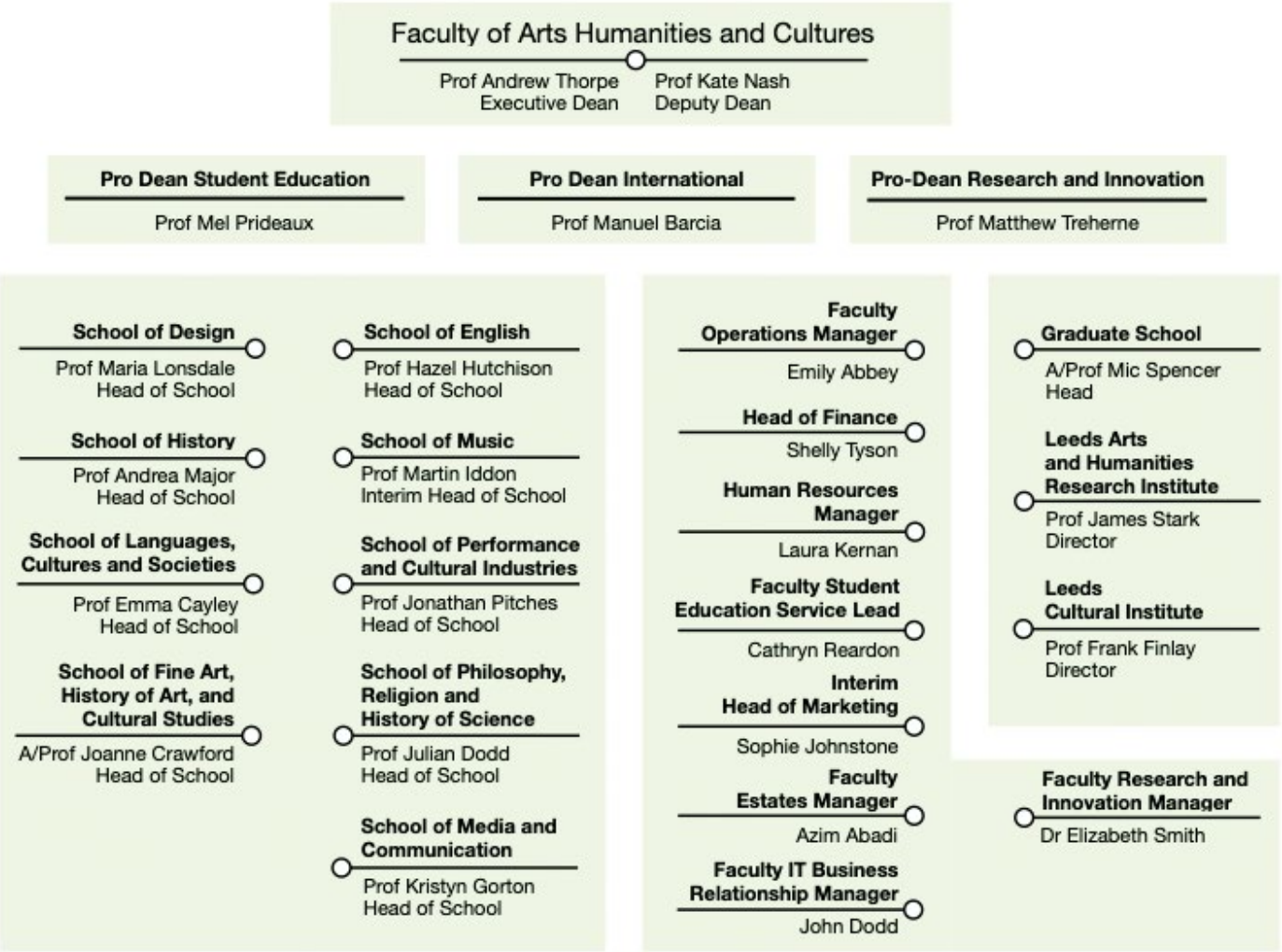
3. The self-assessment process

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

(i)   Describe the self-assessment process.

This should include: a description of the self-assessment team

AHC convened its first SAT in 2017. The SAT met monthly throughout 2017-18 and submitted an application for a Bronze award in 2019. While that submission was unsuccessful the initial self-assessment, and feedback from the Athena Swan assessors, provided a valuable foundation for this application. The SAT was re-formed in 2021 by the incoming Deputy Dean who is also Faculty Lead on EDI and Chair of the Faculty EDI Committee.

We actively sought to build a SAT that included staff at all levels (including ECRs), involved academic, professional/administrative and technical staff, taught students and PGRs. We encouraged applications from those with lived experience and/or professional knowledge that would inform our work to advance gender equality. Because men had been under-represented on our first SAT men were encouraged to put themselves forward.

Table 3.1: Memberships and contributions of SAT members

Name	Full-/Part-time	Position	School	Category	Role in SAT	Gender
Alex Bamji	FT	Associate Professor of Early Modern History	HIS	ACAD	Member of SG,TSWG and CDWG	Woman
Alix Brodie-Wray	PT	Research, Impact and Management Support Officer	DES	Support	Lead of FOCWG and member of WLBWG	Woman
Bryan White	FT	Senior Lecturer	MUS	ACAD	Member of PGRWG	Man
Cat Davies	FT	Dean for Research Culture & Associate Professor in Language Development;	LCS	ACAD	Lead, Covid impacts research Member of SG	Woman
Claire Eldridge	FT	Associate Professor	HIS	ACAD	Lead of CDWG and member of FOCWG	Woman
Claire Lozier	FT	Associate Professor in French and Film Studies	LCS	ACAD	Member of WLBWG	Woman
Claire Watson	FT	Director of Student Education and Associate Professor	DES	TEACH	Co-Lead on TSWG	Woman

Name	Full-/Part-time	Position	School	Category	Role in SAT	Gender
Duncan Wheeler	FT	Professor and Chair of Spanish Studies, Director of International Activities (LCS)	LCS	ACAD	Member of PGRWG	Man
Eleanor Dickenson	FT	Trainee HR Officer	AHC HR	Support	Member of CDWG	Woman
Emma Stafford	FT	Professor of Greek Culture & Director of Impact (LCS)	LCS	ACAD	Member of FOCWG and CDWG	Woman
Gill Park	PT	Lecturer	FAHACS	ACAD	Member of TSWG	Woman
Hanem El-Farahaty	FT	Associate Professor in Arabic-English Translation	LCS	ACAD	Member of PGRWG and CDWG	Woman
Jacki Willson	FT	Associate Professor in Performance and Gender	PCI	ACAD	Member of WLBWG and CDWG	Woman
Julia Reid	PT	Lecturer in Victorian Literature	ENG	ACAD	Member of the SAT	Woman
Kashmir Kaur	FT	Lecturer in English for Academic Purposes	Lang Centre (LCS)	ACAD	Lead of PGRWG	Woman
Kate Nash	FT	Deputy Dean (AHC)	AHC	ACAD	Athena Swan Lead	Woman
Katherine Collins	PT	HR Officer	AHC HR	P&M	Lead of WLBWG	Woman
Laura Kernan	FT	HR Manager	AHC HR	P&M	Member of SG. HR support and advice to AS process.	Woman
Leah Henrickson	FT	Lecturer in Digital Media	SMC	ACAD	Member of FOCWG	Woman
Lianan Hu	FT	PhD student	DES	Student	PhD Student Representative	Woman
Livi Roberts	FT	UG Student, member of the Student Advisory Board	LCS	Student	Taught Student Representative	Woman
Mark Howorth	FT	School Manager	FAHACS	P&M	Member of WLBWG, CDWG and FOCWG	Man
Rosie Hudson	FT	HR Officer	AHC/LUBS HR	P&M	Member of FOCWG	Woman
Steven Clark	FT	Student Success Officer (AHC/SES)	SES	Support	Co-Lead of TSWG	Man
Susan Preston	FT	Equality, Diversity and Inclusion Project Officer (formerly Project Officer for Athena SWAN)	AHC	Support	Lead for Data analysis and presentation. Member of SG, TSWG, and FOCWG	Woman

Name	Full-/Part-time	Position	School	Category	Role in SAT	Gender
███████████████████		██████████	██	██	████████	██
Verity Bedford-Read	FT	Management Support Officer	SMC	Support	Member of WLBWG and FOCWG	Woman
Vien Cheung	FT	Associate Professor	DES	ACAD	Member of PGRWG and FOCWG	Woman

We would like to acknowledge the contributions of Emily Payne (MUS) who contributed to the SAT before taking maternity leave in July 2021 and ████████████████ who contributed until June 2021

SAT members represent all schools in the Faculty as well as the Professional Services. Academic members of the SAT are members of school-level EDI teams, creating links between Faculty and school priorities. Academic members of the SAT receive 83 hours of workload remission (5%) and each of the line managers of professional services colleagues agreed to make similar time available.

We do not currently have a representative from among the technical staff, which is of particular concern given that women are under-represented in technical roles. This is something we will address going forward.

> **AP 1: Invite a technical representative to join the SAT**

We have been keen to engage student representatives in our self-assessment process, although this has been challenging because of Covid-19. However, we have engaged taught students through the Faculty's Student Advisory Board (SAB)[1], a group of 12 students (UG and PGT) who are appointed to paid roles to amplify the voices of under-represented students. SAB members participated in a focus group with the taught students working group and have provided feedback on draft applications. SAB member Livi Roberts has attended several SAT meetings and contributed to our self-assessment process.

We have found working with the SAB incredibly valuable and will formalise links between the SAB and the SAT so that SAB members are supported to play an active role in the delivery of our action plan.

> **AP 2: SAB members to take an active role in the delivery of our action plan, particularly in the proposed actions relating to taught students.**

1   https://ahc.leeds.ac.uk/arts-humanities-cultures/doc/arts-humanities-cultures-faculty-student-advisory-board-sab

Figure 3.1: AHC SAT (note: not all members shown)

SAT members bring different lived experiences to their role, 15 SAT members disclosed personal information about their: caring responsibilities (11 members); LGBTQ+ (2 members); PT work (4 members); Disability (4 members); Maternity leave (1 member in 2022); and Black or Minority Ethnic background (2 members).

Most SAT members identify as women (82.1%) significantly higher than the proportion of women in the Faculty (59%). We also recognise that non-binary and trans colleagues are under-represented and that further work is needed to include colleagues from minoritised backgrounds.

> **AP 3: Continue to promote diversity of SAT membership, working to enhance gender equality and promote the voices of trans and non-binary colleagues, members of the LGBTQ+ community and colleagues from Black and Minority Ethnic backgrounds.**

The Faculty is represented on the Institutional Athena Swan Self-Assessment Team and the University Equality and Inclusion Delivery Group through the Deputy Dean.

The SAT began its work in April 2021 and has met monthly since then. The SAT has been supported by a newly created EDI Project Officer role (full-time) that has facilitated data collection and analysis. Our self-assessment has been strongly shaped by the pandemic, with almost all our work being done virtually. While this has provided a degree of flexibility (it has been more inclusive for part-time colleagues and those with caring responsibilities) we have had to find new ways of collaborating effectively. We have experimented with several digital platforms (padlet, targeted 'interview/surveys', and Teams) which have provided qualitative data for this submission.

Figure 3.2: Screenshot of a SAT meeting using Microsoft Teams
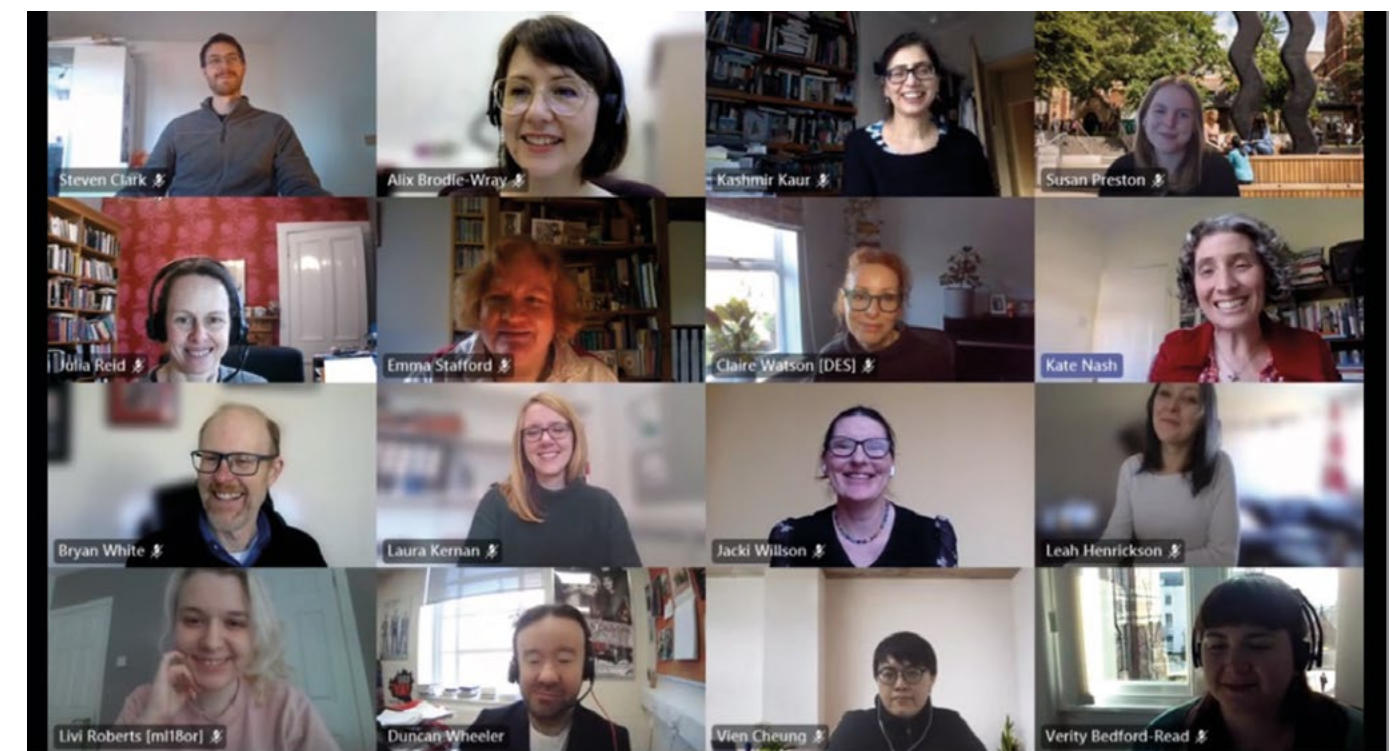
A Steering group (SG) was formed to provide direction to the work of the SAT and five working groups were formed. These were: taught students (TSWG); PGR (PGRWG); Faculty organisation and culture (FOCWG); work-life balance (WLBWG); career development and gender equality (CDWG). Each of the groups has met at least monthly since July/August 2021 with a designated Lead (noted above).

We began our self-assessment with a training session on gender diversity (delivered by Gendered Intelligence) and a workshop on intersectionality (Facilitated by Dr Helen Finch LCS). Both sessions were valuable in shaping our approach to thinking about gender and our methods of self-assessment.

Two faculty-wide staff surveys were conducted:

- A survey into the impacts of Covid-19 was conducted in July (5th – 30th 2021). 331 responses were received (31% of staff) 29% M, 61% F, 10% prefer not to say. A report on the impacts of Covid and proposals for mitigation was presented to FEC in November. The report and associated action plan were endorsed by the Committee.
- A faculty-wide staff culture survey (5th July – 20th August 2021) considered career and professional development, work life balance, EDI, bullying and harassment, policy and communication. 325 responses were received (30% staff) 34% M, 54% F and 13% prefer not to say.

In addition, working groups have gathered qualitative data including:

- Interviews with key role holders e.g. School Managers, Directors of Student Education
- Virtual 'focus groups' 37 part-time colleagues (December 2021)
- Focus group with the Student Advisory Board (December 2021) (N=8)
- Forms survey with maternity returners (N=12)
- Forms survey with grade 9 women (N=27) and also part time colleagues (N=25) on promotion

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

The SAT will be formally recognised as a Sub-Committee of the Faculty EDI Committee, with school EDI Leads taking on responsibility for leading on working groups convened to address areas of challenge, as outlined in our action plan. A dedicated Lead for Athena Swan will be appointed to work with the Deputy Dean (EDI Lead) and the Faculty EDI Project Officer to deliver our action plan.

As much as possible we aim to connect the SAT with existing committees and structures. As noted above we will work formally with the Student Advisory Board. SAT members will continue to receive 5% workload remission.

4. A picture of the department

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

A. STUDENT DATA

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

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

The Lifelong Learning Centre parents the first year of a 4-year Arts and Humanities with Foundation Year (BA) programme. Students who complete this first year typically transition onto a 3-year BA programme in AHC. The gender ratio of students registered on this programme has fluctuated over the past five years, between roughly 3:1 to 1:1 (F:M). Continuation rates for female students on this programme have steadily risen.

Table 4.1: Number of students registered for the Arts & Humanities with Foundation Year BA Programme

Foundation Year	17/18		18/19		19/20		20/21		21/22	
	F	M	F	M	F	M	F	M	F	M
Registration on BA Arts & Humanities with Foundation Year	25	8	15	12	23	8	23	9	17	16
	76%	24%	56%	44%	74%	26%	72%	28%	52%	48%

Table 4.2: Number and percentage still registered after first 15 months of Arts & Humanities with Foundation Year BA Programme

Foundation Year	17/18		18/19		19/20		20/21	
	F	M	F	M	F	M	F	M
No. and % still registered after 15 months of starting	19	6	12	11	21	7	23	8
	76%	75%	80%	92%	91%	88%	100%	89%

(ii)   Numbers of undergraduate students by gender.

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

UG REGISTRATIONS

The proportion of female undergraduate students in the Faculty (full-time or part-time)[2] has remained stable at 72% over the past 5 years. This gender imbalance has exceeded that seen across the Russell Group and HE sector by 8-9% since the earliest year here considered (2016/17).

Chart 4.1: Full-time and part-time UG students in AHC, by year, compared with benchmark data
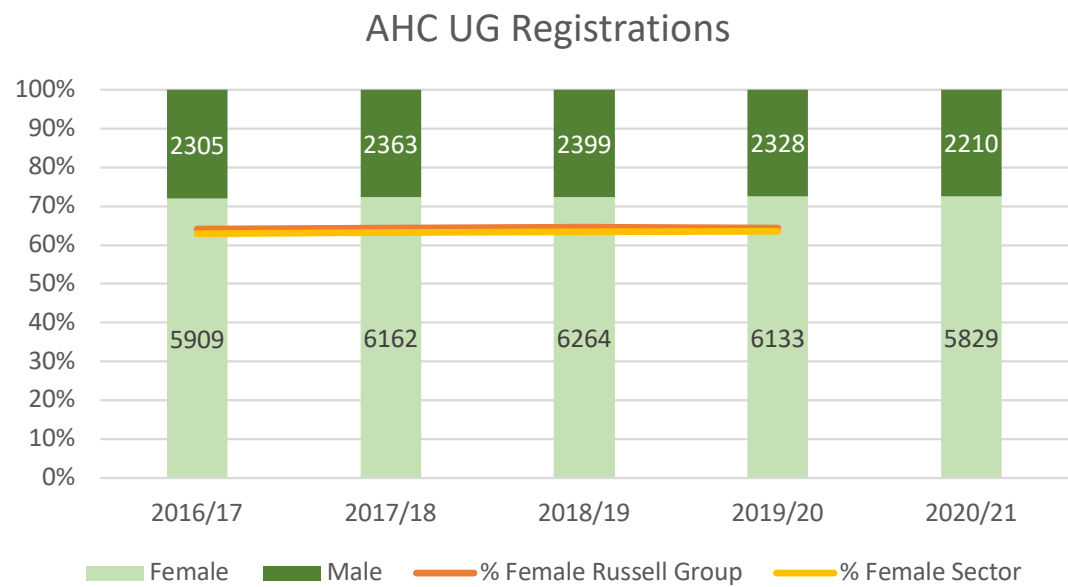

AHC UG Registrations

	2016/17	2017/18	2018/19	2019/20	2020/21
Male	2305	2363	2399	2328	2210
Female	5909	6162	6264	6133	5829

Female ▪ Male — % Female Russell Group — % Female Sector

Table 4.3: Full-time and part-time undergraduates in the Faculty compared with benchmark data

AHC UG	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female students registered	5909	6162	6264	6133	5829
No. of male students registered	2305	2363	2399	2328	2210
% female	72%	72%	72%	72%	72%
Benchmark (Russell Group)	64%	64%	65%	64%	N/A
HE Sector	63%	63%	63%	64%	N/A

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2 The Faculty parented no more than 5 part-time undergraduate students on any of the years between 2016/17 – 2020/21. Undergraduate full-time and part-time student data have been combined for this section of the report.

In all schools female students have outnumbered male students. Over the last 5 years the most gender balanced schools were MUS (59% female), HIS (62% female) and PRHS (62% female). The least gender-balanced schools were DES (87% female), FAHACS (86% female) and ENG (84% female).

All schools in AHC had a higher proportion of female UG students than the subject-associated RG and sector benchmarks over the most recent four years for which benchmarking data are available. DES was the highest school exceeding the benchmarks (by an average of 19%). It worth noting that DES is unique in being a practice-focused design school in a Russell Group institution, which may impact gender balance.

FAHACS' and ENG's female proportion was 12% and 8% higher than RG benchmarks, respectively. LCS (69%) was closest to associated subject RG benchmarks; it was 1% higher on average for the 4 years up to 2019/20.

Table 4.4: Average percentage of the FT+PT UG population who are female, by school, compared with subject-associated benchmarks from 2016-17 to 2019-20

School	% Female (4-year average[3]; inc. FT and PT)		
	Leeds	Associated subject benchmark (Russell Group)	Associated subject benchmark (HE Sector)
DES	87%	68%	69%
ENG	84%	76%	75%
FAHACS	86%	73%	76%
HIS	62%	55%	52%
LCS	69%	68%	64%
SMC	72%	67%	56%
MUS	59%	54%	43%
PCI	78%	74%	70%
PRHS	62%	55%	54%
Faculty	72%	64%	63%

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3 Averages generated using data only for those years for which benchmarking data are available

UG SCHOOL-LEVEL REGISTRATIONS

Charts 4.2-4.10: Full-time and part-time undergraduate students in AHC schools compared with benchmark data

DES UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	110	110	115	101	94
Female	725	736	730	712	699

ENG UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	120	114	113	114	85
Female	628	599	609	545	528

FAHACS UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	55	58	65	69	65
Female	327	379	388	389	369

HIS UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	313	321	330	306	325
Female	526	522	520	487	496

LCS UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	655	693	686	612	559
Female	1510	1553	1538	1417	1308

SMC UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	126	133	152	163	168
Female	356	353	380	388	433

MUS UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	106	92	101	105	99
Female	134	147	146	152	145

PCI UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	52	50	44	43	31
Female	196	186	165	143	128

PRHS UG
	2016/17	2017/18	2018/19	2019/20	2020/21
Male	288	336	371	389	360
Female	481	558	608	629	577

Legend: Female | Male | % Female Russell Group | % Female Sector

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We explored the impact of gender imbalances on the student experience, through consultation with the SAB (7 female, 1 male). Female students fed back that majority-female spaces allowed them to feel more "confident", "comfortable" and "safe", but disadvantaged them by making them feel unprepared for situations outside of the University e.g. workplaces which might be male-dominated or more gender-balanced. They also reflected on how the relative absence of men's voices in some educational contexts might be limiting of the diversity of perspectives they're able to access.

While we have ambitions to address the gender imbalance across our cohorts, we acknowledge that this is a complex challenge extending well beyond the Faculty. We therefore, aim to understand how students of all genders experience this imbalance so that we can find effective ways to support all students.

> **AP 4: Student Listening Rooms Project: explore gendered experiences of UG and PGT students to address negative impacts of gender imbalance using the 'listening rooms methodology to create safe spaces for students of all genders to reflect on their gendered experience of study.**

UG ADMISSIONS

There is a consistent pattern over the last 5 years of full-time female UG applicants being more likely to (i) receive and (ii) accept an offer. This is observed across all AHC schools. Women comprised an average of 69% of applicants, 71% of offer recipients, and 73% of offer accepters for full-time UG programmes over the last 5 years. We note a dip in male applicants over the last 2 years, particularly in LCS, which we will continue to monitor.

Most schools are above the RG benchmark for female applications. DES and SMC are 7% higher than the RG benchmark. MUS is the only school to fall below the RG benchmark by 1%. All schools are above the RG female benchmark for acceptances, particularly DES (+9%) HIS (+8%) and PRHS (+7%).

Comparing applications and acceptances we find a notable uplift in MUS (+9%), DES and SMC (+6%). This pattern is observed in the benchmarking data, with a similar uplift of 7% for SMC and 4% for DES subject-associated RG benchmarks, suggesting a discipline-specific explanation. The uplift is only 2% in MUS (RG benchmark), suggesting that the admissions process may be favouring women.

While noting that changing the gender balance of applications and acceptances is complex, we aim to ensure that we are encouraging men (particularly those schools with the greatest gender inequality) to apply and take up their offer.

> **AP 5: Review our marketing materials and approach to offer holders to ensure that we are engaging men and encouraging them to take up their offer**
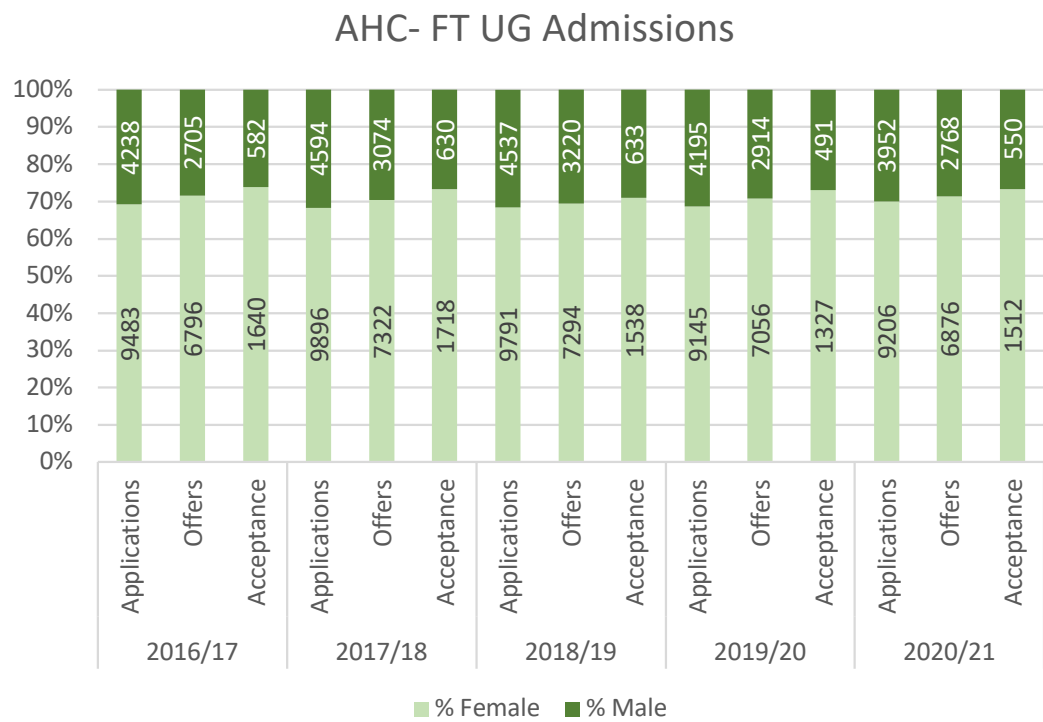
Table 4.5. Benchmarking data (Russell Group and HE Sector) from 2016-17 to 2018-19 for full-time female undergraduate students for all schools for applications and acceptances as an average.

Benchmarking FT Female UG	Applications (%F)			Acceptances (%F)		
	Leeds	RG	HE	Leeds	RG	HE
DES	81%	74%	70%	87%	78%	69%
ENG	82%	78%	78%	84%	79%	79%
FAHACS	84%	79%	80%	87%	81%	80%
HIS	57%	52%	50%	62%	54%	50%
LCS	68%	68%	69%	69%	68%	69%
SMC	64%	57%	54%	70%	64%	52%
MUS	52%	53%	47%	61%	55%	42%
PCI	72%	72%	68%	74%	73%	74%
PRHS	60%	56%	57%	65%	58%	57%

Table 4.6: Full-time undergraduate student admissions data in AHC.

AHC – FT UG	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female applicants	9483	9896	9791	9145	9206
No. of male applicants	4238	4594	4537	4195	3952
No. of female offer holders	6796	7322	7294	7056	6876
No. of male offer holders	2705	3074	3220	2914	2768
No. of female acceptances	1640	1718	1538	1327	1512
No. of male acceptances	582	630	633	491	550
% female applicants	69%	68%	68%	69%	70%
% female offer holders	72%	70%	69%	71%	71%
% female acceptances	74%	73%	71%	73%	73%

Chart 4.11: Full-time undergraduate student admissions data in AHC

AHC- FT UG Admissions

UG SCHOOL-LEVEL ADMISSIONS

Chart 4.12 – 4.20: Full-time undergraduate student admissions data in AHC Schools compared with Benchmarking data

DES UG Admissions

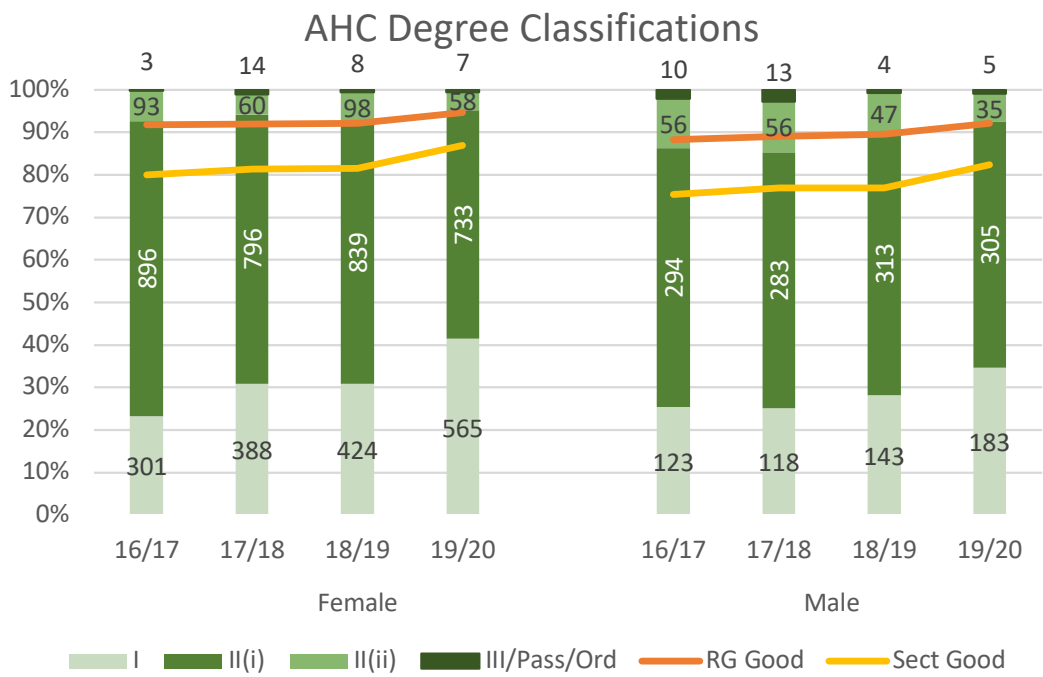|	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	1768	1731	1665	1448	1585
Applications Male	416	406	367	322	339
Offers Female	915	928	810	809	887
Offers Male	130	117	108	115	128
Acceptance Female	237	256	199	193	255
Acceptance Male	32	29	36	26	33

ENG UG Admissions

	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	951	965	1022	956	859
Applications Male	214	241	206	216	165
Offers Female	786	809	896	870	790
Offers Male	170	183	171	184	138
Acceptance Female	196	193	192	121	187
Acceptance Male	39	41	33	29	23

FAHACS UG Admissions

	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	667	707	744	714	778
Applications Male	118	149	140	137	131
Offers Female	380	409	384	496	510
Offers Male	49	66	64	86	78
Acceptance Female	122	142	127	116	124
Acceptance Male	17	18	23	18	17

HIS UG Admissions

	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	942	957	1024	957	895
Applications Male	647	757	781	747	727
Offers Female	839	860	924	918	863
Offers Male	498	625	655	679	689
Acceptance Female	177	168	162	147	170
Acceptance Male	96	113	101	86	128

LCS UG Admissions

	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	2503	2633	2506	2016	1951
Applications Male	1175	1223	1230	920	796
Offers Female	2214	2393	2315	1877	1836
Offers Male	965	1050	1064	799	713
Acceptance Female	453	489	421	355	355
Acceptance Male	198	210	191	135	127

SMC UG Admissions

	2016-17	2017-18	2018-19	2019-20	2020-21
Applications Female	1149	1280	1227	1368	1565
Applications Male	679	721	657	815	779
Offers Female	472	525	547	648	639
Offers Male	212	201	223	278	229
Acceptance Female	127	114	134	126	161
Acceptance Male	45	53	58	53	62

Legend: Female ▢ Male ▢ % Female Russell Group — % Female Sector —

MUS UG Admissions

Applications: 2016-17 (257/225), 2017-18 (223/229), 2018-19 (225/223), 2019-20 (212/237), 2020-21 (234/245)
Offers: 2016-17 (126/137), 2017-18 (124/157), 2018-19 (121/155), 2019-20 (103/153), 2020-21 (113/144)
Acceptance: 2016-17 (32/48), 2017-18 (32/53), 2018-19 (43/44), 2019-20 (30/46), 2020-21 (27/41)

PCI UG Admissions

Applications: 2016-17 (86/251), 2017-18 (106/232), 2018-19 (76/207), 2019-20 (81/222), 2020-21 (48/189)
Offers: 2016-17 (68/180), 2017-18 (71/175), 2018-19 (41/141), 2019-20 (48/160), 2020-21 (22/133)
Acceptance: 2016-17 (23/74), 2017-18 (22/68), 2018-19 (11/45), 2019-20 (14/49), 2020-21 (6/37)

PRHS UG Admissions

Applications: 2016-17 (646/1027), 2017-18 (768/1162), 2018-19 (855/1173), 2019-20 (745/1227), 2020-21 (733/1139)
Offers: 2016-17 (487/873), 2017-18 (637/1066), 2018-19 (773/1122), 2019-20 (622/1125), 2020-21 (658/1074)
Acceptance: 2016-17 (100/206), 2017-18 (112/235), 2018-19 (137/214), 2019-20 (100/174), 2020-21 (127/182)

Legend: Female — Male — % Female Russell Group — % Female Sector

UG DEGREE AWARDING[4]

Between 2017/18 and 2019/20 a higher proportion of female students were awarded First class degrees than male students in AHC (in 2016/17 the reverse was true). This First class degree gender awarding gap in the Faculty has been 1% or 2% greater, on average, than that seen across sector and RG benchmarks between 2016/17 and 2019/20.

The overall Faculty First plus II(i) degree (so-called "good degree") gender awarding gap was smaller and more closely in line with RG benchmark gaps over the past 2 years (2-3% gaps) than in 2016/17 (6%) and 2017/18 (9%).

Table 4.7: Full-time and part-time undergraduate awarding in the Faculty

AHC	Female				Male			
	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20
I	23%	31%	31%	41%	25%	25%	28%	35%
II(i)	69%	63%	61%	54%	61%	60%	62%	58%
`Good` Degrees	92%	94%	92%	95%	86%	85%	90%	93%
II(ii)	7%	5%	7%	4%	12%	12%	9%	7%
III/Pass/ Ord	0%	1%	1%	1%	2%	3%	1%	1%

Chart 4.21 UG degree classification in the Faculty compared with Russell Group and HE sector benchmarks showing "good degrees" e.g. 1st class and upper second class.

AHC Degree Classifications

Female: 16/17 (3/93/896/301), 17/18 (14/60/796/388), 18/19 (8/98/839/424), 19/20 (7/58/733/565)
Male: 16/17 (10/56/294/123), 17/18 (13/56/283/118), 18/19 (4/47/313/143), 19/20 (5/35/305/183)

Legend: I — II(i) — II(ii) — III/Pass/Ord — RG Good — Sect Good

4   The language of "awarding" is used throughout in place of "attainment," in order to maintain consistency with Leeds University Union discourse
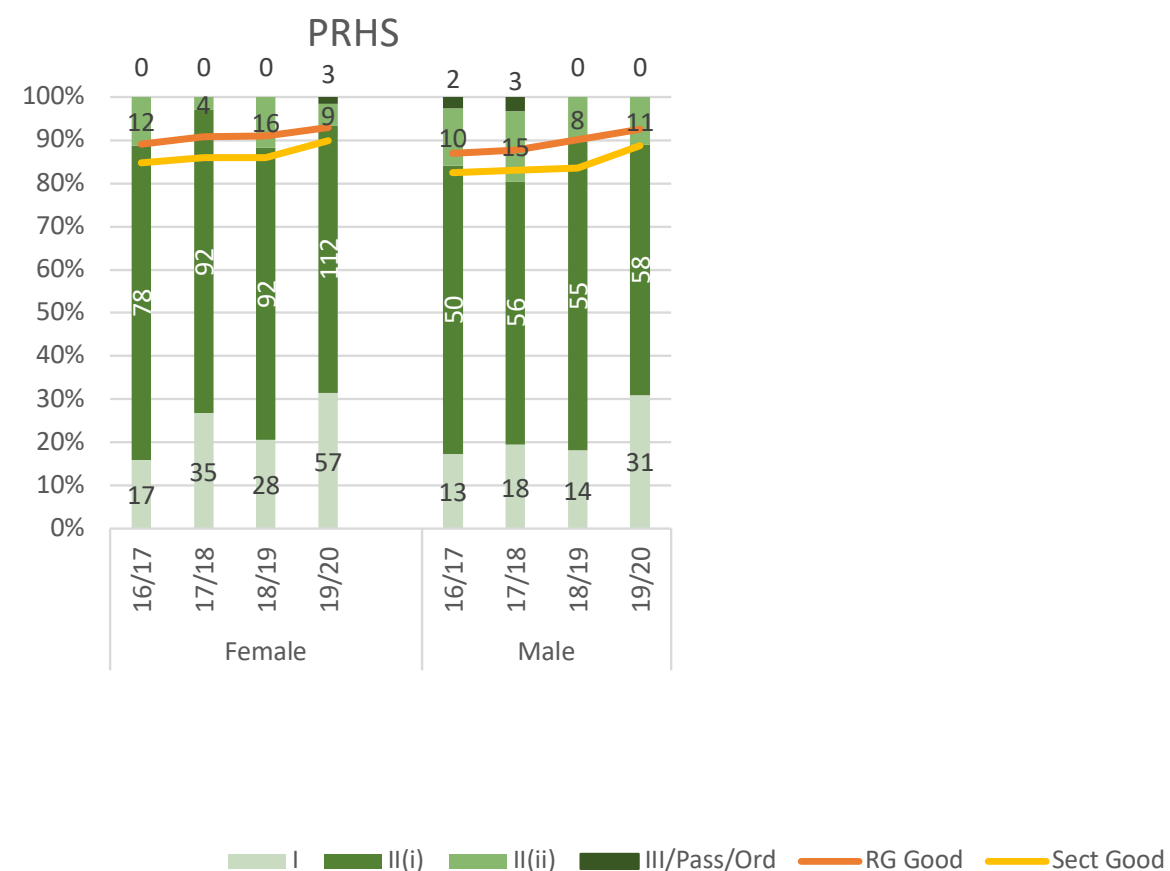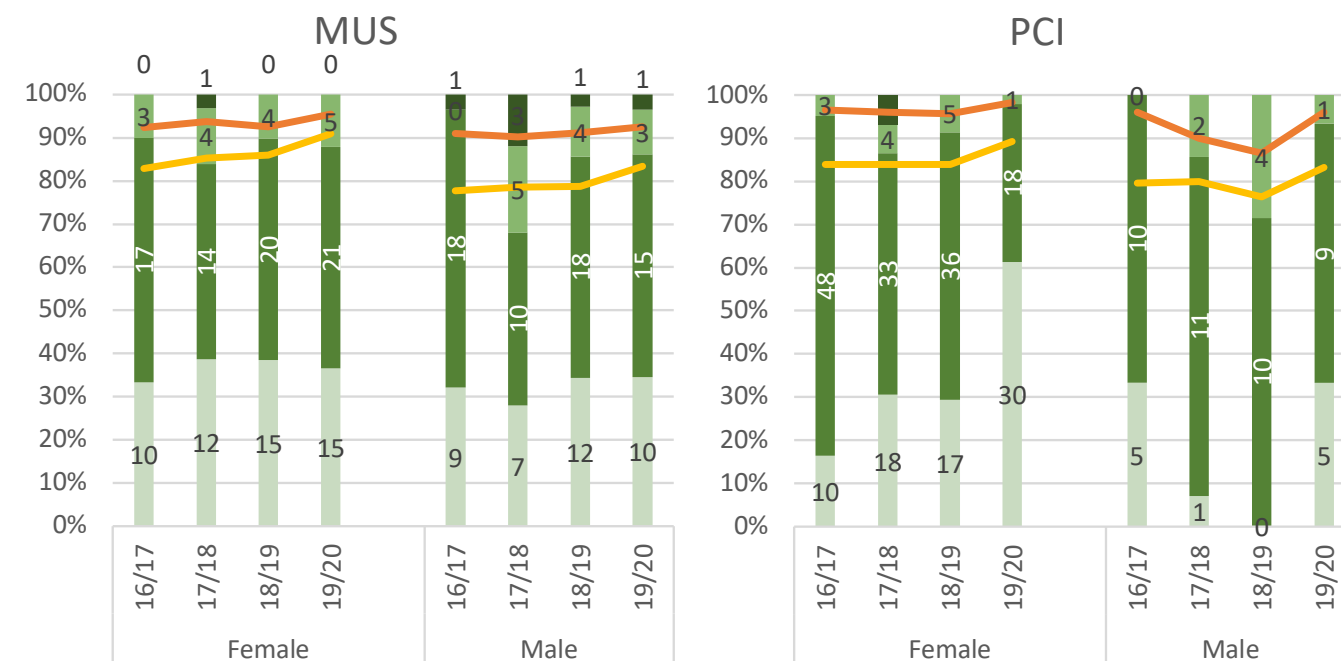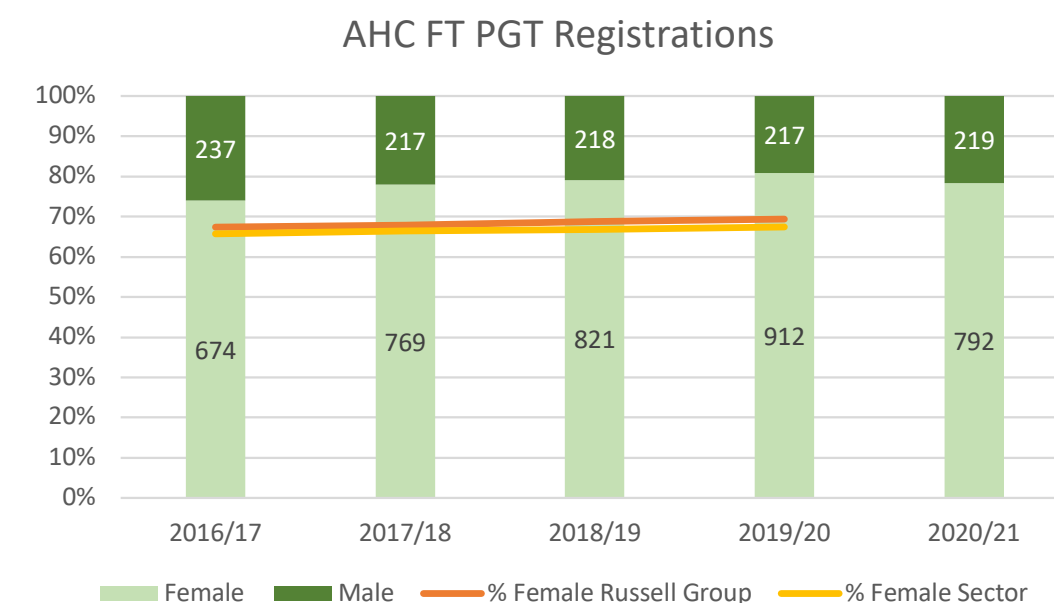
On aggregate, the largest "good degree" awarding gaps were in the schools of FAHACS (12%), LCS (6%) PRHS (6%) and ENG (5%). The largest First-class degree awarding gaps were in the schools of PCI (14%), DES (7%) LCS (7%) and FAHACS (6%). We continue to work on equality and student awarding gaps in line with the UoL Access and Student Success Strategy 2025.

UG SCHOOL-LEVEL DEGREE AWARDING

Chart 4.22-4.30: UG degree classification in AHC Schools compared with Russell Group and HE sector benchmarks showing "good degrees" i.e. 1st class and upper second class.

DES, ENG charts (Female/Male) with legend: I, II(i), II(ii), III/Pass/Ord, RG Good, Sect Good

FAHACS, HIS, LCS, SMC charts (Female/Male) with legend: I, II(i), II(ii), III/Pass/Ord, RG Good, Sect Good

MUS

Female — I / II(i) / II(ii) / III/Pass/Ord with RG Good and Sect Good lines

	16/17	17/18	18/19	19/20
(top)	0	1	0	0
III/Pass/Ord	3	4	4	5
II(i)	17	14	20	21
I	10	12	15	15

Male

	16/17	17/18	18/19	19/20
(top)	1	1	1	1
III/Pass/Ord	0	4	4	3
II(i)	18	10	18	15
I	9	7	12	10

PCI

Female

	16/17	17/18	18/19	19/20
(top)	3		5	1
III/Pass/Ord		4		18
II(i)	48	33	36	
I	10	18	17	30

Male

	16/17	17/18	18/19	19/20
(top)	0	2	4	1
III/Pass/Ord		11		
II(i)	10		10	9
I	5	1	0	5

PRHS

Female

	16/17	17/18	18/19	19/20
(top)	0	0	0	3
III/Pass/Ord	12	4	16	9
II(i)	78	92	92	112
I	17	35	28	57

Male

	16/17	17/18	18/19	19/20
(top)	2	3	0	0
III/Pass/Ord	10	15	8	11
II(i)	50	56	55	58
I	13	18	14	31

Legend: I | II(i) | II(ii) | III/Pass/Ord | RG Good | Sect Good

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

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

PGT REGISTRATIONS

The proportion (and number) of full time female PGTs in the faculty has increased significantly from 74% in 2016-17 to 80% in 2019-20, falling to 78% in 2020-21. The benchmarking data also shows an increase (where data are available), though AHC exceeds the RG and sector benchmarks by 7-13%, over the most recent 4 years (where benchmark data are available). The number of male FT PGT students has remained stable since 2017-18.

Chart 4.31: Numbers of FT female and male PGT students in AHC per year compared with benchmark data

AHC FT PGT Registrations

	2016/17	2017/18	2018/19	2019/20	2020/21
Male	237	217	218	217	219
Female	674	769	821	912	792

Legend: Female | Male | % Female Russell Group | % Female Sector

Table 4.8: Full-time PGT students in AHC compared with benchmark data

AHC (Full Time) PGT	2016/17	2017/18	2018/19	2019/20	2020/21
No. of FT female students registered	674	769	821	912	792
No. of FT male students registered	237	217	218	217	219
% female	74%	78%	79%	80%	78%
Benchmark (Russell Group)	67%	68%	69%	69%	N/A
HE Sector	66%	66%	67%	67%	N/A

The PT female PGT population in AHC is closer to the benchmarks than the FT population (4 – year average 2016-17 to 2019-20; 67% AHC, 61% RG, 64% sector). This compares to 78% AHC, 68% RG, 67% Sector for full time female PGTs.

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Chart 4.32: Numbers of PT female and male PGT students in AHC per year compared with benchmark data

AHC PT PGT Registrations

Legend:
- No. of Female Students (UoL)
- No. of Male Students
- % Female Russell Group
- % Female Sector
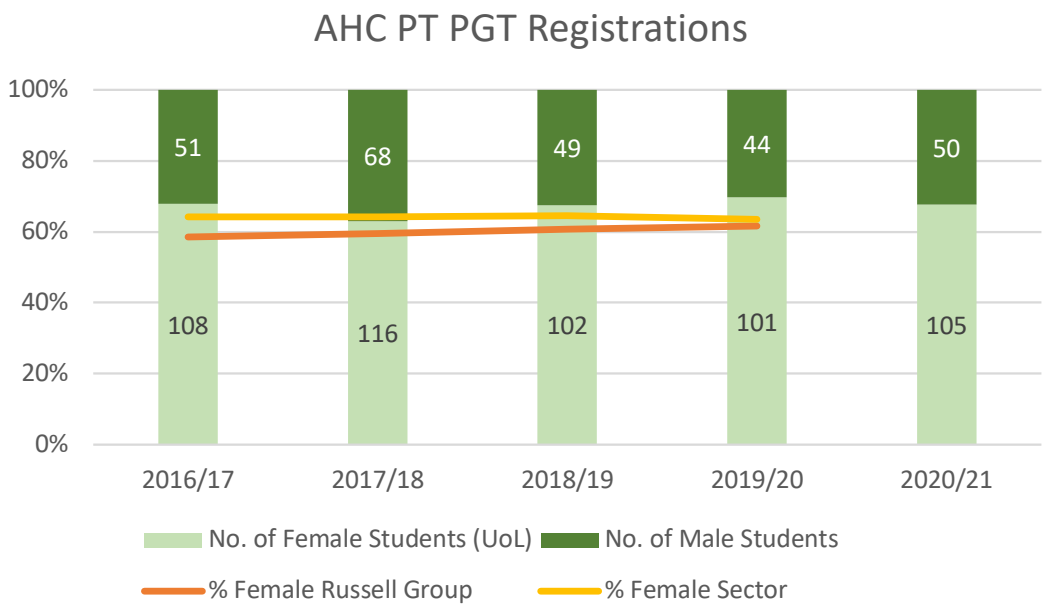
Table 4.9: Part-time PGT students in AHC compared with benchmark data

AHC (Full Time) PGT	2016/17	2017/18	2018/19	2019/20	2020/21
No. of PT female students registered	108	116	102	101	105
No. of PT male students registered	51	68	49	44	50
% female	68%	63%	68%	68%	65%
Benchmark (Russell Group)	59%	60%	61%	62%	N/A
HE Sector	64%	64%	65%	63%	N/A

Note that non-UK domicile students make up a large majority of the Faculty's total PGT population, outnumbering UK-domiciled students by 2:1. This cohort is significantly less gender balanced than the UK PGT cohort, with female students representing 85% (international) and 66% (UK domiciled) (see table 2.5).

Two schools with majority-UK domiciled cohorts, HIS and PRHS, were the most gendered balanced, 52% and 64% female respectively. The least gender balanced PGT cohort was DES (86% female). Female students represented 80% average majorities in PCI and SMC, and between 75-76% majorities in LCS, FAHACS, and ENG.

All schools in AHC have a higher proportion of female PGT students than the subject-associated RG and sector benchmarks where benchmarking data are available (4 years). Taken as a 4-year average, PRHS is highest above the benchmarks (20% for RG and Sector), followed by DES (11% above RG and 13% above sector), PCI (10% above both) and SMC (6% above RG and 15% above sector). Gender ratios were on average closer (<5%) to both RG and sector benchmarks in FAHACS, HIS, and ENG.

Our PGT cohort is shaped by gendered patterns of study in key markets e.g China. We will use a listening rooms approach to better understand the gendered experiences of students of all genders with the aim of mitigating any negative impacts.

> **AP 4: Student Listening Rooms Project: explore gendered experiences of UG and PGT students to address negative impacts of gender imbalance using the 'listening rooms methodology to create safe spaces for students of all genders to reflect on their gendered experience of study.**

Table 4.10: Average percentage of female PGT students by school (considering both FT and PT), compared with benchmarks from 2016-17 to 2019-20

School	% Female (4-year average; inc. FT and PT)		
	Leeds	Associated subject benchmark (RG)	Associated subject benchmark (HE Sector)
DES	86%	74%	72%
ENG	75%	73%	72%
FAHACS	75%	70%	71%
HIS	52%	49%	51%
LCS	76%	70%	68%
SMC	80%	75%	66%
MUS	63%	62%	52%
PCI	80%	70%	69%
PRHS	64%	44%	44%
Faculty	76%	66%	66%

PGT SCHOOL-LEVEL REGISTRATIONS

Charts 4.33-4.41: PGT students in AHC Schools compared with benchmark data

Legend: Female | Male | % Female Russell Group | % Female Sector

PGT ADMISSIONS

Over the last 5 years, there has been little variation in the proportion of female applicants to the Faculty (between 80-82%). Female PGT programme applicants have received offers at a similar proportion to those who apply (+/-1% in all years examined). There has been an overall increase in applications year on year, reflecting the development of new programmes.

However, female PGT offer holders consistently less likely to accept. Female PGT applicants averaged 81% of applicants, 81% of offer holders and 76% of accepters over 5 years. This trend is most pronounced in MUS and FAHACS, where females were 15% and 6% under-represented as acceptors, respectively. Only PRHS showed the reverse trend with females over-represented as acceptors compared to applicants (9%). For most schools the gap between the proportion of women receiving and accepting an offer is small and is likely the result of students taking up alternative offers.

We recognise that changing our gender profile is difficult but will undertake work to ensure that our marketing and engagement strategies are inclusive for students of all genders.

> **AP 5: Review our marketing materials and approach to offer holders to ensure that we are engaging men and encouraging them to take up their offer**

Chart 4.42: Full-time postgraduate taught student admissions data in AHC

AHC FT PGT Admissions

Legend: % Female | % Male
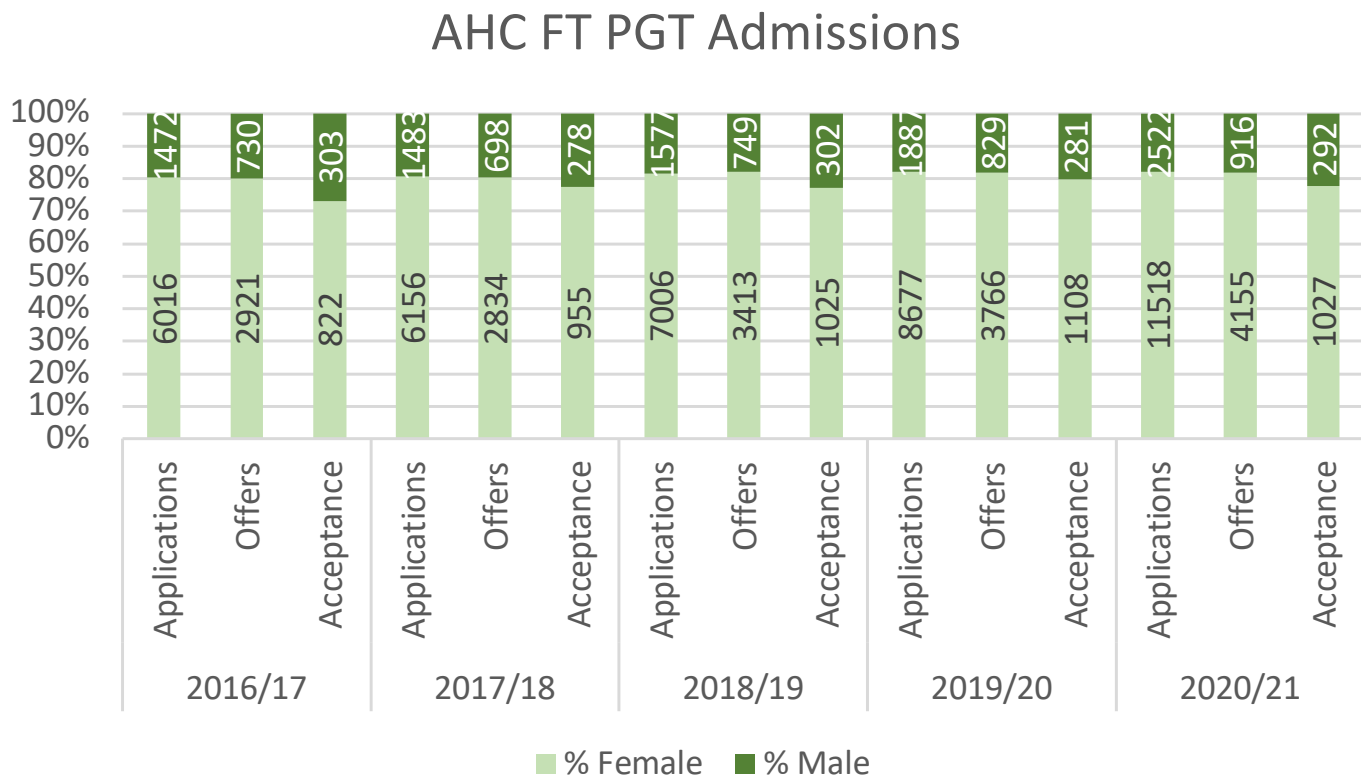
Table 4.11: Full-time postgraduate taught student admissions data in AHC

AHC (Full Time) PGT	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female applicants	6016	6156	7006	8677	11518
No. of male applicants	1472	1483	1577	1887	2522
No. of female offer holders	2921	2834	3413	3766	4155
No. of male offer holders	730	698	749	829	916
No. of female acceptances	822	955	1025	1108	1027
No. of male acceptances	303	278	1025	1108	1027
% female applicants	80%	81%	82%	82%	82%
% female offer holders	80%	80%	82%	82%	82%
% female acceptances	73%	77%	77%	80%	78%

Chart 4.43: Part-time postgraduate taught student admissions data in AHC

AHC PT PGT Admissions
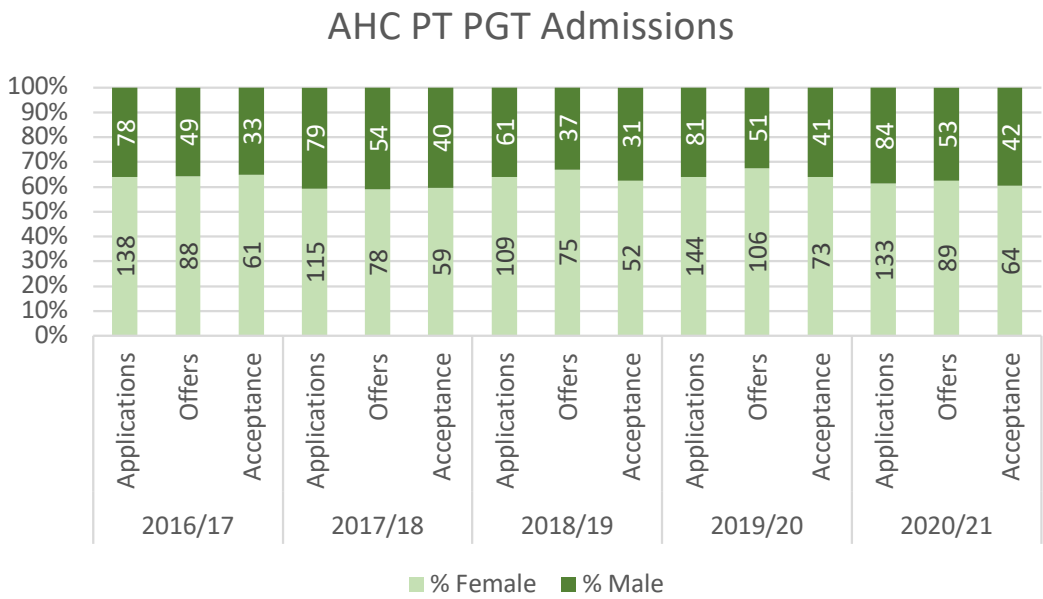
Table 4.12: Part-time postgraduate taught student admissions data in AHC

AHC (Full Time) PGT	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female applicants	138	115	109	144	133
No. of male applicants	78	79	61	81	84
No. of female offer holders	88	78	75	106	89
No. of male offer holders	49	54	37	51	53
No. of female acceptances	61	59	52	73	64
No. of male acceptances	33	40	31	41	42
% female applicants	64%	59%	64%	64%	61%
% female offer holders	64%	59%	67%	68%	63%
% female acceptances	65%	60%	63%	64%	60%

PGT SCHOOL-LEVEL ADMISSIONS

Charts 4.44-4.52: Full-time and part-time postgraduate taught student admissions data in AHC Schools

DES PGT Admissions

ENG PGT Admissions

FAHACS PGT Admissions
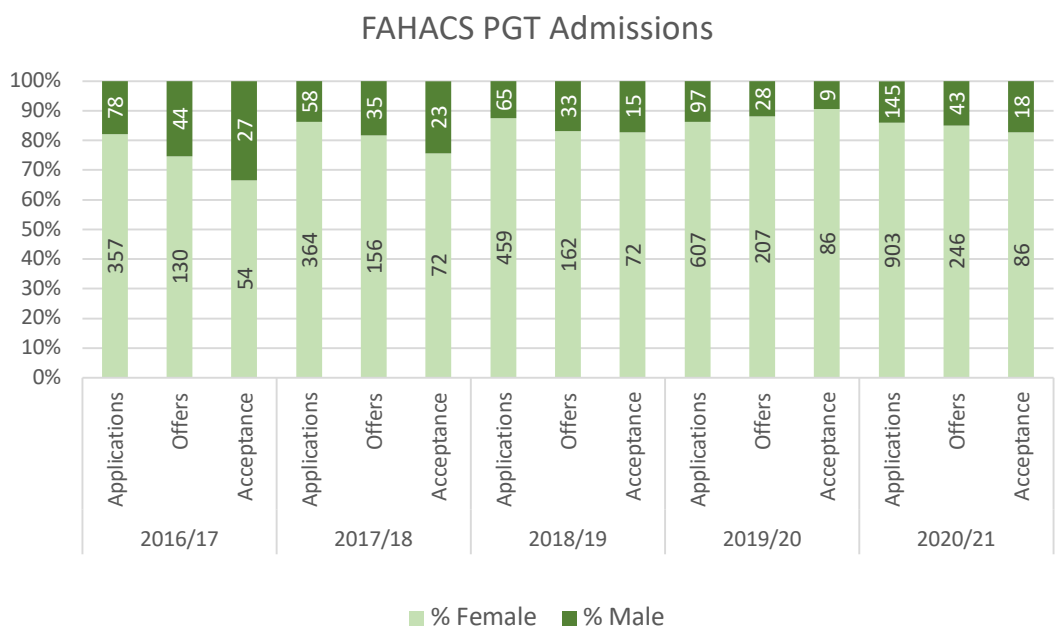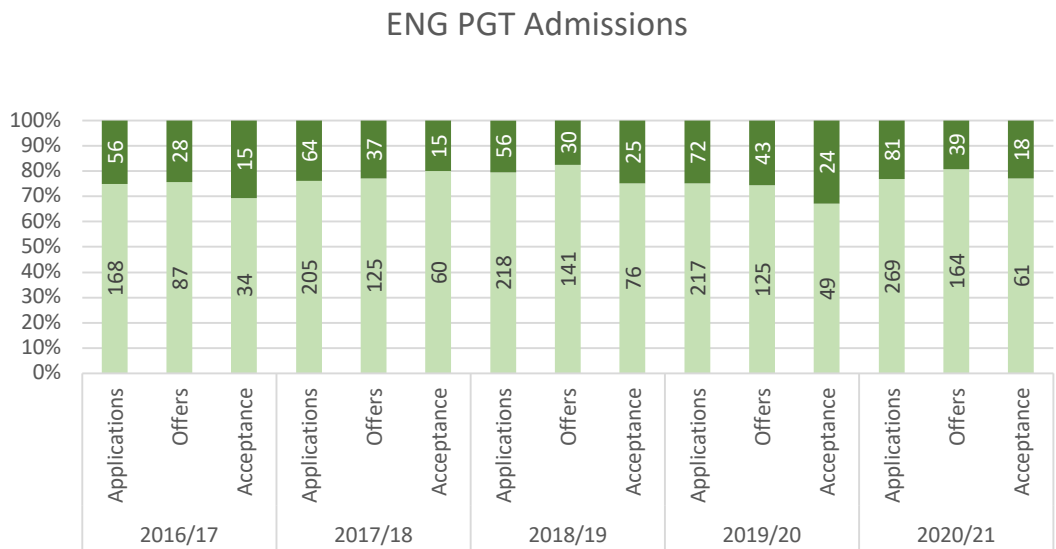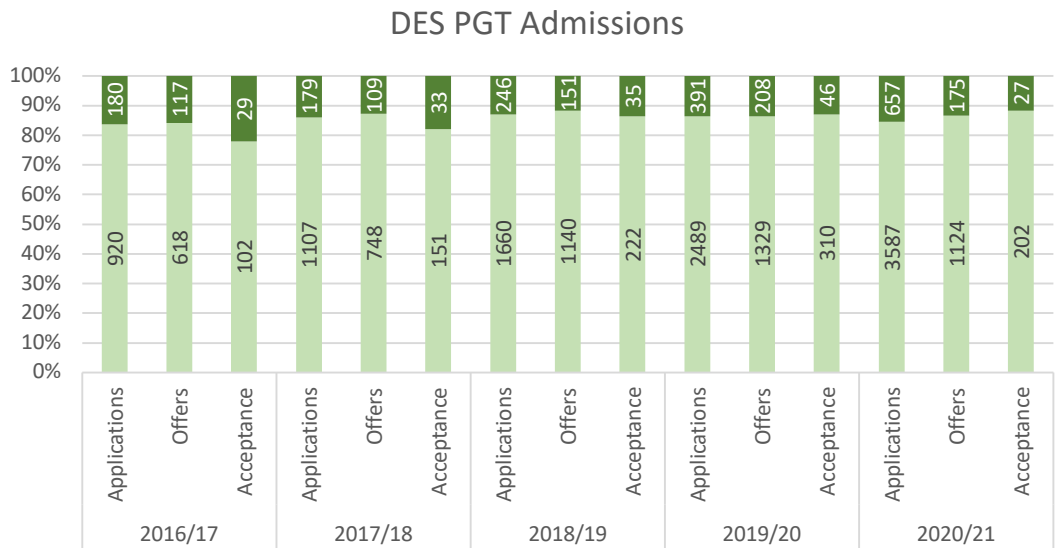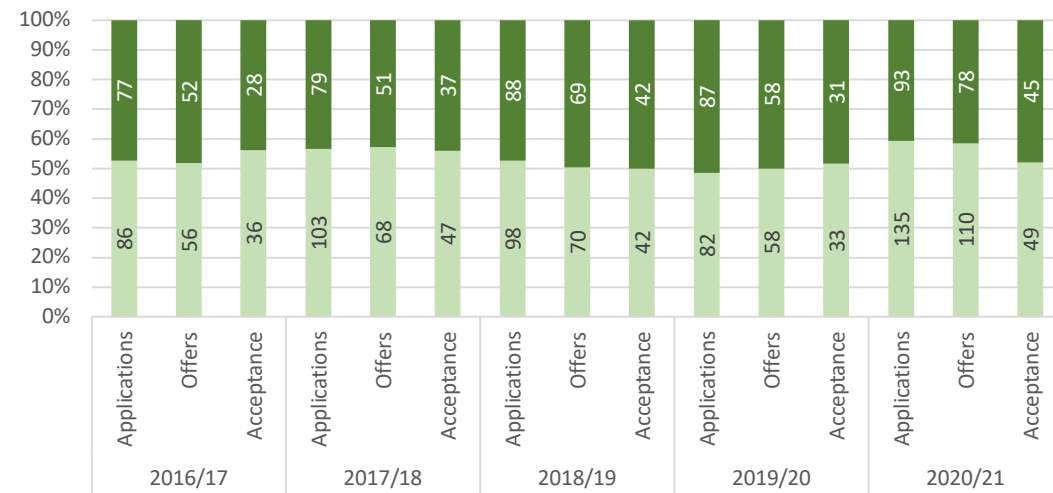
HIS PGT Admissions
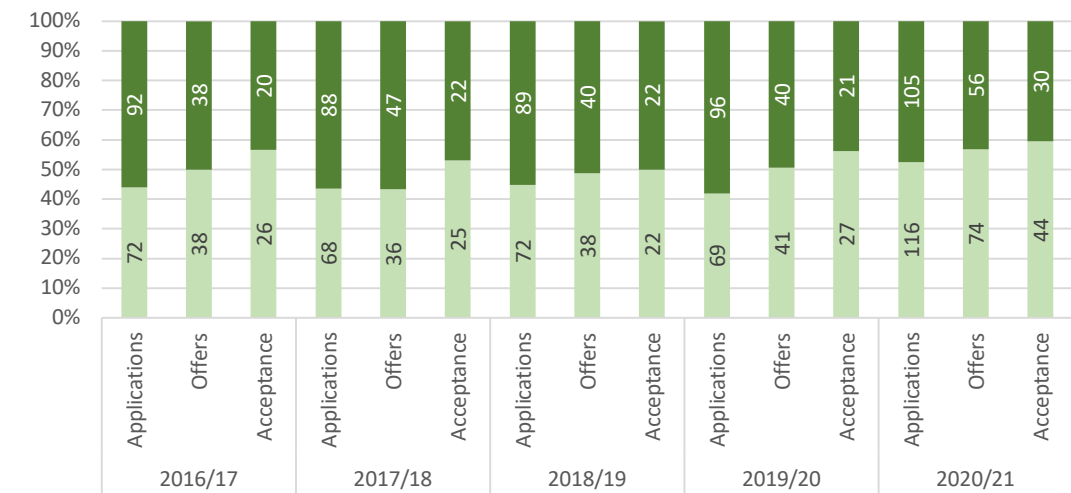

MUS PGT Admissions
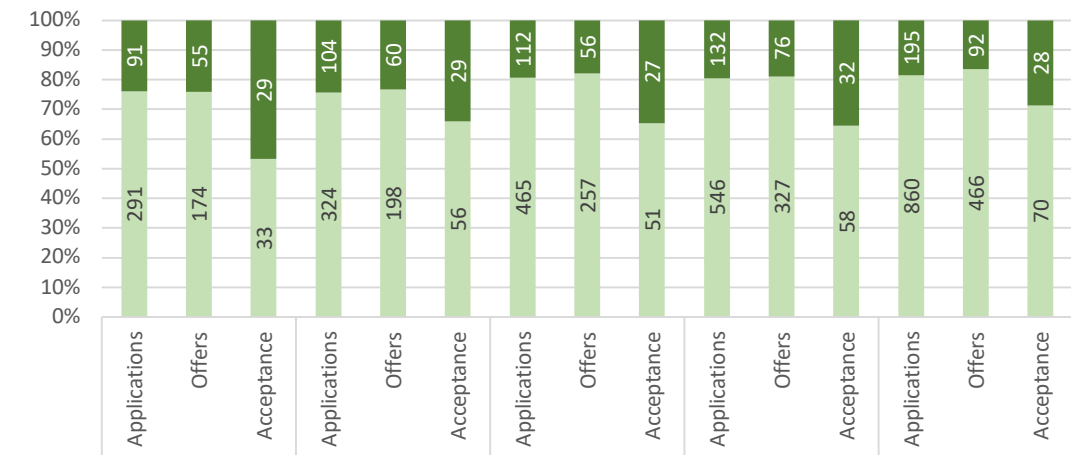
LCS PGT Admissions
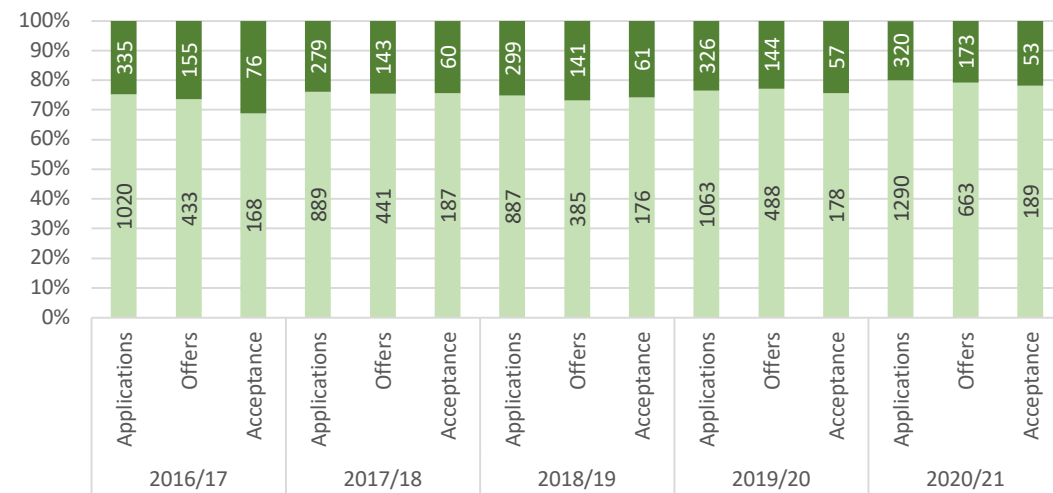
PCI PGT Admissions
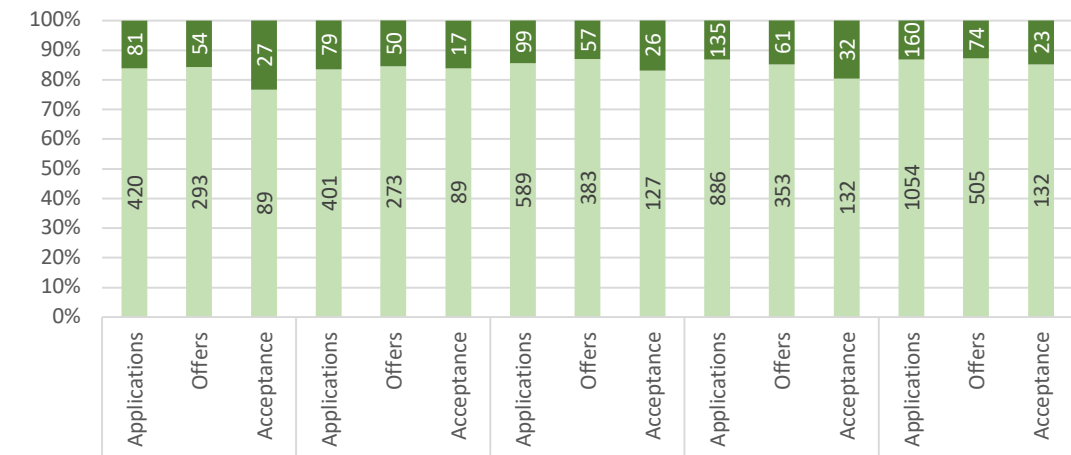
SMC PGT Admissions
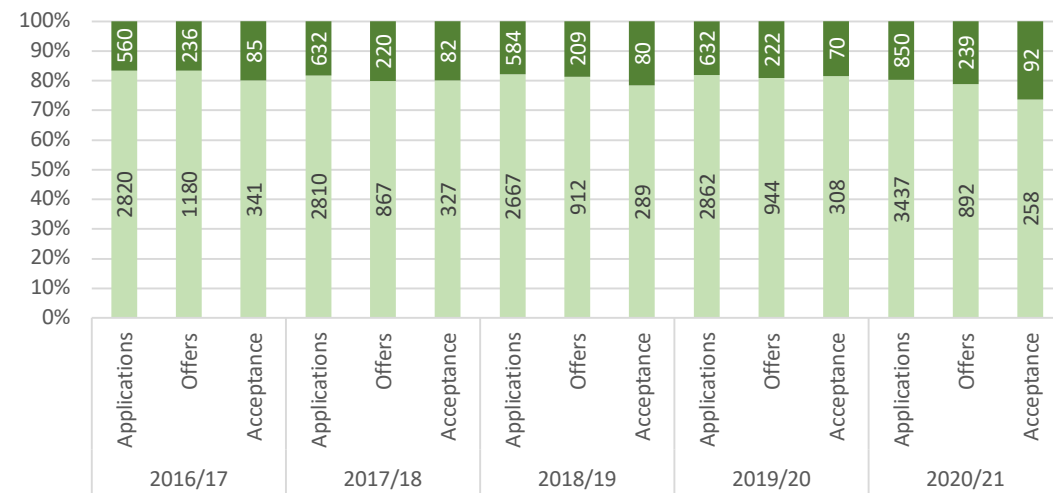

PRHS PGT Admissions

PGT COMPLETION

On aggregate and on average a higher proportion of male full time[5] PGT students were non-completers compared with female full time PGT student in the Faculty over the last 4 years (by a gap of 2.9% and 3.1%, respectively). Note that non-completion rates have generally risen over these 4 years. Feedback from student support colleagues suggests that men are less inclined to take up available support. Our listening rooms project will consider PGT students' awareness of support and whether there are gendered differences in making use of support services

AP 4: Student Listening Rooms Project: explore gendered experiences of UG and PGT students to address negative impacts of gender imbalance using the 'listening rooms methodology to create safe spaces for students of all genders to reflect on their gendered experience of study.

Table 4.13: Numbers of non-completers and rates of non-completion for full-time PGT students in AHC

FT PGT Non-Completion		Entry Year			
		1617	1718	1819	1920
Female	Entrants	662	757	813	913
	Non-Completers	31	36	62	75
	Non-completion rate	4.7%	4.8%	7.6%	8.2%
Male	Entrants	232	214	218	214
	Non-Completers	15	19	25	23
	Non-completion rate	6.5%	8.9%	11.5%	10.7%

Chart 4.53: Rates of non-completion for full-time PGT students in AHC
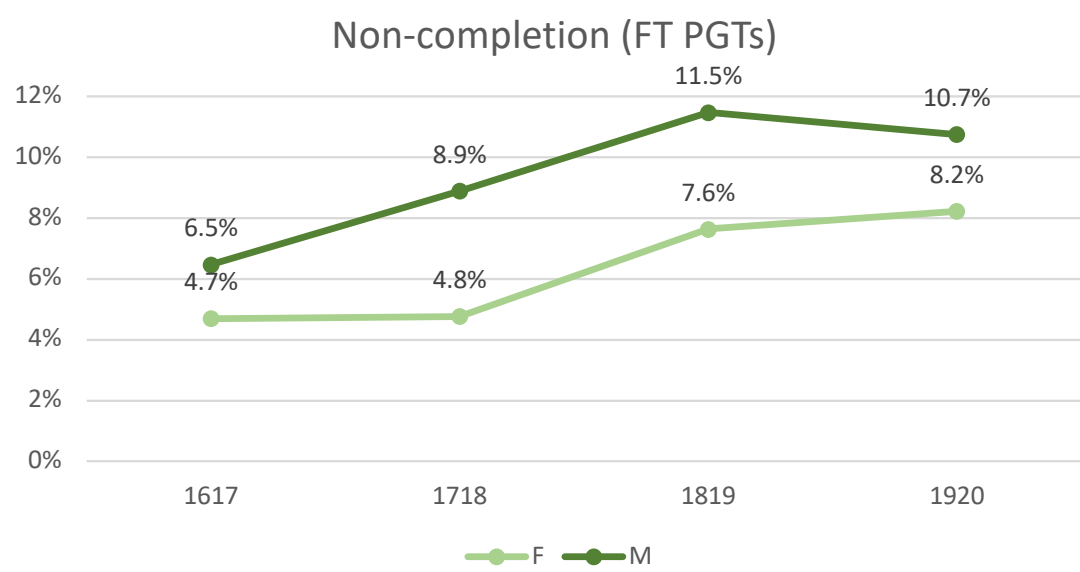
Non-completion (FT PGTs)

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

PGR REGISTRATIONS

Chart 4.54: Full-time PGRs in the Faculty AHC compared with benchmarking data
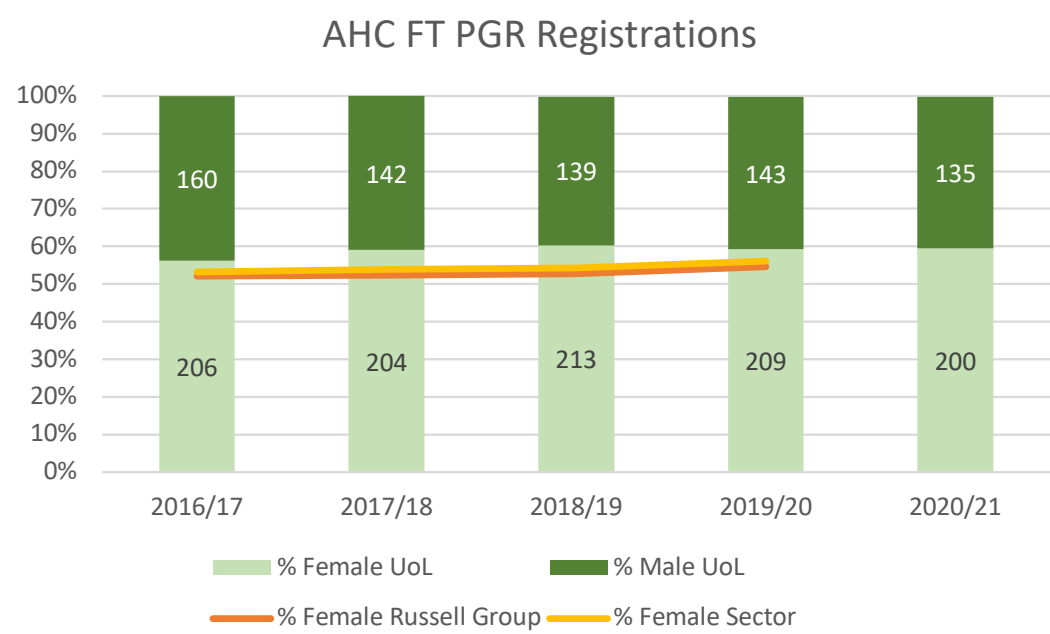

AHC FT PGR Registrations

Table 4.14: Full-time PGRs in the Faculty compared with benchmarking data

AHC FT PGR	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female students registered	206	204	213	209	200
No. of male students registered	160	142	139	143	135
% Female students registered	56%	59%	60%	59%	60%
% Female (Russell Group)	52%	52%	53%	55%	-
% Female in HE Sector	53%	54%	54%	56%	-

Chart 4.55: Part-time PGRs in the Faculty AHC compared with benchmarking data

AHC PT PGR Registrations

Legend:
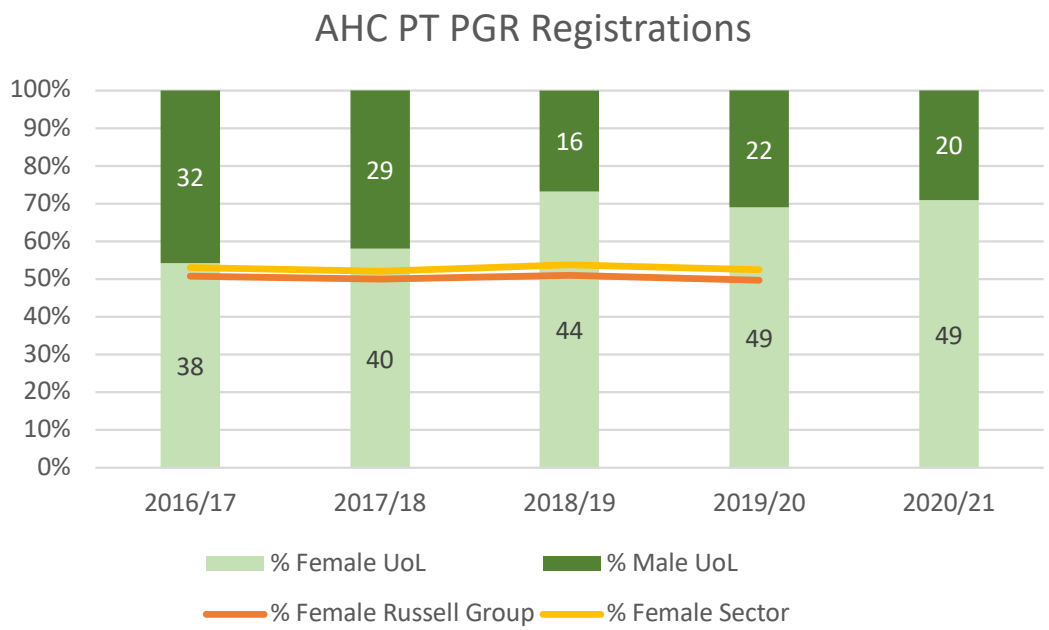% Female UoL — % Male UoL — % Female Russell Group — % Female Sector

Table 4.15: Part-time PGRs in the Faculty compared with benchmarking data

PGR – AHC – PT	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female students registered	38	40	44	49	49
No. of male students registered	32	29	16	22	20
% Female students registered	54%	58%	73%	69%	71%
% Female (Russell Group)	51%	50%	51%	50%	-
% Female in HE Sector	53%	52%	54%	53%	-

The proportion of (full-time) female PGRs has remained stable 59-60% over the last 4 years increasing from 56% in 2016-17. Female PGRs have exceeded the RG benchmark by 6% on average, where benchmarking data are available. A higher proportion of women undertake part-time PhD study (65% average from 2016-21), peaking in 2018-19 at 73%. This is not mirrored across the RG, which has remained stable at 50-51% female.

DES and PCI have the highest over-representation of women, 30% and 27% higher, respectively, than the RG benchmark between 2016-20. A significant number of PGRs in DES are from Middle and South-East Asia where government-funded scholarships have encouraged women to pursue HE research studies and an academic career.

There has been a decline in the number of male PGRs in LCS and ENG, over the last 5 years which has increased the gap between schools and the relevant RG benchmarks. A decline in male students is also seen in SMC (from 20 to 12 over the period). In FAHACS (traditionally female-dominated disciplines) there has been an increase in male students over the last five years such that the school has reached gender balance (50:50) in 2020-21.

As traditionally male-dominated disciplines, it is notable that both PRHS and MUS exceed the benchmarks for the proportion of women undertaking PGR research.

PGR SCHOOL-LEVEL REGISTRATIONS

Charts 4.56-4.64: Full-time and Part-time PGRs in AHC Schools compared with benchmarking data

Legend:
Female — Male — % Female Russell Group — % Female Sector

PGR ADMISSIONS

There is little gender disparity throughout the PGR admissions process. Women make up, 57.2% of applicants, 57.6% of offer holders, and 57.2% of acceptors.

AHC consistently admits more women than men, around 57% compared to 43% (though this peaked in 2020-21 at 67% female). In only three Schools (HIS, SMC, PRHS) are more men are admitted than women. However, HIS and SMC bucked the trend in 2020/2021 with over half of the admissions being women.

Men are less likely to apply to DES, ENG, FAHACS and LCS. The last 3 years of MUS data shows an uplift in the proportion of female applicants.

Chart 4.65: Full-time PGR Admissions in AHC

AHC FT PGR Admissions
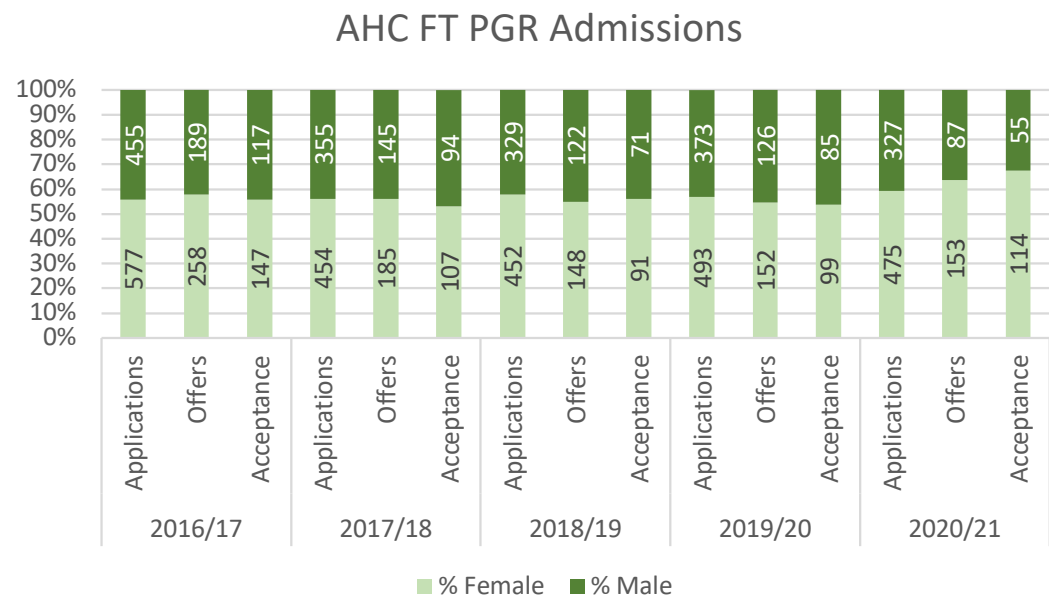
Table 4.16: Full-time PGR Admissions in AHC

AHC FT PGR	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female students applications	577	454	452	493	475
No. of male students applications	455	355	329	373	327
No. of female students offers	258	185	148	152	153
No. of male students offers	189	145	122	126	87
No. of female students acceptance	147	107	91	99	114
No. of male students acceptance	117	94	71	85	55
% female applications	56%	56%	58%	57%	59%
% female offers	58%	56%	55%	55%	64%
% female acceptance	56%	53%	56%	54%	67%

We do not have enough PT students to draw solid statistical conclusions, but it is worth noting that women are more likely to receive and accept an offer for PT PGR study (51% apply, 61% receive offers and 60% accept their offer, on average, over the last 5 years).
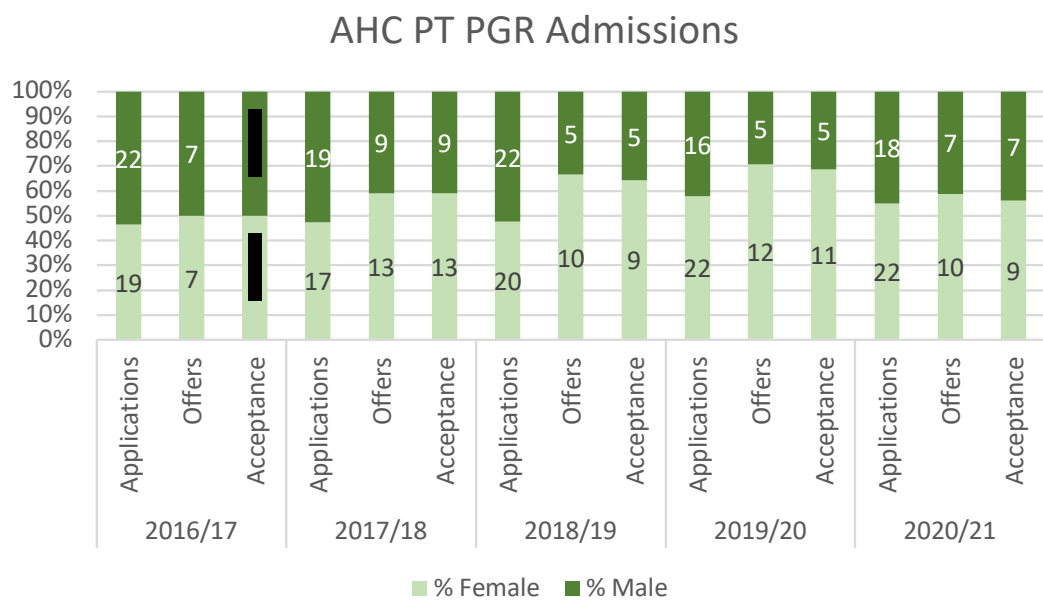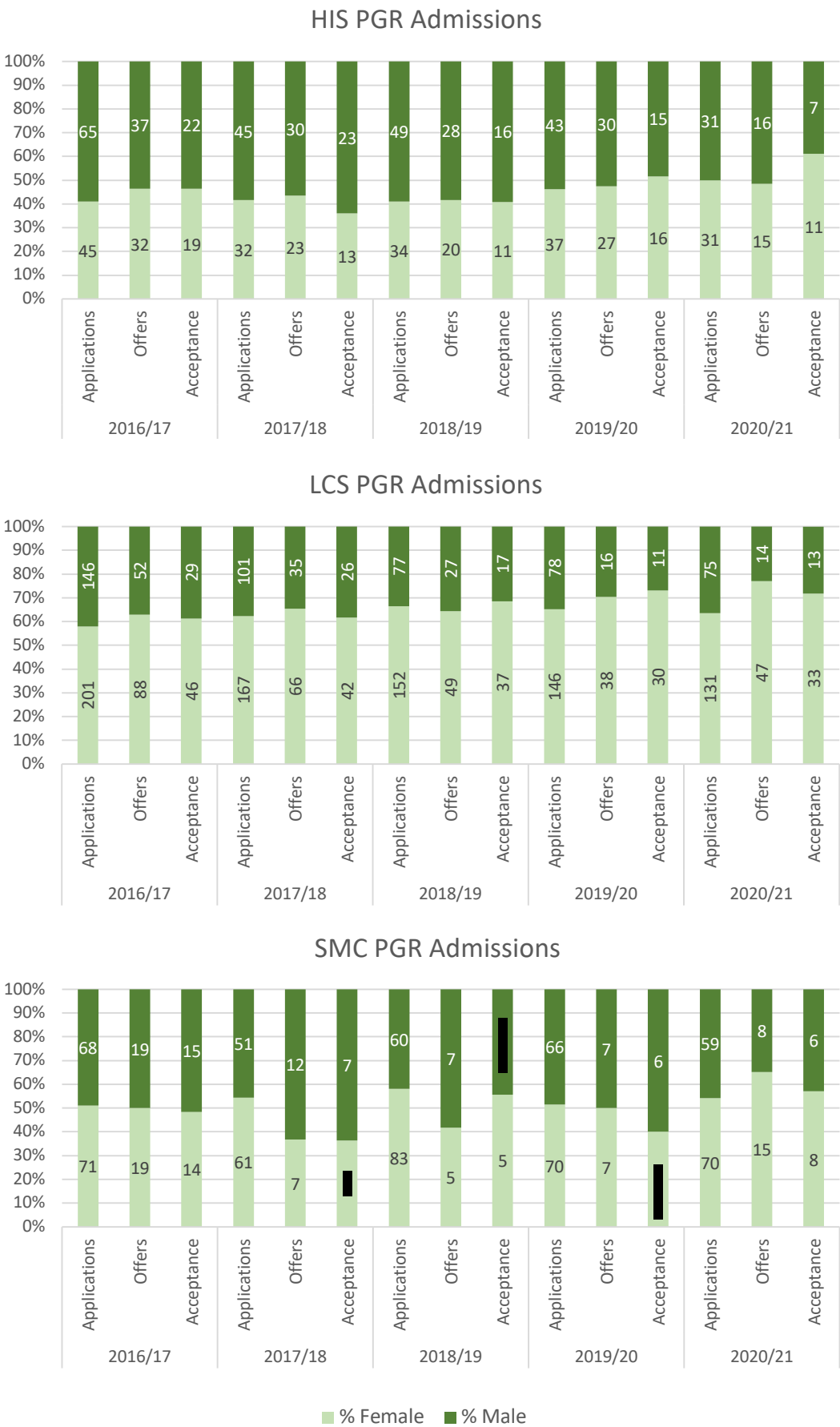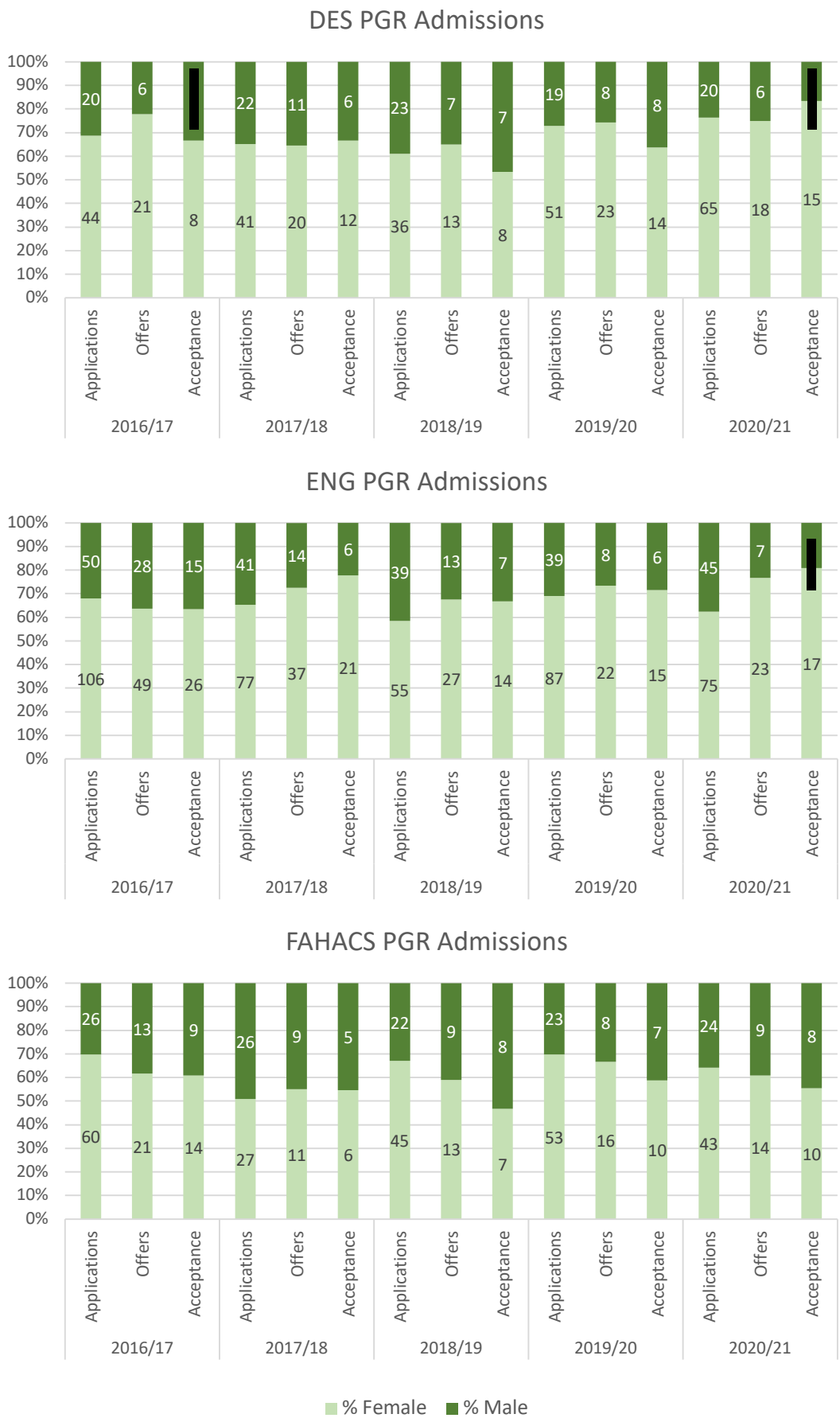
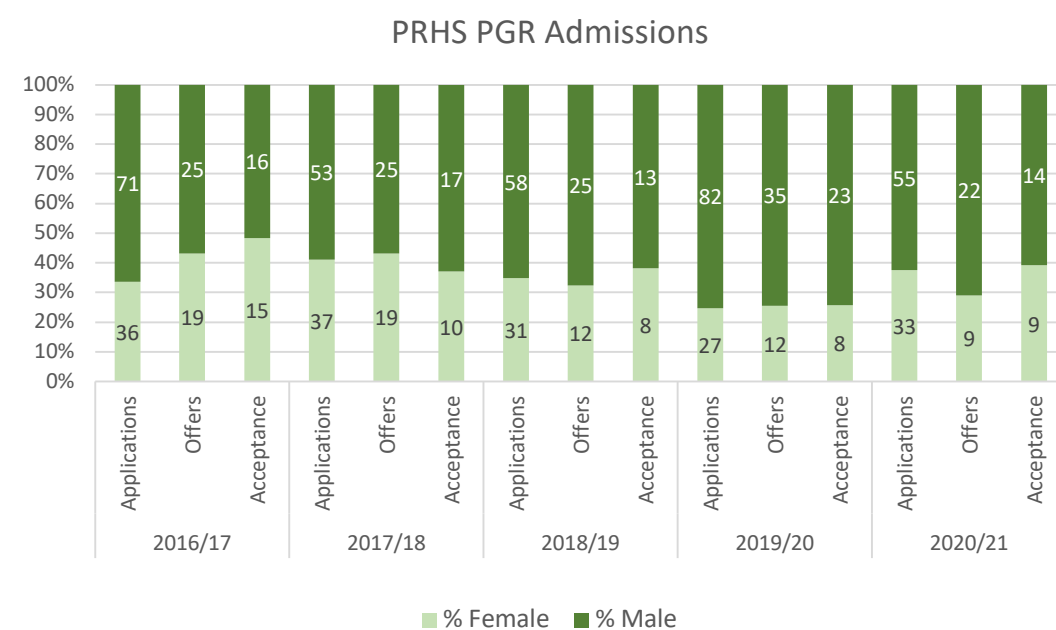**Chart 4.66: Part-time PGR Admissions in AHC**

AHC PT PGR Admissions

Table 4.17: Part-time PGR Admissions in AHC

AHC PT PGR	2016/17	2017/18	2018/19	2019/20	2020/21
No. of female students applications	19	17	20	22	22
No. of male students applications	22	19	22	16	18
No. of female students offers	7	13	10	12	10
No. of male students offers	7	9	5	5	7
No. of female students acceptance	■	13	9	11	9
No. of male students acceptance	■	9	5	5	7
% female applications	46%	47%	48%	58%	55%
% female offers	50%	59%	67%	71%	59%
% female acceptance	50%	59%	64%	69%	56%

PGR SCHOOL-LEVEL ADMISSIONS

Charts 4.67-4.75: Full-time and Part-time PGR Admissions in AHC Schools

DES PGR Admissions

HIS PGR Admissions

ENG PGR Admissions

LCS PGR Admissions

FAHACS PGR Admissions

SMC PGR Admissions

% Female   % Male

MUS PGR Admissions

	2016/17			2017/18			2018/19			2019/20			2020/21		
% Male	19	10	8	29	15	11	10	8		20	14	10	13	7	
% Female	11	7		13	6		19	10		22	12	9	25	13	12

Legend: % Female, % Male

PCI PGR Admissions

	2016/17			2017/18			2018/19			2019/20			2020/21		
% Male	12	6			5		11			17	5		23	5	
% Female	19	9	6	16	9	8	16	9	6	22	7		22	9	8

Legend: % Female, % Male

PRHS PGR Admissions

	2016/17			2017/18			2018/19			2019/20			2020/21		
% Male	71	25	16	53	25	17	58	25	13	82	35	23	55	22	14
% Female	36	19	15	37	19	10	31	12	8	27	12	8	33	9	9

Legend: % Female, % Male

PGR COMPLETION

Table 4.18: Full-time and Part-time PGR completion numbers by gender (in the brackets) with mean years taken to complete

Completion Rate	2016-17		2017-18		2018-19		2019-20		2020-21	
	Avg Yrs (F)	Avg Yrs (M)	Avg Yrs (F)	Avg Yrs (M)	Avg Yrs (F)	Avg Yrs (M)	Avg Yrs (F)	Avg Yrs (M)	Avg Yrs (F)	Avg Yrs (M)
AHC – FT PGRs	4.6 (n=64)	4.3 (n=58)	4.4 (n=73)	4.5 (n=59)	4.4 (n=55)	3.9 (n=46)	4.7 (n=62)	4.8 (n=45)	4.7 (n=51)	5.1 (n=34)
AHC – PT PGRs	6.3 (n=4)	5.9 (n=11)	5.3 (n=4)	6.3 (n=10)	7.0 (n=10)	7.3 (n=3)	5.8 (n=9)	6.5 (n=4)	6.0 (n=4)	9.0 (n=2)

Table 4.19: 5-year average of Full-time and Part-time PGR completion numbers by gender with mean years taken to complete

5 year Average	F	Avg Yrs (F)	M	Avg Yrs (M)
Full Time PGR	61	4.6	48	4.5
Part Time PGR	6	6.2	6	6.5

For full-time candidates, completion rates are very similar by gender over the last 5 years (0.1% difference). There is more variation amongst men, but this may be distorted by a few cases.

Completion rates for FT candidates fall outside the standard period including overtime (i.e. 3 years+1 year). The pandemic has lengthened completion times for FT PGRs; the average completion rates from 2016-18 (pre-pandemic) were 4.2 years (males) vs 4.5 years (female). From 2019-21 this increased to 5.0 years (males) vs 4.7 years (females).

The part-time PGR completion rate is similar for females and males (6.2 v 6.5 years); very low numbers make it difficult to draw firm conclusions.

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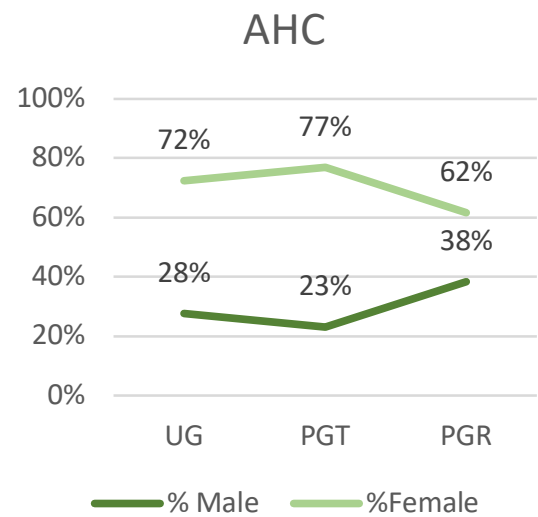
PROGRESSION PIPELINE

Considering the 2021-22 cohort there is a larger proportion of women at PGT compared to UG. However, the trend reverses between PGT and PGR where there is more of a gender balance (62% female). This trend is generally followed at school level.

ENG and HIS were atypical in that female students represented a smaller proportion of the PGT cohort compared to the UG cohort (by 7%). In HIS the proportion of female students at PGR and PGT levels was identical, in ENG it fell by 5%.

In FAHACS there is no increase in the proportion of female students at PGT compared to UG level, but the drop in the proportion of students who are female from taught student to PGR student by 35%.

Chart 4.76: Percentage of female and male students at each student level in 2021/22

AHC

SCHOOL-LEVEL PROGRESSION PIPELINES

Charts 4.77-4.85: Percentage of female and male students at each student level in 2021/22 in AHC Schools

DES, ENG, FAHACS, HIS, LCS, SMC, MUS, PCI, PRHS
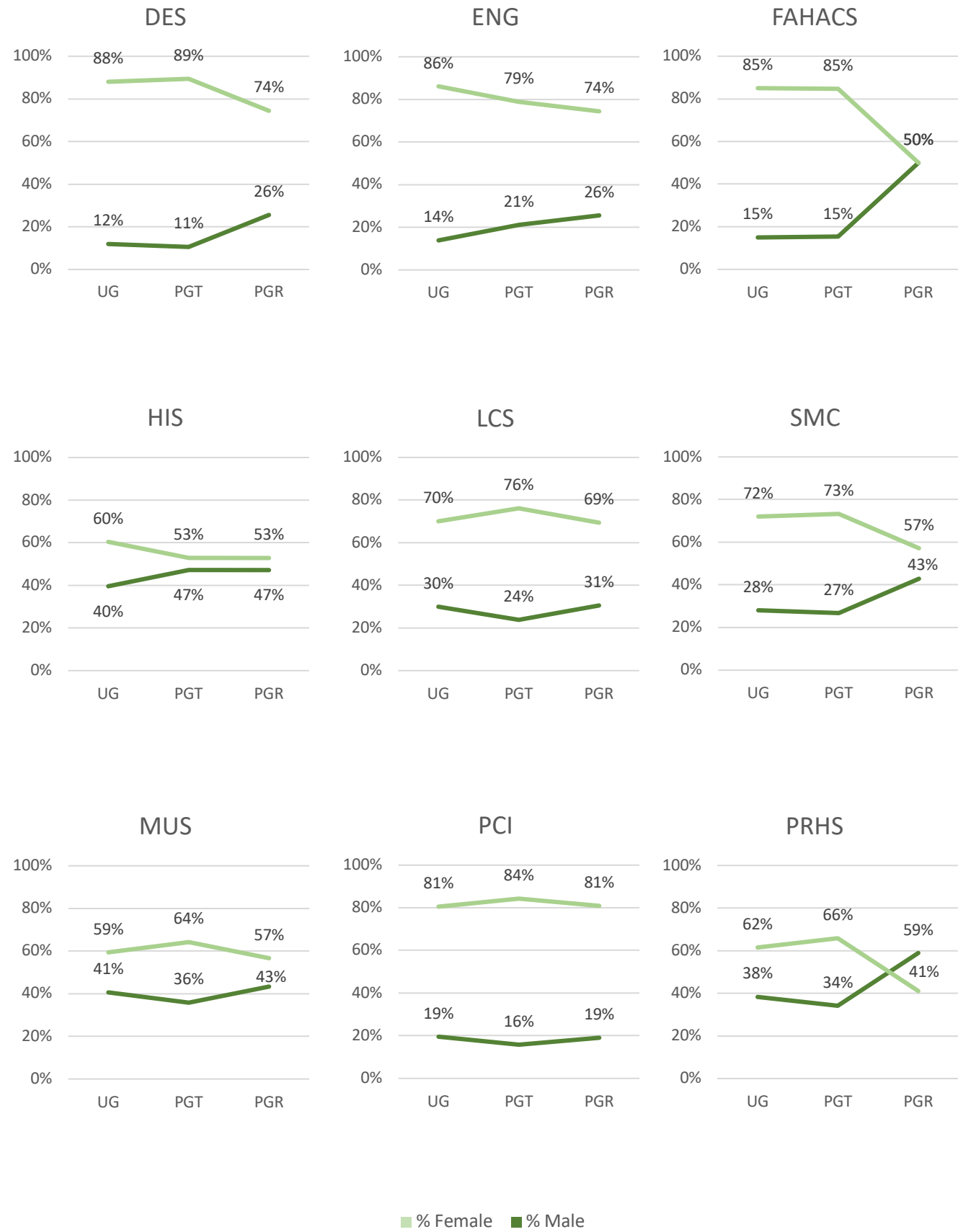
% Female   % Male

PROGRESSION RATES

Data showing internal progression rates of students between UG>PGT and PGT>PGR programmes[6] over the last five years shows that male students have been generally more likely than female students to progress onto a higher-level programme of study.

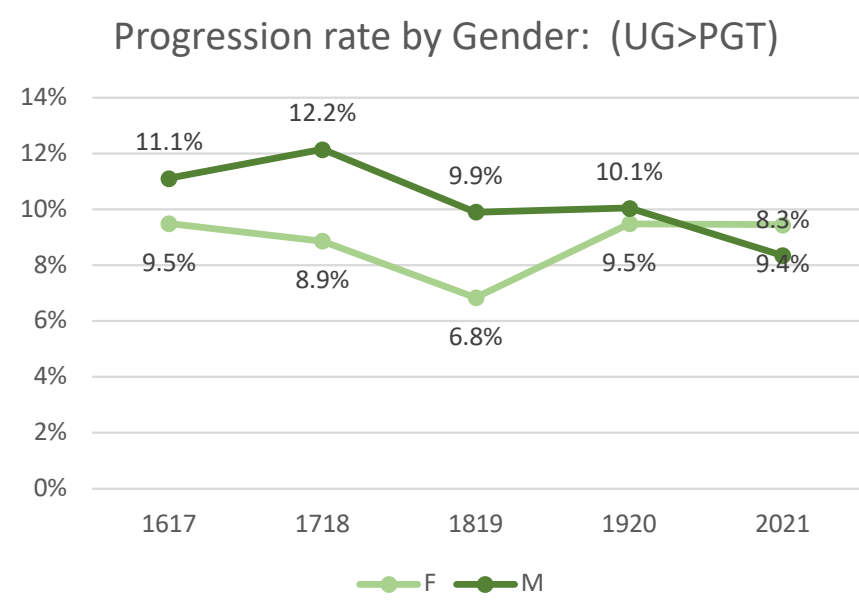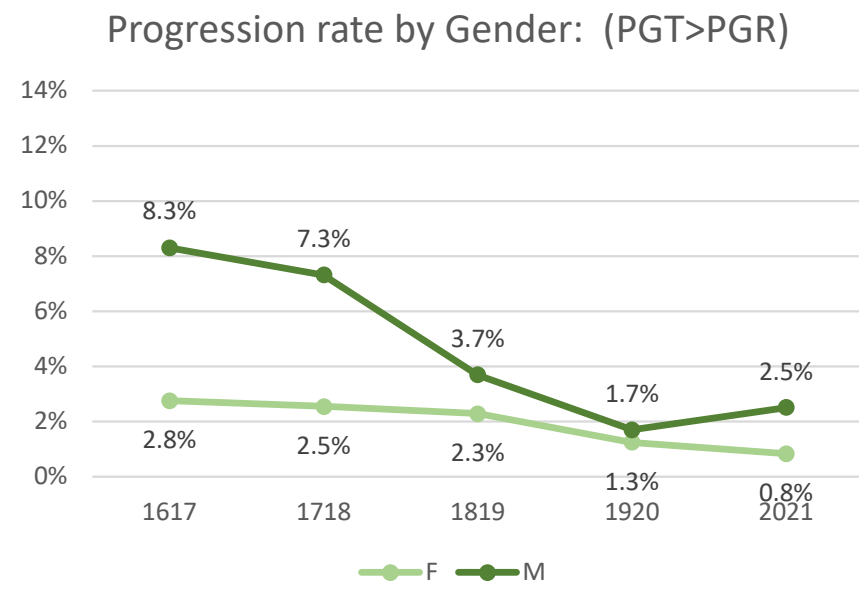**Chart 4.86: Progression rate by gender from UG to PGT**

Progression rate by Gender: (UG>PGT)

Chart 4.87: Progression rate by gender from PGT to PGR

Progression rate by Gender: (PGT>PGR)

B. ACADEMIC AND RESEARCH STAFF DATA

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

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

Chart 4.88: Gendered pipeline by grade for all academic staff in AHC in 2020-21. Benchmark is from the UoL Institutional Athena SWAN application with the AHSSBL faculty pipeline for 2019-20.

AHC All Academic Staff Pipeline

Analysis of academic staffing by grade reveals a clear pipeline effect with the proportion of women decreasing from 73% at Grade 6 to 32% at Grade 10 in 2020-21, though we are higher than the UoL AHSSBL benchmark from 2019-20.
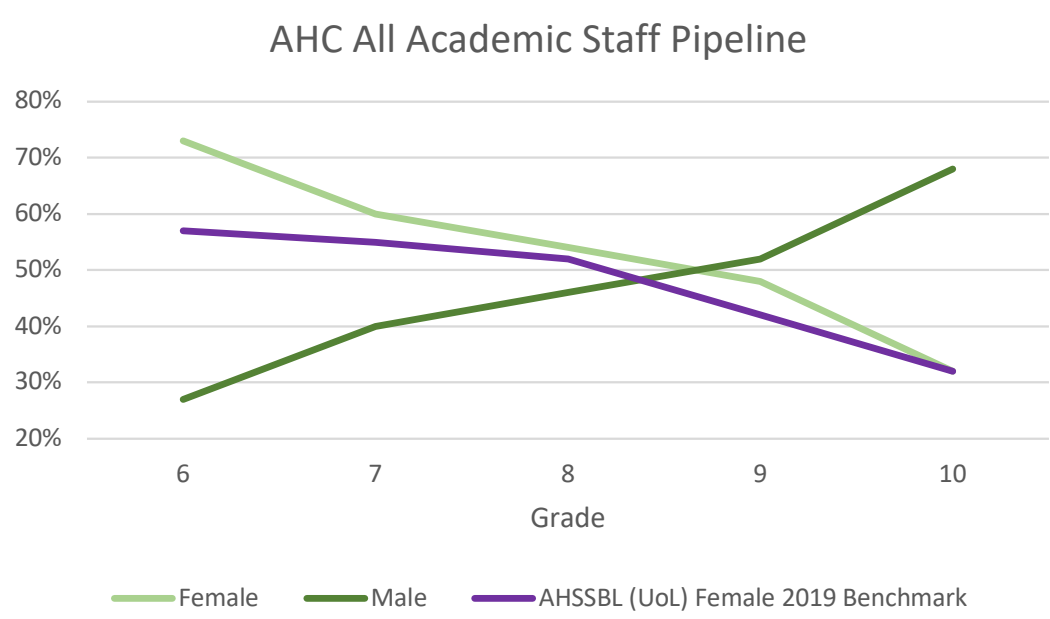
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6   These data give the percentage of AHC students in their final year of a UG degree or PGT programme on 1 December in the year shown who went on to register (in any school/faculty at the University of Leeds) as a PGT or PGR as appropriate, either in the same year or a subsequent year. Note there is a tendency for progression rates in more recent years to be lower in general, since less time has elapsed.

Table 4.20: Summary of all academic staff in the Faculty by role and contract function

Faculty		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	43	37	54%	63	35	64%	82	54	60%
	Teaching Fellow	70	43	62%	70	46	60%	55	38	59%
Research-Only	Researcher	28	24	54%	36	23	61%	45	26	63%
T&R/T&S	Lecturer	105	83	56%	102	88	54%	120	89	57%
	UAF	████████								
	SL/AP/Reader	63	80	44%	74	77	49%	77	77	50%
	Professor	33	69	32%	37	74	33%	34	74	31%
Other	Other	████████								
Total		350	354	50%	388	356	52%	416	368	53%

Chart 4.89: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in the Faculty.

AHC Academic Staff
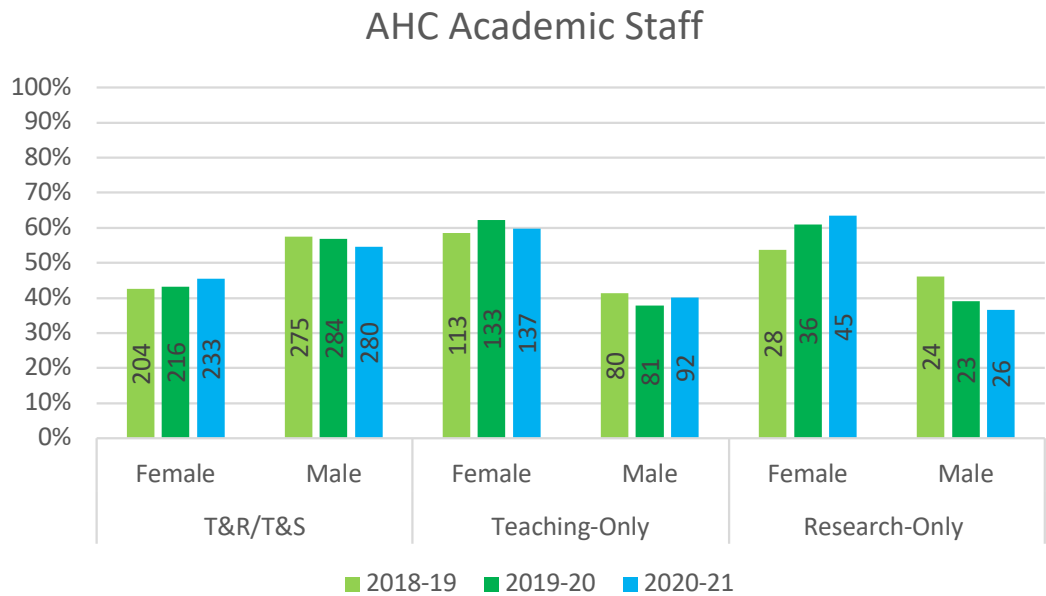
In AHC, women are over-represented in teaching-only roles (Teaching Fellows and Teaching Assistants). The number of teaching assistants has expanded significantly over the past three years (from 80 to 136, a 70% increase) largely driven by LCS and the need to support practical language learning. The proportion of women in teaching assistant roles has increased (from 54% in 18-19 to 60% in 20-21 and spiked in 2019/20 to 64%).

There has been a loss of 20 teaching fellow posts from 2018-21, these were predominantly held by women (75%). However, this has been offset with an 11% increase in the number of lecturer positions (from 188 to 209 in the last 3 years). This reflects moves to improve workforce sustainability and increase job security.

Women are over-represented in research-only roles with ENG driving the trend with women on research-only contracts fluctuating between 70 – 90%. The number and proportion of women in these roles has increased over the three years from 28 (54%) to 45 (63%). These roles tend to be fixed-term posts at Grade 7 and 8.

For T&R/T&S roles there is a gendered leaky pipeline between lecturer, senior lecturer/ associate professor, and professor (most notably in DES, ENG, LCS, SMC, PRHS). There has been an increase in the proportion of women at SL/AP (Grade 9) in 2019/20 and 2020/21 such that this category has reached gender parity (50% in 2020/21), driven by DES, PCI, SMC, and HIS.

FAHACS has the highest proportion of women professors in AHC (55%). HIS has seen an increased in the percentage of women professors (from 25% in 2018-19 to 36% in 2020-21) this has been achieved through (among other things) more active support at school level, including setting targets for gender equality in promotion. This is a model we will expand on across the Faculty (see 5(iii))

T&R/T&S women in MUS are the most under-represented (17-18% female), followed by PRHS (29-31% female). MUS is addressing this by recruiting in more female-skewed sub-disciplines such as Music Psychology.

Table 4.21: The leaky pipeline – the proportion of women at each grade as a 3 year average (from 2018-19 to 2020-21).

School	% Female Lecturer	% Female SL/AP/Reader	% Female Professor
DES	66%	61%	10%
ENG	60%	47%	22%
FAHACS	67%	56%	55%
HIS	36%	50%	30%
LCS	61%	49%	44%
SMC	61%	59%	41%
MUS	17%	17%	20%
PCI	42%	73%	50%
PRHS	40%	28%	23%

Table 4.22: Summary of all academic staff in DES by role and contract function

DES		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	███	███	███	███	███	███	███	███	███
	Teaching Fellow	7	7	50%	6	7	46%	5	6	45%
Research-Only	Researcher	███	███	███	9	5	64%	12	8	60%
T&R/T&S	Lecturer	16	11	59%	17	8	68%	21	9	70%
	UAF	███	███	███	███	███	███	███	███	███
	SL/AP/Reader	███	███	███	6	6	50%	███	███	███
	Professor	███	███	███	███	███	███	███	███	███
Other	Other	███	███	███	███	███	███	███	███	███
Total		37	33	53%	42	33	56%	48	34	59%

Table 4.23: Summary of all academic staff in ENG by role and contract function

ENG		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	███	███	███	███	███	███	███	███	███
	Teaching Fellow	███	███	███	███	███	███	███	███	███
Research-Only	Researcher	███	███	███	███	███	███	███	███	███
T&R/T&S	Lecturer	███	███	███	███	███	███	███	███	███
	UAF	███	███	███	███	███	███	███	███	███
	SL/AP/Reader	7	11	39%	9	9	50%	10	9	53%
	Professor	███	███	███	███	███	███	███	███	███
Other	Other	███	███	███	███	███	███	███	███	███
Total		29	32	48%	30	32	48%	34	33	51%

Chart 4.90: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in DES.
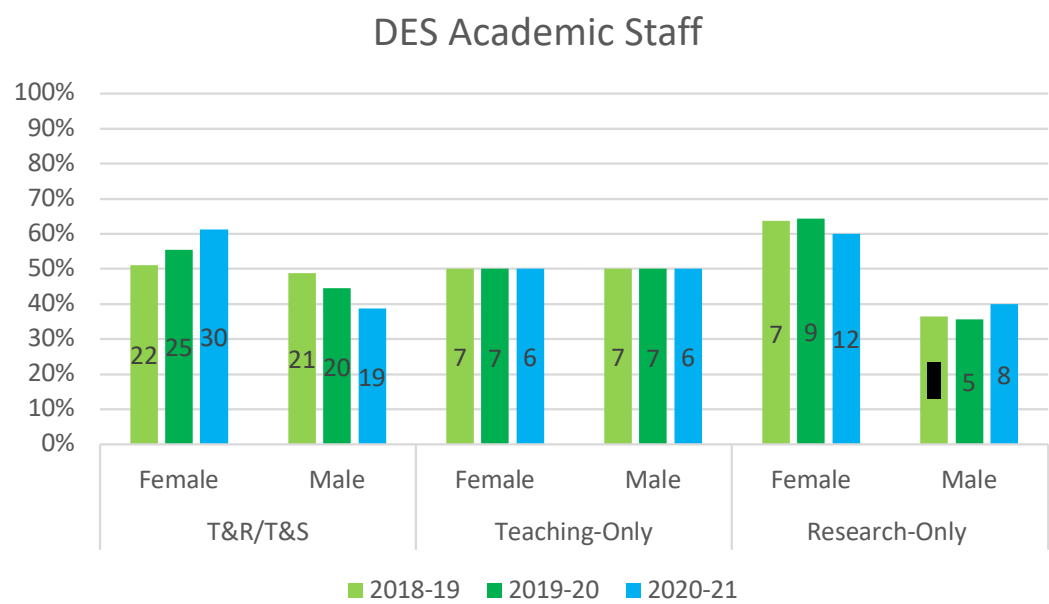

DES Academic Staff

Chart 4.91: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in ENG..
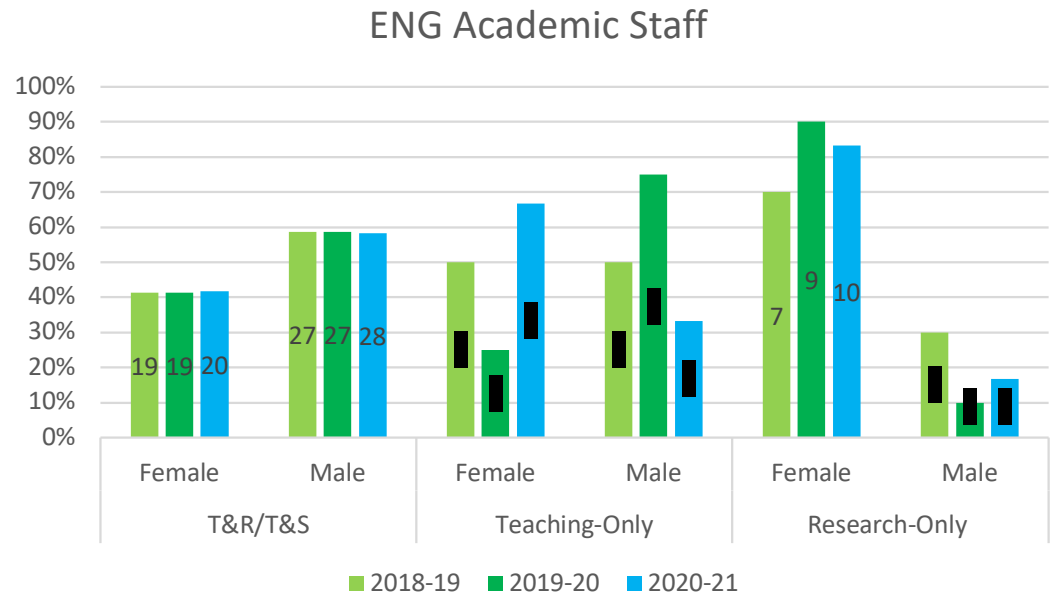

ENG Academic Staff

Table 4.24: Summary of all academic staff in FAHACS by role and contract function

FAHACS		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	▮	▮	▮	▮	▮	▮	▮	▮	▮
	Teaching Fellow	▮	▮	▮	▮	▮	▮	▮	▮	▮
Research-Only	Researcher	▮	▮	▮	▮	▮	▮	▮	▮	▮
T&R/T&S	Lecturer	▮	▮	▮	▮	▮	▮	▮	▮	▮
	UAF	▮	▮	▮	▮	▮	▮	▮	▮	▮
	SL/AP/Reader	6	5	55%	6	5	55%	7	5	58%
	Professor	▮	▮	▮	▮	▮	▮	▮	▮	▮
Other	Other	▮	▮	▮	▮	▮	▮	▮	▮	▮
Total		22	16	58%	22	13	63%	23	16	59%

Table 4.25: Summary of all academic staff in HIS by role and contract function

HIS		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	▮	▮	▮	▮	▮	▮	▮	▮	▮
	Teaching Fellow	▮	▮	▮	▮	▮	▮	▮	▮	▮
Research-Only	Researcher	▮	▮	▮	▮	▮	▮	▮	▮	▮
T&R/T&S	Lecturer	7	8	47%	▮	▮	▮	▮	▮	▮
	UAF	▮	▮	▮	▮	▮	▮	▮	▮	▮
	SL/AP/Reader	7	8	47%	9	8	53%	8	8	50%
	Professor	▮	▮	▮	▮	▮	▮	5	9	36%
Other	Other	▮	▮	▮	▮	▮	▮	▮	▮	▮
Total		25	34	42%	25	30	45%	22	27	45%

Chart 4.92: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in FAHACS.
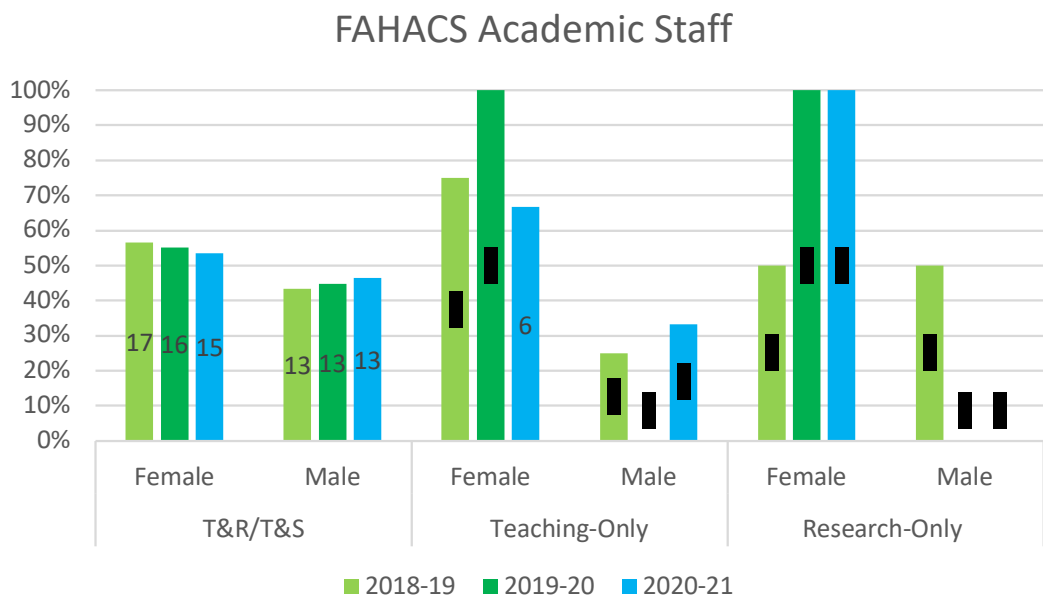

FAHACS Academic Staff

Chart 4.93: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in HIS.
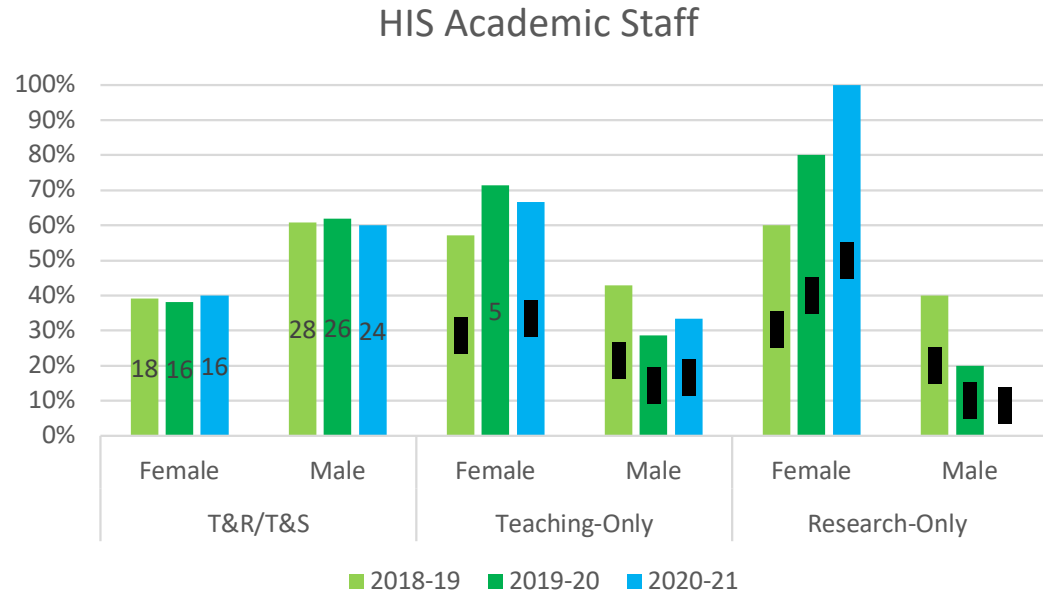

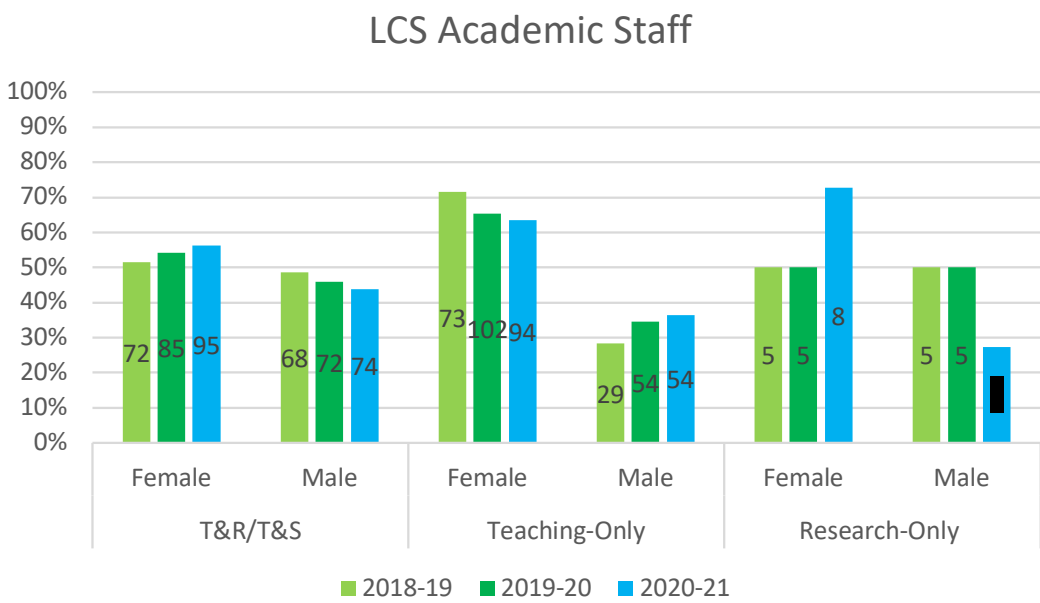
HIS Academic Staff

Table 4.26: Summary of all academic staff in LCS by role and contract function

LCS		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	20	6	77%	54	32	63%	60	36	63%
	Teaching Fellow	53	23	70%	48	22	69%	34	18	65%
Research-Only	Researcher	5	5	50%	5	5	50%	███	███	███
T&R/T&S	Lecturer	40	26	61%	47	32	59%	58	34	63%
	UAF	███	███	███	███	███	███	███	███	███
	SL/AP/Reader	20	25	44%	23	21	52%	24	23	51%
	Professor	12	15	44%	15	18	45%	13	17	43%
Other	Other	███	███	███	███	███	███	███	███	███
Total		151	102	60%	192	131	59%	197	131	60%

Table 4.27: Summary of all academic staff in SMC by role and contract function

SMC		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	███	███	███	███	███	███	███	███	███
	Teaching Fellow	███	███	███	███	███	███	███	███	███
Research-Only	Researcher	███	███	███	███	███	███	███	███	███
T&R/T&S	Lecturer	13	8	62%	11	8	58%	13	8	62%
	UAF	███	███	███	███	███	███	███	███	███
	SL/AP/Reader	7	6	54%	9	6	60%	8	5	62%
	Professor	███	███	███	███	███	███	███	███	███
Other	Other	███	███	███	███	███	███	███	███	███
Total		28	25	53%	25	25	50%	32	25	56%

Chart 4.94: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in LCS.

LCS Academic Staff

Chart 4.95: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in SMC.
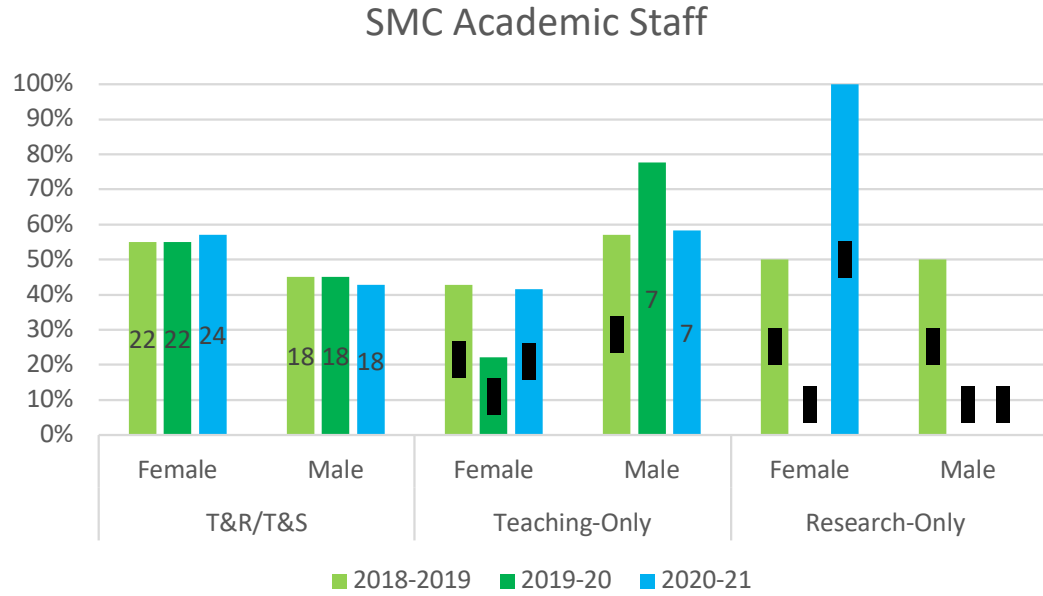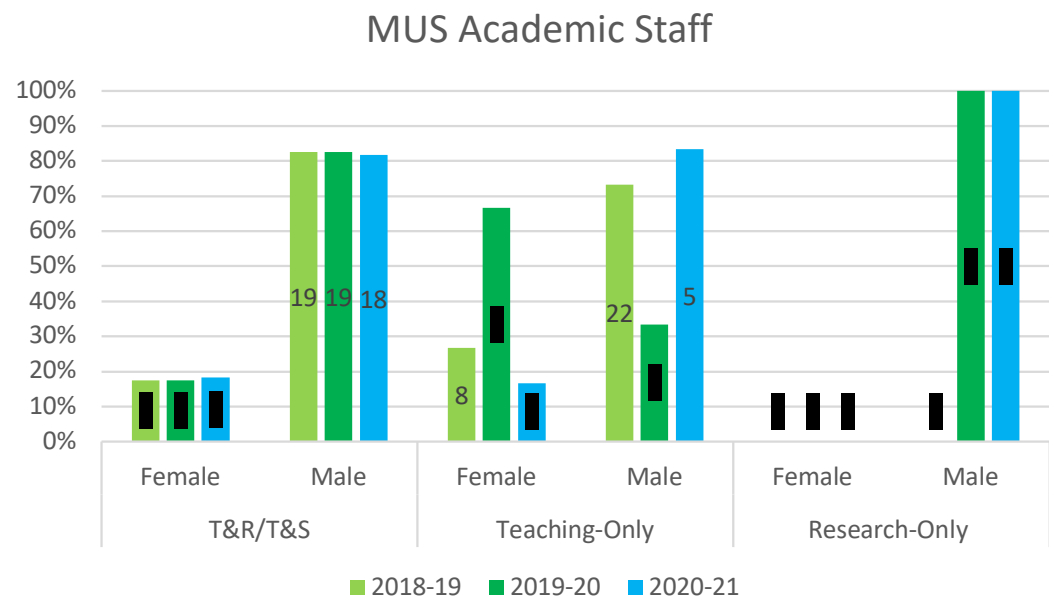

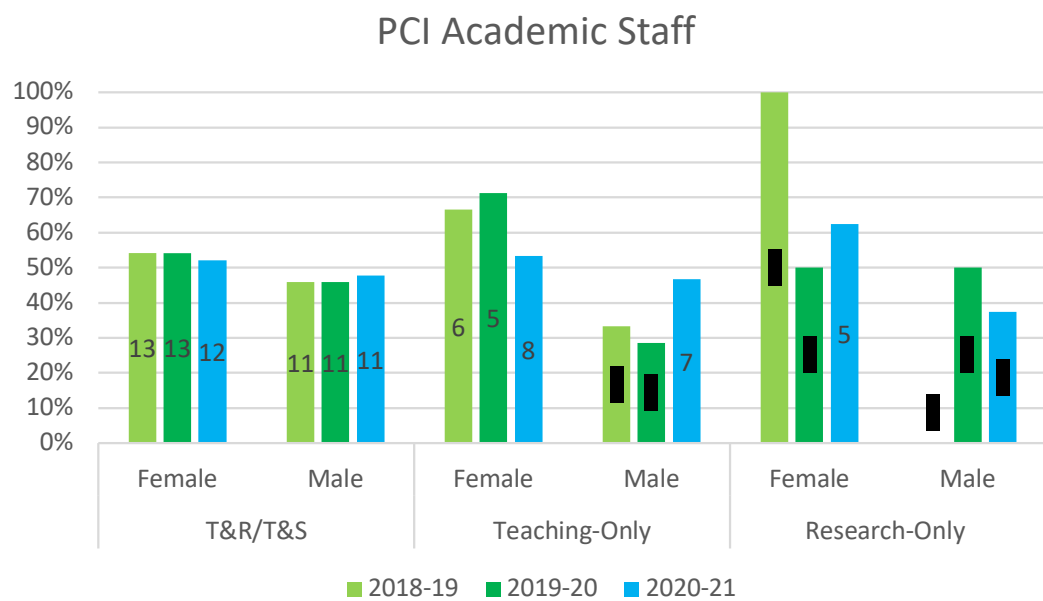
SMC Academic Staff

Table 4.28: Summary of all academic staff in MUS by role and contract function

MUS		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	8	21	28%	■	■	■	■	■	■
	Teaching Fellow	■	■	■	■	■	■	■	■	■
Research-Only	Researcher	■	■	■	■	■	■	■	■	■
T&R/T&S	Lecturer	■	■	■	■	■	■	■	■	■
	UAF	■	■	■	■	■	■	■	■	■
	SL/AP/Reader	■	■	■	■	■	■	■	■	■
	Professor	■	■	■	■	■	■	■	■	■
Other	Other	■	■	■	■	■	■	■	■	■
Total		13	41	24%	6	21	22%	5	24	17%

Table 4.29: Summary of all academic staff in PCI by role and contract function

PCI		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	■	■	■	■	■	■	5	5	50%
	Teaching Fellow	■	■	■	■	■	■	■	■	■
Research-Only	Researcher	■	■	■	■	■	■	■	■	■
T&R/T&S	Lecturer	6	7	46%	■	■	■	■	■	■
	UAF	■	■	■	■	■	■	■	■	■
	SL/AP/Reader	■	■	■	■	■	■	■	■	■
	Professor	■	■	■	■	■	■	■	■	■
Other	Other	■	■	■	■	■	■	■	■	■
Total		20	14	59%	20	15	57%	25	21	54%

Chart 4.96: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in MUS.
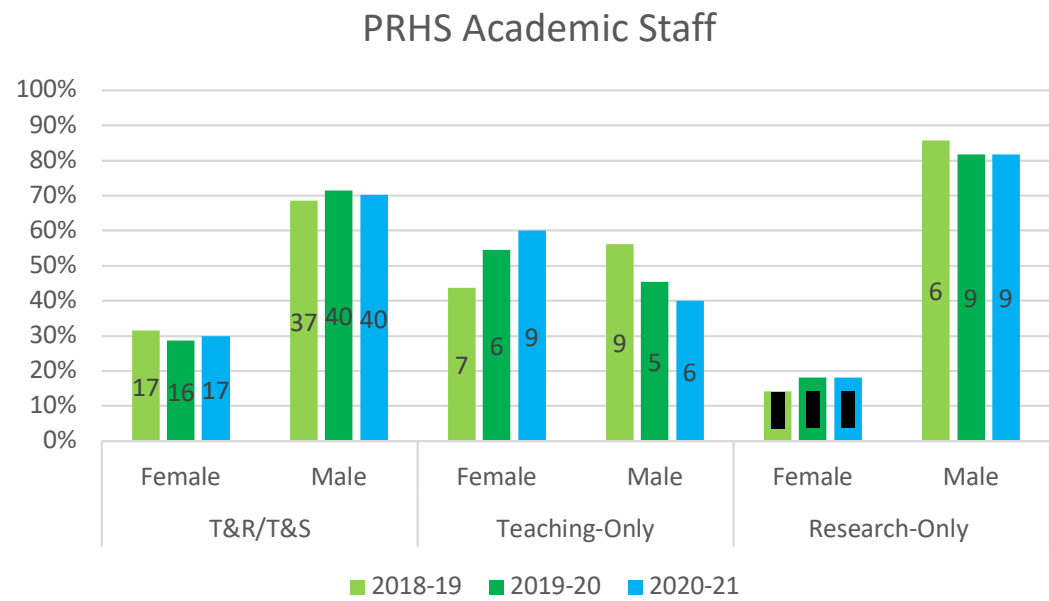

MUS Academic Staff

Chart 4.97: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in PCI.

PCI Academic Staff

Table 4.30: Summary of all academic staff in PRHS by role and contract function

PRHS		2018/19			2019/20			2020/21		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Teaching-Only	Teaching Assistant	5	7	42%	■	■	■	6	5	55%
	Teaching Fellow	■	■	■	■	■	■	■	■	■
Research-Only	Researcher	■	■	■	■	■	■	■	■	■
T&R/T&S	Lecturer	9	11	45%	8	13	38%	8	14	36%
	UAF	■	■	■	■	■	■	■	■	■
	SL/AP/Reader	■	■	■	■	■	■	5	11	31%
	Professor	■	■	■	■	■	■	■	■	■
Other	Other	■	■	■	■	■	■	■	■	■
Total		25	55	31%	24	56	30%	28	56	33%

Chart 4.98: The number and proportion of teaching and research & teaching and scholarship, teaching-only and research-only staff by gender in PRHS

PRHS Academic Staff

Chart 4.99: Percentage of female academic staff in the Faculty by contract function compared with national data (HESA cost centre's – 137 (Modern Languages), 138 (English Language and Literature), 139 (History), 140 (Classics), 141 (Philosophy), 142 (Theology and religious studies), 143 (Art and design), 144 (Music, dance, drama and performing arts) & 145 (Media studies)).

AHC and Benchmark % Female Academic Staff by Contract Function
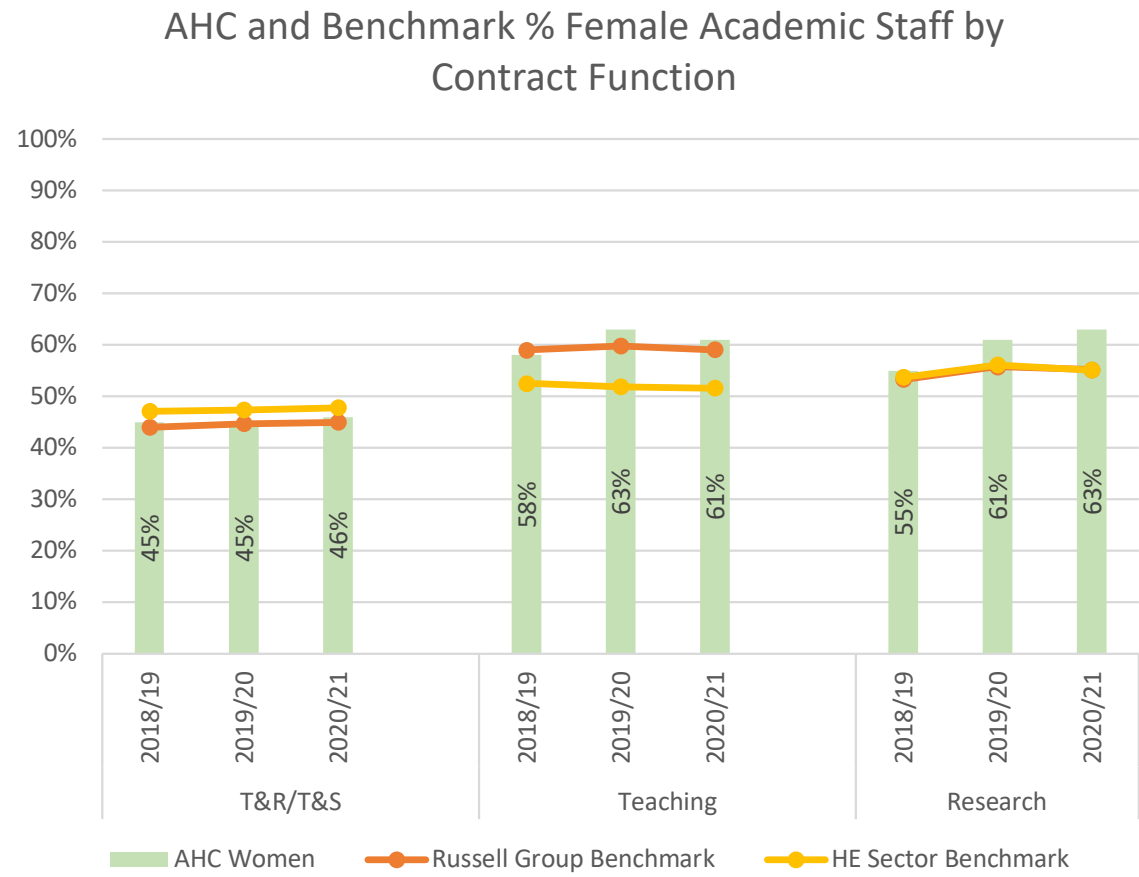
For Teaching-only contracts, AHC (63%) is above the HE Sector benchmark (52%) and similar to the Russell Group benchmark (60%) based on 2019/20 data. For T&R/T&S contracts women in AHC are broadly in line with both benchmarks (within 2%). For research-only contracts, AHC women over the last 2 years have been increasingly above the benchmarks (5% above in 2019/20 and 8% above in 2020/21).

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

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

Table 4.31: Summary of permanent academic staff in the Faculty by gender, role and contract type

AHC – Permanent Roles	2018-19				2019-20				2020-21			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Teaching Assistant	███											
Teaching Fellow	32	54	86	63%	31	48	79	61%	30	44	74	59%
Researcher	███											
Lecturer	71	91	162	56%	76	94	170	55%	83	102	185	55%
UAF	███											
SL/AP/Reader	80	62	142	44%	76	74	150	49%	77	77	154	50%
Professor	66	31	97	32%	72	34	106	32%	73	34	107	32%
Other	███											
Total permanent	266	250	516	48%	269	257	526	49%	274	263	537	49%

Table 4.32: Summary of permanent, fixed funded academic staff in the Faculty by gender, role and contract type.

AHC – Permanent, Fixed Funded Roles[7]	2018-19				2019-20				2020-21			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Teaching Fellow	███											
Researcher	███											
Lecturer	███											
SL/AP/Reader	███											
Other	███											
Total permanent (FF)	███											

Table 4.33: Summary of fixed-term academic staff in the Faculty by gender, role and contract type.

AHC – Fixed-Term Roles	2018-19				2019-20				2020-21			
	M	F	T	%F	M	F	T	%F	M	F	T	%F
Teaching Assistant	37	39	76	51%	35	63	98	64%	54	81	135	60%
Teaching Fellow	11	14	25	56%	15	21	36	58%	8	10	18	56%
Researcher	22	26	48	54%	21	33	54	61%	24	43	67	64%
Lecturer	10	12	22	55%	11	8	19	42%	6	18	24	75%
UAF			-	▉	▉	███						-
SL/AP/Reader	███											
Professor	███											
Other	85	94	179	53%	86	129	215	60%	94	152	246	62%
Total fixed term	266	250	516	48%	269	257	526	49%	274	263	537	49%

Chart 4.100: The number and proportion of all academic staff in the faculty by contract type and gender
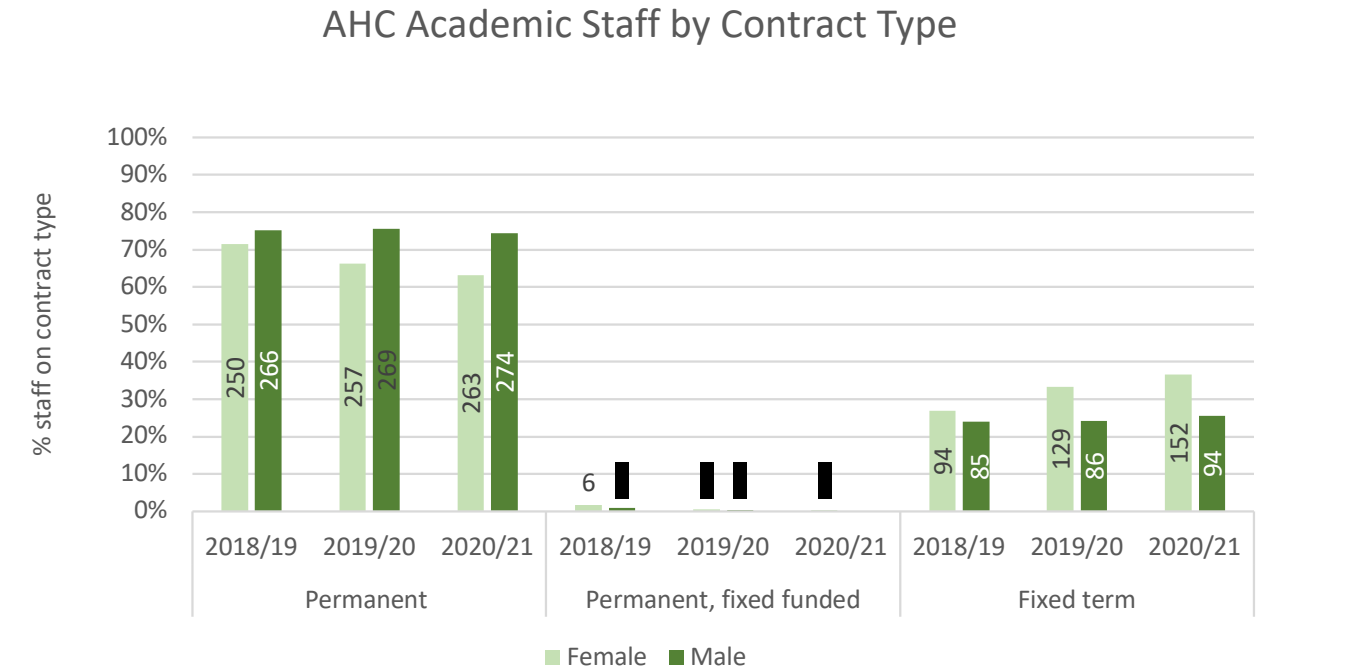

AHC Academic Staff by Contract Type

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7 Fixed funded roles are permanent appointments where funding is tied to a particular project that is typically long-term. There are very low numbers of staff on such contracts.

Table 4.34: All academic staff in the Faculty by gender and contract type

AHC	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	354	350	356	388	368	416
% Fixed term	24%	27%	24%	33%	26%	37%
% Permanent, fixed funded	■	2%	■	■	■	■
% Permanent	75%	71%	76%	66%	74%	63%

The number and proportion of women on fixed-term contracts (FTCs) has increased over the last three years (up by 58 women or a 10% increase), largely driven by fixed-term teaching assistants (increased by 9%) and researcher roles (increased by 17). Heads of School are working closely with HR to reduce the use of FTCs, under the University's `Fairer Future for All` pledges which include a commitment to significantly reducing the number of staff on fixed-term contracts through ongoing workforce planning processes.

The number of women in permanent roles has increased by 13 during the last 3 years. Although we note that proportionally women have seen a greater decline in ongoing employment (-8% between 2018/19 compared with – 1% for men over the same period).

SCHOOL LEVEL ANALYSIS

The biggest gender disparity in proportion of women on FTCs for 2020-21 are seen in ENG (29% higher than men), FAHACS (20%), SMC (13%), HIS (11%). The lowest gender disparities are for MUS (-1%) and PCI (1%).

Table 4.35: Proportion of staff in each school by gender on a fixed term contract in 2020-21.

2020-21	% of men in school on FTC	% of women in school on FTC
DES	21	25
ENG	15	44
FAHACS	19	39
HIS	7	18
LCS	34	41
SMC	12	25
MUS	21	20
PCI	43	44
PRHS	27	36

The proportion of women employed on FTCs has increased by 9% (DES), 10% (ENG), 18% (LCS), and 14% (PCI) in the last 3 years. The corresponding increase for men is 6% (DES), 2% (ENG), 15% (LCS), and 22% (PCI). In DES, ENG and PCI the rise is due to an increase in externally funded research contracts and a need to backfill roles. LCS has seen an increase in sessional language teachers and historically high levels of hourly paid language tutors. Work began in 2021 to transfer staff with 3+ years' service to ongoing contracts.

FTCs have decreased in HIS and MUS. HIS have gone from 14 to 6 (57% decrease in) FTCs, and MUS 30 to 6 (80% decrease). The drop in MUS is linked to a reduction of precarious contracts for teaching, however the number of women has reduced in MUS.

> **AP 6: Through the workforce planning process and in collaboration with Heads of School continue efforts to reduce the use of fixed term contracts across the Faculty In line with the University's Fairer Future for All pledges.**

Chart 4.101: The number and proportion of all academic staff in DES by contract type and gender
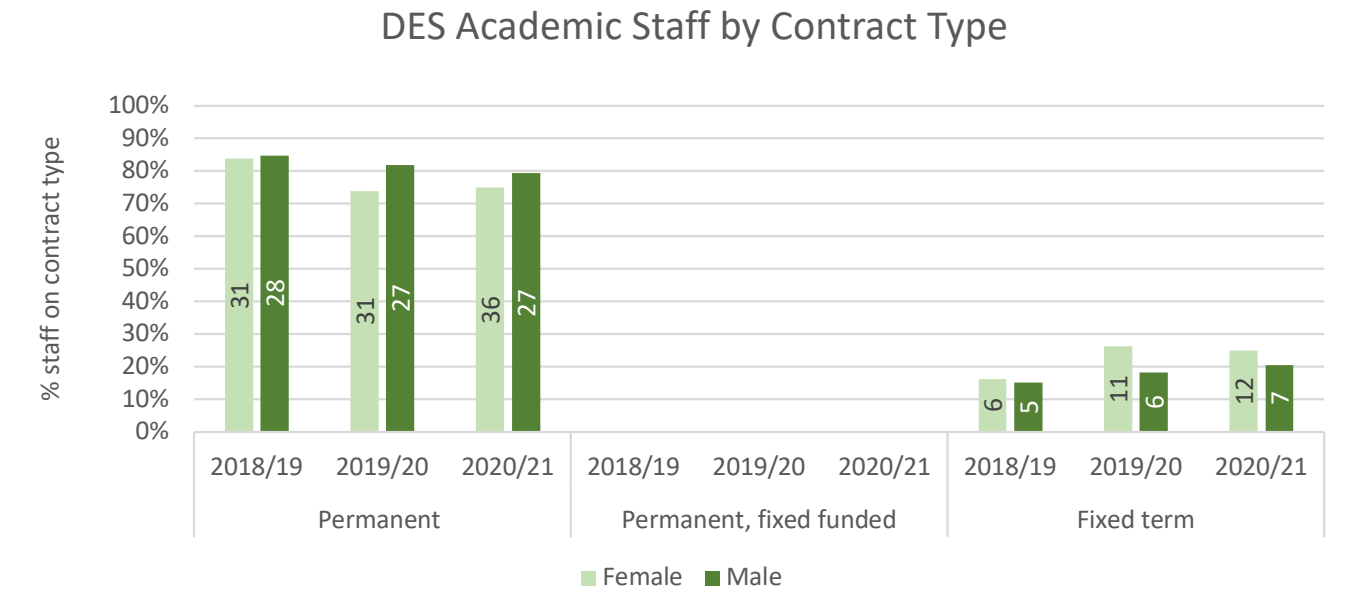

DES Academic Staff by Contract Type

Table 4.36: All academic staff in DES by gender and contract type

DES	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	33	37	33	42	34	48
% Fixed term	15%	16%	18%	26%	21%	25%
% Permanent, fixed funded	■	■	■	■	■	■
% Permanent	85%	84%	82%	74%	79%	75%

Chart 4.102: The number and proportion of all academic staff in ENG by contract type and gender
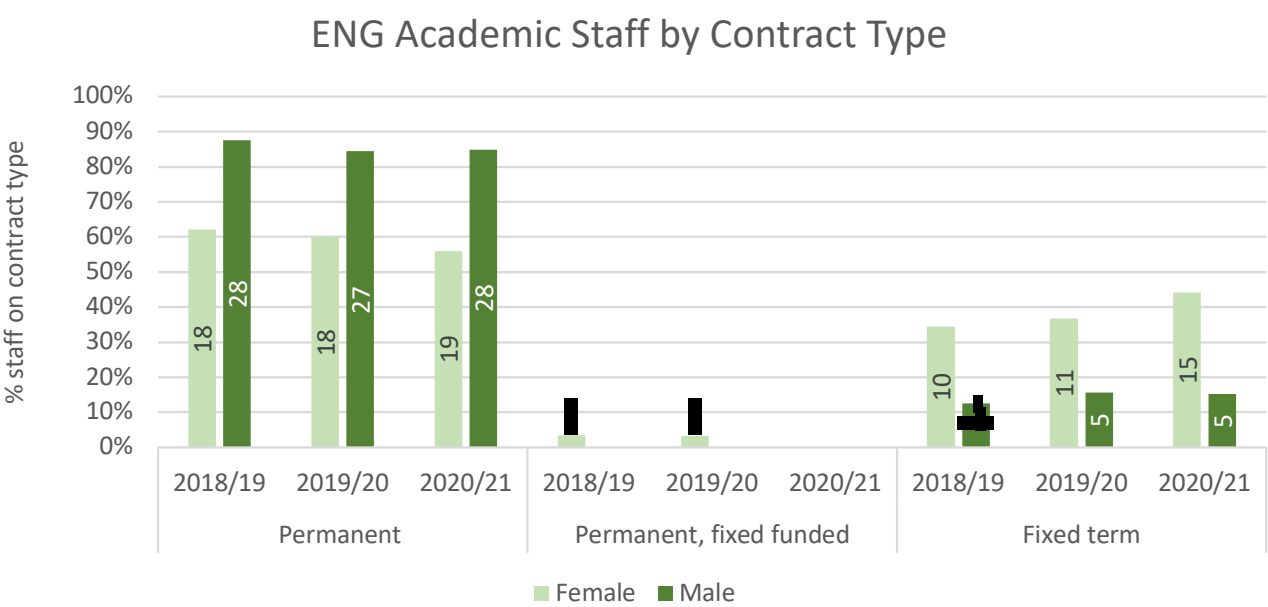

ENG Academic Staff by Contract Type

Table 4.37: All academic staff in ENG by gender and contract type

ENG	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	32	29	32	30	33	34
% Fixed term	███	34%	16%	37%	15%	44%
% Permanent, fixed funded	██			████████████████		
% Permanent	88%	62%	84%	60%	85%	56%

Chart 4.103: The number and proportion of all academic staff in FAHACS by contract type and gender

FAHACS Academic Staff by Contract Type
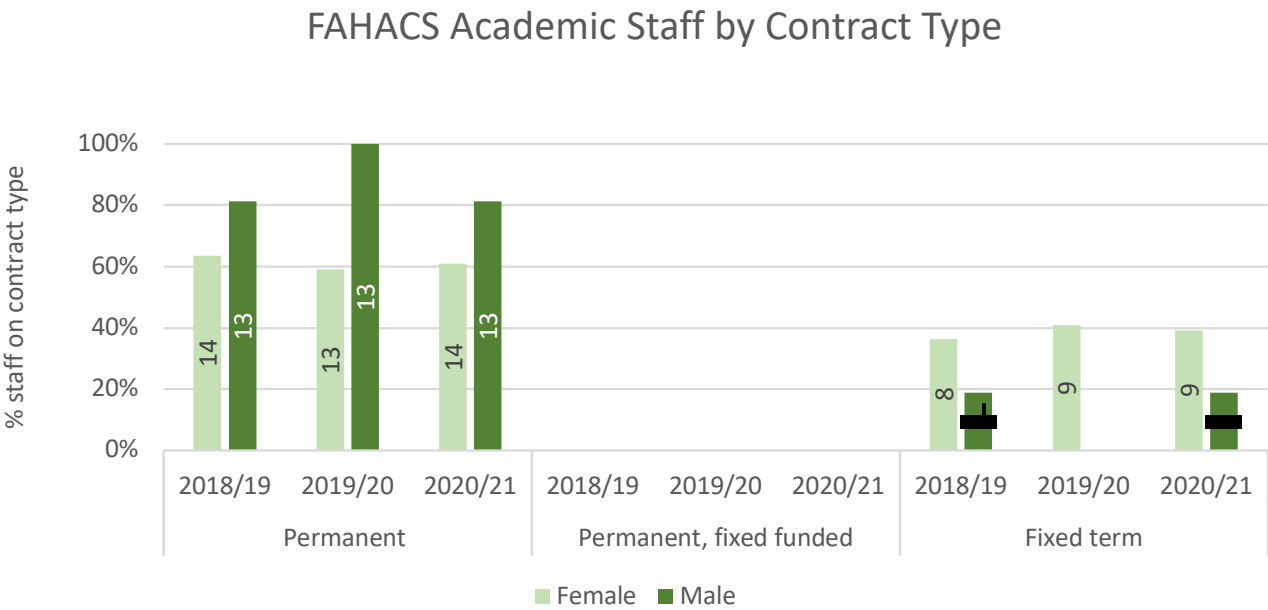
Table 4.38: All academic staff in FAHACS by gender and contract type

FAHACS	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	16	22	13	22	16	23
% Fixed term	██	36%	██	41%	██	39%
% Permanent, fixed funded	████████████					███
% Permanent	81%	64%	100%	59%	81%	61%

Chart 4.104: The number and proportion of all academic staff in HIS by contract type and gender

HIS Academic Staff by Contract Type
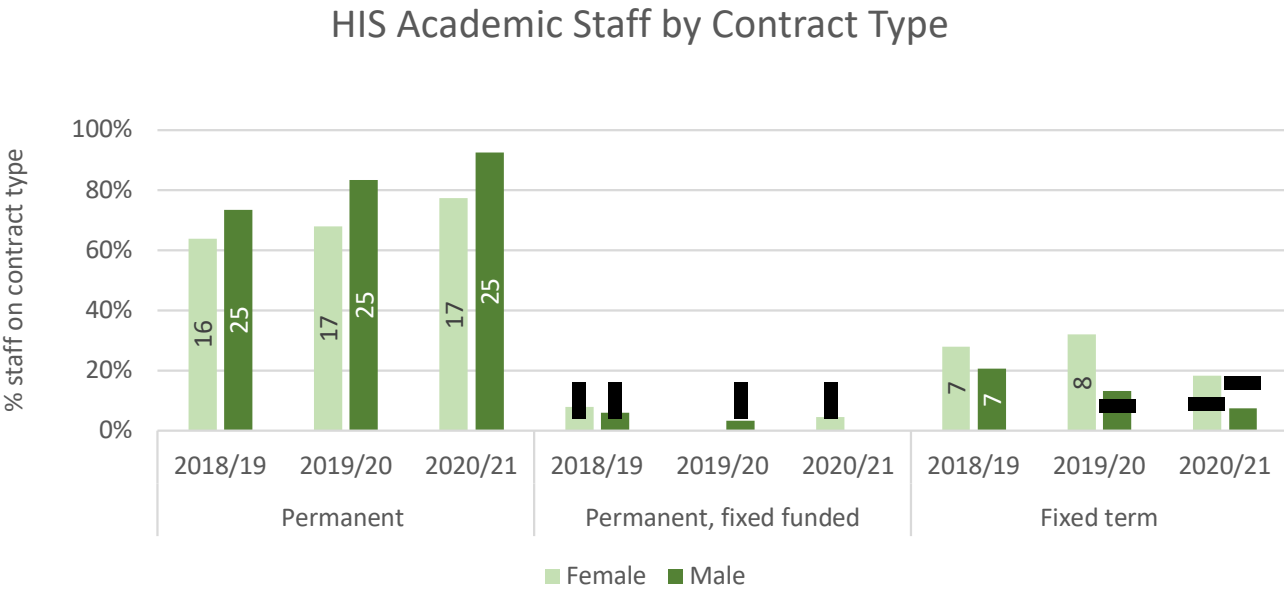
Table 4.39: All academic staff in HIS by gender and contract type

HIS	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	34	25	30	25	27	22
% Fixed term	21%	28%	██	32%	███████	
% Permanent, fixed funded	████████████				███████	
% Permanent	74%	64%	83%	68%	93%	77%

Chart 4.105: The number and proportion of all academic staff in LCS by contract type and gender
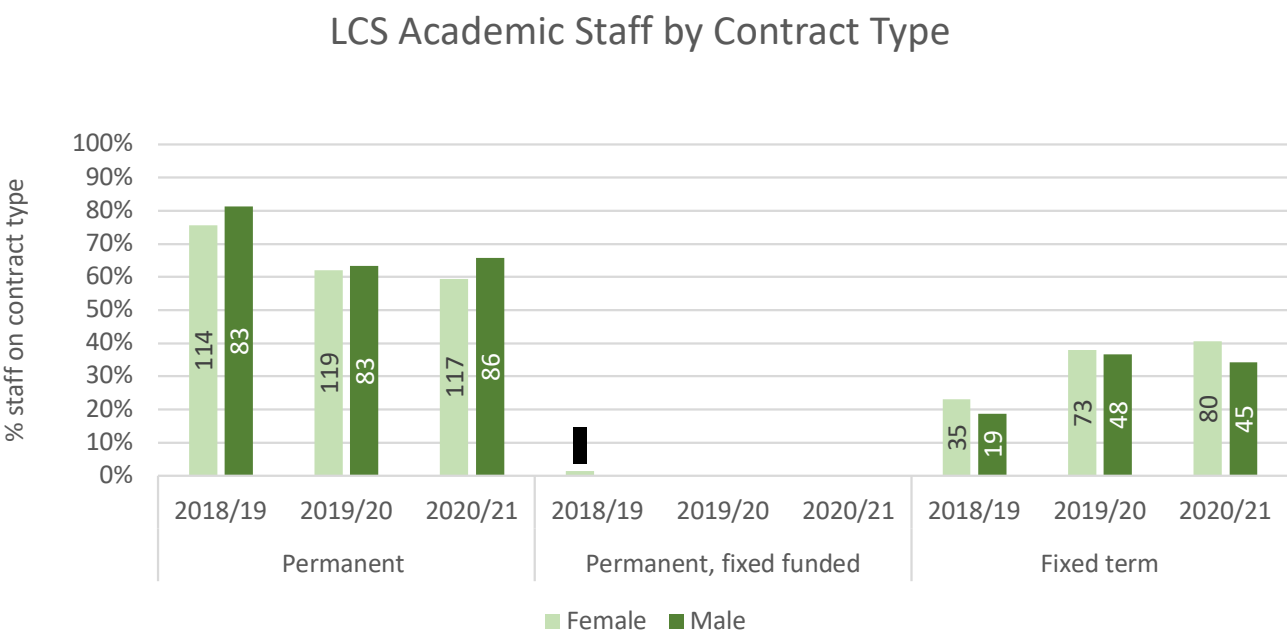
LCS Academic Staff by Contract Type

Table 4.40: All academic staff in LCS by gender and contract type

LCS	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	102	151	131	192	131	197
% Fixed term	19%	23%	37%	38%	34%	41%
% Permanent, fixed funded	0%					
% Permanent	81%	75%	63%	62%	66%	59%

Chart 4.106: The number and proportion of all academic staff in SMC by contract type and gender

SMC Academic Staff by Contract Type
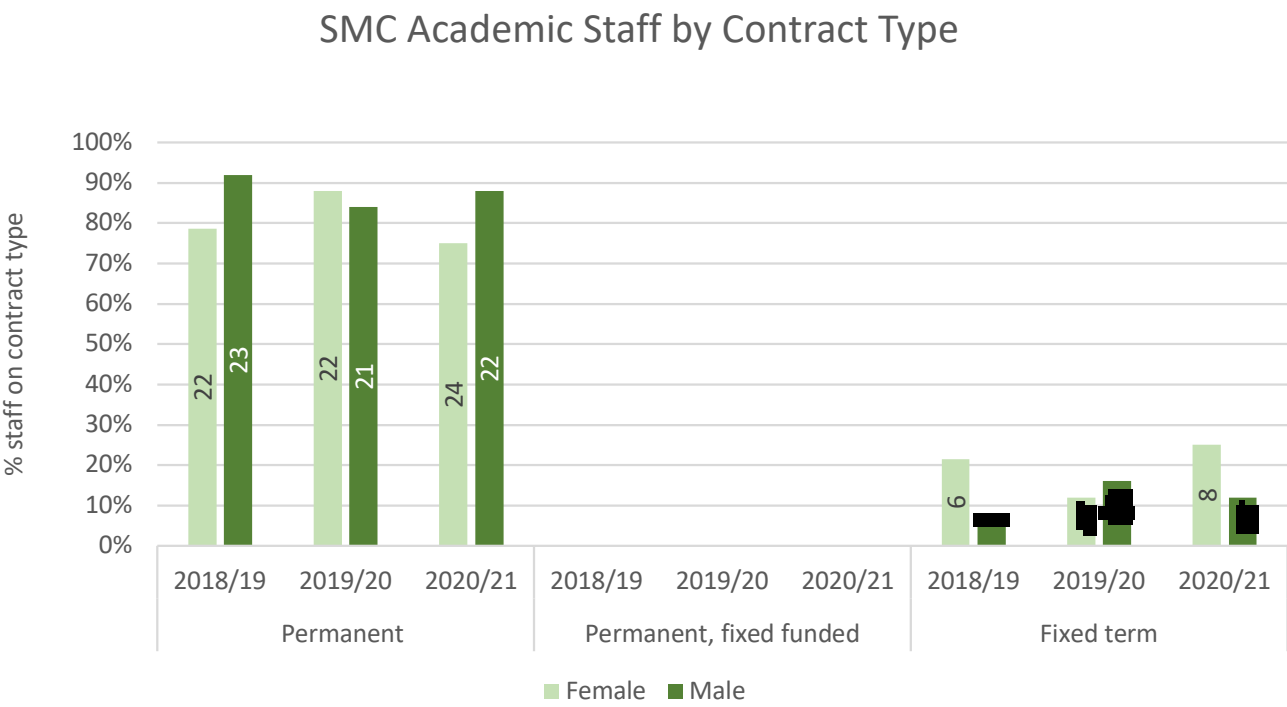
Table 4.41: All academic staff in SMC by gender and contract type

SMC	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	25	28	25	25	25	32
% Fixed term		21%				25%
% Permanent, fixed funded						
% Permanent	92%	79%	84%	88%	88%	75%

Chart 4.107: The number and proportion of all academic staff in MUS by contract type and gender

MUS Academic Staff by Contract Type
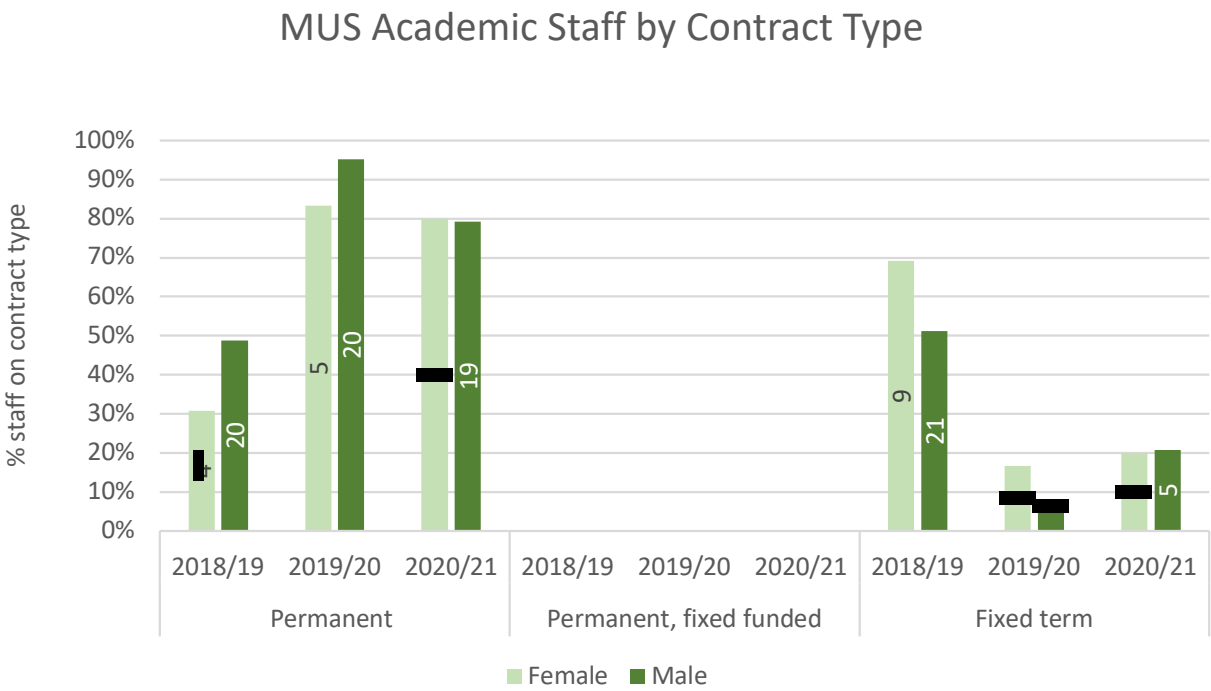
Table 4.42: All academic staff in MUS by gender and contract type

MUS	2018/19		2019/20		2020/21	
	Male	Female	Male	Female	Male	Female
Overall total	41	13	21	6	24	5
% Fixed term	51%	69%		1	21%	
% Permanent, fixed funded						
% Permanent	49%		95%	83%	79%	—

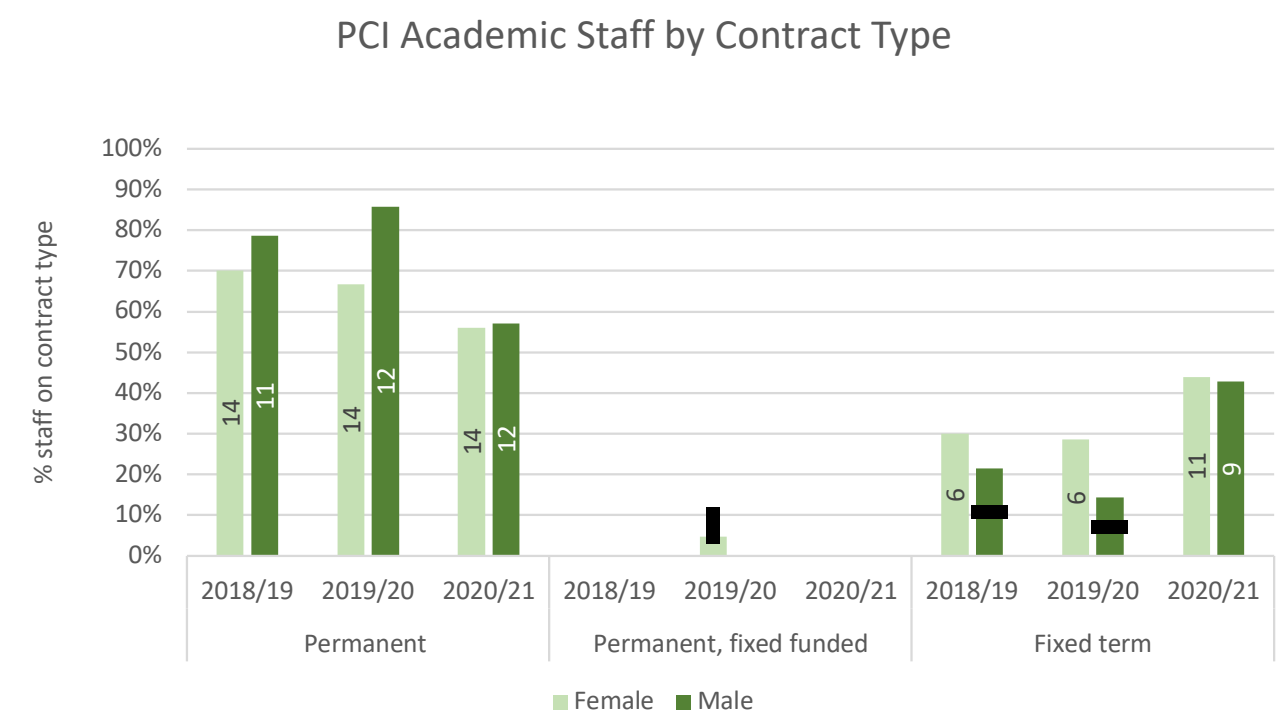**Chart 4.108: The number and proportion of all academic staff in PCI by contract type and gender**

PCI Academic Staff by Contract Type

Chart 4.109: The number and proportion of all academic staff in PRHS by contract type and gender

PRHS Academic Staff by Contract Type

Table 4.43: All academic staff in PCI by gender and contract type

PCI	2018/19		2019/20		2020/21	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Overall total	14	20	14	21	21	25
% Fixed term	■■	30%	■	29%	43%	44%
% Permanent, fixed funded	████████████████████					■
% Permanent	79%	70%	86%	67%	57%	56%
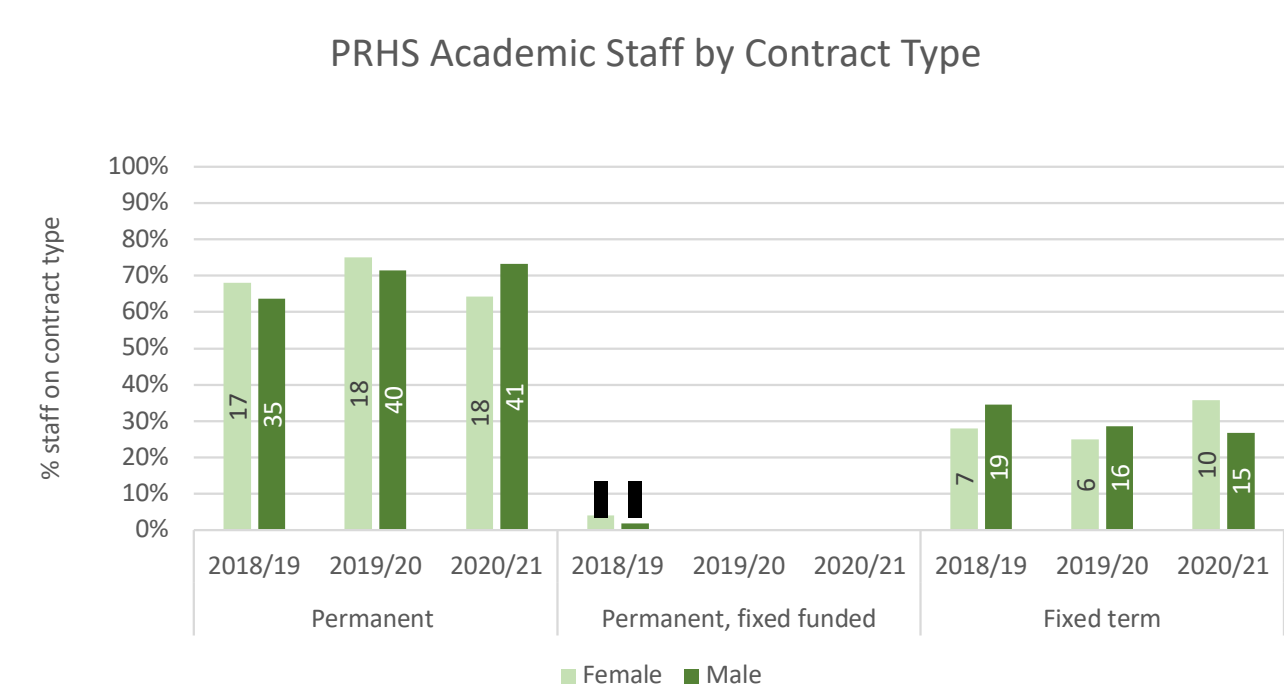
Table 4.44: All academic staff in PRHS by gender and contract type

PRHS	2018/19		2019/20		2020/21	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Overall total	55	25	56	24	56	28
% Fixed term	35%	28%	29%	25%	27%	36%
% Permanent, fixed funded	████████████████████					
% Permanent	64%	68%	71%	75%	73%	64%

REDEPLOYMENT

Table 4.45: Numbers of academics from the Faculty interacting with the redeployment opportunities

Added to Redeployment	T&R/T&S		Teaching		Research		Total
	M	**F**	**M**	**F**	**M**	**F**	
2018-19	████████████████						12
2019-20	████████		9	22	6	9	62
2020-21	■	■	■	■	■	■	25
Total	9	20	12	26	12	20	99

Table 4.46: Redeployment outcomes; retained in AHC or elsewhere in University

Outcomes	Redeployed in AHC		Redeployed elsewhere in University		Total
	M	F	M	F	
2018-19	██████████████████████████				2
2019-20	██████████████████████████				6
2020-21	6	7	████████		17
Total	8	11	2	4	25

Staff who are on FTCs (with 1+ year's service or with a 12 month contract available to them, and within 6 months of the end) are eligible to join the redeployment register and apply for jobs at the same grade or below. Women academics represent 67% of staff added to redeployment. 15 women and 10 men were redeployed either into AHC or elsewhere in the University. This represents a redeployment success rate of 30% for men and 23% women. The slightly higher number of women going through the redeployment process is in line with the proportion of women in the Faculty.

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

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

Table 4.47: Faculty of all AHC academic staff leavers by grade and gender

Grade	2018-19			2019-20			2020-21		
	M	F	% F	M	F	% F	M	F	% F
6	14	16	53%	5	17	77%	5	15	75%
7	37	58	61%	47	47	50%	55	98	64%
8	█	██							
9	█	██████████████████████████████████							
10	████████████	███████████████████████████████							
Total	57	84	60%	63	70	53%	72	121	63%

The proportion of women on academic contracts leaving is 59% from 2018-21, which is in-line with the faculty population (60%). 73% of all leavers are on grade 7 with 85% of grade 7's leaving through expired appointments.

Table 4.48: Number and percentage of all academic staff leavers by staff type, gender and reason for leaving. *data note* the other category represents staff who have left for an `unknown` voluntary reason or death.

Reason for Leaving		2018-19		2019-20		2020-21	
		M	F	M	F	M	F
All Academic Staff	Resignation	10 (42%)	14 (58%)	13 (46%)	15 (54%)	10 (36%)	18 (64%)
	Retirement	██					
	Expiry of Appointment	46 (41%)	67 (59%)	45 (46%)	53 (54%)	56 (36%)	99 (64%)
	Other	████████████████████████████████████					
T&R/T&S Staff	Resignation	5 (45%)	6 (55%)	████████████████		6 (50%)	6 (50%)
	Retirement	██					
	Expiry of Appointment	██					
	Other	██					
Teaching-only Staff	Resignation	██					
	Retirement	██					
	Expiry of Appointment	33 (39%)	52 (61%)	35 (45%)	42 (55%)	48 (35%)	90 (65%)
	Other	████████████████████████████████████					
Research-only Staff	Resignation	██					
	Retirement	████████████████████████████████					
	Expiry of Appointment	12 (50%)	12 (50%)	8 (62%)	5 (38%)	7 (54%)	6 (46%)
	Other	██					0

For all AHC academic staff, women are more likely to resign than men (range = 54-64%). 71% of resignations from teaching-only staff came from women (22) 2018-21.

Women are more likely to leave due to expired appointments than men (range = 54-64%). In 2020-21 138 teaching-only contracted staff members left the Faculty because of expired contracts. These colleagues were primarily teaching assistants brought in for a short period to support the move to online teaching. Most research-only staff are likely to leave from an expired appointment, due to availability of external research funding, 46% of these staff are women over the last 3 years.

11 men and 6 women have taken retirement 2019-21. There was no voluntary severance taken in the last 4 years of data in AHC.

5. Supporting and advancing women's careers

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

## A. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i)   Recruitment.

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

AHC has appointed 600 academic staff over the last 5 years. Women make up 373 of these appointments (62.2%). While women constitute 47.7% of applicants, on average, over this period, they are proportionally more likely to be interviewed (12-23% get an interview across the five years compared with 10 – 13% for men), receive an offer (5 – 10% compared with 3-5% for men) and accept (5-9% of female applicants accept compared to 3-5% for men). We note some decline in the proportion of women at each stage of the recruitment process in 2020-21. This may be related to the pandemic and is something we will continue to monitor.

Table 5.1: Total academic recruitment in the Faculty of AHC

AHC all academic recruitment		Applications	Shortlisted / Interviews	Offers	Appointments
2016-17	M	997	112	40	34
	F	1096	158	63	60
	Unknown	1	1	-	-
	Total	2094	271	103	94
	% F	52%	58%	61%	64%
2017-18	M	1078	119	41	37
	F	973	169	79	76
	Unknown	5	1	-	-
	Total	2056	289	120	113
	% F	47%	58%	66%	67%
2018-19	M	1271	130	56	45
	F	1280	195	96	78
	Unknown	1	1	1	1
	Total	2552	326	153	124
	% F	50%	60%	63%	63%
2019-20	M	961	104	30	29
	F	961	118	53	51
	Unknown	9	3	1	-
	Total	1931	225	84	80
	% F	50%	52%	63%	64%
2020-21	M	1684	222	86	78
	F	1228	277	117	108
	Unknown	54	10	3	3
	Total	2966	509	206	189
	% F	41%	54%	57%	57%

Chart 5.1: Percentage of applicants making it through to each stage of the recruitment process relative to the numbers that applied, for all academic staff in AHC by gender

Academic Recruitment Success Rates (AHC)
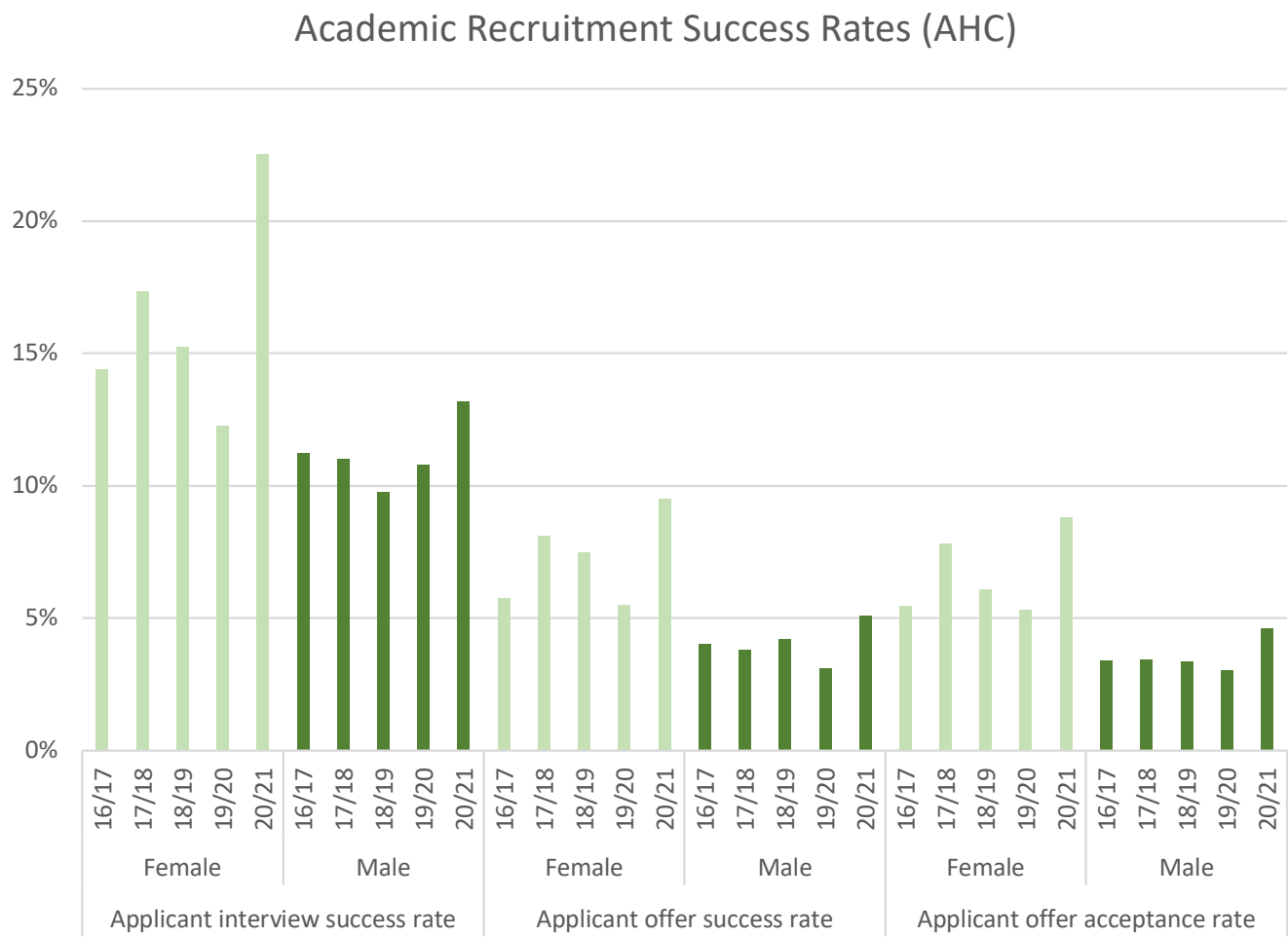
106 women have been appointed to T&R/T&S roles, 187 to teaching-focused roles and 80 to research-focused roles over the last 5 years.

Women are less likely to apply for higher-grade posts. While 50.6% of applicants at grade 7 are women, this reduces to 36.3% at grades 9-10. Over the last 5 years, there has been an increase in the proportion of women appointed at grade 7 (57.1%), grade 7/8 (62.2%) and grade 8 & 8/9 (69.2%). There is a dip for grade 9 & 9/10 &10 at 55.6%.

AHC advertises some roles as 'split grades', where the applicant can be appointed at one of two grades (typically Grades 7 and 8) depending on experience. Applications for T&R/T&S roles from women are less likely at split Grade 7/8 (36.4% of applicants are women) than either Grade 7 (50.6%) or Grade 8 and 8/9 (43.9%). The use of split grades may also contribute to women being recruited at a lower level.

> **AP 7: We will undertake further analysis of the gendered impacts of split grade roles and propose processes to address issues**

Table 5.2: Applications to Teaching & Research (T&R) or Teaching & Scholarship (T&S) posts in the Faculty of AHC by grade. *grades 8 & 8/9 and grades 9, 9/10 & 10 combined due to low numbers of the 8/9, 9 and 10.

AHC – T&R/T&S – Applications		Grade 7	Grade 7/8	Grade 8 & 8/9	Grade 9 & 9/10 & 10
2016-17	M	299	233	18	41
	F	332	153	55	33
	Unknown	-	-	-	-
	Total	631	386	73	74
	% F	52.6%	39.6%	75.3%	44.6%
2017-18	M	166	440	32	1
	F	217	249	23	1
	Unknown	-	4	-	1
	Total	383	693	55	3
	% F	56.6%	35.9%	41.8%	33.3%
2018-19	M	127	204	4	82
	F	160	141	12	49
	Unknown	-	1	-	-
	Total	287	346	16	131
	% F	55.7%	40.8%	75.0%	37.4%
2019-20	M	191	53	263	74
	F	291	51	157	34
	Unknown	2	-	5	1
	Total	484	104	425	109
	% F	60.1%	49.0%	36.9%	31.2%
2020-21	M	577	433	21	12
	F	404	196	29	4
	Unknown	11	14	9	-
	Total	992	643	59	16
	% F	40.7%	30.5%	49.2%	25.0%
5 Year Average	% F	50.6%	36.4%	43.9%	36.3%

Table 5.3: Appointments to Teaching & Research and Teaching & Scholarship posts in the Faculty of AHC by grade. *grades 8 & 8/9 and grades 9, 9/10 & 10 combined due to low numbers

AHC – T&R/T&S – Appointments		Grade 7	Grade 7/8	Grade 8 & 8/9	Grade 9 & 9/10 & 10
2016-17	M	14	▮	▮	▮
	F	12	▮	▮	▮
	Unknown	-	-	-	-
	Total	26	▮	▮	▮
	% F	46.2%	50.0%	100.0%	40.0%
2017-18	M	7	▮	▮	▮
	F	13	▮	▮	▮
	Unknown	-	-	-	-
	Total	20	▮	▮	▮
	% F	65.0%	80.0%	100.0%	50.0%
2018-19	M	▮	▮	▮	▮
	F	▮	▮	▮	▮
	Unknown	0	▮	-	-
	Total	▮	▮	▮	▮
	% F	36.4%	33.3%	100.0%	100.0%
2019-20	M	5	▮	▮	▮
	F	8	▮	▮	▮
	Unknown	-	-	▮	-
	Total	13	▮	▮	▮
	% F	61.5%	50.0%	66.7%	75.0%
2020-21	M	14	▮	▮	▮
	F	27	▮	▮	▮
	Unknown	1	-	-	-
	Total	42	▮	▮	▮
	% F	64.3%	60.0%	33.3%	0.0%
5 Year Average	% F	57.1%	62.2%	69.2%	55.6%

There is a standard process for all appointments. Candidate briefs include a positive action statement and many encourage flexible working and job share.

Text 5.1: Positive action statement used across AHC

> *"We particularly welcome and encourage applications from candidates belonging to groups that have been under-represented in the University including, but not limited to: Black, Asian and ethnically diverse people; people who identify as LGBT+; and people with disabilities."*
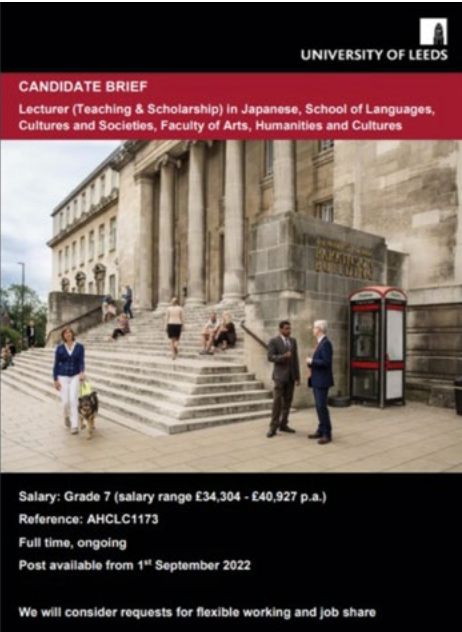
Figure 5.1: Job description from a lecturer post in LCS, highlighting flexible working and job share

The University expects all staff involved in recruitment to complete mandatory equality and inclusion training. However, only 36.4% of staff are shown to have completed this training. This will be a priority area for the SAT. We will attempt to increase the overall completion rates while ensuring all staff involved in recruitment have completed the mandatory training.

We do not currently offer unconscious bias training for those involved in recruitment. We will offer unconscious bias training for all those involved in recruitment and monitor the impacts over the five years of our action plan.

AP 8: Improve completion rates of mandatory equality and inclusion training particularly ensuring that all those involved in hiring have completed

AP 9: Offer training on bias in recruitment all those involved in recruitment panels. We will evaluate the impact of the training both in terms of recruitment outcomes and the experiences of those taking the training.

There has been an increase in the proportion of women chairing interview panels from 54.2% in 2018-19, to 60.9% in 2019-20 and 60.3% in 2020-21. This is likely reflective of an increase in women HoS.

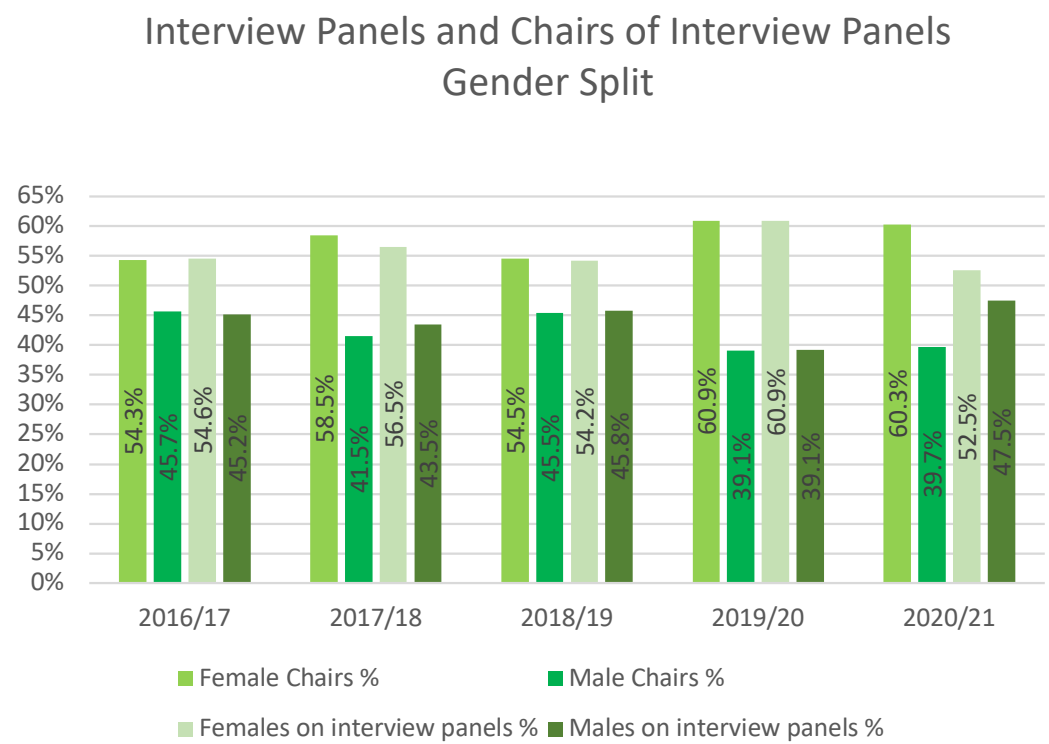**Chart 5.2: Percentage of males and females sitting on and chairing interview panels**

Interview Panels and Chairs of Interview Panels
Gender Split

Legend:
- Female Chairs %
- Male Chairs %
- Females on interview panels %
- Males on interview panels %

Chart 5.3: Number of single gender shortlist panels by the percentage of overall shortlist panels each year.

Single Gender Shortlist Panels by percentage of overall shortlist panels
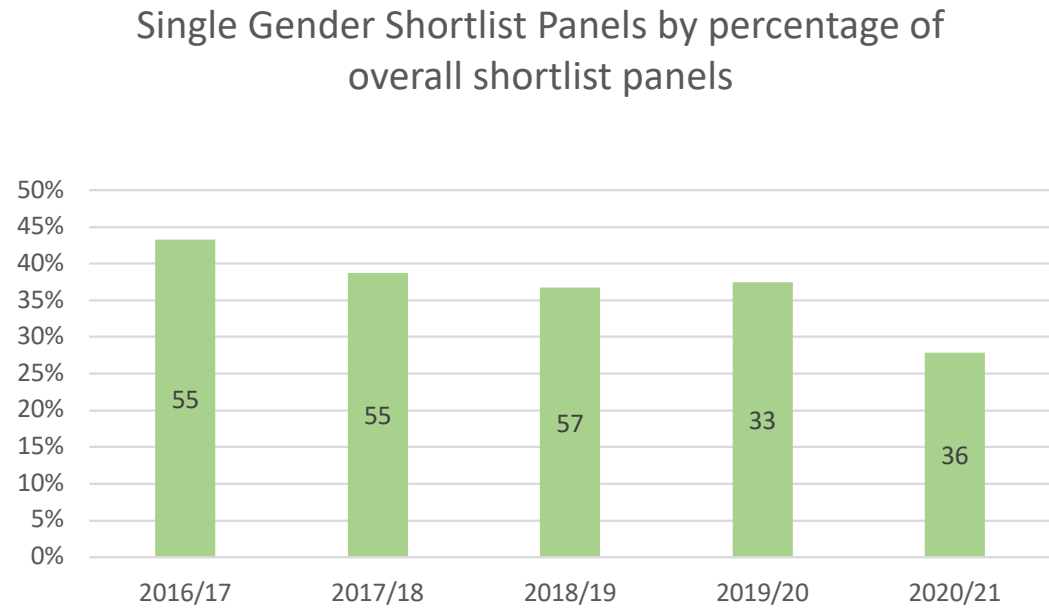
Chart 5.4: Number of single gender interview panels by the percentage of overall interview panels each year.

Single Gender Interview Panels by percentage of overall interview panels
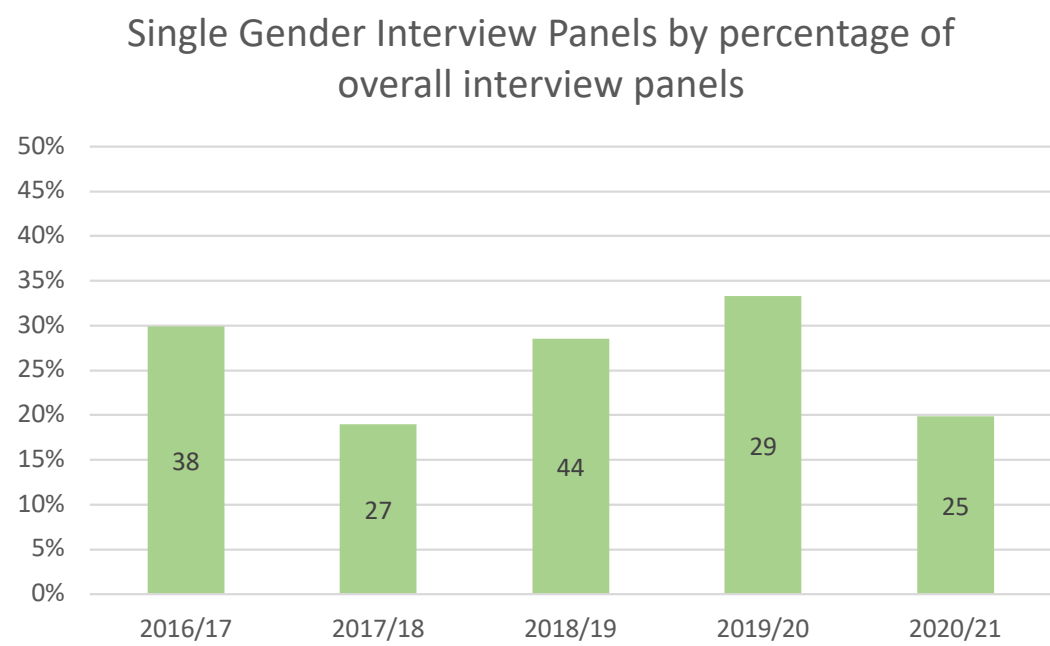
Our data suggests a significant issue with single-gender and single individual shortlisting and interviewing panels. The data shows some decline in single-gender shortlisting panels from 43.3% (N= 55) in 2016-17 to 27.9% (N=36) in 2020-21.These are predominantly all-women panels (74% of single-gender interview panels with 2+ members were all-women). Our data also suggests that some recruitment activity is being undertaken by a single individual.

Single gender shortlisting and selection panels are contrary to University of Leeds policy. While we suspect an error in data collection, further investigation is needed to determine if this is the case. This will be a priority area for the SAT given the potential impact on candidates. If 75% of panels are in fact women only there is the potential for men to feel disadvantaged. The possibility that 25% of panels are male-only is also of particular concern.

A recruitment working group has recently convened to explore existing practices and make recommendations for best practice. This group will pick up issues such as split grade roles and single-gender selection/interview panels.

> **AP 10: Develop data collection processes, policy, and practice to ensure the elimination of single gender short-listing or interview panels.**

(ii)   Induction.

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

A Faculty Induction Plan outlines necessary knowledge and contacts for new starters. The Induction Plan was refreshed by HR in the summer of 2021 in collaboration with several new starters. The refresh sought to build engagement, and provide greater consistency across the Faculty. The new plan was piloted at the start of the 2021/22 academic year and improved with feedback from new starters. A full role-out is planned from 2022/23.

Schools supplement the Faculty programme to ensure that new starters have relevant local knowledge and have an opportunity to meet with the HoS, School Manager and other key role holders. Additional School-level initiatives include: a welcome checklist (ENG, SMC); assigning an academic/pastoral mentor in addition to the probationary mentor (HIS, SMC); using Microsoft Planner to track progress of new starters through induction (ENG, FAHACS).

(iii) Promotion.

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

Table 5.4: Promotion application numbers and success rates by full time and part-time status, by grade and gender for all academic staff

AHC Promotions		2016/17		2017/18		2018/19		2019/20		2020/21	
		M	F	M	F	M	F	M	F	M	F
All Staff	FT Applications	30	20	21	17	25	24	17	22	20	29
	FT Success Rate %	63%	100%	86%	94%	92%	100%	88%	96%	100%	79%
	PT Applications	1	2	-	1	4	4	2	5	-	5
	PT Success Rate %	100%	100%	-	100%	100%	100%	50%	100%	-	80%
Grade 10	FT Applications	10	3	5	3	6	2	5	4	5	1
	FT Success Rate %	70%	100%	80%	100%	100%	100%	100%	75%	100%	100%
	PT Applications	-	-	-	-	-	1	-	1	-	-
	PT Success Rate %	-	-	-	-	-	100%	-	100%	-	-

AHC Promotions		2016/17		2017/18		2018/19		2019/20		2020/21	
		M	F	M	F	M	F	M	F	M	F
Grade 9	FT Applications	11	11	11	8	7	12	8	9	8	14
	FT Success Rate %	64%	100%	91%	88%	100%	100%	88%	100%	100%	57%
	PT Applications	1	-	-	-	-	1	1	1	-	1
	PT Success Rate %	100%	-	-	-	-	100%	0%	100%	-	0%
Grade 8	FT Applications	8	6	5	6	12	10	4	9	7	14
	FT Success Rate %	50%	100%	80%	100%	83%	100%	75%	100%	100%	100%
	PT Applications	-	2	-	1	3	2	1	2	-	4
	PT Success Rate %	-	100%	-	100%	100%	100%	100%	100%	-	100%
Grade 7	FT Applications	1	-	-	-	-	-	-	-	-	-
	FT Success Rate %	100%	-	-	-	-	-	-	-	-	-
	PT Applications	-	-	-	-	1	-	-	1	-	-
	PT Success Rate %	-	-	-	-	100%	-	-	100%	-	-

The number of women applying for promotion in the Faculty has increased steadily since 2016 with 130 applications across the 5-year period for all academic staff. While the number of applications has not changed overall, women accounted for 63% of applications in 2021, up from 42% in 2016-17. 53% of women apply via the research and innovation (R&I) pathway, and 39% apply via teaching and scholarship (T&S). For men, 62% apply via R&I and 32% via T&S.

Success rates are generally high (90% on average across the Faculty between 2016-17 and 2020-21) and have been consistently higher overall for women than men (excepting 2020-21) with 92% success rate on average over the last 5 years. Women applying via the teaching and scholarship route have a slightly lower success rate (90%) compared with those applying via the research and innovation route (96%). For men, 82% success rate on T&S and 89% for R&I.

Chart 5.5: Culture Survey response to question "I feel that there is support available to help me navigate the promotions process and apply for promotion". Disaggregated for all academic staff by gender

I feel that there is support available to help me navigate the promotions process and apply for promotion- for all academic staff

	Strongly Agree/Agree	Neither agree nor disagree	Strongly Disagree/Disagree	Don't Know	Not Applicable
Female	50.0%	17.0%	21.3%	7.4%	4.3%
Male	62.1%	8.0%	21.8%	4.6%	3.4%
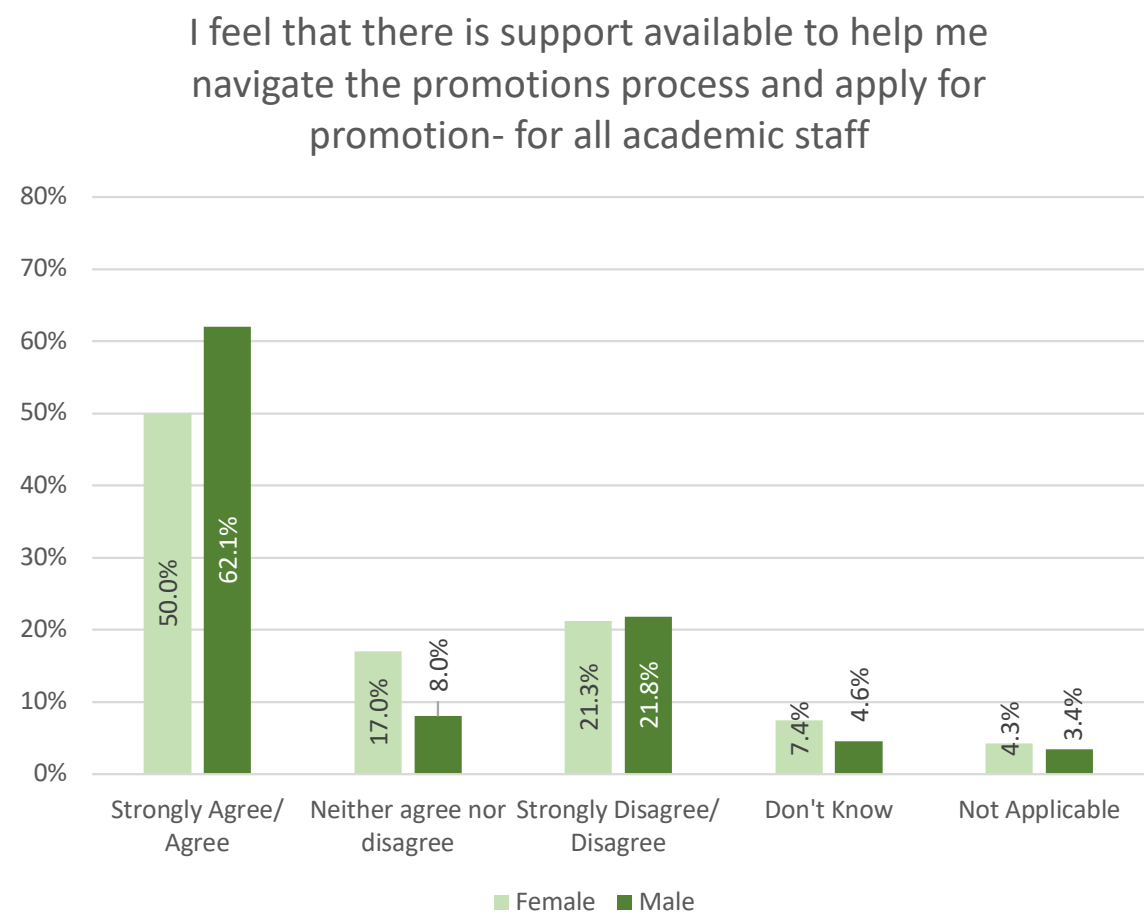
Schools offer support for promotion through promotions advisors (ENG, FAHACS, HIS), or HoS/DHoS (PCI, MUS, LCS, PRHS, DES, SMC). Mentors and SRDS Reviewers also provide support for promotion. The Culture Survey indicated that women feel less supported to apply for promotion, highlighting the need for targeted support.

We note a strongly gendered pattern of applications for promotion to Grade 10 with women making up only 29.5% of applications from 2016-17 to 2020-21. Women account for 34.1% of those promoted to Grade 10 in the past five years (14 women compared with 27 men). The academic leadership pathway (for promotion to Grade 10 only) has become an important route to promotion for senior women since its introduction in 2016 (8 successful women and 6 men).

We also found that PT colleagues were under-represented in promotions applications.

Table 5.5: Number and proportion of part time staff on all academic contracts applying for promotion compared to the faculty population of part time staff on all academic contracts.

	2016/17	2017/18	2018/19	2019/20	2020/21
AHC Part Time Staff Applying for promotion	3 5.7%	1 2.6%	8 14.0%	7 15.2%	5 9.3%
AHC Part Time as % of Academic Staff	29.4%	31.9%	29.1%	31.9%	27.4%

Qualitative data reveal **multiple barriers to promotion.**

For **grade 9 women**[8] these include: lack of support and clarity around the process and/or benchmarks; workload pressures; lack of opportunity to undertake roles that will enable them to fulfil the criteria; maternity leave; caring responsibilities; and not knowing how career disruption (including as a result of Covid-19) will be taken into account in the promotions process.

For PT women[9] several additional barriers were noted: the difficulty of taking on significant leadership roles (made harder by disability); difficulty accessing training, conferences, and professional development; and lack of information about how to apply successfully as a PT member of staff.

The Faculty refreshed local guidance for promotion in 2021-22 with a view to recognising the different ways in which staff might evidence achievement. However, more is needed in terms of promotion support that meets the needs of women and PT members of staff. A pilot project run institutionally in 2020-21 offered tailored support for colleagues from racially minoritized backgrounds was well received, pointing to the value of an intersectional approach. We will take a multi-dimensional approach to supporting gender equality in promotion.

AP 11: Improved promotions support for women on grades 7 – 9. This will include regular workshops and refreshed online resources. We will include targeted resources for PT and BAME colleagues.

AP 12: We will normalise role sharing for school and faculty roles to support PT colleagues and those with caring responsibilities to develop and demonstrate their leadership skills.

AP 13 We will focus on identifying women at Grade 9 who are overdue for promotion and provide individual support to enable them to apply.

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8   Information gathered via bespoke promotions survey. Response rate is 36% (N=28/77)

9   25 colleagues on part time contracts in AHC responded to this survey, out of 193 who were contacted (13% response rate).

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

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

REF2021 required that all research active staff be submitted. Women constitute 43% of research active staff as defined by REF and accounted for 41% of AHCs REF submission.

Table 5.6: Eligible staff and number of outputs in AHC submitted for REF by contract function, gender and FTE.

	Headcount (total)	Part Time	FTE (total)	Number of outputs
Female	173 (43%)	28 (53%)	161.85 (43%)	305 (41%)
Male	226 (57%)	25 (47%)	214.78 (57%)	441 (59%)
Total	399	53	376.63	746
% of all staff	100%	13%	94%	

The average number of outputs submitted was lower for women than for men as measured by both headcount (1.76 vs. 1.95) and FTE (1.88 vs. 2.05). There is a difference by gender in the number of outputs submitted.

• 1 output was submitted for 57% of women and 48% of men.

• 3 outputs were submitted for 12% of women and 20% of men.

Analysis by grade shows a gendered pattern at Grade 9.

• The spread for Grade 9 women was: 1 output (60%), 2 outputs (22%), 3 outputs (10%),

• The spread for Grade 9 men was: 1 output (47%), 2 outputs (25%), 3 outputs (21%).

142 double-weighted outputs were submitted (19% of total outputs). Of these, 35% were authored by women and 65% by men.

Table 5.7: Number and percentage of double weighted outputs submitted by gender

Gender	No of outputs	Percentage
Women	49	35%
Men	93	65%
Total	142	19% of 746 total outputs

We also found that women led the development and authorship of impact case studies less often than men. Women led the development of 36.5% of case studies (compared to 63.5% led by men) and authored 31.4% of case studies (68.6% were authored by men).

Table 5.8: Number and percentage of impact case studies considered, submitted and not selected by gender of lead researcher

Gender	Total ICS considered	ICS submitted	ICS not selected
Women (N)	23	11	12
Men (N)	40	24	16
Total (N)	63	35	28
Women (%)	36.5%	31.4%	42.9%
Men (%)	63.5%	68.6%	57.1%

These differences (together with differences in applications for research leave and research leadership discussed in more detail below) suggest possible gender inequalities in research careers. However, further research is needed to understand these effects and the best way to address them.

> **AP 14: Establish a research culture working group (including members of the Faculty Research and Innovation Committee working alongside SAT members) to further consider gender inequality in research opportunity and, where needed, make recommendations to support women's research.**

B. CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training.

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

The University's Organisational Development and Professional Learning Unit (OD&PL) regularly runs a wide variety of developmental courses. Colleagues are encouraged to engage with this provision and to identify training needs through the SRDS process. Time for training is made available through the Faculty workload model. We note that women are consistently over-represented on training courses compared to men.

Table 5.9: Numbers of all academic staff in AHC attending four leadership development courses.
The blacked out boxes show where this course didn't run for that year

Academic Staff Training	2016-17		2017-18		2018-19		2019-20		2020-21		Average	
	M	F	M	F	M	F	M	F	M	F	% M	% F
Aurora (Women Only)	-	2	-	2	-	2	-	-	-	2	0%	100%
Springboard (Women Only)	-	1	-	1			■	■	-	-	0%	100%
Leadership in Practice	-	-	-	1	2	3	2	2	■	■	40%	60%
Leadership Excellence Programme	3	6	1	3	-	2	2	-	■	■	35%	65%

Table 5.10: Numbers of professional services staff in AHC attending three leadership development courses.

Professional Services Staff Training	2016-17		2017-18		2018-19		2019-20		2020-21		Average	
	M	F	M	F	M	F	M	F	M	F	% M	% F
Springboard (Women Only)	-	5	-	2	-	3	■	■	-	-	0%	100%
Leadership in Practice	-	-	-	-	1	3	-	2	■	■	17%	83%
Leadership Excellence Programme	-	-	-	-	-	-	-	2	■	■	0%	100%

Table 5.11: Numbers of all staff in AHC attending equality, diversity and inclusion related courses.
note The University's E&I training must be refreshed every 3 years, numbers featured are those with an active training record.

EDI Training Courses	2020-21			Average	
	M	F	U	% M	% F
University Equality and Inclusion (census date: June 2021)	172	221	-	44%	56%
Faculty Active Bystander (Sep 2021)	6	45	3	11%	83%
Trans-Awareness	1	6	-	14%	86%
Menopause for Managers	0	2	-	0%	100%

The Faculty and University provide extensive leadership training and development including: Leadership Excellence (completed by 13 women and 6 men from AHC between 2016-21) and Leadership in Practice (completed by 11 women and 5 men from AHC between 2016-21). Targeted leadership development for women is provided through the Aurora programme (8 participants over the past 5 years). The Faculty is currently trialling a new leadership programme, Leadership Futures, to supports those currently under-represented in senor leadership roles including women and BAME colleagues.

Colleagues and PGRs are supported to apply for recognition as an Associate, Fellow or Senior Fellow of the Higher Education Academy through the University's PRiSE scheme (Professional Recognition in Student Education). The University and Faculty provide structured support via information sessions and targeted mentoring. PGRs are encouraged to apply and are supported by the Faculty Student Education Team (PRIA Pedagogic Research in the Arts).

Table 5.12: Numbers and percentage of all academic and PGRs in AHC, receiving an HEA fellowship accreditation by gender

Total of all HEA Fellowships	Total F	Total M	Total	% F	% M
2016/17	22	14	36	61.1%	38.9%
2017/18	40	20	60	66.7%	33.3%
2018/19	33	15	48	68.8%	31.3%
2019/20	29	12	41	70.7%	29.3%
2020/21	21	7	28	75.0%	25.0%

Table 5.13: Numbers and percentage of all academic and PGRs in AHC, receiving an HEA fellowship accreditation broken down by fellows, associate fellows and senior fellows by gender

| Types of HEA Fellowships | 5 year Average | | | | |
	Total F	Total M	Total	% F	% M
Fellows	71	35	106	67.0%	33.0%
Associate Fellow	64	29	93	68.8%	31.2%
Senior Fellows	███████████████████			71.4%	28.6%

There has been an increasing gender imbalance in those receiving HEA accreditation over the past five years (61% to 75% of all fellowships go to women). This is particularly striking at senior levels with women making up 67% of Fellows, 69% of Associate Fellows and 71% of Senior Fellows.

(ii)   Appraisal/development review.

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

There is a standard annual appraisal review scheme for all academic staff that includes an AAM (Annual Academic Meeting) and a SRDS (Staff Review and Development Scheme) personal development meeting. The Faculty's Culture Survey highlights the variable quality of these meetings with slightly more men than women feeling valued and supported by these processes, especially the AAM (charts 5.6 and 5.7). Qualitative responses to the survey suggest that not all members of staff, and particularly those on casual contracts, are receiving regular developmental meetings.

Chart 5.6: Culture Survey response to question "My school/service values the full value of my work when carrying out AAM". Disaggregated for all academic staff by gender
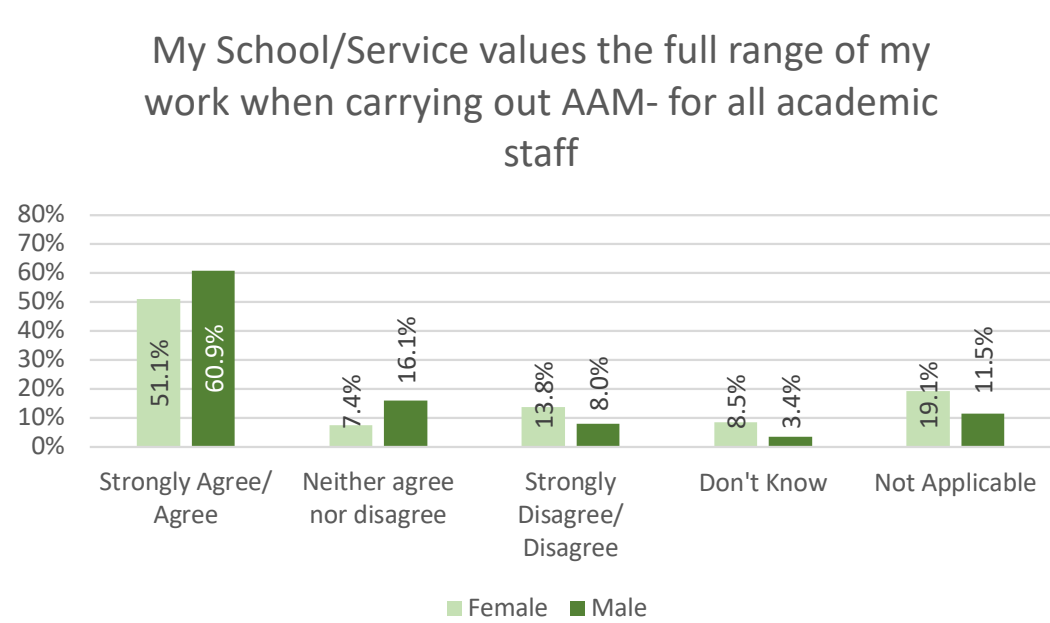

My School/Service values the full range of my work when carrying out AAM- for all academic staff

	Female	Male
Strongly Agree/ Agree	51.1%	60.9%
Neither agree nor disagree	7.4%	16.1%
Strongly Disagree/ Disagree	13.8%	8.0%
Don't Know	8.5%	3.4%
Not Applicable	19.1%	11.5%

Chart 5.7: Culture Survey response to question "In general I find career and personal development SRDS supportive". Disaggregated by gender

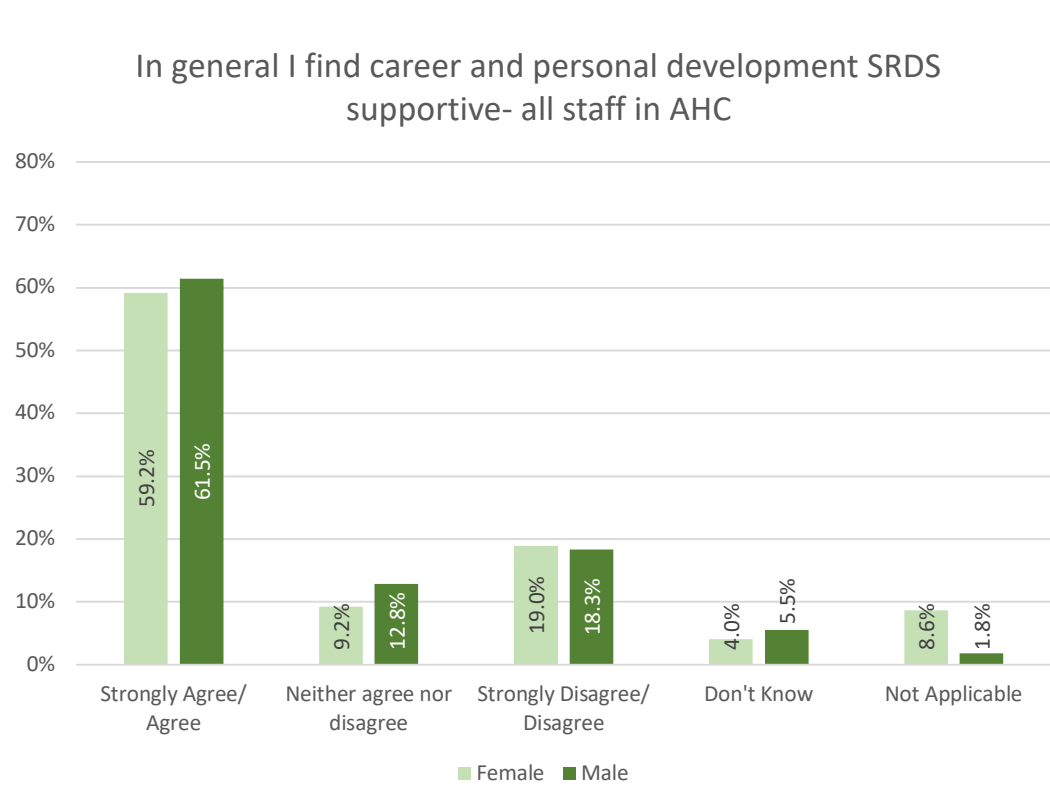In general I find career and personal development SRDS supportive- all staff in AHC

	Female	Male
Strongly Agree/ Agree	59.2%	61.5%
Neither agree nor disagree	9.2%	12.8%
Strongly Disagree/ Disagree	19.0%	18.3%
Don't Know	4.0%	5.5%
Not Applicable	8.6%	1.8%

Table 5.14: Numbers and the percentage of staff attending SRDS Reviewers Training by gender.

	2016-17		2017-18		2018-19		2019-20		2020-21		Average	
	M	F	M	F	M	F	M	F	M	F	% M	% F
SRDS Reviewers Training	11	16	5	13	4	11	3	5	6	27	29%	71%

Data on the uptake of SRDS Reviewer Training shows 72 women (71%) and 29 men (29%) completed the training over the five-year period. Given the gender imbalance in SRDS reviewers (see Table 5.16) in most schools, there is a value in increasing the number of men undertaking the training.

Table 5.15: Numbers and the percentage of SRDS reviewers in each school by gender.

Schools	2020/21				
	2020/21	Male	Total	% F	% M
AHC	50	81	131	38.2%	61.8%
DES	▮			50.0%	50.0%
ENG	10	20	30	33.3%	66.7%
HIS	7	11	18	38.9%	61.1%
FAHACS	▮			37.5%	62.5%
LCS	16	19	35	44.1%	55.9%
SMC	▮			80.0%	20.0%
MUS	▮			25.0%	75.0%
PCI	▮			44.4%	55.6%
PRHS	7	13	20	35.0%	65.0%

> **AP 15: Improve monitoring of AAM/SRDS meetings and SRDS reviewers' completion of training ensuring that all colleagues are having regular developmental meetings and improving the quality of those meetings**

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

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

In addition to training, academic career progression is supported through mentoring which is offered both at School and University level. In both cases, mentoring may be focused on professional development, research and/or teaching, depending on need. Women are over-represented in all aspects of mentoring, most notably expressing an interest to be mentees (91% for the University scheme and 68% at school level).

Table 5.16: Numbers and the percentage of staff from AHC who expressed an interest to participate in the University-wide Mentoring scheme by gender and type of mentoring role.

University Mentoring – interest expressed	Mentors		Mentees			Dual Role	
	Female	Male	Female	Male	Non-Binary	Female	Male
2016-17	15	7	16	▮		5	▮
2017-18	5	▮	9	▮		▮	-
2018-19	-	-	-	-	-	-	-
2019-20	5	▮	▮	▮		▮	▮
2020-21	▮		15	▮		▮	▮
Average %	74%	26%	91%	7%	2%	90%	10%

Table 5.17: Numbers and the percentage of staff from AHC participating in the University-wide Mentoring Scheme by gender and staff type.

University mentoring – successful matches	Total	Academic	Professional Services	Female	Male	Non-Binary	% F
2016-17	7	5	▮	5	▮	▮	71%
2017-18	6	5	▮	6	▮	▮	100%
2018-19	-	-	-	-	-	-	-
2019-20	9	8	▮	8	▮	▮	89%
2020-21	20	11	9	17	▮	▮	85%
4 year Average		69%	31%	86%	12%	2%	

Table 5.18: Numbers and the percentage of staff from 4 schools – where data is available (DES, HIS, PCI & SMC)

Informal School Mentoring	2020-21				
	Female	Male	Total	% F	%M
Mentees	49	23	72	68.1%	31.9%
Mentors	29	28	57	50.9%	49.1%

Academic colleagues, post-docs and PGR students are encouraged to attend conferences and have access to funding for this purpose. The Faculty also offers funding for international conference attendance through the AHC International Conference Fund.

PRiA (Pedagogic Research in the Arts) offers a range of activities designed to enhance professional development in student education. This includes 'seedcorn' funding for early-stage pedagogic activity[10] undertaken by academic and/or professional colleagues. Since 2018, 18 projects have been funded with most funding awarded to women (14 projects compared to 4 awarded to men).

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

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

The Faculty Employability and Placements team supports students to develop attributes, skills and behaviours to achieve their future goals and aspirations. All students across AHC have the opportunity to undertake a Year in Industry and we currently have 90 students out on placement in a wide range of organisations from L'Oreal and Walt Disney to The Diana Award and English Heritage.

Students have regular opportunities to hear from and work with industry professionals through our events series. This year our Creative Arts and Media Insight week saw over 25 external partner organisations and 371 students take part in a range of events from insights into the creative and cultural industries through to hands-on workshops on bid writing & funding and freelancing and self-employment.

Students have access to qualified Careers Guidance practitioners and can take modules to support their career development (such as 'Developing your professional identity: Preparing for a Career in the Arts, Heritage and Creative Industries' and 'Towards the Future: Skills in Context').

The faculty offers paid internships from 4-6 week summer opportunities supporting research or student engagement projects, to part-time term-time opportunities supporting the Faculty's Digital, Communications and Employability work. The Cultural Institute also offers paid work experience opportunities attached to cultural events such as the Leeds International Piano Competition and the Ilkley Literature Festival.

Research development is supported through the UGRE (Undergraduate Research Experience)[11] an undergraduate conference organised by and for students in the Faculty. Now in its 11th year UGRE supports students with mentoring, networking opportunities and training to enable them to develop and present their research. Around 40 students participate in the programme each year.

Figure 5.2 and 5.3: UGRE Event 2019

AHC students participate actively in the University's Laidlaw Leadership and Research programme that seeks to develop the next generation of ethical leaders. 6 of this year's scholars are from AHC.

OD&PL and the Language Centre provide training and support to PGRs throughout their candidature up to submitting. The Faculty also has a co-ordinated and supportive approach to teaching development for PGRs. This includes training at Faculty level and in schools, mentoring and structured engagement with HEA accreditation. PGRs are encouraged to engage with research groups and provided with funding to attend conferences.

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

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

The Leeds Arts and Humanities Research Institute (LAHRI) provides financial and developmental support for researchers applying for funding. This includes pump-priming funding (up to £1,000 per project with an additional £500 to support international travel) to help support major grant applications. The Sadler Seminar Series provides funding of up to £8,000 to support interdisciplinary conversations that build networks and create a foundation for future funding applications. LAHRI has awarded £113,678 in funding through this scheme since it began in 2018/19. LAHRI also offers training and development specifically focused on AHRC applications.

The Centre for Practice-Led research in the Arts (CePRA)[12] supports researchers whose research includes artistic practice with funding available for events and regular networking opportunities.

All Schools provide research contracted members of staff with the opportunity to apply for 0.5 FTE research leave every six semesters. A Faculty research leave scheme offers an additional 0.5 FTE for colleagues to focus on research, including funding applications.

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10 A showcase of funded projects can be found at https://ahc.leeds.ac.uk/pria/doc/pria-projects/page/1

11 https://ugresearch.leeds.ac.uk/ugre/

12 https://cepra.leeds.ac.uk

Faculty research leave is competitive and while the gender balance varies annually, looking at awards made between 2018 and 2021, women are under-represented (39% of awards). The data also suggests that women are under-represented at the application stage, with a particular drop off in 2020-21 which may reflect the impact of the pandemic. Given our findings of gendered differences in REF submissions, this is of concern.

Table 5.19: Faculty research leave applicants and successful application by gender for the last 3 years

Faculty Research Leave	All applicants			Successful Applicants			Success Rates	
	M	F	% F	M	F	% F	M	F
2018-19	22	16	42%	6	7	54%	27%	44%
2019-20	24	23	49%	████		17%	42%	9%
2020-21	25	15	38%	9	7	44%	36%	47%
Average			43%			39%	35%	30%

Support for funding applications is also provided at School level through research mentorship (DES, FAHACS, PRHS, HIS, LCS, SMC, PCI) and Annual Academic Meetings. Several schools provide targeted support: LCS has three grant 'champions' and PRHS provides additional support through Research Centre Directors. Some Schools offer pots of internal pump-priming funding for grant applications and impact activities (HIS, PRHS, LCS). All Schools have mechanisms for peer review of grant applications. Schools equally provide support to help staff deal with unsuccessful applications (practically and emotionally) and how to 're-purpose' where appropriate.

> **AP 16: Regularly review Faculty research leave applications and awards and other Faculty research support schemes to ensure that awards to women reflect the gender profile of the Faculty considered over a three year period**

C. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

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

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

Support for expectant parents is covered by the University's Policies on Maternity, Adoption, Paternity and Shared Parental Leave. Information is provided via the University's HR website and the Faculty's website. The University has a generous maternity/adoption pay scheme and colleagues are supported to explore their options by the Faculty HR team.

Colleagues are supported with paid time off to attend antenatal appointments or adoption meetings and adjustments to working arrangements can be supported through discussion with their Line Manager or the University's Occupational Health and Wellbeing Team. Before going on leave colleagues are encouraged to discuss arrangements for cover and agree a mutual level and method of contact during maternity leave.

Our research with recent returners[13] from maternity leave found that 66% (8/12) were satisfied with the information provided before taking leave. 83% (10/12) met with their line manager before taking maternity leave and 92% (11/12) felt that they received good or excellent support. However, this suggests the need for better information in relation to maternity leave.

> **AP 17: We will improve the provision of information relating to maternity leave (and caring/ family leave more generally) and monitor staff satisfaction annually**

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

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

Schools/Service areas provide cover in a range of ways depending on local needs. Our research revealed that most (9/12) colleagues felt that their work was adequately covered before they left for maternity leave with cover discussed early and appointments made in time for a handover. There were, however, issues for some staff with work not adequately covered and/or no handover.

During leave, colleagues are entitled to take up to 10 paid 'keep in touch' (KIT) days that can be used for meetings, conferences or training and development. Colleagues are reimbursed for the costs of child-care for KIT days.

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13 A virtual interview/survey was undertaken with 22 members of staff who had taken maternity leave between Jan 2020 and Jan 2022. We received 12 responses (55% response rate) Colleagues were Professional and Managerial (4) Support (2) Academic (5) Technical (1).

Our data for academic and professional colleagues shows no difference in the proportion of staff taking KIT days, but it does reveal that academic staff take more KIT days on average (6.1) than professional services colleagues (3.2). Our qualitative data suggests that colleagues have not taken KIT days because: it is difficult to work a full day with an infant; they were unaware of KIT days; they had more informal catch ups with colleagues; couldn't find time during a shorter maternity leave; Covid made KIT days less practical.

Table 5.20: Number of academic staff taking KIT days and the number of KIT days taken for the last 4 years.

All Academic Staff	Total KIT days taken	Number of staff taking (1+ KIT Days)	Average number of KIT Days per staff member	Number of staff on maternity leave	Percentage of staff taking (1+ KIT days)
2017-18	24	3	8	10	30%
2018-19	29	6	4.7	16	38%
2019-20	51	8	6.4	26	31%
2020-21	27	5	5.4	15	33%
Average	32.5	5.5	6.1	16.8	33%

Table 5.21: Number of professional services staff taking KIT days and the number of KIT days taken for the last 4 years. *Data note* Some staff won't necessarily be taking a KiT in the academic year e.g. if they've gone on maternity in July, they might take a Sep KiT but that would be classed as the following year. Averages are the best comparison.

All Professional Services Staff	Total KIT days taken	Number of staff taking (1+ KIT Days)	Average number of KIT Days per staff member	Number of staff on maternity leave	Percentage of staff taking (1+ KIT days)
2017-18	11	5	2.2	19	26%
2018-19	18	7	2.6	13	54%
2019-20	8	2	4	12	17%
2020-21	21	5	4.2	15	33%
Average	14.5	4.8	3.2	14.5	33%

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

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

Colleagues returning from maternity/parental leave are supported in several ways:

All staff:
• The University's flexible working policy[14] or a phased return to work
• We have recently established a Faculty support for carers policy[15] that provides funding for any member of staff (academic or professional) or PGR student with caring responsibilities to attend professional development/research events (whether in person or virtual). This was in response to the impacts of Covid-19 on carers. The funds (£500 p/a) are provided to cover the additional costs of providing care (travel, accommodation and/or care provision). We are monitoring this policy to ensure it meets the needs of staff and PGRs.

For academic staff:
• The Faculty Workload Model provides the ability to rebalance workload to allow for a phased return to work. At present this is at HoS discretion. We will undertake work to formalise a policy for the reduction of workload following maternity and adoption leave.
• HIS provides a semester of research leave for research-contracted staff returning from maternity leave. HIS is currently monitoring the effectiveness of this initiative.
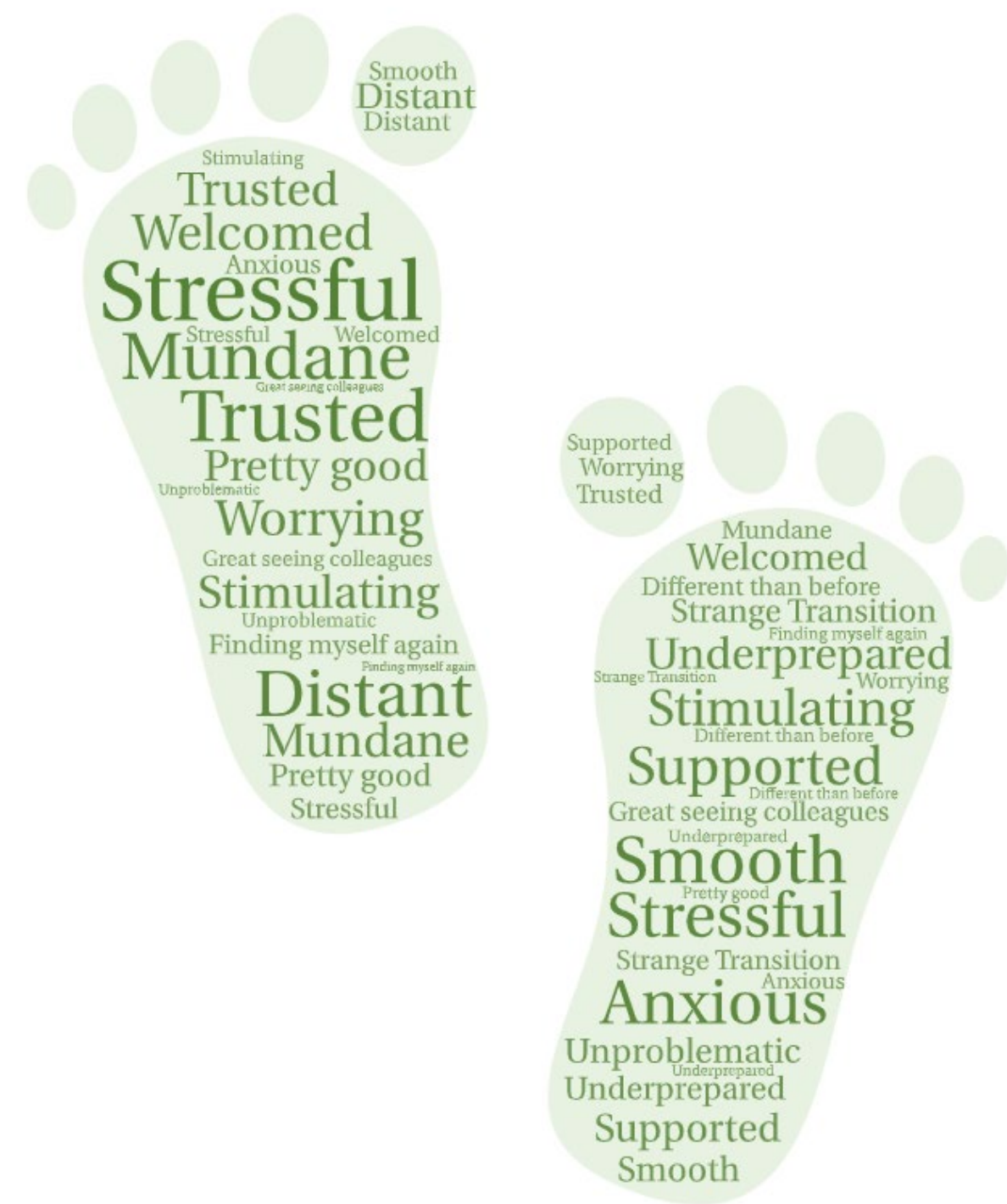
> **AP 18: We will develop a policy on workload reduction for staff returning from maternity and adoption leave to ensure consistency across schools**

Our research suggests that the experience of returning to work is mostly positive (10/12) with colleagues (7/12) able to adjust their working hours or pattern to return gradually. However, we did find some variation with some managers unsupportive of requests for flexible working (4 colleagues) or unsure how to access it (1 colleague).

14 https://hr.leeds.ac.uk/flexible_working

15 https://ahc.leeds.ac.uk/downloads/download/258/ahc_support_for_carers_policy_and_application_form

Figure 5.4: Word Cloud of experiences of returning from maternity leave

Table 5.22: Numbers of staff taking maternity leave, average length of maternity leave, number of leavers, and numbers who were part time following maternity leave for academic staff and professional services for the last 4 years.

Maternity leave	Academic				Professional Services			
	Number	Average Length	Leavers	Part time after Maternity	Number	Average Length	Leavers	Part time after Maternity
2017-18	10	7	■	7	19	11	■	13
2018-19	16	9	■	7	13	11.5	■	2
2019-20	26	8	■	7	12	8	■	3
2020-21	15	10	■	5	15	11	■	7
Total	67		5	26	59		2	25
Average	16.8	8.5	93% return rate	39% PT	14.8	10.4	97% return rate	42% PT

The majority of both academic and professional colleagues returned to work in the Faculty after maternity leave (94% return rate for all staff in AHC). There has been a persistent, if small, number of academic colleagues who have not returned to work because of expired contracts.

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

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

The University's paternity/partner leave and pay scheme[16] provides a range of options for paid and unpaid leave depending on colleagues' circumstances. Data suggests low take-up, particularly for professional and managerial colleagues. The drop in colleagues taking leave in 2020/21 may reflect an increase in the carers leave provision due to Covid-19 (from 5 to 10 days).

Table 5.23: Numbers of staff taking paternity/ partner leave for academic and professional services for the last 4 years.

Paternity/ Partner Leave	Academic		Professional Services		Total
	Male	Female	Male	Female	
2017-18	5	■	■	■	7
2018-19	7	■	■	■	10
2019-20	7	■	■	■	7
2020-21	■	■	■	■	3

(iv)   Maternity return rate.

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

16 https://hr.leeds.ac.uk/download/downloads/id/256/paternity_and_partner_leave_policy

Take up of unpaid leave is similarly low, although the pandemic may have caused an increase in professional services colleagues requesting unpaid leave in 2019/20. There is a 50:50 gender split in those taking unpaid parental leave in the last 4 years.

Table 5.24: Numbers of staff taking unpaid parental leave for academic and professional services for the last 4 years.

Unpaid parental leave	Academic		Professional Services		Total
	Male	Female	Male	Female	
2017-18	███	███	███	███	0
2018-19	███	███	███	███	2
2019-20	███	███	███	███	8
2020-21	███	███	███	███	2

Shared parental leave (SPL)[17] take up is also low. This is not unusual across the institution and points to challenges with the scheme that are beyond the remit of the Faculty. 54% of staff taken SPL in the last 4 years were women.

Table 5.25: Numbers of staff taking shared parental leave for academic and professional services for the last 4 years.

Shared parental leave	Academic		Professional Services		Total
	Male	Female	Male	Female	
2017-18	███	███	███	███	6
2018-19	███	███	███	███	4
2019-20	███	███	███	███	2
2020-21	███	███	███	███	1

(vi) Flexible working.

Provide information on the flexible working arrangements available.

The University's Flexible Working Policy[18] provides a framework for staff to request changes to their hours or working pattern. There are several options including part-time work, term-time only working, job sharing and career breaks.

Data suggests that staff in AHC are making use of this provision, although we are unable to determine where requests for flexible working may have been declined or where there are informal arrangements in place (particularly for academic staff). 61% of staff who've taken a formal flexible working request have been women in the last 4 years, this is in-line with the proportion of academic women in the faculty.

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17 https://hr.leeds.ac.uk/spl
18 https://hr.leeds.ac.uk/flexible_working

Table 5.26: Numbers of staff who have had a formal flexible working requests approved for academic and professional services for the last 4 years.

Formal Flexible Working Requests	Academic			Professional Services			Total
	Male	Female	% Female	Male	Female	% Female	
2017-18	31	47	60%	▇	26	90%	107
2018-19	33	49	60%	6	25	81%	113
2019-20	41	59	59%	6	12	67%	118
2020-21	29	5	67%	8	24	75%	66

A consequence of the pandemic has been an increased focus on flexible working. The University's Future Ways of Working Group is currently looking at ways of promoting increased flexibility for staff with a focus on inclusivity, collaboration and integrity.

(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 after a career break to transition back to full-time roles.

The University has a Career break[19] policy available to all staff with 12+ months continuous service. A career break can be between three months and three years and an application form should be submitted to the HoS/Service. On return from career break colleagues can return to the same or comparable terms and conditions (including being on the same grade).

Table 5.27: Numbers of staff taking career breaks for academic and professional services for the last 4 years.

Career Breaks	Academic		Professional Services		Total
	Male	Female	Male	Female	
2017-18	███	███	███	███	3
2018-19	███	███	███	███	6
2019-20	███	███	███	███	4
2020-21	███	███	███	███	3

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19 https://hr.leeds.ac.uk/info/39/work-life_balance_and_flexible_working/238/career_breaks

D. ORGANISATION AND CULTURE

(i)   Culture.

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

Our Faculty culture is strongly shaped by our leadership team and their commitment to equality. The principles of Athena Swan are upheld across our activities and in our regular planning which foregrounds the need to support women into senior roles, tackle inequality in pay and employment conditions, and developing transparent and fair policies to support our whole Faculty community.

Transparency and accountability are key to achieving our ambition. Over the last 18 months we have refreshed our EDI structures to better support and embed EDI activity at all levels. EDI is a standing item on School Management Team meetings as well as FEC and FRIC. All schools have an agreed EDI structure. For most schools this takes the form of an EDI committee, but PCI and MUS are looking at more embedded approaches and PRHS has formed a Staff Advisory Board to bring a range of under-represented voices to school discussions, building from the success of the Student Advisory Board.

In 2021, we instigated annual School-Faculty EDI meetings to review school level data and focus regularly on schools' ambitions in relation to EDI. The Faculty EDI Committee provides a regular (6 times per year) forum for sharing good practice and monitoring data and initiatives. The frequency EDI committee meetings allows us to build momentum around activities. We believe that Equality is the responsibility of all staff, which is why structures have been reviewed to embed activity across the Faculty. We are focusing on shared challenges, and constantly looking to enhance our practice to support our EDI objectives.

ACTIVITIES AND EVENTS

We also seek to keep equality visible in our community. The Faculty organises a range of events and training, to increase engagement with our EDI work; EDI Lecture Series, Annual EDI Showcase (which began in 2021 with a presentation on our EDI work to the incoming VC). We publish a quarterly EDI Newsletter and have recently added EDI pages to our Faculty website[20] to help raise the profile of our EDI and Athena SWAN work. This year we initiated a Student EDI Project Award, which provides funding and mentoring to three projects; to help establish the UK's first South Asian Feminist Society, an LGBTQ+ History Month event, and a calendar of cultural and religious festivals. This helps students develop a range of skills and portfolio of work and builds a culture that centres student-led EDI initiatives.

Figure 5.5: Image of LGBTQ+ History Month Event sponsored by AHC

Figure 5.6: Extract from EDI Newsletter

The LGBTQ+ Archives Project: How can we move towards a more inclusive community history?

███████ LGBTQ+ Archives Intern

What is the project?
At Special Collection and Galleries - part of Leeds University Libraries - we know that LGBTQ+ staff and students have always been a part of the University of Leeds community and have made it what it is today. However, this isn't obviously reflected in the main record of the University's history, the University Archives. The LGBTQ+ Archives project was set up to rectify this with the goal of researching in the University Archives, making what is there more accessible through better tagging and publicisation, identifying gaps in representation, and aiming to close them going forward both through specific collecting and implementing a more inclusive approach throughout the wider framework of Special Collections.

However, while our culture survey was broadly positive in relation to gender equality (particularly in relation to leadership support for gender equality 77%) we recognise that further work is needed particularly in relation to staff confidence that bullying and harassment would be effectively dealt with.

Chart 5.8: Culture Survey Question "I am confident any concerns raised about harassment, bullying or offensive behaviour would be dealt with effectively by the School/Service" results for all staff in AHC by gender

Q33: I am confident any concerns raised about harassment, bullying or offensive behaviour would be dealt with effectively by the School/Service
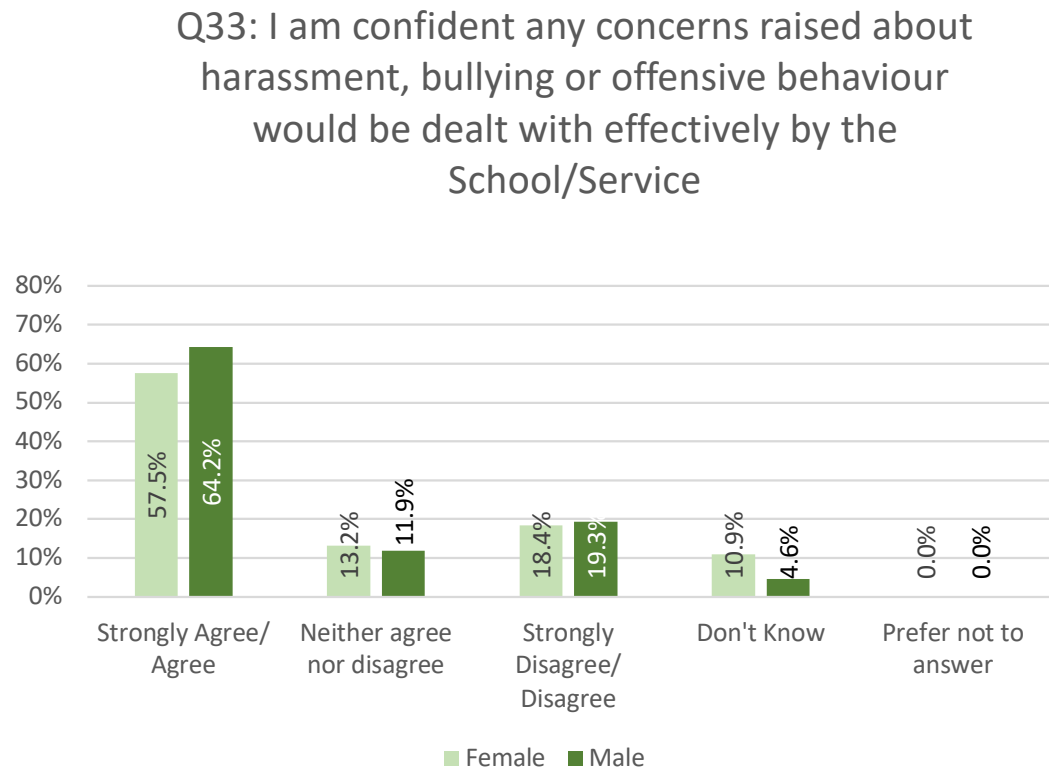
This issue was also raised in several School-Faculty EDI meetings and is a priority area for the Faculty. We have begun offering Active Bystander Training twice a year, which has been incredibly well received.

We will offer the training to all colleagues, with the Dean, HoS and line managers encouraging attendance. We aim to have at least 30% of the Faculty complete the training by the end of the action plan to foster a culture of zero tolerance.

> **AP 19: Tackle bullying and harassment through active bystander training for all colleagues with targeted training and support for HoS/line managers**

There is also work ongoing in the Faculty to promote awareness of gender diversity, and particularly in relation to trans and non-binary students. PCI and MUS have recently developed a Trans Awareness Statement and this has been shared across the Faculty. The session on gender diversity organised for SAT members (delivered by Gendered Intelligence) was well received and we are planning to deliver this again.

PGR CULTURE

The PGR community has been doing work on communication and sense of belonging. A Communication Survey (instigated by an AHC PGR Rep) resulted in the creation of a new Teams channel to community. Another initiative under review is to see if PGRs can access study spaces as needs demand. AHC offers competitive funding schemes for PGR conference attendance, as well as to establish and support PGR-led interdisciplinary reading groups.

A sense of belonging has been promoted through the recently revamped PGR Facebook page (and Instagram). For face-to-face meetings, there is a thriving weekly PG Café in LUU– plans are in place to launch a virtual counterpart.

(ii) HR policies.

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

HR policies are institutionally formulated[21]. These cover areas such as: dignity and mutual respect, flexible working and career breaks. Our culture survey suggests that staff generally feel that they are able to access useful information on EDI, which reflects our work in this area. We are currently undertaking further work to enhance staff access to HR policy through the Faculty website and will use a multi-channel approach to ensure that information is even more available.

Chart 5.9: Culture Survey Question "I am able to locate clear and accessible information about equality and inclusion matters that affect me" results for all staff in AHC by gender

Q35: I am able to locate clear and accessible information about equality and inclusion matters that affect me

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21 https://hr.leeds.ac.uk/policies
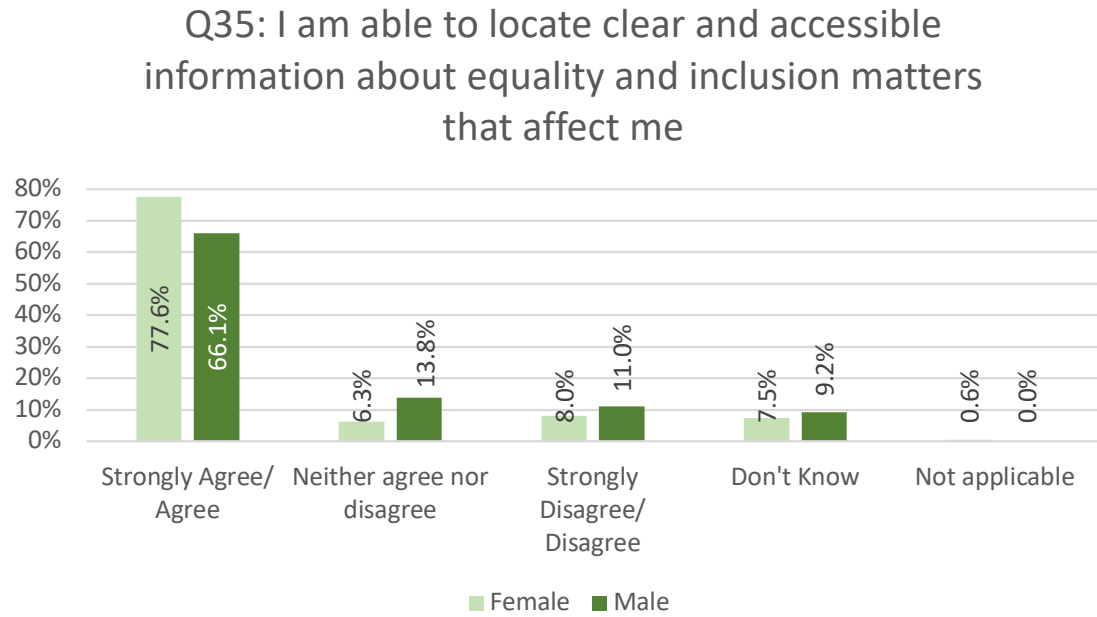
(iii)   Representation of men and women on committees.

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

The Faculty has the following committees:

Committee	Description	Chair	Gender
Faculty Executive Committee (FEC)	Primary decision-making committee	Executive Dean	Man
Faculty Research Committee (FRIC)	Research strategy and policy	Pro-Dean Research and Innovation	Man
Faculty Taught Student Education Committee (FTSEC)	Quality Assurance, programme approvals, student success.	Pro-Dean Student Education	Woman
Faculty EDI Committee	EDI strategy and initiatives	Deputy Dean	Woman
Faculty Health and Safety Committee	H&S policy	Executive Dean	Man
Faculty International Activities Committee (FIA)	Internationalisation strategy	Pro-Dean International	Man

Most membership to committees in AHC is role-based. Roles are advertised and appointed within the school and are open to all qualified staff.

FACULTY COMMITTEES

Table 5.28: FEC Committee members by staff type and gender

Faculty – FEC	Academic		Professional		Average	
	M	F	M	F	%M	%F
2018-19	10	8		8	45%	55%
2019-20	10	8		6	50%	50%
2020-21	10	8		8	47%	53%
Average %	56%	44%	33%	67%	47%	53%

Table 5.29: FTSEC Committee members by staff type and gender. *note* 3 students sit on this committee each year (names and therefore genders are unknown).

Faculty – FTSEC	Academic		Professional		Average	
	M	F	M	F	%M	%F
2018-19	10	6		6	48%	52%
2019-20	7	10		8	31%	69%
2020-21	5	13		5	25%	75%
Average %	43%	57%	14%	86%	34%	66%

Table 5.30: FRIC Committee members by staff type and gender

Faculty – Research	Academic		Professional		Average	
	M	F	M	F	%M	%F
2018-19	8	5			50%	50%
2019-20	9	6			50%	50%
2020-21	11				69%	31%
Average %	68%	32%	0%	100%	56%	44%

Table 5.31: Faculty EDI Committee members by staff type and gender

Faculty – EDI	Academic		Professional		Student		Average	
	M	F	M	F	M	F	%M	%F
2018-19	7	5		5			42%	58%
2019-20	5	6					36%	64%
2020-21	7	8		12			34%	66%
Average %	50%	50%	20%	80%	20%	80%	37%	63%

Table 5.32: Faculty Health and Safety Committee members by staff type and gender

Faculty – H&S	Academic		Professional		Average	
	M	F	M	F	%M	%F
2018-19	8	8			48%	52%
2019-20	9	8		5	50%	50%
2020-21	9	7			57%	43%
Average %	53%	47%	48%	52%	51%	49%

Table 5.33: Faculty International Committee by staff type and gender

Faculty – International	Academic		Professional		Average	
	M	F	M	F	%M	%F
2018-19	6	█	█	█	54%	46%
2019-20	█	7	█	█	33%	67%
2020-21	5	6	█	█	43%	57%
Average %	47%	53%	30%	70%	43%	57%

Over the last 3 years, there has been a significant under-representation of women on FRIC (32% academic women) and an over-representation on both FTSEC (67% women) and Faculty EDI Committee (63% women) (where support staff take more active roles), compared to the proportion of women in AHC (60%).

Of particular concern is the data on FRIC membership. Membership of FRIC largely comprises Directors of Research and Innovation (DoRI) from each school and the over-representation of men in these roles seems to account for the gender imbalance seen here. Our work on research culture will include a focus on developing women's research leadership. We note that current DORIs are more gender balanced █████████ the incoming Head of the Graduate School is a woman and the Deputy Director of LAHRI is currently a woman.

SCHOOL COMMITTEES

Table 5.34: DES Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

DES	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	█	9	11	11	7	█			8	8	48%	52%
2019-20	5	8	12	14	9	█			8	9	49%	51%
2020-21	█	6	13	26	8	10	█	█	10	13	37%	63%
Average %	30%	70%	41%	59%	57%	43%	20%	80%	46%	54%	43%	57%

Table 5.35: ENG Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

ENG	SMT		STSEC			Research			EDI			H&S		School Average		
	M	F	M	F	NB	M	F	NB	M	F	NB	M	F	% M	%F	%NB
2018-19	5	█	6	8	█	6	10	█				█	█	44%	56%	█
2019-20	6	5	5	10	█	8	7	█	█	8	█	█	█	43%	57%	█
2020-21	8	5	5	9	█	8	6	█	5	7	█	█	█	48%	48%	█
Average %	59%	41%	36%	61%	2%	48%	50%	2%	36%	60%	4%	48%	52%	45%	53%	2%

Table 5.36: FAHACS Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

FAHACS	SMT		STSEC			Research		EDI		H&S		School Average		
	M	F	M	F	NB	M	F	M	F	M	F	% M	%F	%NB
2018-19	█	█	11	11	█	█	█			5	█	48%	50%	█
2019-20	█	█	10	13	█	█	█			█	█	47%	53%	█
2020-21	5	6	12	15	█	█	█	█	█	█	█	42%	58%	█
Average %	43%	57%	45%	53%	1%	48%	52%	0%	100%	52%	48%	45%	54%	1%

Table 5.37: HIS Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender. HIS for 2018-19 and 2019-20 H&S was in the all staff meeting

HIS	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	7	10	9	9	10	8	█	7			46%	54%
2019-20	9	9	10	6	10	8	█	7			52%	48%
2020-21	9	9	8	9	11	6	7	█	█	6	53%	47%
Average %	47%	53%	53%	47%	58%	42%	42%	58%	40%	60%	51%	49%

Table 5.38: LCS Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

LCS	SMT		STSEC		Research		EDI			H&S		School Average		
	M	F	M	F	M	F	M	F	NB	M	F	% M	%F	%NB
2018-19	5	8	24	14	14	21				█	6	49%	51%	█
2019-20	5	10	20	18	13	26	█	10	█	█	8	38%	62%	█
2020-21	6	9	17	23	12	17	█	12	█	█	6	37%	63%	█
Average %	37%	63%	53%	47%	38%	62%	23%	73%	3%	26%	74%	41%	59%	0%

Table 5.39: SMC Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

SMC	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	█	5	11	20	█	5			█	5	36%	64%
2019-20	█	5	11	20	█	6			█	8	32%	68%
2020-21	█	9	8	11	█	7	█	█	█	9	25%	75%
Average %	17%	83%	37%	63%	36%	64%	0%	100%	27%	73%	31%	69%

Table 5.40: MUS Committee membership for SMT, STSEC, Research, and Health and Safety by gender

MUS	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	7	5	13	6	7	6			▪	▪	58%	42%
2019-20	15	12	15	11	5	5			▪	▪	54%	46%
2020-21	8	6	16	7	7	6			▪	▪	59%	41%
Average %	57%	43%	65%	35%	53%	47%	–	–	33%	67%	57%	43%

Table 5.41: PCI Committee membership for SMT, STSEC, Research, and Health and Safety by gender

PCI	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	6	6	9	10	▪	8			▪	▪	45%	55%
2019-20	6	5	13	12	▪	8			▪	▪	48%	52%
2020-21	6	6	12	14	9	▪			5	▪	53%	47%
Average %	51%	49%	49%	51%	43%	57%	-	-	57%	43%	49%	51%

Table 5.42: PRHS Committee membership for SMT, STSEC, Research, EDI, and Health and Safety by gender

PRHS	SMT		STSEC		Research		EDI		H&S		School Average	
	M	F	M	F	M	F	M	F	M	F	% M	%F
2018-19	5	7	12	9	13	▪	▪	▪	▪	5	60%	40%
2019-20	6	6	11	10	7	5	▪	▪	▪	▪	53%	47%
2020-21	8	6	9	13	11	▪	5	▪	6	5	56%	44%
Average %	50%	50%	50%	50%	79%	21%	56%	44%	39%	61%	56%	44%

School management teams (SMT) are gender balanced in FAHACS, HIS, PCI and PRHS. Women are over-represented in SMC (83%) and DES (70%). Though women make up 43% of MUS's SMT, women maybe being disproportionately burdened with committee work.

Research committees are generally more gender balanced at school level except for PRHS (79% men). Women are over-represented on EDI committees, except for PRHS.

(iv)   Participation on influential external committees.

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

Staff are encouraged to participate on external committees, with participation recognised as either citizenship or research in the Faculty WLM. Our culture survey found that 66% of women agree or strongly agree that they are supported to represent their discipline or school on external committees. There are also a number of women in the Faculty who hold influential positions externally.

Chart 5.10: Culture Survey Question "I am encouraged and given opportunities to represent my School/Service externally and/or internally (e.g. committees or boards, on working groups, as chair or speaker at conferences)-" results for all academic staff in AHC by gender
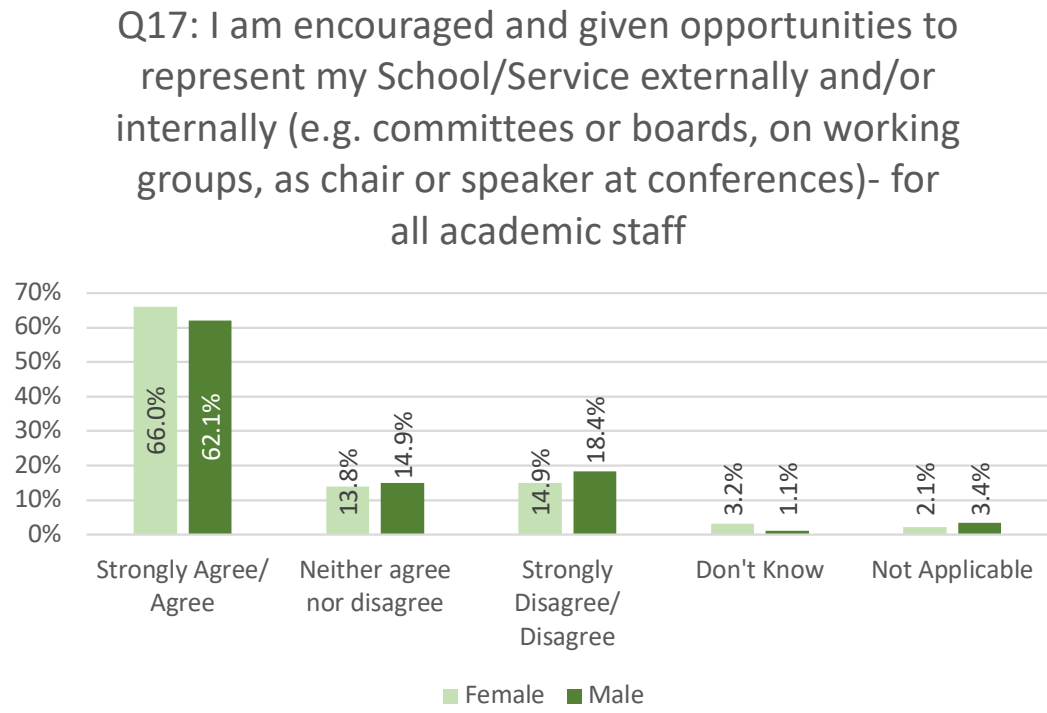

Q17: I am encouraged and given opportunities to represent my School/Service externally and/or internally (e.g. committees or boards, on working groups, as chair or speaker at conferences)- for all academic staff

	Strongly Agree/Agree	Neither agree nor disagree	Strongly Disagree/Disagree	Don't Know	Not Applicable
Female	66.0%	13.8%	14.9%	3.2%	2.1%
Male	62.1%	14.9%	18.4%	1.1%	3.4%

Figure 5.7: Examples of women who have taken part in key influential committees and how it has benefitted them.

Some key influential external committee memberships held by women in AHC

Professor Hazel Hutchison (ENG)
Trustee on the Board and Fellow of the Institute of Leadership and Management
"contacts and networks beyond HE, and allows me to engage with, and learn from, colleagues in business and charity organisations."

Dr Rasha Soliman (LCS)
Pedagogic lead on the European Network for the Teaching of Arabic
"keeps me updated about research in my area and gives me the opportunity to connect with and mentor younger researchers."

Dr Joanna Leidenhag (PRHS)
Society for the Study of Theology; Centre for Theology and Public Issues
"helped with networking and standing in the academic community. It often also made me aware of wider work in my field."

AHRC Peer Review College Members:
Dr Jade French (FAHACS)
Professor Abigail Harrison Moore (FAHACS)
Dr Rebecca Jarman (LCS)
Dr Pammi Sinha (DES)
Dr Jacki Willson (PCI)

(v)   Workload model.

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

Workload is a priority issue for the Faculty, with our culture survey and covid-19 impact survey both revealing concerns about excessive workload. Further, our Culture Survey points to concerns about the fairness of workload distribution by gender, considering the different responses between men and women to the following question:

Chart 5.11: Culture Survey Question "In my School/Service, I believe workload is allocated on a clear and fair basis irrespective of gender-" results for all academic staff in AHC by gender

Q2.1: In my School/Service, I believe workload is allocated on a clear and fair basis irrespective of gender- for all academic staff
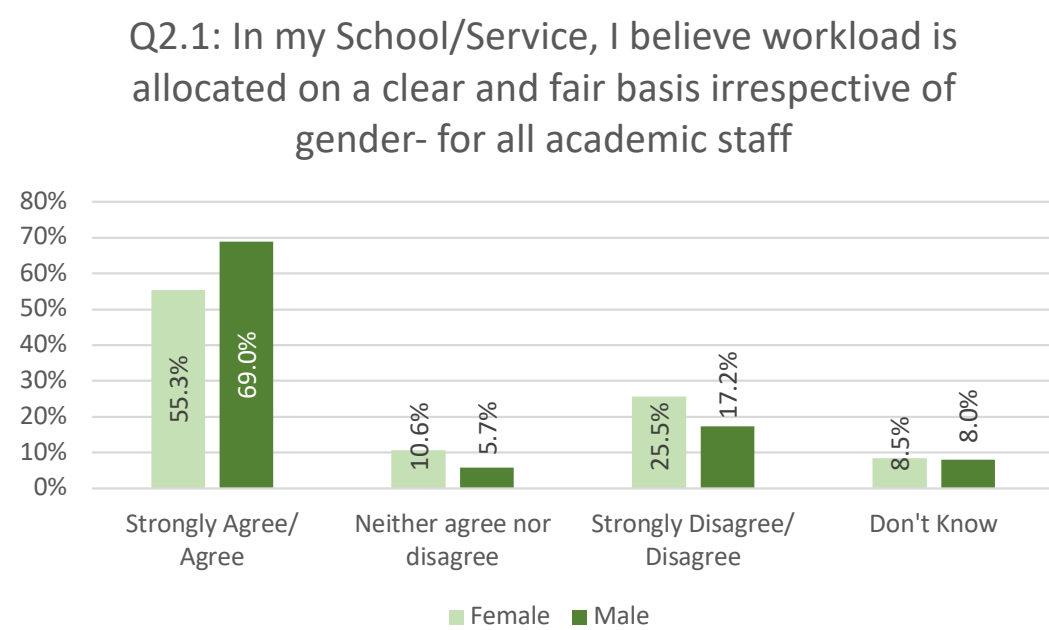
Our Faculty Workload Model (WLM) Project is addressing the challenge of managing academic workloads. We have undertaken a review of academic tasks and developed a new tariff framework that capture the complexities of academic work.

We have learnt from best practice with respect to workload and gender equality. Key features of the model:

• Broad recognition of tasks (including citizenship, outreach and mentoring) without unhelpful complexity

• Giving time for tasks e.g. mentoring to those who actually engage in the activity rather than as a blanket allocation to all staff

• Support for staff returning from maternity/paternity or other leave which will be further developed as outlined above (see 5(iii))

• The ability to balance workload across years

• The ability to audit workloads in relation to equality (particularly gender, FT/PT)

• Transparency for staff – staff will have clear information on their proposed workload

Schools are currently transitioning to the new WLM and it will be fully operational from 2022-23. We will continue to monitor its effectiveness and refine our approach and to use the capabilities of our new workload allocation software to monitor workload by gender.

(vi)   Timing of departmental meetings and social gatherings.

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

Our culture survey indicates that at least some colleagues feel excluded from meetings and events due to their timing. We note also that while 54% of colleagues felt that work related social events were likely to be welcoming to all, this still leaves a considerable number of people who may feel excluded.

While we believe that most events are scheduled between 10am and 4pm there is some evidence that events may be timetabled outside of these times and it is clear we need both explicit Faculty policy and ongoing work to raise awareness.

> **AP 20: Develop a Faculty policy on core hours and ensure that it is regularly re-emphasised to all staff. We will also improve our data collection around the timing of meetings to monitor the impact of this policy.**

Chart 5.12: Culture Survey Question "The timing of School/Service meetings and events takes into consideration part-time staff and those with caring responsibilities" results for all staff in AHC by gender

Q22: The timing of School/Service meetings and events takes into consideration part-time staff and those with caring responsibilities
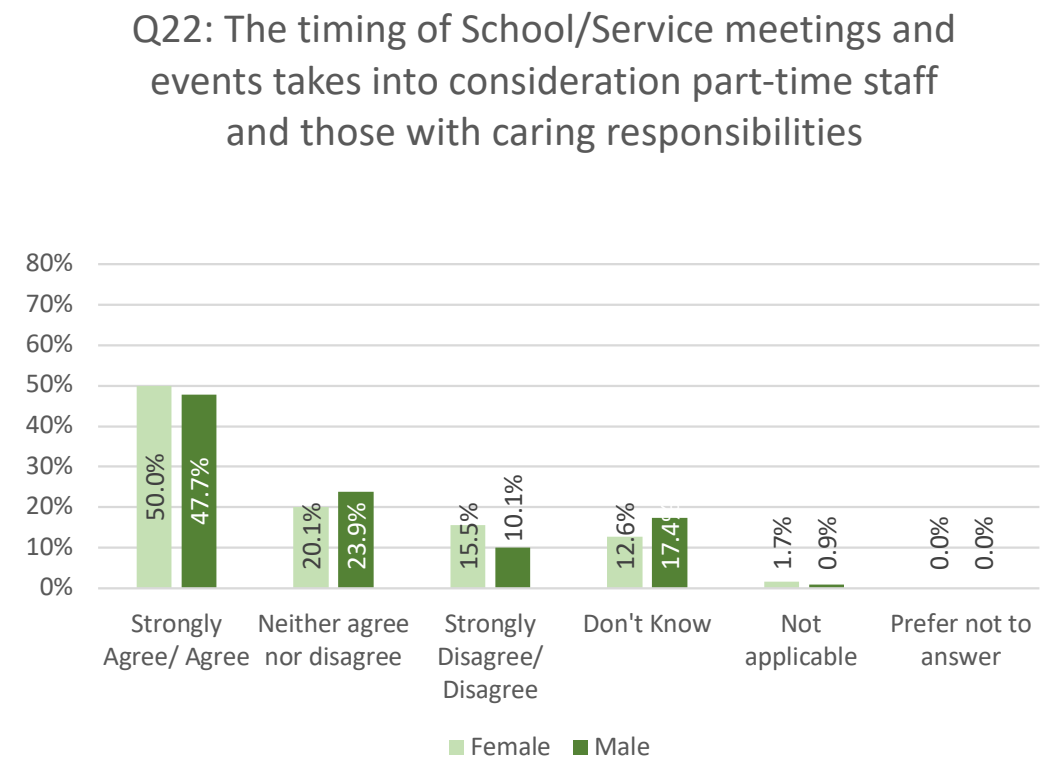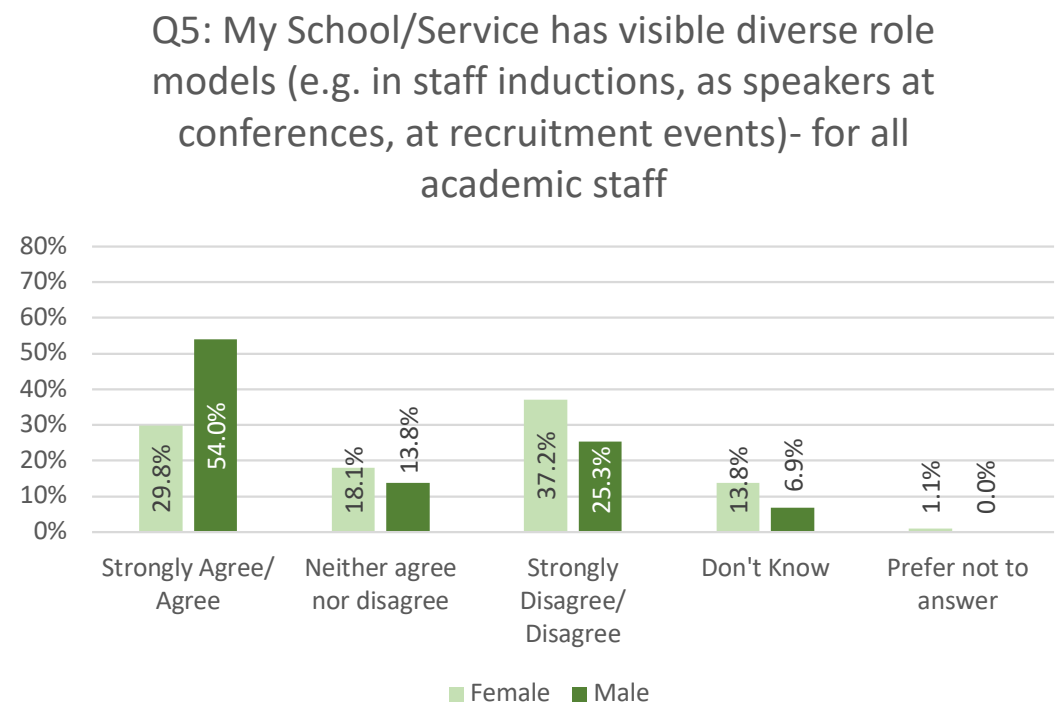
(vii) Visibility of role models.

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

Women are visible and valuable role models in AHC. Women occupy key senior leadership roles including Deputy Dean, Pro-Dean Student Education and 6/9 HoS are women. However, responses from women in our Culture Survey were negative (although it is difficult to know how staff interpreted diversity in responding to this question):

Chart 5.13: Culture Survey Question "My School/Service has visible diverse role models (e.g. in staff inductions, as speakers at conferences, at recruitment events)" results for all academic staff in AHC by gender

Q5: My School/Service has visible diverse role models (e.g. in staff inductions, as speakers at conferences, at recruitment events)- for all academic staff

	Strongly Agree/ Agree	Neither agree nor disagree	Strongly Disagree/ Disagree	Don't Know	Prefer not to answer
Female	29.8%	18.1%	37.2%	13.8%	1.1%
Male	54.0%	13.8%	25.3%	6.9%	0.0%

The Faculty has increased participation in University recognition schemes and has increased visibility through new schemes such as World Changers (more detail below).

Five women from AHC were awarded at the University's Women of Achievement Awards 2021. An additional four women were recognised on the University's Roll of Honour.

Figure 5.8: Women of Achievement Awards 2021

The World Changers essay series, captured the breadth of impactful research undertaken at UoL. 5/13 essay selected were from AHC scholars, with 4 of these [co-]written by women, with topics relating to addressing EDI and wellbeing.

Figure 5.9: Examples of the World Changers essays from AHC

The Faculty hosts many different speakers and while there is a stated commitment across all schools to foster diversity we do not have reliable data on the gender of speakers.

AP 21: Develop a shared process for event organisers to collect and record the gender of speakers for internal/ external events and work to achieve gender balance (50% of speakers being women)

(viii) Outreach activities.

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

The AHC Outreach Team co-ordinates activities for schools and colleges that covers the breadth of our research and teaching activity. Our activities are aimed at young people from backgrounds currently under-represented in higher education, including students from low participation neighbourhoods and BAME backgrounds.

Six of the ███ members of the Faculty Outreach Team are women. Academic staff work with the Outreach team to deliver activities. More women participate in this activity (10) than men (8) however this is in line with the gender balance of the academic community.

The Faculty aims to recruit a diverse cohort of student ambassadors (gender and ethnicity). Women represent 53% of postgraduate and 76% of UG ambassadors, which suggests that participants are seeing gender diversity in our student cohort. The Marketing and Outreach teams follows University guidelines on diversity and communication. The Outreach teams also aim to highlight gender diversity and will ensure that ambassadors feel supported to use their preferred pronouns and increase the options for registering their gender.

Table 5.43: Number of undergraduate and postgraduate student ambassadors in AHC for 2021-22.

Year	Undergraduate			Postgraduate		
	F	M	% F	F	M	% F
2021-22	31	10	76%	8	7	53%

Image 5.10: Student Ambassador Talks

Data on participation in outreach activities is not robust, but what we have reveals a significant gender imbalance with only 28% of participants being male. This aligns with the gender imbalance in our taught student community and is a concern in terms of encouraging young men to study arts and humanities subjects.

Table 5.44: Outreach Participant Data for 14 events from 2020-21 by gender. *Data note* "other" in this context either means a gender that is not male or female or they prefer not to disclose their gender.

Outreach Participant Data *14 events*	% M	% F	%Other
2020-2021	28%	69%	2%

> **AP 22: We will enhance our outreach activity by improving data collection on the gender of participants and work with the outreach team to reach more male students.**

Image 5.11: Art Teachers Residential 2021.

Image 5.12: National Saturday Art Club

6. Further information

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

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

Covid-19 has had profound impacts on students and staff across the Faculty. Through our self-assessment we have sought to record these impacts, as far as possible, and propose actions to mitigate inequalities as we recover from the pandemic. However, our assessment highlights the complex impacts of Covid-19. In relation to staff we did not find the kinds of gendered inequalities that we had anticipated, although this does not suggest that we can ignore the possibility of such inequalities.

Many of the challenges of the past two years are unsurprising. Our PGR community, and particularly international students, struggled with isolation as they lost access to University facilities and colleagues.

The uncertainty, compounded by ineffective communication added to a sense of stress for many students. As we have reported, completion times for all PGRs was increased, although there was little evidence of gendered differences.

We undertook a survey of all staff in July 2021 to better understand the lived experience of the pandemic. 31% of eligible colleagues responded (337 responses) with a slight skew towards women and professional colleagues. Our results revealed an exceptional and widespread increase in workload (reported by 72% of respondents, rising to 91% in respondents who preferred not to disclose their gender) and a corresponding increase in work-related stress (reported by 70% of respondents). Loss of research time, the challenges of supporting students online and concern about career development were strong themes.

There were surprisingly few differences between respondents self-identifying as male or female in our quantitative data (though we caveat this with the observation that 60% of survey respondents who stated their gender self – identified as female and only 30% as male). We did find that men cited travel restrictions and funding availability as key changes, perhaps reflecting a greater incidence of research-related travel among men. Women were more likely to cite the impact of Covid-19 on colleagues as a cause of change at work. A small number of qualitative comments conveyed the perception that the impact of Covid-19 on women and minority groups was not adequately considered by the University, particular in relation to planning and promotions. One comment stressed that the narrative that men were benefitting from the pandemic did not reflect his lived experience.

A report on the impacts of Covid[22] and proposals for mitigation was endorsed by the Faculty Executive in November. We are currently working on the action plan outlined in that report which focuses on better addressing issues of workload, promoting wellbeing, providing mechanisms to support academic staff whose research has been disrupted by Covid, and ensuring that the impacts of Covid are taken into account when making decisions on promotion, research opportunity and in the context of annual reviews.

22 https://ahc.leeds.ac.uk/downloads/download/264/the_impact_of_covid-19_on_staff_in_the_faculty_of_arts_humanities_and_cultures

7. Action plan

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

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

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

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

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
SAT Membership, Representation and Engagement						
AP 1	Women are less likely to be employed in technical roles and are likely to face distinct challenges. There is currently no technical voice on the SAT.	Invite a technical representative to join the SAT	Have a member of technical staff on the SAT	Technicians' Champion, Athena Swan Lead	Completed by Sep 2022	1
AP 2	We have identified UG and PGT student involvement with Athena Swan as something we want to expand on through greater collaboration with the SAB	SAB members (UG and PGT) to take an active role in the delivery of our action plan, particularly in the proposed actions relating to taught students.	Group of 4 SAB (2 UG, 2 PGT) members to contribute as members of the SAT and as members of Taught Student Working Group	Faculty Academic Lead for Student Success and Support (Chair of the SAB), Athena Swan Lead and Taught Student Working Group Lead	Starting in November/ December 2022	1

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
SAT Membership, Representation and Engagement						
AP 3	The SAT is currently 82.1% female. We aspire to include greater gender diversity and intersectional perspectives	Continue to work to promote diversity of SAT membership, promote the voices of trans and non-binary colleagues, members of the LGBTQ+ community and colleagues from Black and Minority Ethnic backgrounds	We will continue to work towards membership that more closely matches the Faculty's gender profile, and further review the diversity of the membership as protected characteristic data and intersectional analysis is improved at institutional level.	Deputy Dean, Athena Swan Lead	Ongoing with progress measured annually	1

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
Supporting our Students						
AP 4	The significant and persistent gender imbalance in our taught student cohorts (UG 72% PGT 77%) has complex impacts for all students. We have only begun to scratch the surface of this. We will go further to understand the impacts and drive future action	Student Listening Rooms Project: explore gendered experiences of UG and PGT students to address negative impacts of gender imbalance using the 'listening rooms methodology to create safe spaces for students of all genders to reflect on their gendered experience of study.	We will identify and address any negative impacts of gender imbalance in our taught student cohorts. We will report on the outcomes of the listening rooms exercises (report to be produced and distributed to the Faculty community in September 2023). Responding to the findings we will be able to demonstrate improvements for all students by the end of the plan.	Taught Students Working Group (including SAB members), Pro-Dean Student Education and Faculty Academic Lead for Student Success and Support, Athena Swan Lead	September 2022 – Sep 2023 hold listening rooms and produce report Sept 2023 September 2023 onwards to implement actions	2

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Supporting our Students			
AP 5	Women are more likely to be awarded and to accept an offer to study at UG level. 71% of offer recipients and 73% of acceptors have been women over the past five years.	Review our marketing materials, applicant and offer holder engagement to ensure that we are effectively communicating with male students and encouraging them to take up their offer.	We will effectively engaging male applicants with a view to increasing the number of men accepting their offer for UG study. We aim to narrow the gap between offers and accepts for men and women to less than 1% by 2025-26.	Marketing and Admissions Teams, Deputy Dean	March 2023 onwards	3

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Career Development			
AP 6	The number and proportion of staff, particularly women, on FT contracts has increased over the past three years. 37% of women in AHC were on FTCs in 2020-21.	Through the workforce planning process and in collaboration with Heads of School continue efforts to reduce the use of fixed term contracts across the Faculty In line with the University's Fairer Future for All pledges.	Working with the Executive Dean within the workforce planning process, Heads will review activity with a view to reducing FTCs. We aim to reduce the use of fixed term contracts across all schools and to have fewer than 20% of women on fixed term contracts by the end of this plan.	Heads of School, HR team, Executive Dean	Ongoing	2
AP 7	The use of split-grade roles in recruitment may disadvantage women	We will undertake further analysis to understand the gendered impacts of split grade roles and propose processes to address issues	We will have a shared Faculty approach to the use (or non-use) of split-grade roles that ensures that women are not disadvantaged in the recruitment process.	HR Lead, Recruitment Working Group	To be completed by Jan 2023	2

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
Career Development						
AP 8	Only 36% of AHC staff have completed the University's mandatory Equality and Inclusion Training	Improve completion rates of mandatory equality and inclusion training, particularly ensuring that all those involved in hiring have completed.	70% of staff to have completed equality and inclusion training by Jan 2023 up to 85% by the end of the plan We will ensure that all colleagues involved in hiring to have completed this training.	Dean and Heads of School to follow up with individual members of staff twice a year.	Reminder campaign to begin Sept 2022 Establish process for collecting data on those involved in hiring by Jan 2023	2
AP 9	We aim to improve equality and inclusion throughout our recruitment processes. We do not currently offer recruitment – specific unconscious bias training (or similar) to those involved in recruitment	Offer training on bias in recruitment all those involved in recruitment panels. We will evaluate the impact of the training both in terms of recruitment outcomes and the experiences of those taking the training.	We will offer the training twice a year and aim for at least 50% of those involved in recruitment to have completed the training by the end of the plan	HR Manager, Deputy Dean, Recruitment Working Group	Roll out training in 2022-23 academic year. Ongoing thereafter	2
AP 10	Single gender shortlisting and/or interview panels are contrary to University policy, but our data suggests they may occur in the Faculty	Develop data collection processes, policy, and practice to ensure the elimination of single gender short-listing or interview panels.	We will ensure that there are no single gender panels for shortlisting and selection and ensure that academics involved in academic recruitment panels are reflective of the gender profile of the Faculty. We will also expand on this to focus on ensuring gender diversity for recruitment panel for non-academic roles.	HR Lead, Recruitment Working Group, EDI Project Officer	With effect September 2022	1

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Career Development			
AP 11	While women perform well in the promotions process there is a need for support that specifically targets under-represented groups including PT and BAME colleagues. Our culture survey found that only 50% of academic women felt that there was adequate support for promotion.	Improved promotions support including regular workshops and refreshed online resources. We will include targeted resources for PT and BAME colleagues	We will hold regular promotions events and create a repository of information and recorded sessions to support colleagues applying for promotion.We will evaluate this work by monitoring both promotions data and staff satisfaction with promotions support. We aim to see at least 75% of women reporting that they are supported to apply for promotion.	HR Lead, Deputy Dean, EDI Project Officer, Career Development Working Group	Promotions events will begin in June 2022 Repository will be built gradually and complete by Dec 2023	2
AP 12	Part-time colleagues lack opportunities to take on significant leadership roles in the Faculty which is a barrier to promotion	We will normalise role sharing for school and faculty roles to support PT colleagues (and those with caring responsibilities) to develop and demonstrate their leadership skills	We will ensure that relevant roles (internal and external) are clearly marked as available to PT staff We will develop guidance for role sharing, identifying necessary support to ensure that role shares are successful.	Heads of School, HR Lead, Recruitment Working Group, Deputy Dean	Project to align with 2023-4 planning which begins in Jan 2023	2
AP 13	Address the under-representation of women at Grade 10. Women currently make up 32% of professors (2020-21)	We will focus on identifying women at Grade 9 who are overdue for promotion and providing individual support to enable them to apply.	We will monitor the impact of role sharing in relation to: colleagues with caring responsibilities, disabilities and career development We aim to see women making up 50% of professors by the end of the plan.	Executive Dean, Heads of School, HR Lead	Ongoing	2

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Research Culture			
AP 14	Our self-assessment suggested gender differences in research careers (REF data, Faculty research support data) although we do not have a definitive understanding of the issues	Establish a research culture working group (including members of the Faculty Research and Innovation Committee working alongside SAT members) to further explore gender inequality in research opportunity and, make recommendations to support women's research.	We will identify targeted actions to better support women's research careers The Research Culture Group will meet regularly during 2022-23. The group will report to FRIC and the Faculty EDI Committee as well as the rest of the SAT.	Pro-Dean Research and Innovation and Research Culture Working Group	Research culture group established by September 2022	2
AP 15	Our culture survey revealed that SRDS meetings were inconsistent – in terms of regularity of meetings and meeting quality. We found that completion of SRDS training was low particularly for men	Improve monitoring of AAM/SRDS meetings and SRDS reviewers' completion of training ensuring that all colleagues are having regular developmental meetings and improving the quality of those meetings	Ensure that all eligible colleagues have an AAM/SRDS meeting annually (Monitored by School Managers) Invite staff feedback annually on SRDS meetings to improve effectiveness (as part of the review process) Ensure that all reviewers have completed the necessary training	Faculty Operations Manager, EDI Project Officer, HR Lead, Career Development Group	Improve process for monitoring AAM/SRDS meetings Design and roll out a short post-meeting feedback form Establish a process for tracking reviewer training	2

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
Research Culture						
AP 16	Monitor women's take up of research support, particularly faculty research leave (where there is evidence that women are less likely to apply and receive an award)	Regularly review Faculty research leave applications and awards and other Faculty research support schemes to ensure that awards to women reflect the academic gender profile of the Faculty.	We will ensure that all Faculty research support schemes reflect the gender balance of academics in the Faculty (over a three year period).	Pro-Dean Research and Innovation and Research Culture Working Group	Beginning data collection 2022-23 (ongoing thereafter, with annual review of data by SAT)	2

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
Supporting staff with caring responsibilities						
AP 17	33% of colleagues taking maternity leave felt that information provision before leave could have been improved, particularly around KIT days and that understanding of policies and support was variable	We will improve the provision of information relating to maternity leave (and caring/family leave more generally) monitor staff satisfaction annually	Ensure that at least 90% of staff taking maternity leave feel that they have access to good quality information Create a Sharepoint site, web resources and fact sheets taking a multi-channel approach to dissemination of information	Heads of School, HR Team, Flexible Working Group, Athena Swan Lead.	Information update by Jan 23 Annual monitoring to begin 23-24 academic year	3
AP 18	HIS has an explicit policy on workload reduction for academic staff returning from maternity/adoption leave. In the current Faculty Workload Model adjustments are at HoS discretion which may lead to inconsistencies	We will develop a policy on workload reduction for academic staff returning from maternity and adoption leave to ensure consistency across schools	Policy to feed into Faculty Workload model to ensure consistent approach to workload reduction We will monitor and evaluate the effectiveness of the policy.	Executive Dean, Heads of School, Flexible Working Group	Develop policy 22-23 Policy to be operational in 23-24	3

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Faculty Organisation and Culture			
AP 19	Our culture survey revealed staff concerns that bullying and harassment has not always been effectively dealt with	Provide and promote regular (at least twice-yearly) active bystander training including targeted training for HoS/line managers Regularly re-promote University Policy and expectations with clear information on how to raise concerns Schools to develop plans for local activities	Aim for at least 300 members of the Faculty, community to have undertaken active bystander training by the end of the plan. Ensure all HoS/Line Managers feel supported to respond to bullying and harassment The Faculty website will have clear information on policy and raising issues within the Faculty. School-level plans in place to address any local issues.	Executive Dean, Deputy Dean, HR Lead, Heads of School and School EDI Teams	Ongoing with school plans evaluated annually	1
AP 20	We do not currently have a policy on core hours and we lack data on the timing of events. Our culture survey suggests that those with caring responsibilities feel excluded from some events	Develop a Faculty policy on core hours and ensure that it is regularly re-emphasised to all staff. We will also improve our data collection around the timing of meetings to monitor the impact of this policy.	We will develop a Faculty policy on core hours and the timing of events and meetings Ensure that all meetings and events are arranged in line with the Faculty policy	Faculty Operations Manager, Deputy Dean	Policy developed for 22-23 academic year. Begin monitoring in 22-23	3
AP 21	We currently lack data on the gender of speakers invited to present across the Faculty.	Develop a process for event organisers to collect information on presenters and work to achieve 50% women and explore ways to include greater gender and racial diversity.	Improve data collection processes on the timing of meetings. We will have robust data and be able to demonstrate that we have a gender balance in those we invite to speak across the Faculty.	EDI Project Officer, School Managers	Implementation by 2023-4	3

Action no	Issue	Action	Outcomes	Responsible person(s)	Timescale	Priority
			Outreach			
AP 22	We currently lack robust data on our outreach activities, particularly the gender of participants which is of concern given that outreach is a key opportunity to engage young men with arts and humanities disciplines	We will develop more robust processes of data collection around our outreach activities, focusing particularly on participants.	We will have robust data on participants and will use this to increase participation by male and gender diverse students. The SAT will review data on outreach annually.	Outreach Team, Athena Swan Lead	Reporting in place for 2023-24 academic year	3

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