DEPARTMENT APPLICATION
BRONZE AWARD

FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF LEEDS

WORD COUNT

Department application	Bronze
Word limit	11,700 (including 1,000 additional words in section 4 and 200 in section 1)
Total word count	11,587
1.Letter of endorsement	674
2.Description of the department	485
3. Self-assessment process	1,023
4. Picture of the department	3,408
5. Supporting and advancing women's careers	5,997
6. Case studies	n/a
7. Further information	n/a

Name of institution	University of Leeds	
Department	Faculty of Social Sciences	
Focus of department	AHSSBL	
Date of application	11th December 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: Nov 2016	Level: Bronze
Contact for application Must be based in the department	Professor Alastair Mullis	
Email	A.Mullis@leeds.ac.uk	
Telephone	0113 343 1881	
Departmental website	https://essl.leeds.ac.uk	

CONFIRMATION OF ADDITIONAL 1,000 WORDS

From: Athena Swan [mailto:Athena.Swan@advance-he.ac.uk]
Sent: 30 August 2019 15:14
To: Rachael Brown <R.Brown1@leeds.ac.uk>
Cc: Jeremy Higham <jeremy.higham@education.leeds.ac.uk>; Shetwah Jones <S.Jones@adm.leeds.ac.uk>; Athena Swan <Athena.Swan@advance-he.ac.uk>
Subject: RE: Request for additional words - Faculty of Social Sciences, University of Leeds

Dear Rachael,

We are happy to grant you an additional 1,000 words for discipline specific data disaggregation, analysis and consideration.

Please include this email in your submission as confirmation and state in the submission where the extra words have been used (please note, section by section word counts are suggested but the total word count may be used across the submission as appropriate).

With best wishes,
Lizzy

--

Dr Lizzy Allman

Equality Charters Adviser

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AdvanceHE

From: Rachael Brown [mailto:R.Brown1@leeds.ac.uk]
Sent: 28 August 2019 11:41
To: athenaswan@ecu.ac.uk
Cc: Jeremy Higham <jeremy.higham@education.leeds.ac.uk>; Shetwah Jones <S.Jones@adm.leeds.ac.uk>
Subject: Request for additional words – Faculty of Social Sciences, University of Leeds

Dear Equality Charters team,

I am writing to you on behalf of the Self-assessment Team in the Faculty of Social Sciences at the University of Leeds to ask that you grant a request for an additional 1,000 words in our upcoming Athena SWAN application. We request this under the circumstances articulated in your guidance as 'Faculty applications', in that we will be presenting data relating to 4 component Schools, which make up the structure of our Faculty.

To give a bit of context to the request; it is our belief that the Schools within the Faculty face significantly different challenges and are faced with different discipline-specific issues. For example, c. 90% of applications to undergraduate degrees in one School (Education) are made by women and this contrasts with c. 50% in another School (Politics and International Studies). We feel that to adequately explore the nuance of the School's individual circumstances, an additional 1,000 would be desirable.

Best wishes,
Rachael
Rachael Brown

Athena SWAN Project Officer - Faculty of Social Sciences
Based in FSS Offices, Beech Grove House
University of Leeds
Leeds LS2 9JT

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FSS Website: https://essl.leeds.ac.uk
EPU website: http://www.equality.leeds.ac.uk
Twitter: @LeedsEquality

illuminate = *articulate* = *champion* = *transform*

LIST OF ABBREVIATIONS USED

AAM	Annual Academic Meeting
AS	Athena SWAN
BA	Batchelor of Arts
BSc	Batchelor of Science
CIPD	Chartered Institute of Personnel and Development
Co-I	Co-Investigator
DoRI	Director of Research and Innovation
DoSE	Director of Student Education
E&I	Equality and Inclusion
EDU	School of Education
EOF	Education Outreach Fellow
FESM	Faculty Education Service Manager
FE&IC	Faculty Equality and Inclusion Committee
FH&SC	Faculty Health & Safety Committee
FMT	Faculty Management Team
FSAT	Faculty Self-assessment Team
FSS	Faculty of Social Sciences
FT	Full-time
FTE	Full-time equivalent
H&S	Health & Safety
HE	Higher Education
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
ISAT	Institutional Self-assessment Team
ISEO	International Student Experience Officer
JH	Joint Honours
KiT	Keep in Touch
LAW	School of Law
LEP	Leadership Excellence Programme
LLB	Batchelor of Laws
LLM	Master of Laws
MA	Master of Arts

NSS	National Student Survey
OD&PL	Organisational Development and Professional Learning
P&M	Professional and Managerial
PDRA	Post-doctoral Research Assistant
PFF	Permanent, Fixed-funded
PGR	Postgraduate Research/Researcher
PGR TA	Postgraduate Researcher acting as Teaching Assistant
PGT	Taught Postgraduate
PhD	Doctor of Philosophy
PI	Principal Investigator
PMS	Professional, Managerial and Support staff (includes administrative support)
POL	School of Politics and International Studies
PT	Part-time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RG	Russell Group
RIS	Research and Innovation Service
SAT	Self-Assessment Team
SES	Student Education Service
SE&IC	School Equality and Inclusion Committee
SH	Single Honours
SMC	School Management Committee
SRDS	Staff Review and Development Scheme
SSAT	School Self-Assessment Team
SSO	Student Success Officer
SSP	School of Sociology and Social Policy
T&R	Teaching and Research
T&S	Teaching and Scholarship
TU	Trade Union
UAF	University Academic Fellow
UEG	University Executive Group
UG	Undergraduate
%F	Percentage female

LETTER FROM THE DEAN

Executive Dean

Faculty of Social Sciences
University of Leeds
Leeds LS2 9JT, UK

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UNIVERSITY OF LEEDS

Athena SWAN Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

The Faculty has a long-standing commitment to equality in all aspects of our activity and to advancing the development of all students and staff. This is embedded in our strategic objectives which include:

- the recruitment, development and retention of outstanding staff within a supportive and developmental environment

- upholding the university values of professionalism, inclusiveness, integrity and community supporting the core value of academic excellence.

As a social science faculty, we have a natural commitment to researching, teaching and promoting the various societal dimensions of equality, diversity and inclusion. This cultural orientation is a good starting basis but is not sufficient to address and change long-standing processes and practices. Neither is the range of institutional HR and equality policies sufficient in itself to ensure a culture and lived sense of gender equality at school level. It has taken a concerted effort by the faculty and school management teams working in concert to put in place over an extended period of time a range of specific faculty-wide approaches to gender equality for staff and students.

We should note that Jeremy has been Executive Dean for some 10 years and is coming to the end of his term of office on 31 December 2019 and that Alastair, who has worked alongside Jeremy over the past six years as Head of the Law School, is the incoming Dean.

We each confirm our personal commitment to equality of opportunity in all aspects of higher education. We know that this can only be achieved if an environment and culture is developed and sustained whereby each individual is enabled to achieve their full potential within a supportive and inclusive context in line with the values and principles of the Athena SWAN Charter.

We believe that there is not only a compelling moral case for equality but also strong academic advantage in attracting, identifying and recruiting the best academic and professional talent i.e. the staff and students with the greatest potential to succeed and contribute to success in our academic objectives.

Over a number of years, we have systematically developed a range of processes that sit within the policies of the university but which interpret and operationalise them at the faculty and school level. These relate to the recruitment of staff and students, to their work and study experience and to their personal and professional progression. One priority is to articulate how the range of policies and processes work together to support and advance careers, particularly for women.

We have diverse challenges in four schools but overall the data and our investigations reveal that we need to increase our existing efforts support the development of female staff careers up to Associate Professor and Professor levels in all four schools and to play our part more strongly in a sector wide effort to increase the numbers of male candidates applying for undergraduate social science courses.

We are further strengthening and empowering our Equality and Inclusion Committees at School and Faculty levels, chaired by the Executive Dean and with all Heads of School as members with additional workload allowance for the Equality and Inclusion Co-ordinators to support the implementation of our Athena SWAN action plan in relation to staff and PGR. We are also investing for Unconscious Bias training to be available to all staff and PGR who teach.

To gain a better understanding of and provide further focussed support for male and female student progression, we have invested in two new full-time posts: Student Success Officer (SSO); and, International Student Experience Officer (ISEO).

We have also created two new roles in each of the four schools: Academic Lead for Inclusive Practice; and, Teaching Excellence Framework Coordinator. These colleagues will work together with the SSO and ISEO and the School E&I Coordinator, under the leadership of the School Directors of Student Education and the Pro Dean for Student Education, to drive forward the Athena SWAN agenda in relation to taught students.

Finally, we confirm that the information, qualitative and quantitative data presented represent the faculty in an honest, accurate and true way.

Professor Jeremy Higham
Executive Dean to 31 Dec 2019

Professor Alastair Mullis
Executive Dean from 1 Jan 2020

Total words = 674

2. DESCRIPTION OF THE DEPARTMENT

The faculty addresses questions with educational, social, political and legal dimensions, working in partnership with local, national and international stakeholders to inform public policy, lead academic debate and shape social research. It has four research-intensive schools: Education (EDU); Law (LAW); Politics and International Studies (POL); Sociology and Social Policy (SSP).

Figure 2.1: The Faculty of Social Sciences (credit: Esther Anato-Dumelo, PGR Athena SWAN Representative for SSP)

Picture 2.1: Hillary Place

Picture 2.2: The Liberty Building

Picture 2.3: The Social Sciences Building

The **School of Education** helps to improve the lives and learning of children, young people and families, by studying and informing educational practices and policies.

The **School of Law** promotes study and research in all major legal fields. It explores contemporary issues across the fields of law and criminal justice, informing policy and practice.

The **School of Politics and International Studies** brings together academics from across political, international relations, and development disciplines and covers the main regions of the world.

The **School of Sociology and Social Policy** promotes critical sociologies and social policy focusing on gender, racism, ethnicity, disability and other forms of social inequality.

The Faculty is home to the cross-institutional **Leeds Social Sciences Institute**, which drives forward the social science research and innovation agenda across the university.
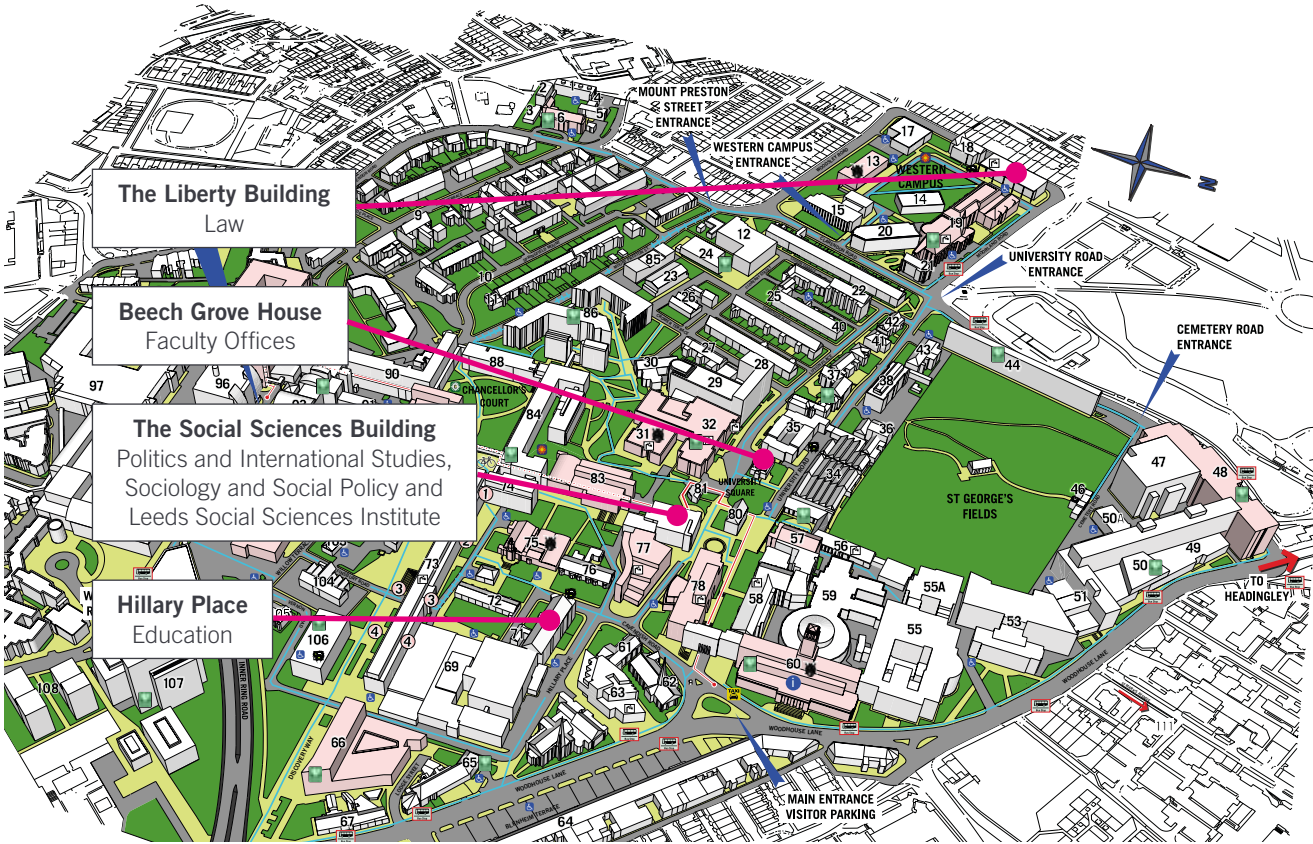
Figure 2.2: The Faculty of Social Sciences within the University of Leeds Campus

The Liberty Building
Law

Beech Grove House
Faculty Offices

The Social Sciences Building
Politics and International Studies,
Sociology and Social Policy and
Leeds Social Sciences Institute

Hillary Place
Education

STAFF

The Faculty employs more women than men in teaching-focussed, research-focussed and support roles, and fewer women than men in 'Teaching and Research' roles:

	Female	Male	Total	% Female	% Male
Teaching and Research	76	104	180	42%	58%
Teaching and Scholarship	4	2	6	67%	33%
Teaching Only	19	8	27	70%	30%
Research Only	25	9	34	74%	26%
Professional & Managerial	11	4	15	73%	27%
Administrative Support	64	21	85	75%	25%
Total	**199**	**148**	**347**	**57%**	**43%**

Table 2.1: Staff at census, 31st July 2018

The proportion of women decreases from 73% at Grade 6 to 38% for Grade 10, though the proportion for 'Teaching and Research' remains reasonably constant:

	Teaching and Research	Teaching and Scholarship	Teaching only	Research only
Total Academic Staff	42%F, 58%M (n=180)	67%F, 33%M (n=6)	70%F, 30%M (n=27)	74%F, 26%M (n=34)
Grade 6 73%F, 27%M (n=11)	n/a	n/a	Tutor Assistant /Tutor 50%F, 50%M (n=4)	Research Assistant 86%F, 14%M (n=7)
Grade 7 63%F, 37%M (n=64)	Lecturer 41%F, 59%M (n=17)	Lecturer (n=0)	Teaching Fellow/ Assistant /Tutor 73%F, 27%M (n=22)	Research Fellow 68%F, 32%M (n=25)
Grade 8 54%F, 46%M (n=61)	Lecturer/ University Academic Fellow 53%F, 47%M (n=55)	Lecturer 33%F, 67%M (n=3)	Senior Teaching Fellow 100%F (n=1)	Senior Research Fellow 100%F (n=2)
Grade 9 40%F, 60%M (n=55)	Senior Lecturer/ Associate Professor 37%F, 63%M (n=52)	Senior Lecturer/ Associate Professor 100%F (n=3)	n/a	n/a
Grade 10 38%F, 62%M (n=56)	Professor 38%F, 62%M (n=56)	n/a	n/a	n/a

Table 2.2: Academic staff in the Faculty by profile and grade at census, 31st July 2018

PROGRAMMES

We have 25 undergraduate programmes, all with an optional year in industry or abroad:

EDU
- Childhood Studies
- Education
- English, Language + Education
- Psychology with Education
- TESOL

LAW
- Criminal Justice + Criminology
- Law
- Law + European Legal Studies
- Law + French Law
- Law + German Law
- Law + Hispanic Law
- Law + International Legal Studies

FSS UG

SSP
- Politics + Social Policy
- Politics + Sociology
- Social Policy
- Social Policy + Crime
- Social Policy + Sociology
- Social Science
- Sociology
- Sociology + International Relations

POL
- Economics + Politics
- International Development
- International Relations
- Politics
- Politics + Parliamentary Studies

Figure 2.3: Undergraduate programmes by School

We have 39 PGT programmes, several with part-time options:

EDU
- Childhood Studies
- Deaf Education
- Digital Education
- Education Education + Professional Enquiry
- International Education
- Leadership + Policy
- Leadership + Digital Education
- Provision for Children with Developmental Disorders
- Special Educational Needs
- TESOL

LAW
- Comparative Corporate + Financial Law
- Criminal Justice + Criminal Law
- Criminal Justice + Criminology
- Intellectual Property Law
- International Banking + Finance Law
- International Business
- Law
- International Corporate Law
- International Human Rights Law
- International Law
- International Trade Law
- Law + Finance Law + Social Justice Security, Conflict + Justice

FSS PGT

SSP
- Disability Studies
- Gender Studies
- Inequalities + Social Science
- Public Administration
- Social Research
- Social + Political Thought
- Social + Public Policy
- Society, Culture + Media

POL
- Conflict, Development + Security
- Global Development
- Global Development + Africa
- Global Development + Education
- Global Development + Gender
- Global Development + International
- Political Economy
- Global Governance + Diplomacy
- International Relations
- IR + Politics of the Middle East
- Political Science
- Security, Terrorism + Insurgency

Figure 2.4: Postgraduate programmes by School

STUDENTS

The majority of students are women at all levels:

	Female	Male	Total	% Female	% Male
Foundation Year (Social Science)	50	7	57	88%	12%
UG (BA, BSc, LLB)	1746	794	2540	69%	31%
PGT (MA, MSc, LLM)	690	272	962	72%	28%
PGR (PhD, EdD)	123	89	212	58%	42%
Total	**2609**	**1162**	**3771**	**69%**	**31%**

Table 2.3: Students registered in the Faculty of Social Sciences in 2017/18 by level of study and gender

This is reflected in the benchmarks for both Home/EU and International students:

		Faculty			Benchmark (Russell Group)	HE Sector
		Female	Male	% Female	% Female	% Female
UG	Home/EU	1519	662	70%	65%	73%
	International	227	132	63%	63%	61%
PGT	Home/EU	324	154	68%	63%	66%
	International	366	118	76%	70%	65%
PGR	Home/EU	57	60	49%	59%	60%
	International	66	29	69%	61%	59%
Total	**Home/EU**	**1900**	**876**	**68%**	**64%**	**70%**
	International	**659**	**279**	**70%**	**66%**	**63%**

Table 2.4: Students registered in the Faculty of Social Sciences in 2017/18 by fee paying status

FACULTY GOVERNANCE STRUCTURE

The Faculty Management Team (FMT) is led by the Executive Dean with the Pro Deans (Research; Student Education; International); the heads of school and the professional leads (Marketing; Finance; HR; Research; Student Education). The FMT has 8 women and 6 men (see section 5.6 (iii)).

The FMT has responsibility for all areas of activity including equality, inclusion and diversity. It is responsible for ensuring funding for AS initiatives and receives advice and regular reports from the Faculty AS Self-Assessment Team (FSAT; see section 3).

Each School has a School Management Team (SMT) and a School SAT (SSAT) with similar remit and responsibilities. A SAT covers the Faculty Office.

The FMT reports to the University Executive Group (UEG) of which the Dean is a member and the FSAT reports to the Institutional SAT (ISAT; see figure 2.6 below). Key Faculty committees report to the FMT, including 'Research and Innovation', 'Taught Student Education', 'Equality and Inclusion' and 'Health and Safety'.

A Faculty Forum acts as a two-way channel of communication between staff and the FMT. Chaired by the Dean, it is comprised of the FMT and a wide range of academic and PMS colleagues. There are student representatives on this and on many of the above committees (see section 5.6 (iii)).
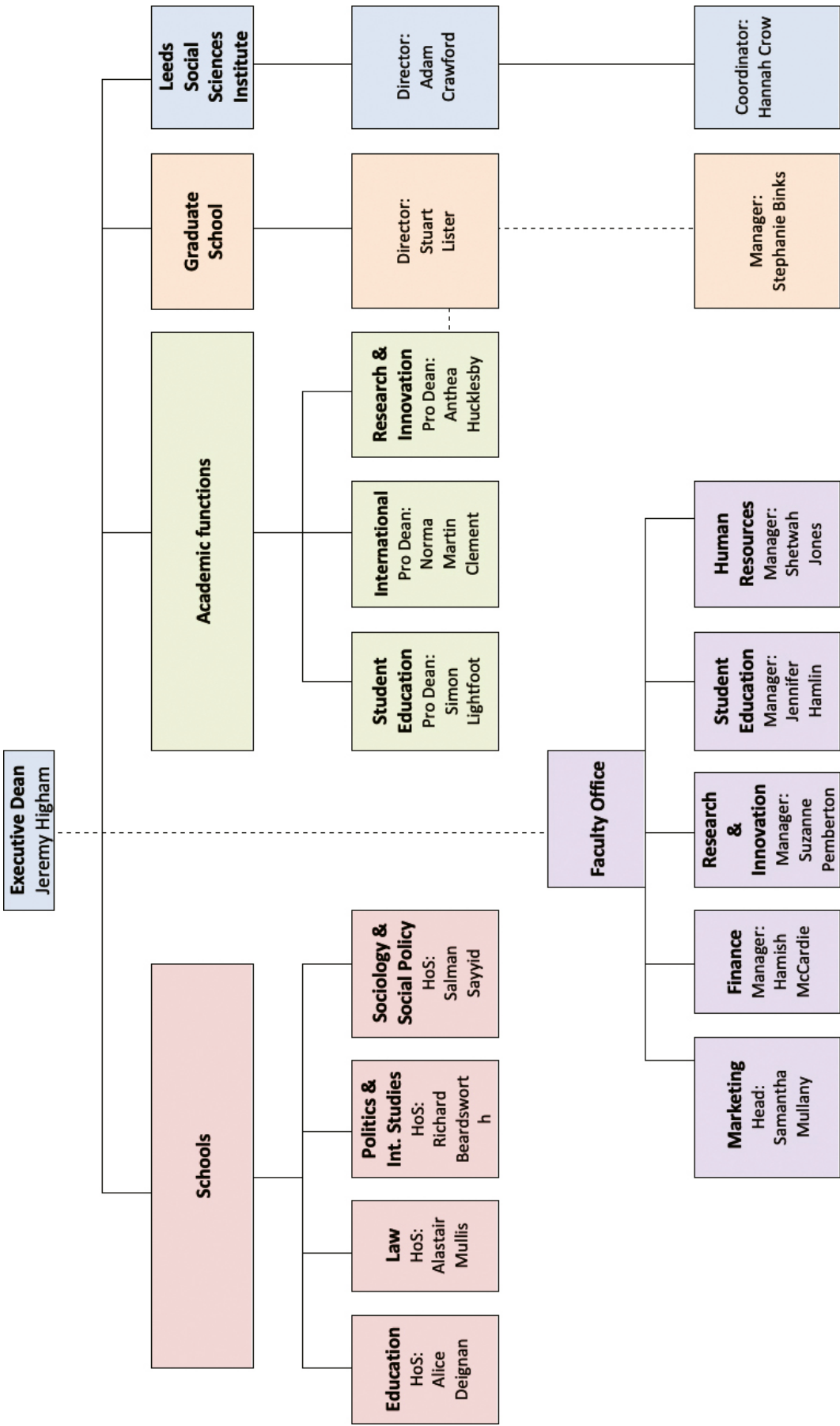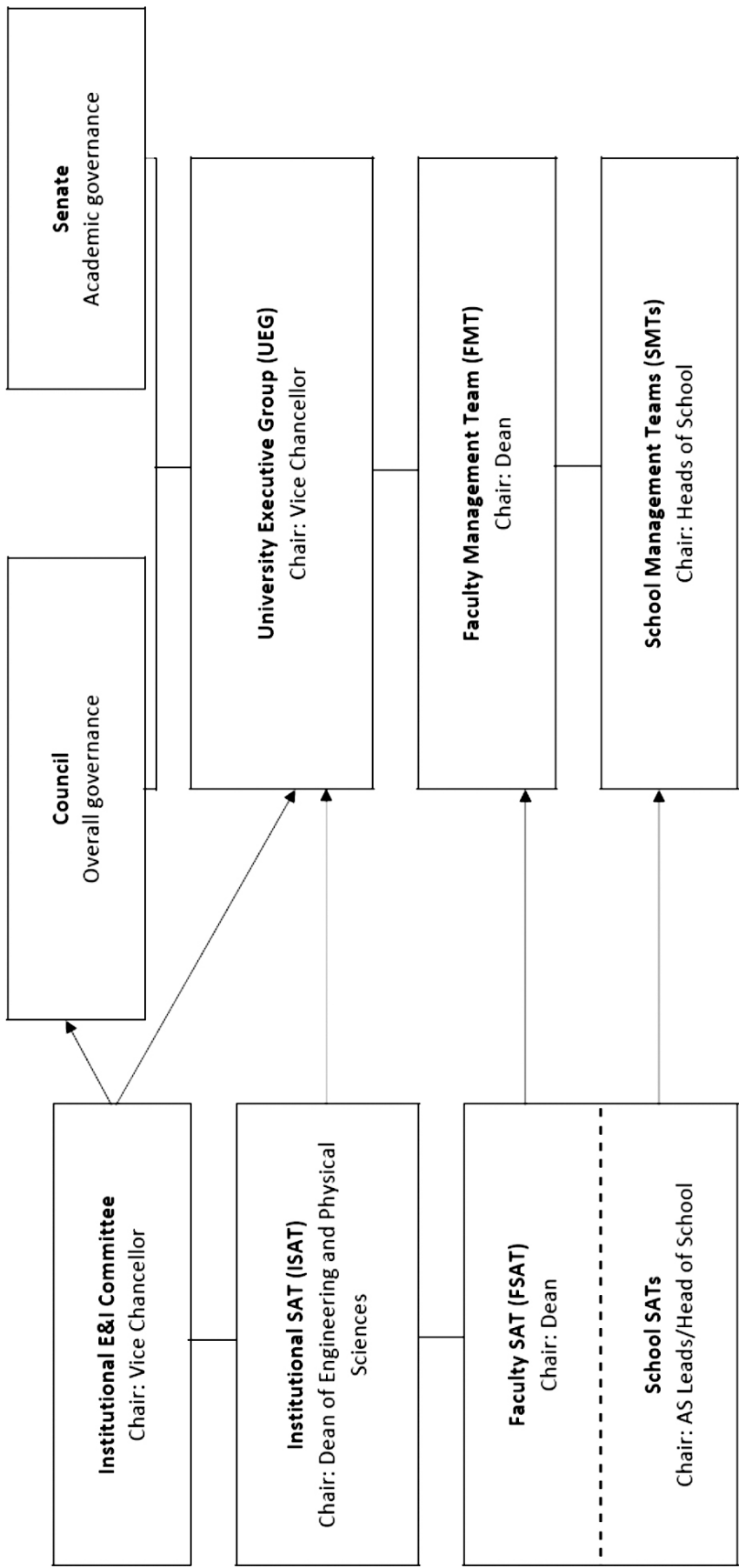
Figure 2.5: Organisational Structure of the Faculty of Social Sciences

Athena SWAN/E&I engagement, initiatives, projects, analysis, advice and recommendations

Line management, executive action, policy and decision making, resourcing for all areas, including E&I

Figure 2.6: Governance and management structures at the University of Leeds

Total words = 485

3. THE SELF-ASSESSMENT PROCESS

(i)   a description of the self-assessment team

In May 2017, the FMT decided the Faculty would work towards the AS Bronze award, establishing a Faculty AS SAT (FSAT) to lead the process. The FSAT is charged with identifying challenges and opportunities and proposing to FMT where and how specific actions can be taken in relation to gender equality, within the University's equality framework.

The FSAT has a clear level of commitment from senior managers – it is chaired by the Executive Dean and includes the four Heads of School and the School Equality and Inclusion (E&I) Leads.

School-level sub-teams of the FSAT were established. These School Self-Assessment Teams (SSATs) are chaired by the School E&I Leads, include the Head of School (HoS) and report into the FSAT through their chair.

The team is supported by a dedicated Faculty Athena SWAN Project Officer and by three further colleagues plus the Faculty E&I Coordinator. The FSAT and the SSATs have UG, PGT and PGR representatives.

While the FSAT has a gender focus, it recommends actions to the FMT to address the full range of equality challenges and to ensure that any gender-related actions are supportive of equality for other protected characteristics.

The Faculty E&I Committee (FE&IC) receives reports from the FSAT and considers wider aspects of E&I. It meets three times a year aligned to the meetings of the University E&I Committee.

The FSAT engages the academic, professional and student community through the following groups: FMT, the Faculty Forum, the SMTs, School staff meetings, SSATs, the Faculty and School E&I Committees; and, via the heads of school, the School E&I Leads, the leaders of the professional teams and the student representatives.

The FSAT works with the University's ISAT (reporting via the Executive Dean, who is a member) and coordinates with University AS and Gender Initiative activity through the University E&I Committee (of which the FSAT Chair is a member).

The School E&I leads are appointed via open call. As ex officio SSAT chairs, they receive 5% workload allowance (on top of their E&I lead allowance). Workload remission for other staff members is 20 hours. The Dean, Heads of School and Professional leads are all ex officio. Other members are co-opted. The School UG, PGT and PGR representatives are elected through the Student Union.

Since May 2017, 25 individuals have been members of the FSAT, with the majority being women:

Academic (Teaching and Research/ Scholarship)				Professional and Managerial				Administrative Support			
Number		Percentage		Number		Percentage		Number		Percentage	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
5	4	56%	44%	3	0	100%	0%	4	0	100%	0%

PGR				UG/PGT Student				Overall			
Number		Percentage		Number		Percentage		Number		Percentage	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
3	1	75%	25%	4	1	80%	20%	19	6	76%	24%

Table 3.1: Summary of the FSAT Membership

In 2018/19, the membership of the FSAT was:

Name	Full-/Part-time	Position	Category	Role in FSAT
Jeremy Higham	FT	Faculty Dean; Professor of Education Policy	Academic	Chair of FSAT
Rachael Brown	FT	Faculty Athena SWAN Project Officer	Admin. Support	Data analysis; admin. support
Rachael Warwick	FT	Faculty Support Officer	Admin. Support	Secretary to FSAT
Alice Deignan	FT	Head of School (EDU); Professor of Applied Linguistics	Academic	HoS EDU
Alastair Mullis	FT	Head of School (LAW); Professor of Law	Academic	HoS LAW
Richard Beardsworth	FT	Head of School (POL); Professor of International Politics	Academic	Hos POL
Salman Sayyid	FT	Head of School (SSP); Professor of Social Theory & Decolonial Thought	Academic	HoS SSP
Kerri Woods	PT	Faculty E&I Coordinator, Lecturer in Political Theory	Academic	Faculty E&I Lead
Jackie Salter	FT	School E&I Lead (EDU); Associate Professor in Inclusive Education	Academic	AS Lead for EDU
Joan Loughrey	FT	School E&I Lead (LAW); Deputy Head of School; Professor of Law	Academic	AS Lead for LAW
Mette Wiggen	PT	School E&I Lead (POL), Lecturer (Teaching and Scholarship)	Academic	AS Lead for POL
Ipek Demir	FT	School AS Lead (SSP); Associate Professor	Academic	AS Lead for SSP
Jenny Hamlin	FT	Faculty Education Service Manager	Professional & Managerial	AS Lead for SES
Shetwah Jones	FT	Faculty HR Manager	Professional & Managerial	AS Lead for HR
Caroline Wise	FT	School Manager (POL)	Professional & Managerial	Data analysis; AS team (POL)
Helena Boukili	PT	Faculty HR Administrator	Admin. Support	Data analysis; admin. support
Meiyan Ren	FT	Postgraduate Student (EDU)	Student	PGT Rep. for EDU
Rehan Chaudhuri	FT	Undergraduate student (LAW)	Student	UG Rep. for LAW
Bethany Murphy	FT	Undergraduate student (POLIS)	Student	UG Rep. for POL
Clare Mawson	FT	Undergraduate student (SSP)	Student	UG Rep. for SSP
Daniel Fobi	FT	Postgraduate Researcher (EDU)	Student	PGR Rep. for EDU
Oriana Casasola	FT	Postgraduate Researcher (LAW)	Student	PGR Rep. for LAW
Esther Anato-Dumelo	PT	Postgraduate Researcher (SSP)	Student	PGR Rep. for SSP

Table 3.2: Faculty Athena SWAN self-assessment team 2018/19

The current membership reflects a range of protected characteristics, roles, grades and career stages for both part-time and full-time staff and the following summarises the member declarations:

Flexible working arrangements in place	Total length of service	Total promotions	Having taken shadowing/ secondment opportunities	Having participated in mentoring	Having caring responsibilities
4 staff	188 years	15 staff	5 staff	13 staff	12 members
In a dual career partnership	**Having taken a career break**	**Having any form of disability**	**Ethnicity**	**Age bracket**	**Any other protected characteristic**
11 members	7 staff	3 members	13 white, 6 other	2 = 18-30, 7 = 31-50, 8 = 50+	11 members

Table 3.3: Faculty Athena SWAN self-assessment team diversity by self-declared characteristics

Picture 3.1: Faculty Athena SWAN self-assessment team

(ii)   an account of the self-assessment process

The FSAT meets monthly and considers reports from the SSATs which have undertaken analysis of staff and student data, consideration of different contexts and lived experiences (e.g. through interviews and focus groups), the identification of best practice within and beyond the faculty and development of school-specific actions.

The FSAT has reviewed the AS criteria and process, best practice in the sector and University (including a presentation by the Engineering AS lead) and the evidence required for submission. It has gathered and considered statistical evidence and conducted a faculty-wide staff culture survey (19 June-4 July 2018), reviewed the findings and drawn up priority action areas.

The focus of the survey was:
■ Participation and Promotion Practices
■ Work Culture
■ Leadership and Management Commitment
■ Reputation and Social Responsibility

Questions covered caring responsibilities, work life balance, promotion practices, workload allocation, valuing of skills and experiences, appraisal, career development opportunities, positive action, appropriate behaviour, training, HR policies, communications and dealing with complaints.

There were 161 respondents to the culture survey; 46% of staff. 64.4% of respondents identified as female, 28.7% identified as male and the other 6.9 % of respondents either stated "prefer not to say" or "prefer to self-describe". Academic staff were the largest staff group to respond. At the census date of 31 July 2018, academic staff formed 71% of employees. The data has been used in preparing this submission.

The FSAT also discussed analysis by gender for other relevant surveys (e.g. NSS) and helps ensure subsequent student education actions address gender issues.

The AS Project Officer held 1:1 meetings with the School AS leads to further develop the evidence and examples included in this submission.

In the run up to this application, the FSAT began collation of the final data sets, identification of the main topics and themes from the datasets, the surveys and the focus groups and arising from the experience of the FSAT members. The drafting of specific actions and of individual sections began in November 2018. Detailed initial drafts were developed by a range of team members and were circulated in advance for discussion at FSAT meetings.

Picture 3.2: Faculty Athena SWAN self-assessment team discussing draft sections of the submission

Drafts were discussed in the September and October 2019 FSAT meetings and the submission and action plan agreed at the November FMT and FSAT meetings. All members of the School SATs have had the opportunity to input. Broader staff engagement was enabled through School staff meetings and responses were collated from members of the FSAT.

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

The Faculty E&I Committee will assume the responsibilities of the FSAT and will be refocussed to drive the delivery of the AS Action Plan. It will be strengthened to include the Heads of School. Given the increased importance of intersectionality, the FE&IC will co-opt members to ensure appropriate representation. In relation to the student education agenda, FE&IC will work closely with the School and Faculty Taught Student Education Committees.

The FE&IC will meet termly to take forward and monitor the action plan, receiving updates from the School E&I Committees (SE&ICs). These will act as School AS groups and enhance our communication and engagement strategies, including dissemination of the action plan via school staff meetings and SMTs. The current workload allowance for AS will continue.

The action plan has clearly identified owners for each action who will report to the FE&IC on progress at each meeting. The FE&IC reports to FMT and will do so on the implementation of the AS Action Plan. FMT will monitor progress and consider any further steps and resource required. The FE&IC also reports directly to the University's E&I Committee.

Action 1 – Integrate Faculty AS SAT into the Faculty E&I Committee, extending its remit and membership

We will refocus and strengthen the Faculty E&I Committee by adding the Heads of School, Faculty Pro Dean for Student Education and Head of the Faculty Graduate School as members and by integrating the Faculty AS SAT agenda into its terms of reference, with additional workload allowance for the School Equality and Inclusion Co-ordinators.

We will further review the actual membership of the new FE&IC and address any areas of under-representation through co-option.

The reconstituted Faculty E&I committee, chaired by the Dean and reporting to the Faculty Management Team will take full ownership of the AS Action Plan and direct responsibility for adopting and sharing best practice relating to its implementation. We will ring-fence funds for ongoing AS activity.

Action 2 – Maintain and develop a clear focus on gender and intersectional issues in Student Education and support progression of all student groups

We will ensure a clear focus on gender and intersectional issues in Taught Student Education. To gain a better understanding of, and provide further focussed support for, the progression of all student groups, we have invested in, and recruited to, two new posts: Student Success Officer (SSO); and, International Student Experience Officer (ISEO), with the SSO having started in post on 1 September 2019 and the ISEO commencing on 1 February 2020.

In each of the four schools, we have also created two new academic roles: 'Academic Lead for Inclusive Practice'; and, 'Teaching Excellence Framework Coordinator'. These colleagues will work together with the SSO and ISEO and the School E&I Coordinator, under the leadership of the School Directors of Student Education and the Faculty Pro Dean for Student Education, to drive forward the Athena SWAN agenda and intersectional agenda in relation to taught students, reporting into the Faculty E&I Committee through the Pro Dean.

Total words = 1,023

4. A PICTURE OF THE FACULTY

4.1 Student data

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

The Faculty's four-year BA Social Science programme, hosted by SSP, includes a Level 0 foundation year, allowing under-represented groups without traditional qualifications to access a social science degree.

The programme has seen an increase in the numbers and proportion of women:

FOUNDATION YEAR	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Registration on BA Social Science Foundation Year	26	28	36	15	50	7
	48%	52%	71%	29%	88%	12%

Table 4.1: Number of students registered for BA Social Science Foundation Year

The proportion of men registering, having dipped in 2016 and again in 2017 has recovered to 35% in 2018 and 37% for 2019 entry. However, the gender balance of 2015 entry has not yet returned.

Female progression is about 80%, though there is a marked decline in male progression, coinciding with the drop in male students:

FOUNDATION YEAR	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Direct progression to UG degree	21	25	28	11	39	4
	81%	89%	78%	73%	78%	57%

Table 4.2: Number of BA Social Science Foundation Year students going on to register for Level 1

In September 2019, the Faculty recruited a full-time dedicated Student Success Officer (SSO) to undertake student success initiatives and use learner analytics to investigate our data sets and any issues of gender imbalance arising.

Action 4 – Improve the gender balance in recruitment to and progression from the BA Social Science foundation year

We will seek to return to a more gender-balanced and diverse cohort by 2022 entry, considering recruitment and admissions processes, for example identifying specific outreach opportunities for potential applicants, recruiting a wider range of student ambassadors to represent this degree on Open Days and improving interview processes.

Whilst the current percentages are based on small numbers of candidates, we will investigate the reasons for the lower progression rate to level 1 if the pattern continues into 2018/19 and 2019/20. We will aim to achieve at least an 80% progression rate for all foundation year students by 2021/22, through programme-based support.

(ii)   Numbers of undergraduate students by gender

The Faculty's full-time undergraduate courses have an increasing gender imbalance with two-thirds being female. The proportion of men is below the RG benchmark and just above the sector benchmark:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time UG	1,606	779	1,692	804	1,743	794
	67%	**33%**	**68%**	**32%**	**69%**	**31%**
Benchmark (Russell Group)	63%	37%	64%	36%	64%	36%
HE Sector	70%	30%	71%	29%	71%	29%

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

We do not recruit to part-time UG programmes; in 2016/17 and 2017/18, there were three students who for personal reasons were completing on a part-time basis.

The undergraduate full-time gender balance in 2017/18 varies by school, with only POL being balanced:
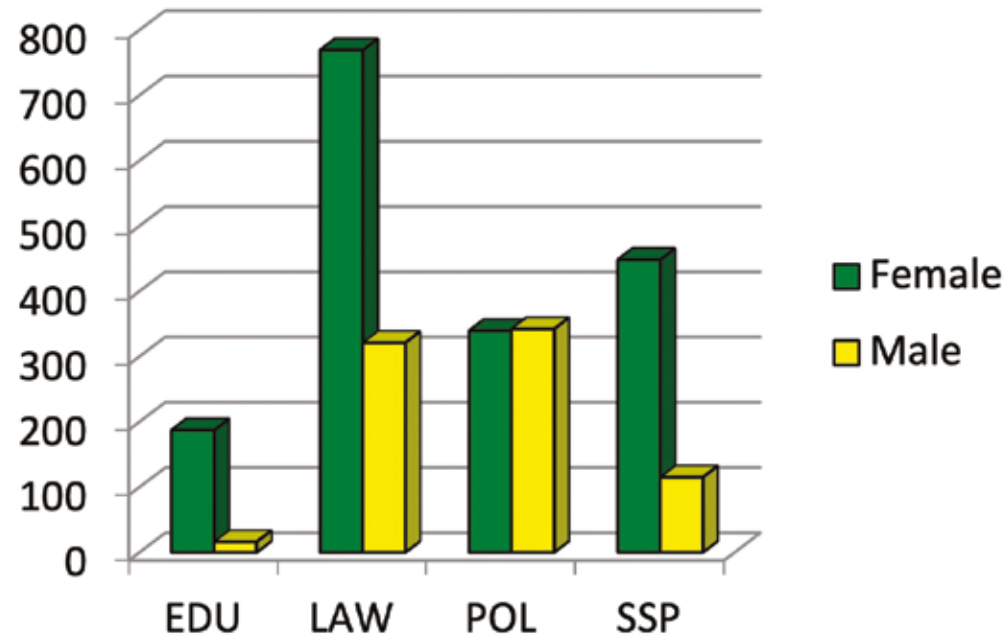
Chart 4.1: Gender balance of full-time undergraduate students by school in 2017/18

In EDU, undergraduate programmes (essentially BA Childhood Studies and BA Education) appeal strongly to female students. Male students consistently account for less than 10% of the cohort, below benchmarks:

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time UG	197	12	194	8	187	16
	94%	**6%**	**96%**	**4%**	**92%**	**8%**
Benchmark (Russell Group)	83%	17%	83%	17%	84%	16%
HE Sector	86%	14%	86%	14%	87%	13%

Table 4.4: Full-time undergraduate students in EDU compared with benchmark data

The proportion of male undergraduate students in LAW is below benchmarks and has fallen slightly:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time UG	692	312	723	319	769	321
	69%	**31%**	**69%**	**31%**	**71%**	**29%**
Benchmark (Russell Group)	63%	37%	64%	36%	65%	35%
HE Sector	64%	36%	65%	35%	65%	35%

Table 4.5: Full-time undergraduate students in LAW compared with benchmark data

POL has a balanced cohort, in line with benchmarks:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time UG	330	316	345	337	339	342
	51%	**49%**	**51%**	**49%**	**50%**	**50%**
Benchmark (Russell Group)	51%	49%	52%	48%	52%	48%
HE Sector	49%	51%	50%	50%	50%	50%

Table 4.6: Full-time undergraduates in POL compared with benchmark data

In SSP, the number and proportion of women has increased whilst the number of men has reduced. The male percentage is slightly below benchmarks:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time UG	387	139	430	140	448	115
	74%	**26%**	**75%**	**25%**	**80%**	**20%**
Benchmark (Russell Group)	76%	24%	78%	22%	79%	21%
HE Sector	76%	24%	77%	23%	78%	22%

Table 4.7: Full-time undergraduate students in SSP compared with benchmarks

Action 5 – Improve the gender balance and diversity on undergraduate courses in the faculty through positive representation

We will seek to return to a more gender-balanced and diverse cohort by 2022 entry, considering recruitment and admissions processes, for example identifying specific outreach opportunities for potential applicants, recruiting a wider range of student ambassadors to represent this degree on Open Days and improving interview processes.

Whilst the current percentages are based on small numbers of candidates, we will investigate the reasons for the lower progression rate to level 1 if the pattern continues into 2018/19 and 2019/20. We will aim to achieve at least an 80% progression rate for all foundation year students by 2021/22, through programme-based support.

Joint Honours programmes

While over 92% our students are on Single Honours (SH) programmes, some Joint Honours (JH) programmes are parented by POL and SSP – these typically involve combinations of programmes from these two schools.

The Faculty's JH programmes are much closer to gender balance:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	1,612	779	1,695	804	1,746	794
	67%	33%	68%	32%	69%	31%
Single Honours	1,536	692	1,612	711	1,665	690
	69%	31%	69%	31%	71%	29%
Joint Honours	76	87	83	93	81	104
	47%	53%	47%	53%	44%	56%

Table 4.8: Single and Joint Honours students in the Faculty

In POL, the only JH programme is BA Economics and Politics (with the Business School) which may explain the greater proportion and increasing number of men:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	331	316	346	337	340	342
	51%	49%	51%	49%	50%	50%
Single Honours	308	259	322	273	308	264
	54%	46%	54%	46%	54%	46%
Joint Honours	23	57	24	64	32	78
	29%	71%	27%	73%	29%	71%

Table 4.9: Single and Joint Honours students in POL

As there is a gender balance in SH in POL and since the JH combinations in SSP are with POL, this may explain the higher proportion of men in SSP:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	391	139	431	140	450	115
	74%	26%	75%	25%	80%	20%
Single Honours	338	109	372	111	401	89
	76%	24%	77%	23%	82%	18%
Joint Honours	53	30	59	29	49	26
	64%	36%	67%	33%	65%	35%

Table 4.10: Single and Joint Honours students in SSP

Year Abroad

Across the Faculty, about 6% of the cohort spend a year abroad as part of their programme but with a lower proportion of men:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	1,612	779	1,695	804	1,746	794
	67%	33%	68%	32%	69%	31%
Year Abroad	76	32	96	33	112	36
	70%	30%	74%	26%	76%	24%

Table 4.11: Total undergraduates in the Faculty on a Year Abroad programme

This imbalance is marked in EDU, though numbers are small:

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	198	12	195	8	187	16
	94%	6%	96%	4%	92%	8%
Year Abroad	6	2	5	0	9	0
	75%	25%	100%	0%	100%	0%

Table 4.12: Total undergraduates in EDU on a Year Abroad programme

In LAW, year abroad numbers are rising, with men less likely to undertake this:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	692	312	723	319	769	321
	69%	31%	69%	31%	71%	29%
Year Abroad	15	4	37	7	53	10
	79%	21%	84%	16%	84%	16%

Table 4.13: Total undergraduates in LAW on a Year Abroad programme

In POL, the gender balance is similar to the overall cohort:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	331	316	346	337	340	342
	51%	49%	51%	49%	50%	50%
Year Abroad	31	24	28	23	24	22
	56%	44%	55%	45%	52%	48%

Table 4.14: Total undergraduates in POL on a Year Abroad programme

In SSP, men are much less likely to choose to spend a year abroad:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	391	139	431	140	450	115
	74%	26%	75%	25%	80%	20%
Year Abroad	24	2	26	3	26	4
	92%	8%	90%	10%	87%	13%

Table 4.15: Total undergraduates in SSP on a Year Abroad programme

Year in Industry placements

Approx. 3% of students undertake a year's placement (Year in Industry) as part of their programme. As with the year abroad, the proportion of men is lower:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	1,612	779	1,695	804	1,746	794
	67%	33%	68%	32%	69%	31%
Year Abroad	48	20	60	14	58	19
	71%	29%	81%	19%	75%	25%

Table 4.16: Total undergraduates in the Faculty on a Year in Industry programme variant

Few students in LAW undertake a Year in Industry (four in the past three years – with gender balance). In EDU the numbers are small but slowly rising. Few men take this option:

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	198	12	195	8	187	16
	94%	6%	96%	4%	92%	8%
Year Abroad	5	0	8	0	8	2
	100%	0%	100%	0%	80%	20%

Table 4.17: Total undergraduates in EDU on a Year in Industry programme variant

Both in POL (unlike the Year Abroad) and in SSP, men are also less likely to take this option:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	331	316	346	337	340	342
	51%	49%	51%	49%	50%	50%
Year Abroad	20	13	27	7	27	13
	61%	39%	79%	21%	68%	33%

Table 4.18: Total undergraduates in POL on a Year in Industry programme

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Total registered UG cohort	391	139	431	140	450	115
	74%	26%	75%	25%	80%	20%
Year Abroad	23	6	25	6	21	4
	79%	21%	81%	19%	84%	16%

Table 4.19: Total undergraduates in SSP on a Year in Industry programme

Action 6 – Increase numbers and gender balance of students taking a pathway with a year abroad or in industry

We will investigate the reasons for the gender imbalance in terms of undergraduate students taking a year abroad or in industry as part of a programme of study. We will act to attempt to increase the overall numbers of students, improve gender balance and also access by students from a widening participation background.

Undergraduate applications, offers and acceptances

The Faculty saw a 29% increase in applications and a 33% increase in offers in 2017/18, with a 6% increase in acceptances.

Gender ratios remained roughly the same throughout the period and the data for applications, offers and acceptances are between the benchmarks. The student recruitment process does not appear to favour either women or men.

FACULTY Full-time UG	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	3,806	1,924	4,049	1,933	5,156	2,573
	66%	34%	68%	32%	67%	33%
Benchmark (Russell Group)	63%	37%	63%	37%	65%	35%
HE Sector	67%	33%	68%	32%	69%	31%
Offers	2,861	1,304	2,971	1,330	3,873	1,851
	69%	31%	69%	31%	68%	32%
Acceptances	631	296	632	284	659	312
	68%	32%	69%	31%	68%	32%
Benchmark (Russell Group)	65%	35%	65%	35%	65%	35%
HE Sector	70%	30%	70%	30%	70%	30%

Table 4.20: Full-time UG applications, offers and acceptances in the Faculty compared with benchmarks

At school level, gender proportions of EDU applications have moved closer to the benchmarks and male acceptance levels have improved. The school has male Student Ambassadors available on Open Days and a number of men in visible roles, such as Director of Student Education (DoSE). All marketing materials are gender balanced.

EDU Full-time UG	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	415	34	376	24	457	55
	92%	8%	94%	6%	89%	11%
Benchmark (Russell Group)	87%	13%	88%	12%	88%	12%
HE Sector	88%	12%	88%	12%	88%	12%
Offers	287	22	260	11	340	38
	93%	7%	96%	4%	90%	10%
Acceptances	76	5	55	3	47	9
	94%	6%	95%	5%	84%	16%
Benchmark (Russell Group)	92%	8%	91%	9%	89%	11%
HE Sector	90%	10%	90%	10%	89%	11%

Table 4.21: Full-time UG applications, offers and acceptances in EDU compared with benchmarks

LAW has seen a large increase in numbers applying and the gender balance of applications is now in line with benchmarks. There has been a higher proportionate increase in men accepting and the total male population will thus increase in coming years.

LAW Full-time UG	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	1,949	1,002	2,135	977	2,878	1,367
	66%	34%	69%	31%	68%	32%
Benchmark (Russell Group)	62%	38%	63%	37%	65%	35%
HE Sector	65%	35%	65%	35%	67%	33%
Offers	1,296	548	1,362	547	1,964	875
	70%	30%	71%	29%	69%	31%
Acceptances	296	109	288	129	310	154
	73%	27%	69%	31%	67%	33%
Benchmark (Russell Group)	65%	35%	65%	35%	65%	35%
HE Sector	66%	34%	66%	34%	68%	32%

Table 4.22: Full-time UG applications, offers and acceptances in the LAW compared with benchmarks

The gender percentage for applications to POL has remained relatively consistent, with numbers increasing by 37%. Numbers of acceptances are moving closer to gender parity and are similar to benchmarks:

POL Full-time UG	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	686	649	787	721	930	895
	51%	49%	52%	48%	51%	49%
Benchmark (Russell Group)	55%	45%	54%	46%	55%	45%
HE Sector	51%	49%	52%	48%	52%	48%
Offers	617	551	695	602	818	753
	53%	47%	54%	46%	52%	48%
Acceptances	104	120	123	111	116	105
	46%	54%	53%	47%	52%	48%
Benchmark (Russell Group)	54%	46%	53%	47%	52%	48%
HE Sector	49%	51%	50%	50%	50%	50%

Table 4.23: Full-time UG applications, offers and acceptances in the POL compared with benchmarks

In SSP, the percentage of female applications has increased, in line with benchmarks. SSP has a mix of people who attend, lead, and present at the open days in order to encourage applications from a broad range of potential students. Over the past two years, the percentage of men has dropped a little from application through offer to acceptance (lower than benchmarks).

SSP Full-time UG	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	756	239	751	211	891	256
	76%	24%	78%	22%	78%	22%
Benchmark (Russell Group)	77%	23%	77%	23%	79%	21%
HE Sector	74%	26%	76%	24%	76%	24%
Offers	661	183	654	170	751	185
	78%	22%	79%	21%	80%	20%
Acceptances	155	62	166	41	186	44
	71%	29%	80%	20%	81%	19%
Benchmark (Russell Group)	79%	21%	79%	21%	80%	20%
HE Sector	77%	23%	76%	24%	76%	24%

Table 4.24: Full-time UG applications, offers and acceptances in SSP compared with benchmarks

The Faculty data for the past two years indicates that the drop in the proportion of male applicants to offer and then acceptance on the course is only 1% in total in each year (with little variation at school level). This is positive in terms of gender equity but clearly indicates that to achieve a greater gender balance, a concerted effort is required to increase the numbers of strong male applicants.

Given that, over the period the application gender percentages for the faculty are at or are slightly above the HE sector benchmark (2% above in 2017/18), there is limited scope for improvement except that they are also slightly beneath the RG benchmark (2% below in 2017/18).

Undergraduate Degree Attainment

In 2018, 86% of women and 84% of men obtained a First or II(i), however men are significantly less likely to obtain a First.

FACULTY	Female								Male							
	I		II(i)		II(ii)		III/Pass		I		II(i)		II(ii)		III/Pass	
2016	102	23%	279	62%	64	14%	3	1%	28	13%	145	66%	44	20%	4	2%
2017	115	24%	285	60%	67	14%	10	2%	45	19%	153	65%	33	14%	6	3%
2018	155	29%	312	57%	64	12%	12	2%	39	18%	146	66%	30	14%	7	3%
Total	372	25%	876	60%	195	13%	25	2%	112	16%	444	65%	107	16%	17	3%

Table 4.25: Undergraduate degree attainment in the Faculty

Proportions achieving a First or II(i) are line with RG benchmarks and above HE Sector benchmarks:
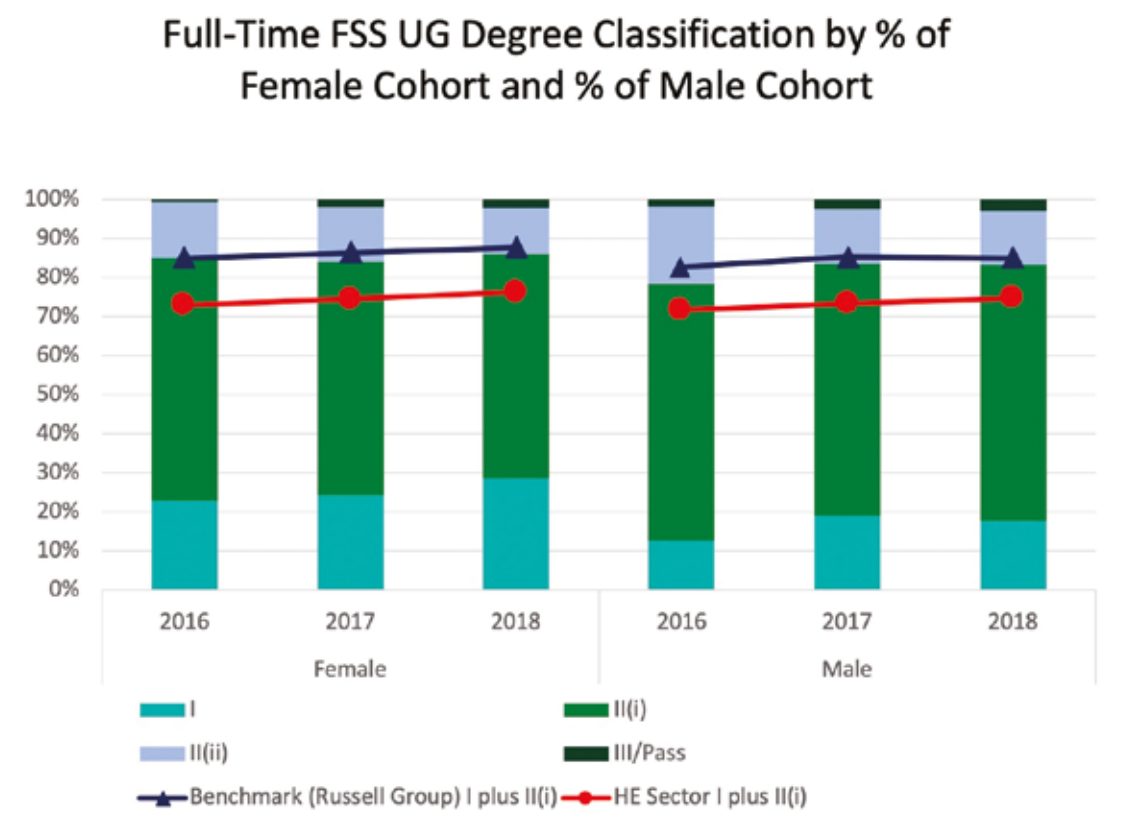
Chart 4.2: Percentage of female and male undergraduate cohorts by degree attainment in FSS. Benchmark data shows percentage attaining a First or II(i) degree.

In EDU, in 2016 78% of women obtained a First or II(i) degree: but this was lower in 2017 and 2018

EDU	Female								Male							
	I		II(i)		II(ii)		III/Pass		I		II(i)		II(ii)		III/Pass	
2016	12	21%	32	57%	9	16%	3	5%	1	33%	1	33%	1	33%	0	0%
2017	9	18%	23	46%	16	32%	2	4%	0	0%	2	67%	1	33%	0	0%
2018	17	26%	27	42%	16	25%	5	8%	1	50%	1	50%	0	0%	0	0%
Total	38	22%	82	48%	41	24%	10	6%	2	25%	4	50%	2	25%	0	0%

Table 4.26: Undergraduate degree attainment in EDU

Compared to benchmarks, a lower proportion of women in EDU have achieved First or II(i) in 2017 and 2018. Numbers of UG men are too low to draw conclusions.
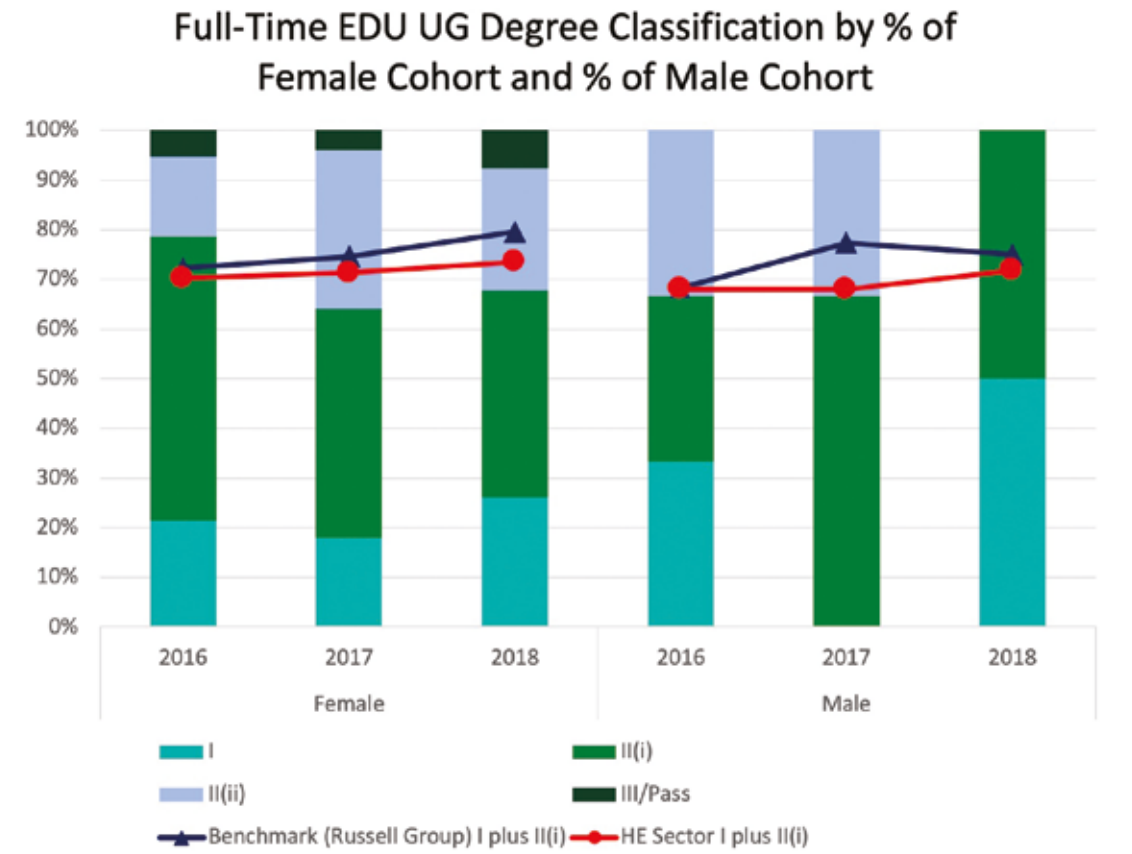
Chart 4.3: Percentage of female and male undergraduate cohorts by degree attainment in EDU. Benchmark data shows percentage attaining a First or II(i) degree.

In LAW, in 2018 89% of women and 78% of men obtained a First or II(i):

LAW	Female								Male							
	I		II(i)		II(ii)		III/Pass		I		II(i)		II(ii)		III/Pass	
2016	34	16%	146	68%	34	16%	0	0%	11	9%	77	65%	28	24%	2	2%
2017	50	22%	138	62%	32	14%	3	1%	17	15%	72	62%	23	20%	5	4%
2018	68	25%	176	64%	29	11%	3	1%	15	17%	55	61%	16	18%	4	4%
Total	152	21%	460	65%	95	13%	6	1%	43	13%	204	63%	67	21%	11	3%

Table 4.27: Undergraduate degree attainment in LAW

This exceeds the sector benchmark for both women and men and is on or near the RG benchmark for women but significantly below for men.
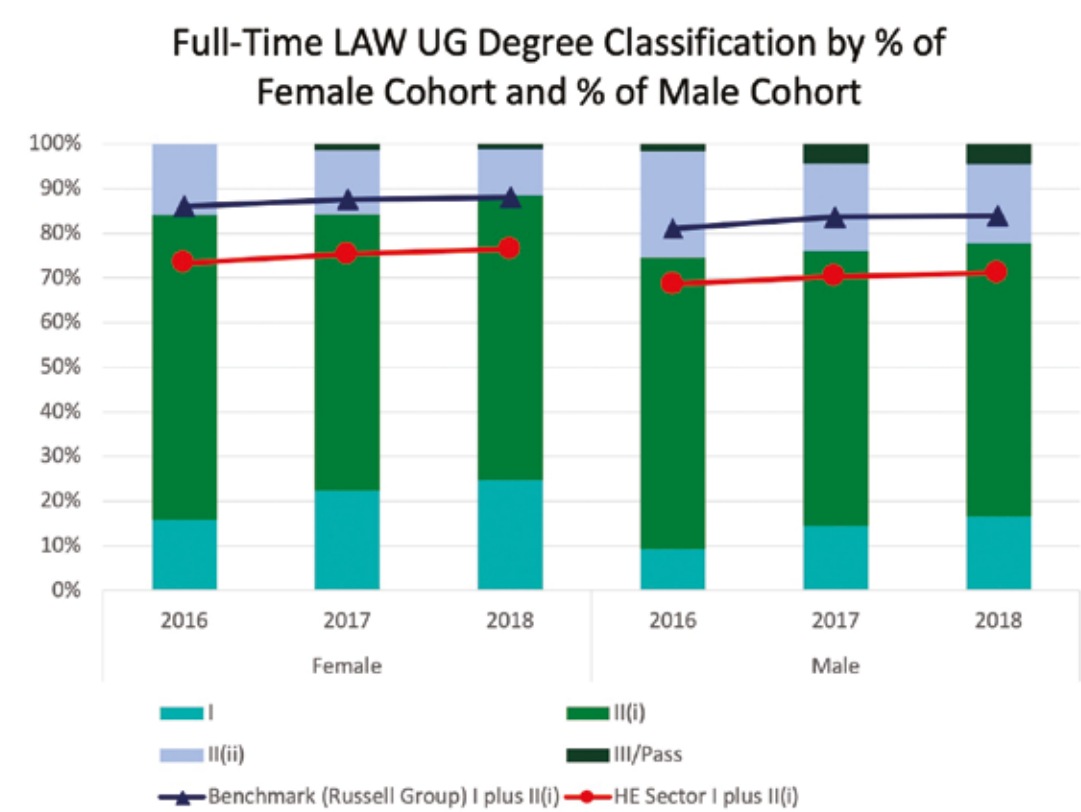
Chart 4.4: Percentage of female and male undergraduate cohorts by degree attainment in LAW. Benchmark data shows percentage attaining a First or II(i) degree.

In POL, in 2018 90% of women and 85% of men obtained a First or II(i):

POL	Female								Male							
	I		II(i)		II(ii)		III/Pass		I		II(i)		II(ii)		III/Pass	
2016	33	35%	51	54%	10	11%	0	0%	13	17%	55	71%	8	10%	2	3%
2017	21	22%	63	66%	10	10%	2	2%	23	25%	62	67%	7	8%	0	0%
2018	33	32%	60	58%	9	9%	1	1%	11	11%	71	74%	11	11%	3	3%
Total	87	30%	174	59%	29	10%	3	1%	47	18%	188	71%	26	10%	5	2%

Table 4.28: Undergraduate degree attainment in POL

In POL, achievement of First/II(i) is broadly in line with benchmarks, though men were much less likely to obtain a First in 2018.
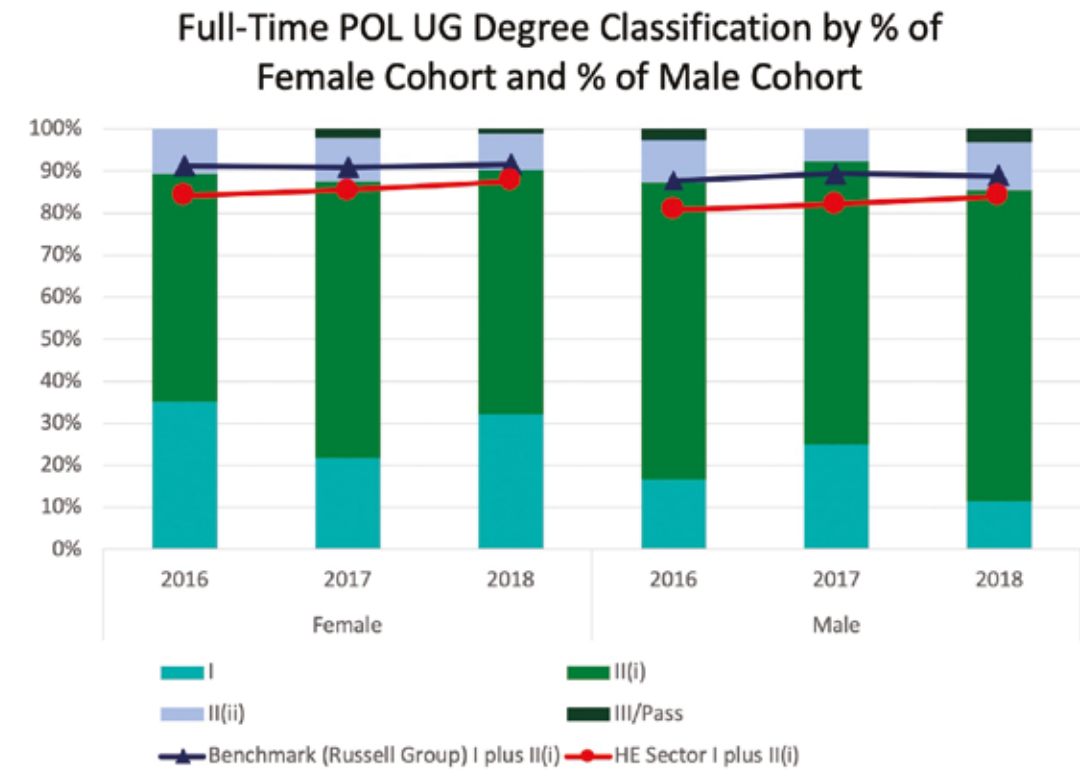
Chart 4.5: Percentage of female and male undergraduate cohorts by degree attainment in POL. Benchmark data shows percentage attaining a First or II(i) degree.

In SSP, in 2018 86% of women and 91% of men obtained a First or II(i):

SSP	Female								Male							
	I		II(i)		II(ii)		III/Pass		I		II(i)		II(ii)		III/Pass	
2016	23	27%	50	60%	11	13%	0	0%	3	14%	12	55%	7	32%	0	0%
2017	35	32%	61	56%	9	8%	3	3%	5	20%	17	68%	2	8%	1	4%
2018	37	37%	49	49%	10	10%	3	3%	12	35%	19	56%	3	9%	0	0%
Total	95	33%	160	55%	30	10%	6	2%	20	25%	48	59%	12	15%	1	1%

Table 4.29: Undergraduate degree attainment in SSP

While the achievement of women for First plus II(i) is consistently slightly above the RG benchmarks, the corresponding proportion of men has been significantly above the benchmarks for the past two years.
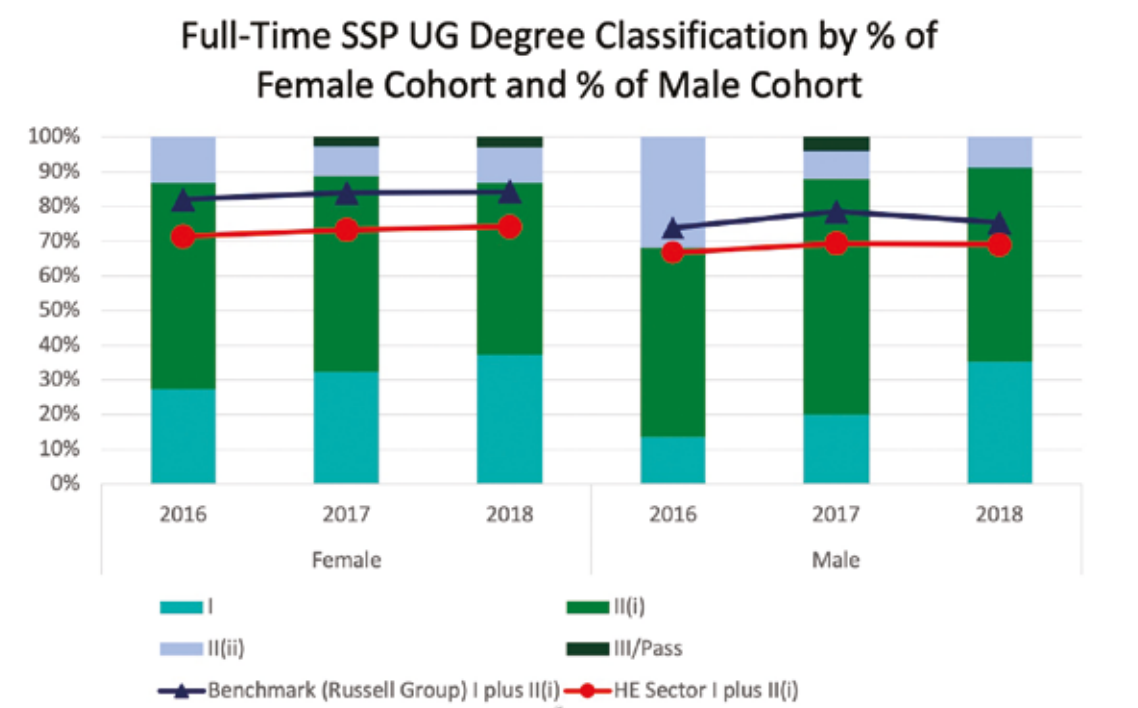
Chart 4.6: Percentage of female and male undergraduate cohorts by degree attainment in SSP. Benchmark data shows percentage attaining a First or II(i) degree.

Action 7 – Analyse undergraduate degree award data

Further work will be carried out to understand UG degree award data, in particular in relation to the varying achievement of First and II(i) degrees by women and to explore any issues of intersectionality.

Data relating to degree failure and non-completion has not been considered during this self-assessment and this data will be collated and investigated.

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

Registrations

The full-time PGT programmes last one year and so the total numbers reflect annual variations in intake.

The number of full-time PGTs has increased by 73% with large increases in international students, predominantly from South East Asia. Gender proportions remain similar but less balanced than benchmarks:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	293	130	467	195	523	209
	69%	31%	71%	29%	71%	29%
Benchmark (Russell Group)	64%	36%	65%	35%	66%	34%
HE Sector	65%	35%	65%	35%	67%	33%

Table 4.30: Full-time PGT candidates in the Faculty compared with benchmarks

Fewer candidates register for part-time PGT programmes, with the gender balance remaining similar:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	178	61	165	71	167	63
	74%	26%	70%	30%	73%	27%
Benchmark (Russell Group)	65%	35%	64%	36%	63%	37%
HE Sector	66%	34%	65%	35%	65%	35%

Table 4.31: Part-time taught PGT candidates in the Faculty compared with benchmarks

There are more women undertaking PGT degrees in all schools (72% in 2017/18) and the proportion of women is higher than benchmarks in all schools.
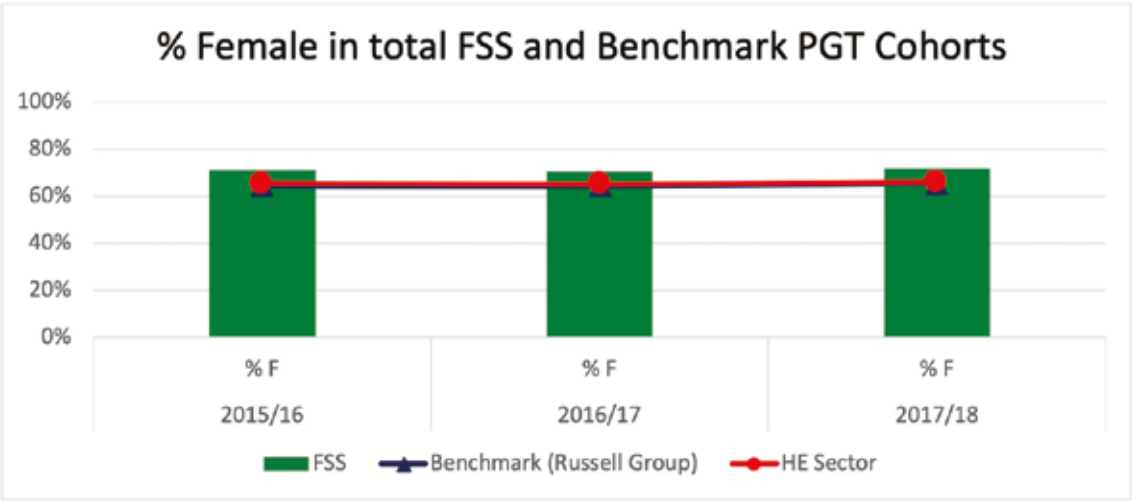
Chart 4.7: Percentage of total PGT students who are women in the Faculty compared with benchmarks

In EDU, PGT registrations have grown for both genders with a high proportion being female:

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	131	26	223	67	224	39
	83%	**17%**	**77%**	**23%**	**85%**	**15%**
Benchmark (Russell Group)	73%	27%	74%	26%	76%	24%
HE Sector	71%	29%	71%	29%	72%	28%

Table 4.32: Full-time PGT candidates in EDU compared with benchmarks

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	130	46	139	63	142	50
	74%	**26%**	**69%**	**31%**	**74%**	**26%**
Benchmark (Russell Group)	68%	32%	68%	32%	68%	32%
HE Sector	69%	31%	69%	31%	69%	31%

Table 4.33: Part-time PGT candidates in EDU compared with benchmarks

The EDU PGT cohort is slightly more unbalanced than benchmarks:
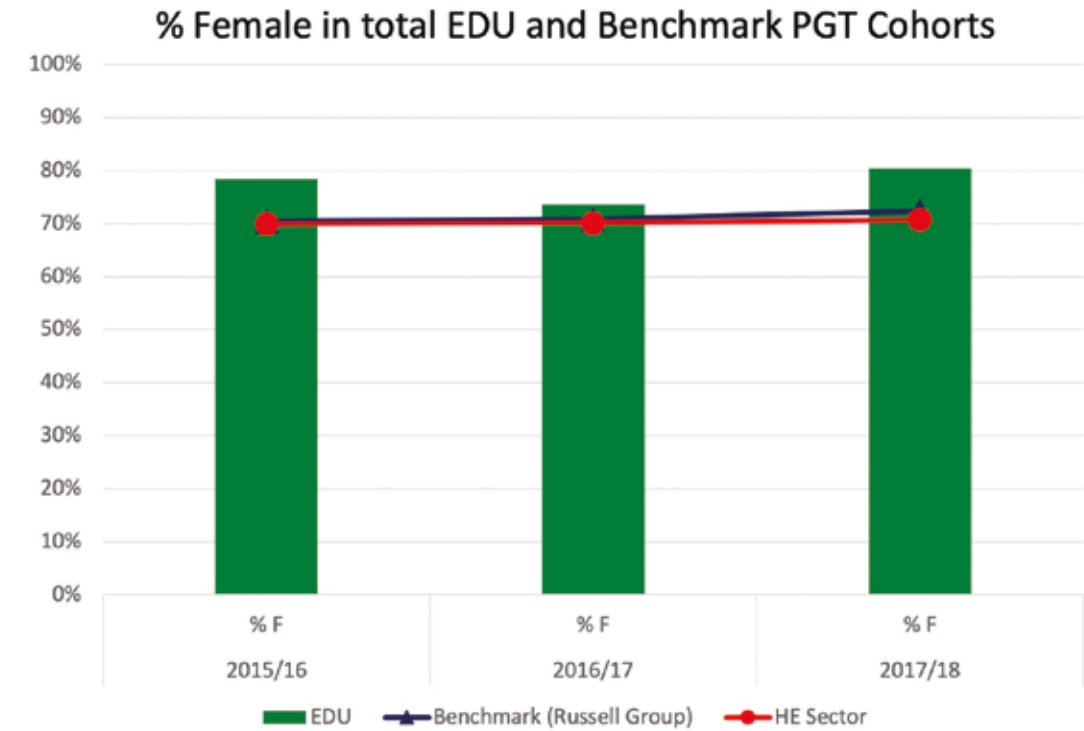
Chart 4.8: Percentage of total PGT students who are women in EDU compared with benchmarks

In LAW, the profile of full-time PGT candidates is a little closer to gender parity than at UG level:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	85	46	118	60	157	95
	65%	**35%**	**66%**	**34%**	**62%**	**38%**
Benchmark (Russell Group)	61%	39%	62%	38%	62%	38%
HE Sector	58%	42%	58%	42%	60%	40%

Table 4.34: Full-time PGT candidates in LAW compared with benchmarks

LAW has a small part-time PGT cohort:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	3	2	7	2	5	2
	60%	**40%**	**78%**	**22%**	**71%**	**29%**
Benchmark (Russell Group)	52%	48%	55%	45%	55%	45%
HE Sector	53%	47%	55%	45%	56%	44%

Table 4.35: Part-time PGT candidates in LAW compared with benchmarks

The gender balance is close to benchmarks in 2017/18:
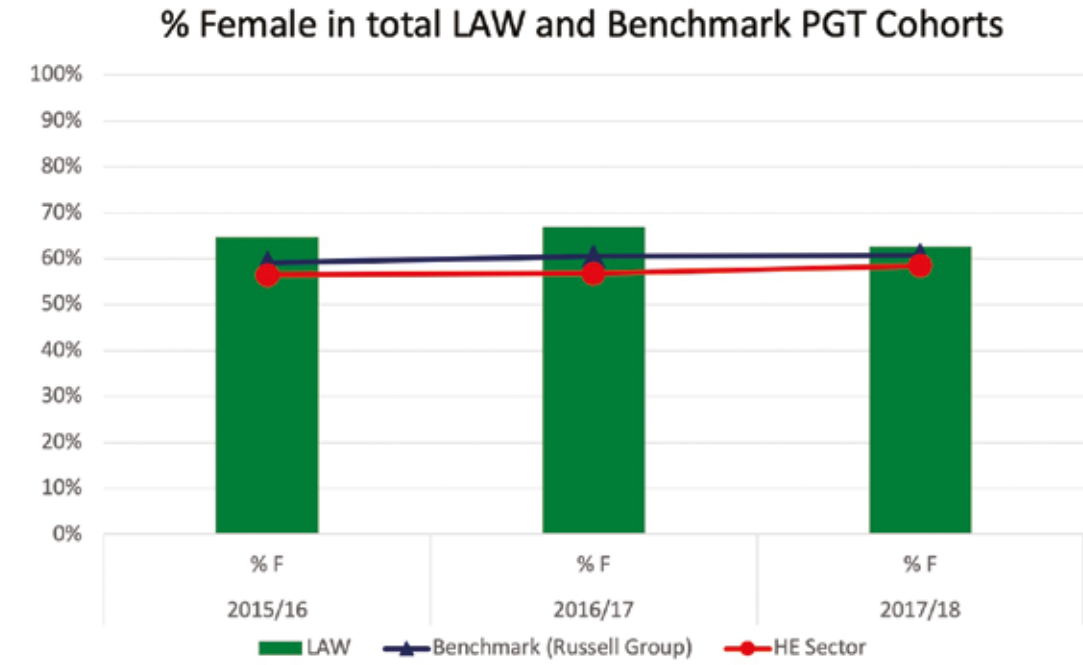
Chart 4.9: Percentage of total PGT students who are women in LAW compared with benchmarks

In POL, the increase in full-time numbers has been accompanied by a small increase in the female percentage:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	46	43	63	55	58	45
	52%	**48%**	**53%**	**47%**	**56%**	**44%**
Benchmark (Russell Group)	51%	49%	50%	50%	52%	48%
HE Sector	52%	48%	52%	48%	54%	46%

Table 4.36: Full-time PGT candidates in POL compared with benchmarks

POL has a relatively small part-time PGT cohort:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	10	3	8	3	9	8
	77%	**23%**	**73%**	**27%**	**53%**	**47%**
Benchmark (Russell Group)	46%	54%	36%	64%	34%	66%
HE Sector	48%	52%	41%	59%	40%	60%

Table 4.37: Part-time PGT candidates in POL compared with benchmarks
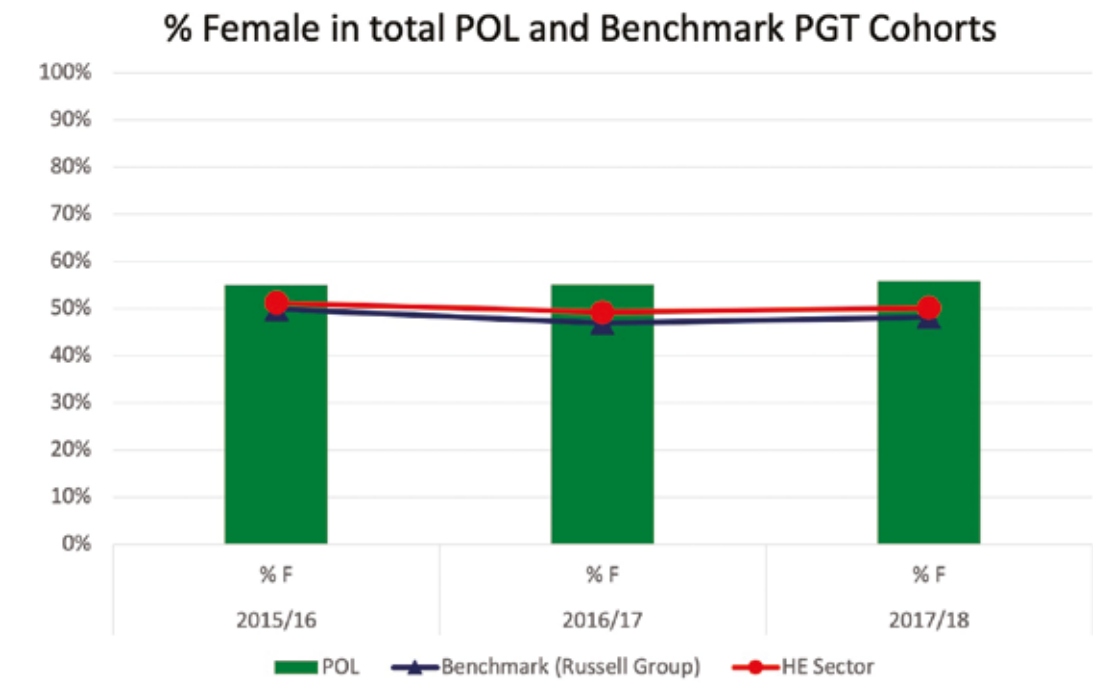
Chart 4.10: Percentage of total PGT students who are women in POL compared with benchmarks

SSP has increased in PGT numbers with variability in the gender proportions, with a higher proportion of women than benchmarks.

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	31	15	63	13	84	30
	67%	**33%**	**83%**	**17%**	**74%**	**26%**
Benchmark (Russell Group)	64%	36%	64%	36%	65%	35%
HE Sector	66%	34%	68%	32%	69%	31%

Table 4.38: Full-time PGT candidates in SSP compared with benchmarks

SSP now has a relatively small part-time PGT cohort:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT	35	10	11	3	11	3
	78%	**22%**	**79%**	**21%**	**79%**	**21%**
Benchmark (Russell Group)	69%	31%	71%	29%	74%	26%
HE Sector	64%	36%	66%	34%	69%	31%

Table 4.39: Part-time PGT candidates in SSP compared with benchmarks
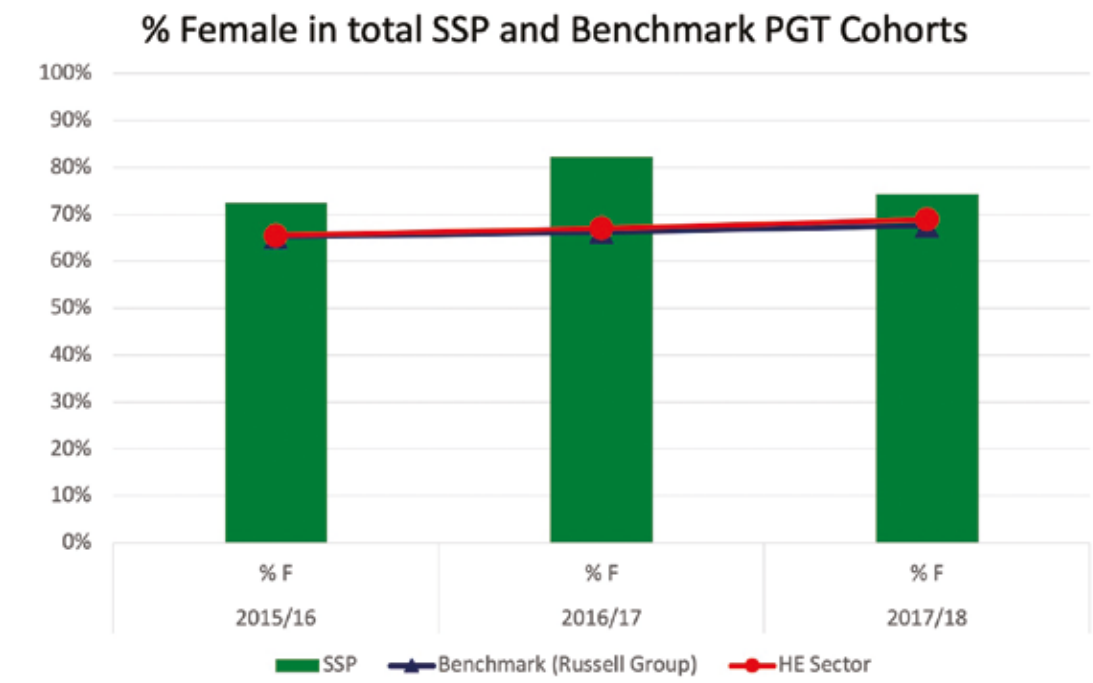
Chart 4.11: Percentage of total PGT students who are women in SSP compared with benchmarks

Applications, Offers and Acceptances

The number of women applying, receiving and accepting offers onto full-time PGT programmes has remained consistently higher than for men. There are only small variations in the gender split for applications, offers and acceptances in any given year:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT Applications	2,269	739	2,886	1,071	3,188	1,179
	75%	25%	73%	27%	73%	27%
Full-time PGT Offers	1,588	417	2,021	633	2,115	624
	79%	21%	76%	24%	77%	23%
Full-time PGT Acceptances	203	90	264	112	377	123
	69%	31%	70%	30%	75%	25%

Table 4.40: Full-time PGT applications, offers and acceptances in the Faculty

The picture for part-time PGT is broadly similar, with an increase in numbers of men at all stages:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGT Applications	175	59	169	80	168	81
	75%	25%	68%	32%	67%	33%
Part-time PGT Offers	150	43	149	61	143	63
	78%	22%	71%	29%	69%	31%
Part-time PGT Acceptances	102	32	109	48	121	52
	76%	24%	69%	31%	70%	30%

Table 4.41: Part-time PGT applications, offers and acceptances in the Faculty
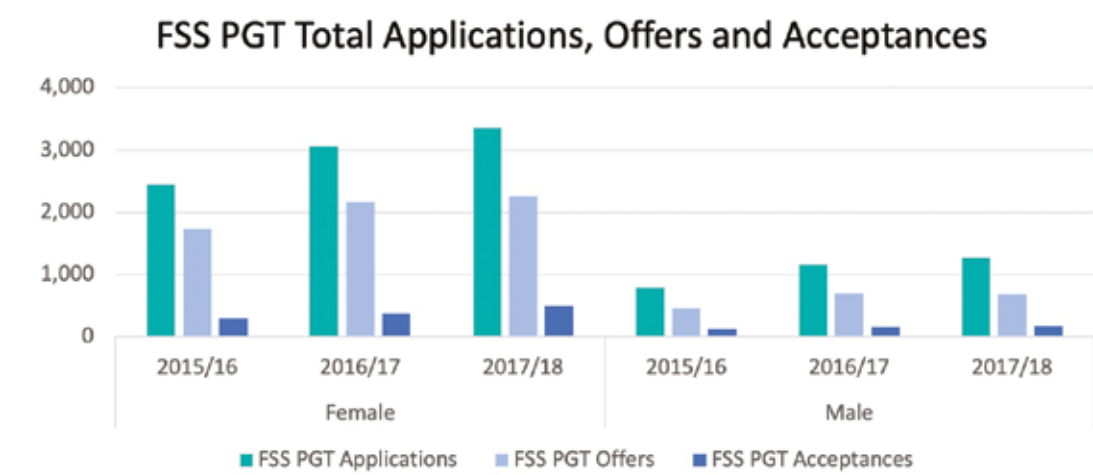
Chart 4.12: Total PGT application, offer and acceptance numbers in the Faculty

In EDU, while there are fluctuations in the numbers, the ratios between men and women remain consistent.

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT Applications	1,591	268	2,153	487	1,847	313
	86%	14%	82%	18%	86%	14%
Full-time PGT Offers	1,144	131	1,491	241	1,416	207
	90%	10%	86%	14%	87%	13%
Full-time PGT Acceptances	104	23	131	31	225	43
	82%	18%	81%	19%	84%	16%

Table 4.42: Full-time PGT applications, offers and acceptances in EDU

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGT Applications	111	41	139	56	126	55
	73%	27%	71%	29%	70%	30%
Part-time PGT Offers	98	32	125	47	118	48
	75%	25%	73%	27%	71%	29%
Part-time PGT Acceptances	71	27	102	43	104	39
	72%	28%	70%	30%	73%	27%

*Table 4.43: Part-time PGT applications, offers and acceptances in EDU*
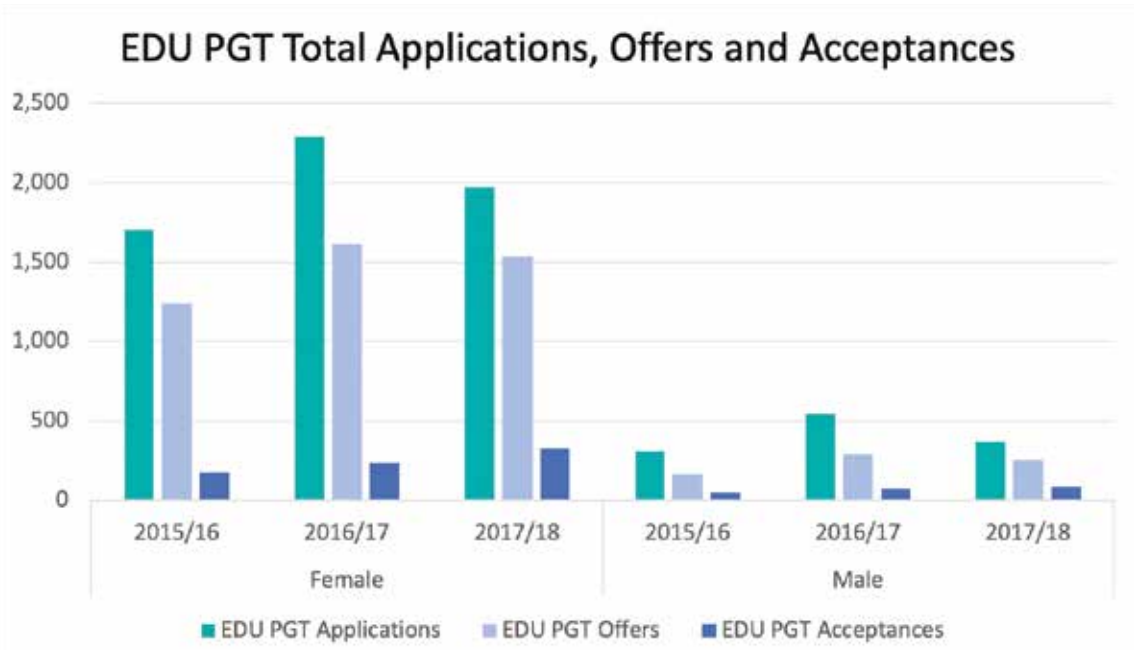
Chart 4.13: Total PGT application, offer and acceptance numbers in EDU

In LAW, the gender split has remained broadly consistent as the cohort has grown:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT Applications	592	386	903	533	1,044	602
	61%	39%	63%	37%	63%	37%
LAW Full-time PGT Offers	453	276	672	351	757	405
	62%	38%	66%	34%	65%	35%
LAW Full-time PGT Acceptances	89	55	128	74	175	102
	62%	38%	63%	37%	63%	37%

Table 4.44: Full-time PGT applications, offers and acceptances in LAW

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
LAW Part-time PGT Applications	9	4	8	7	9	5
	69%	31%	53%	47%	64%	36%
Part-time PGT Offers	7	3	6	3	4	1
	70%	30%	67%	33%	80%	20%
LAW Part-time PGT Acceptances	3	2	4	1	1	1
	60%	40%	80%	20%	50%	50%

Table 4.45: Part-time PGT applications, offers and acceptances in LAW
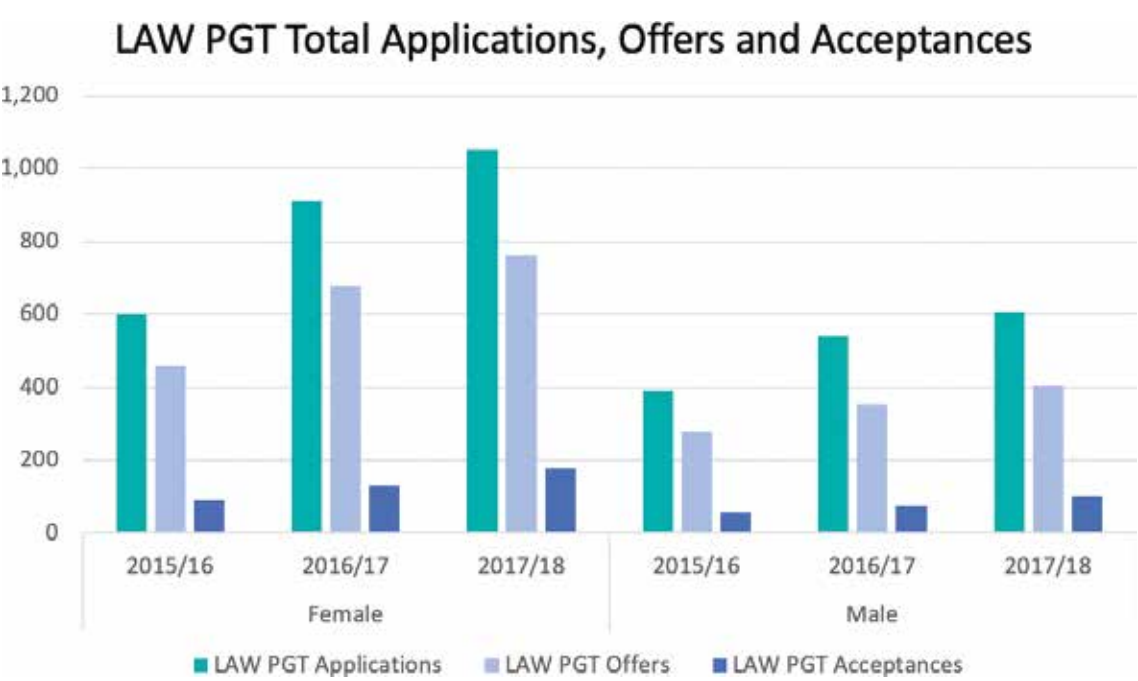
Chart 4.14: Total PGT application, offer and acceptance numbers in LAW

In POL, as numbers have grown, there has been a similar balance in offers and acceptances by gender.

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT Applications	427	358	448	443	607	460
	54%	46%	50%	50%	57%	43%
Full-time PGT Offers	270	214	304	292	365	283
	56%	44%	51%	49%	56%	44%
Full-time PGT Acceptances	59	46	64	59	58	50
	56%	44%	52%	48%	54%	46%

Table 4.46: Full-time PGT applications, offers and acceptances in POL

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGT Applications	17	8	19	18	19	16
	68%	32%	51%	49%	54%	46%
Part-time PGT Offers	10	4	16	10	10	10
	71%	29%	62%	38%	50%	50%
Part-time PGT Acceptances	4	2	6	4	4	8
	67%	33%	60%	40%	33%	67%

Table 4.47: Part-time PGT applications, offers and acceptances in POL
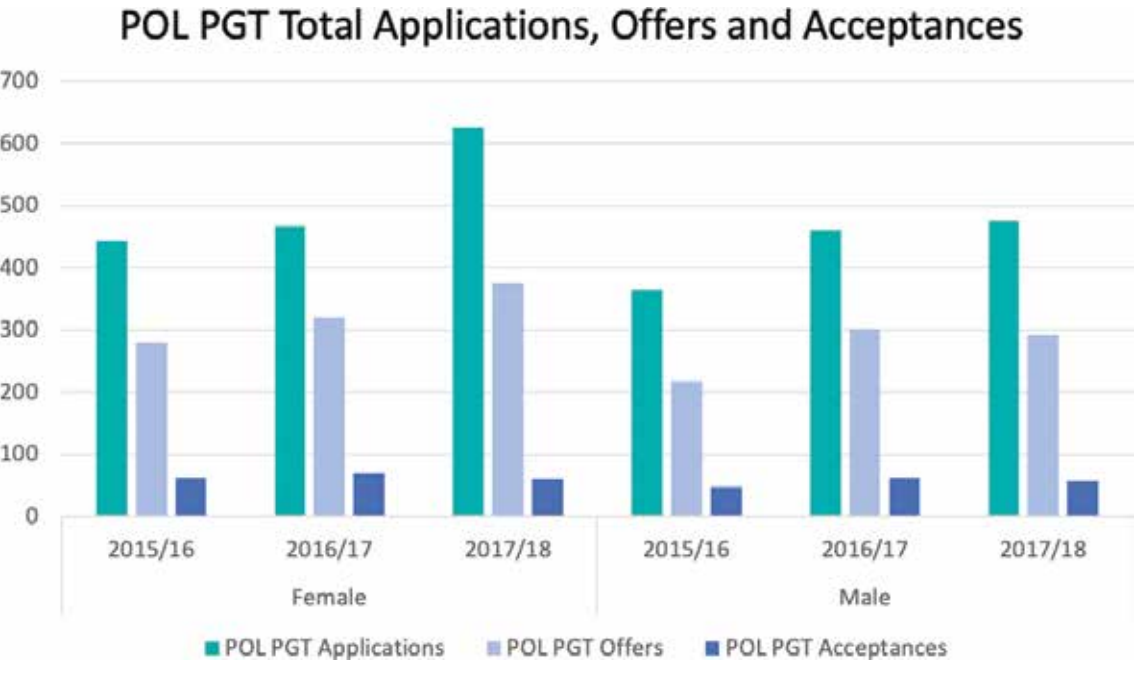
Chart 4.15: Total PGT application, offer and acceptance numbers in POL

In SSP, full-time applications and offers have remained within similar ratios throughout the period:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGT Applications	251	113	285	141	457	218
	69%	31%	67%	33%	68%	32%
Full-time PGT Offers	174	72	226	100	334	134
	71%	29%	69%	31%	71%	29%
Full-time PGT Acceptances	40	21	69	22	94	30
	66%	34%	76%	24%	76%	24%

Table 4.48: Full-time PGT applications, offers and acceptances in SSP

Part-time numbers have fluctuated:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGT Applications	47	10	11	6	18	6
	82%	18%	65%	35%	75%	25%
Part-time PGT Offers	42	7	8	4	15	5
	86%	14%	67%	33%	75%	25%
Part-time PGT Acceptances	27	3	1	1	13	5
	90%	10%	50%	50%	72%	28%

Table 4.49: Part-time PGT applications, offers and acceptances in SSP
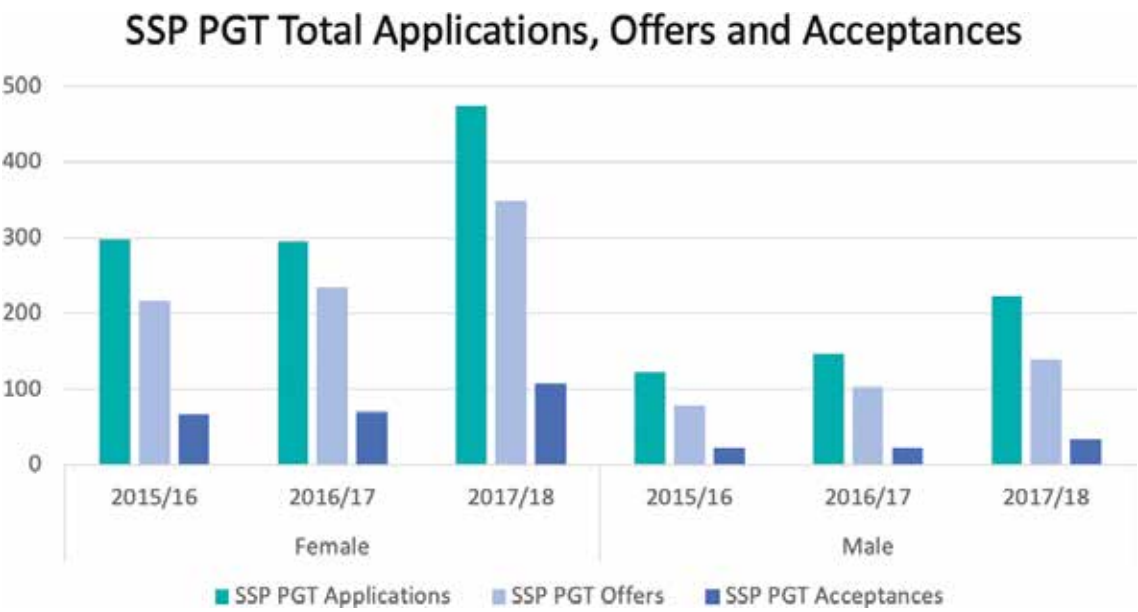
Chart 4.16: Total PGT application, offer and acceptance numbers in SSP

Action 8 – Review and monitor gender balance and diversity in PGT applications, offers, acceptances and overall cohort

While there are only minor variations in gender balance in PGT applications, offers and acceptances (and thus overall cohorts), we will continue to monitor and keep the situation under review across all schools.

PGT Degree Attainment

The female proportion achieving each classification is broadly stable, with a notable rise in Merit in 2018. There was more variation for men but a higher proportion of men achieve Distinction:

FACULTY	Female						Male					
	Distinction		Merit		Pass		Distinction		Merit		Pass	
2016	47	14%	152	45%	142	42%	28	33%	28	33%	30	35%
2017	74	15%	241	48%	187	37%	33	16%	93	45%	80	39%
2018	82	15%	322	58%	152	27%	57	26%	113	51%	50	23%
Total	203	15%	715	51%	481	34%	118	23%	234	46%	160	31%

Table 4.50: PGT degree attainment in the Faculty
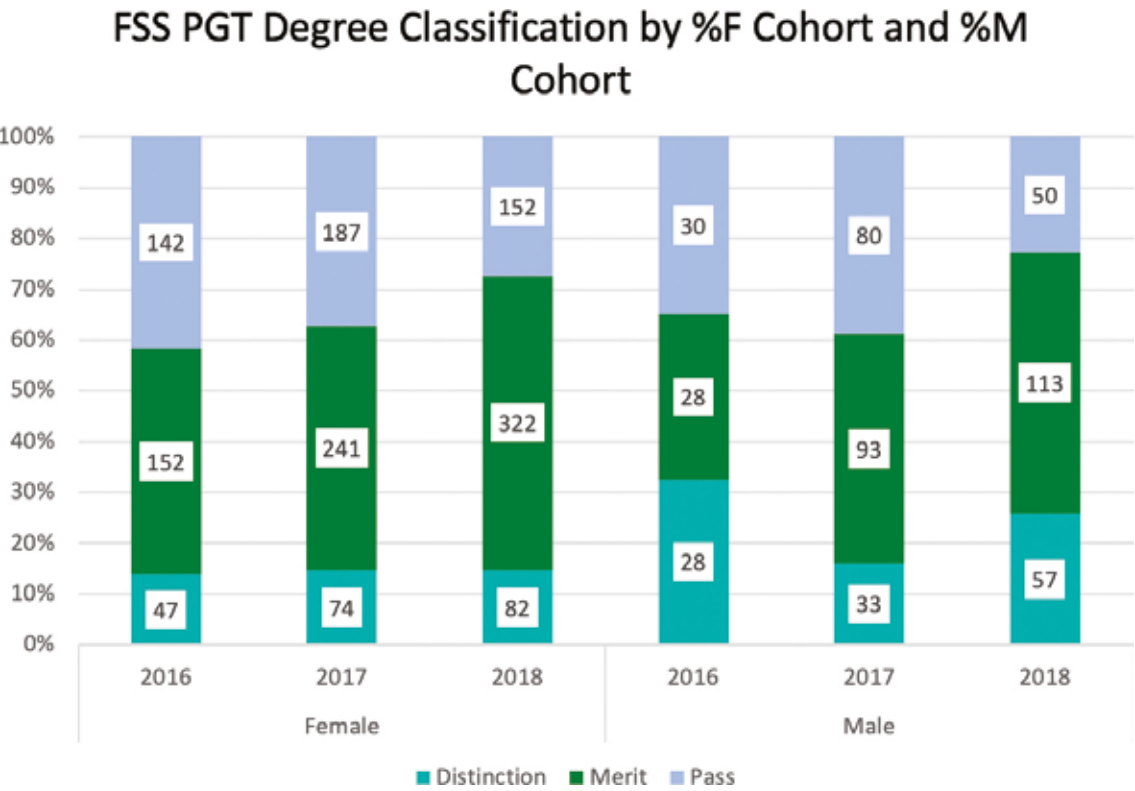
Chart 4.17: Female and male PGT cohorts by degree attainment in the Faculty

In EDU, the proportion of women achieving each classification is similar throughout the period, with a notable rise in the number of degrees at Merit in 2018. There was more variation by year in degree outcomes for men.

EDU	Female						Male					
	Distinction		Merit		Pass		Distinction		Merit		Pass	
2016	23	13%	76	43%	77	44%	6	17%	18	50%	12	33%
2017	30	11%	117	42%	133	48%	4	4%	34	37%	53	58%
2018	30	11%	155	57%	87	32%	12	20%	27	44%	22	36%
Total	83	11%	348	48%	297	41%	22	12%	79	42%	87	46%

Table 4.51: PGT degree attainment in EDU
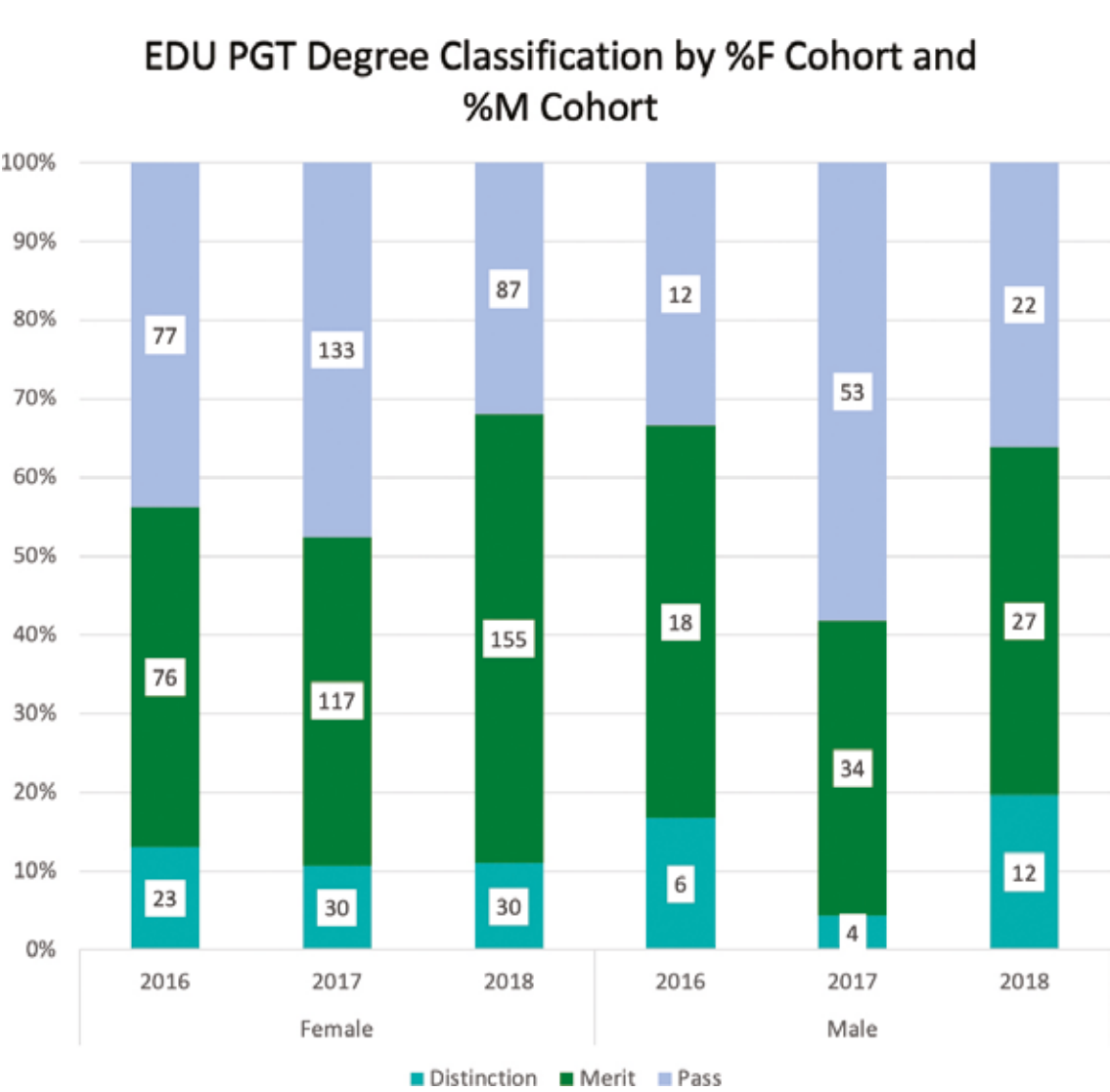
Chart 4.18: Female and male PGT cohorts by degree attainment in EDU

In LAW, a higher proportion of men gain a Distinction than women:

LAW	Female						Male					
	Distinction		Merit		Pass		Distinction		Merit		Pass	
2016	8	10%	37	47%	33	42%	11	25%	22	50%	11	25%
2017	23	21%	65	59%	22	20%	16	28%	29	51%	12	21%
2018	18	13%	84	58%	42	29%	21	24%	47	53%	20	23%
Total	49	15%	186	56%	97	29%	48	25%	98	52%	43	23%

Table 4.52: PGT degree attainment in LAW
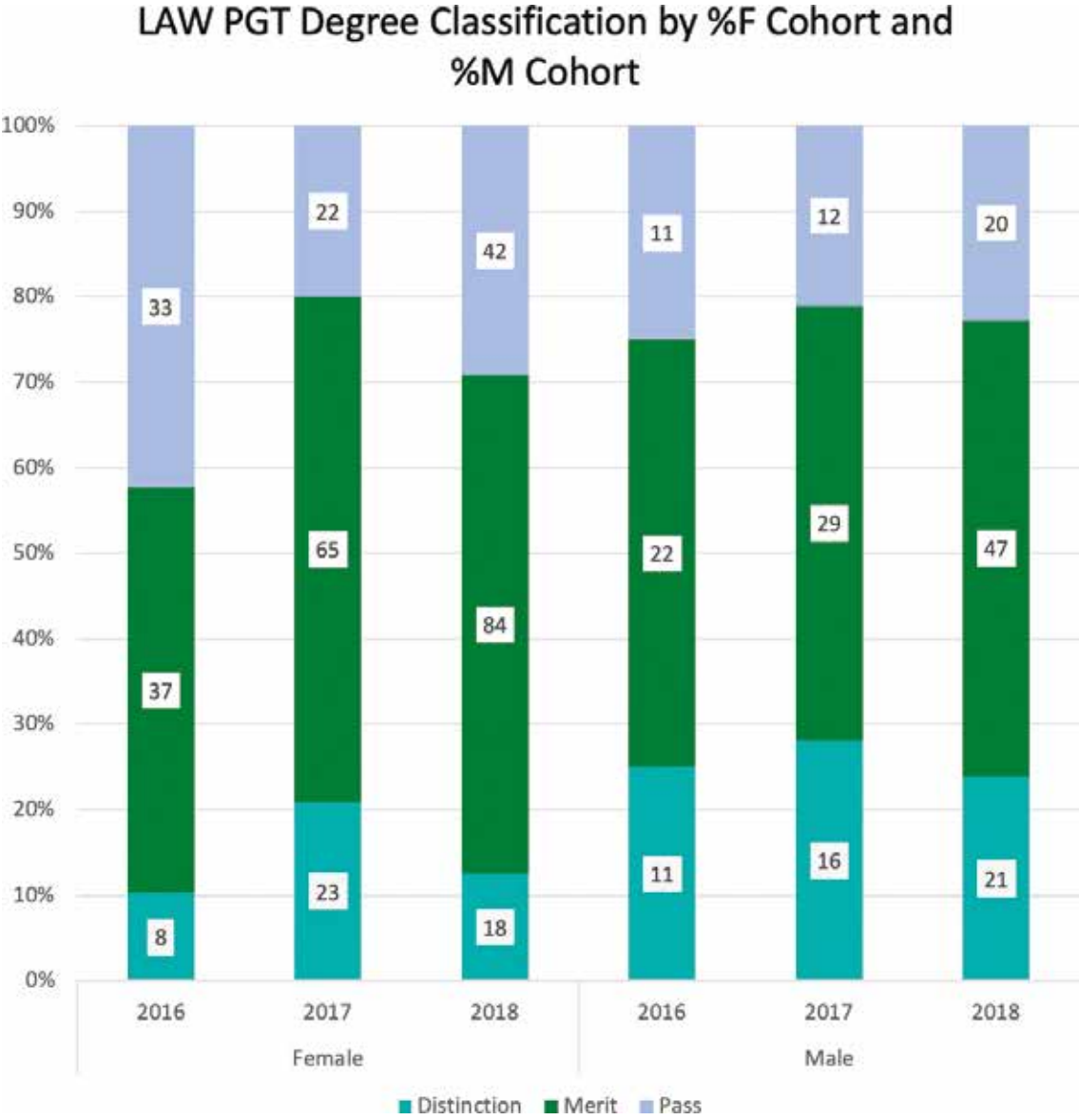
Chart 4.19: Female and male PGT cohorts by degree attainment in LAW

In POL, again a higher proportion of men gain a Distinction (and Distinction/Merit) than women:

POL	Female						Male					
	Distinction		Merit		Pass		Distinction		Merit		Pass	
2016	4	9%	22	49%	19	42%	8	20%	25	63%	7	18%
2017	5	9%	27	50%	22	41%	8	18%	24	55%	12	27%
2018	7	13%	36	64%	13	23%	8	17%	32	70%	6	13%
Total	16	10%	85	55%	54	35%	24	18%	81	62%	25	19%

Table 4.53: PGT degree attainment in POL

In SSP, PGT degree attainment has varied significantly for men but has been more consistent for women.

SSP	Female						Male					
	Distinction		Merit		Pass		Distinction		Merit		Pass	
2016	12	29%	17	40%	13	31%	3	18%	14	82%	0	0%
2017	16	28%	32	55%	10	17%	5	36%	6	43%	3	21%
2018	27	32%	47	56%	10	12%	16	64%	7	28%	2	8%
Total	55	30%	96	52%	33	18%	24	43%	27	48%	5	9%

Table 4.54: PGT degree attainment in SSP
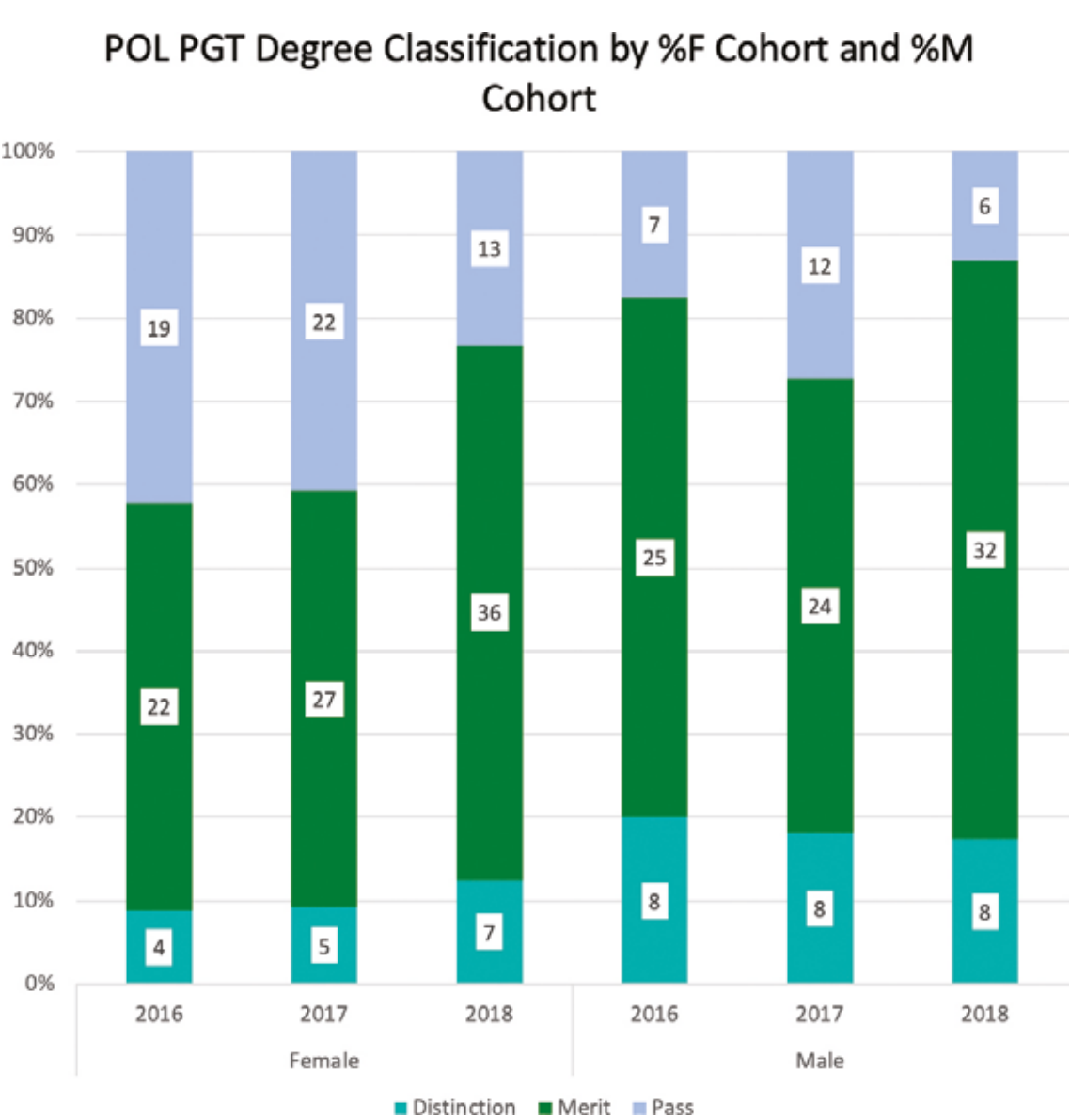
Chart 4.20: Female and male PGT cohorts by degree attainment in POL
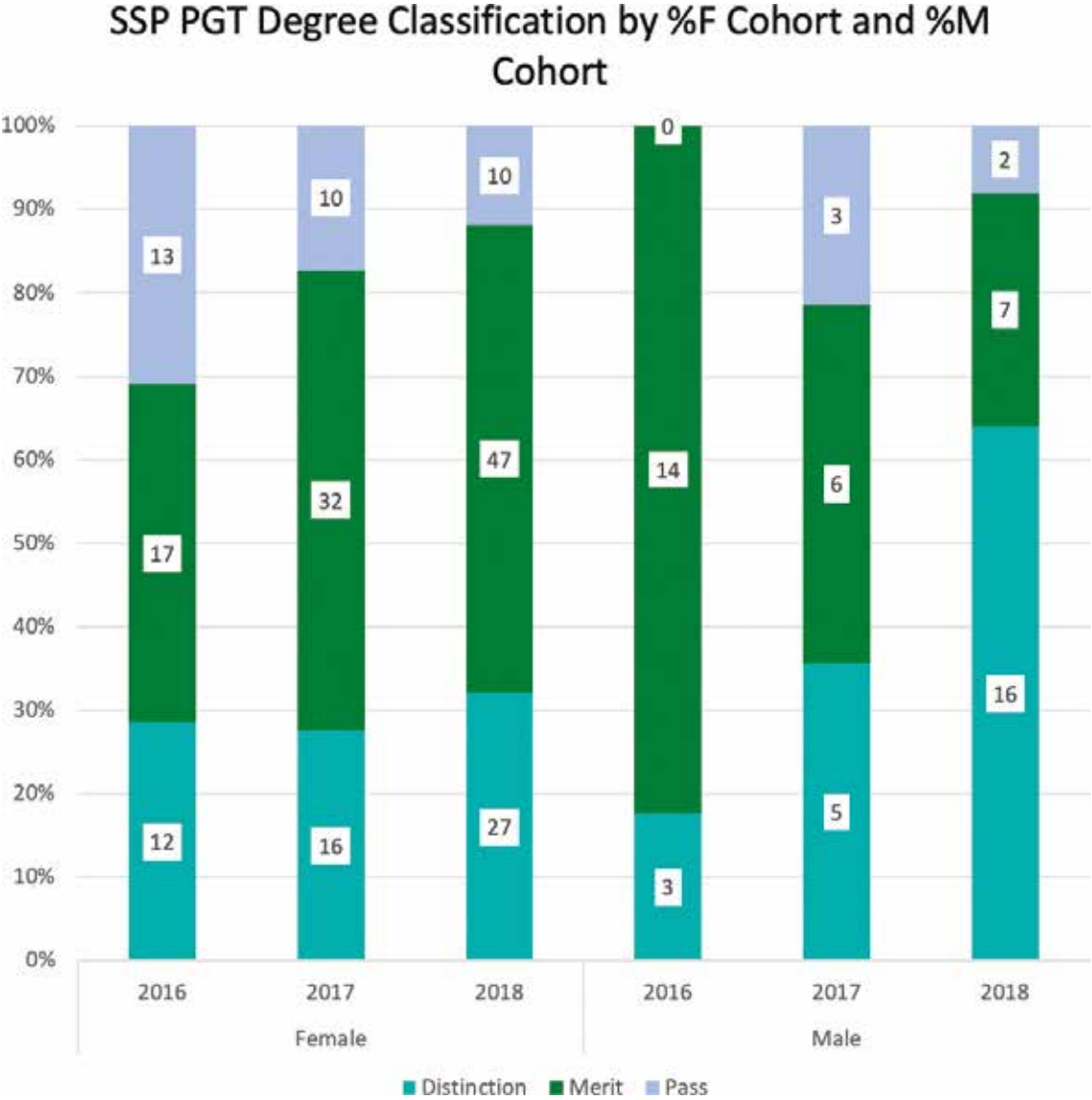
Chart 4.21: Female and male PGT cohorts by degree attainment in SSP

Action 9 – Investigate, monitor and act to improve gender balance in PGT degree awards

We will investigate and continue to monitor gender balance in PGT degree awards across the Faculty, particularly in relation to the lower proportion of females than males achieving a Distinction, and then take any appropriate actions indicated by the analysis.

Action 2 – Maintain and develop a clear focus on gender and intersectional issues in Student Education and support progression of all student groups

WWe will ensure a clear focus on gender and intersectional issues in Taught Student Education. To gain a better understanding of, and provide further focussed support for, the progression of all student groups, we have invested in, and recruited to, two new posts: Student Success Officer (SSO); and, International Student Experience Officer (ISEO), with the SSO having started in post on 1 September 2019 and the ISEO commencing on 1 February 2020.

In each of the four schools, we have also created two new academic roles: 'Academic Lead for Inclusive Practice'; and, 'Teaching Excellence Framework Coordinator'. These colleagues will work together with the SSO and ISEO and the School E&I Coordinator, under the leadership of the School Directors of Student Education and the Faculty Pro Dean for Student Education, to drive forward the Athena SWAN agenda and intersectional agenda in relation to taught students, reporting into the Faculty E&I Committee through the Pro Dean.

(iv)   Numbers of men and women on Postgraduate Research (PGR) degrees

Registered

The proportion of full-time female PGR in the Faculty is higher than men and has grown slightly as the number of men has reduced. Gender proportions have remained broadly in line with national figures (with the exception of EDU).

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR	94	85	94	81	99	66
	53%	**47%**	**54%**	**46%**	**60%**	**40%**
Benchmark (Russell Group)	57%	43%	58%	43%	59%	41%
HE Sector	56%	44%	57%	43%	58%	42%

Table 4.55: Full-time PGRs in the Faculty compared with benchmarks

There is gender balance for part-time PGR at Faculty-level, and thus a greater proportion of males than benchmarks:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR	30	28	27	25	24	23
	52%	**48%**	**52%**	**48%**	**51%**	**49%**
Benchmark (Russell Group)	61%	39%	61%	39%	60%	40%
HE Sector	60%	40%	61%	39%	61%	39%

Table 4.56: Part-time PGRs in the Faculty compared with benchmarks
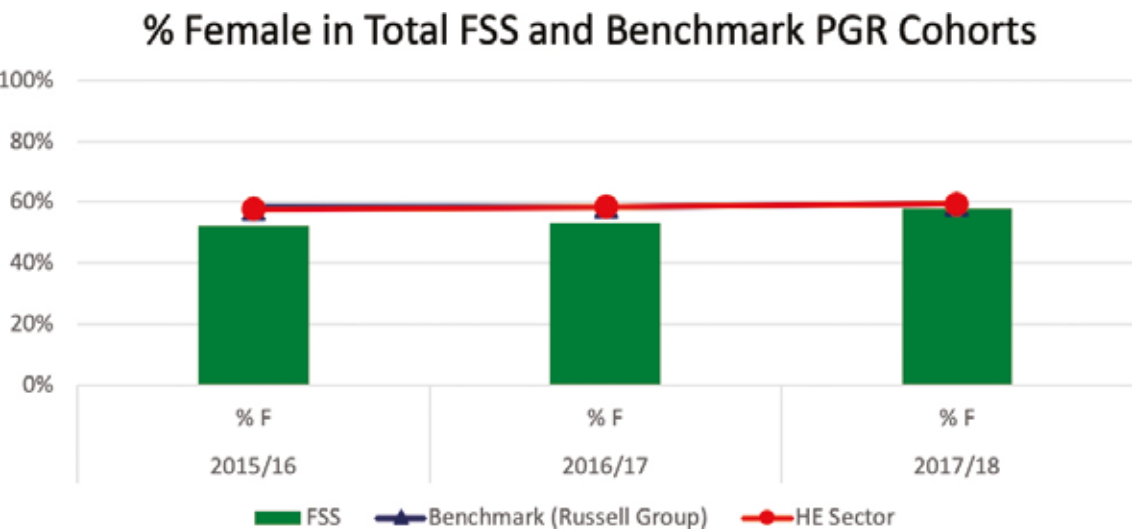
Chart 4.22: Percentage of women amongst total PGRs in the Faculty compared with national data

In EDU, the PGR cohort consistently has a higher proportion of women but is below benchmarks:

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
EDU Full-time PGR	30	17	31	17	30	13
	64%	36%	65%	35%	70%	30%
Benchmark (Russell Group)	72%	28%	73%	27%	74%	26%
HE Sector	70%	30%	72%	28%	73%	27%

Table 4.57: Full-time PGRs in EDU compared with benchmarks

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR	15	10	13	8	12	9
	60%	40%	62%	38%	57%	43%
Benchmark (Russell Group)	67%	33%	66%	34%	64%	36%
HE Sector	67%	33%	67%	33%	66%	34%

*Table 4.58: Part-time PGRs in EDU compared with benchmarks*
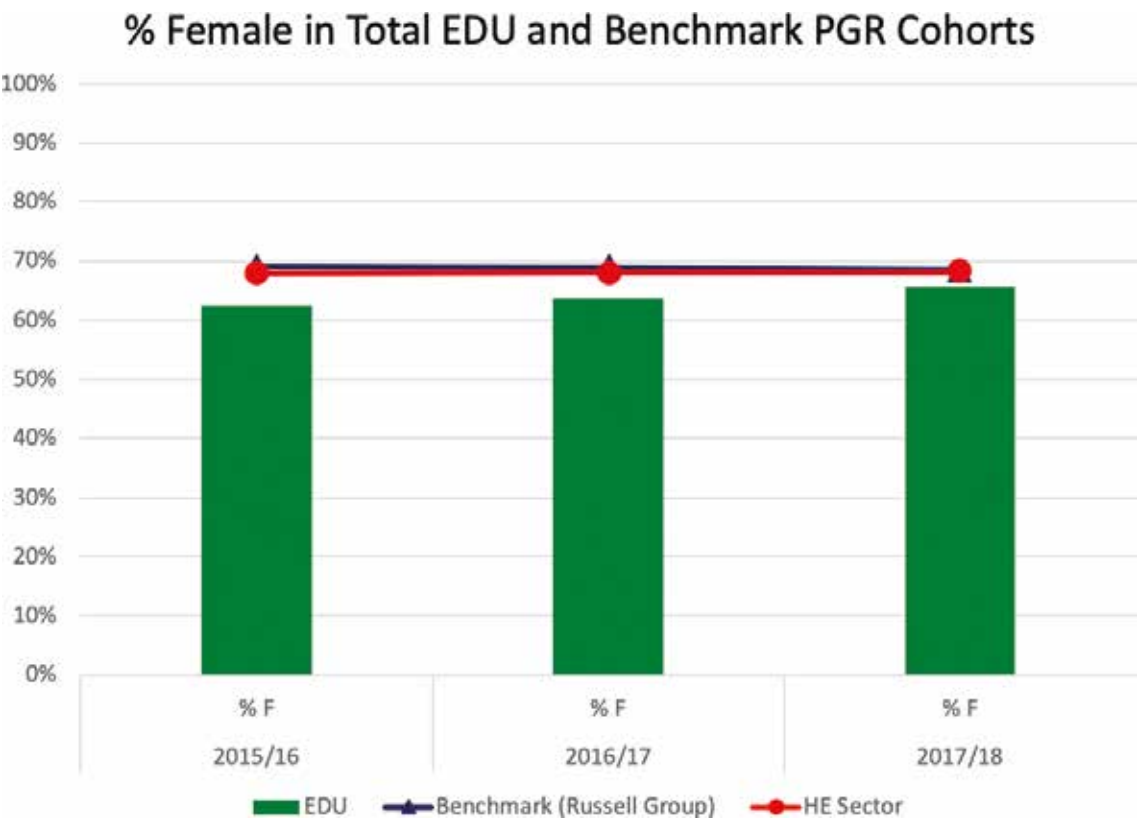
Chart 4.23: Percentage of women amongst total PGRs in EDU compared with national data

LAW has seen growth in the proportion of women PGRs, with a move towards gender parity in both cohorts. The gender split in 2017/18 was closer to parity than benchmarks.

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR	28	34	29	29	28	26
	45%	55%	50%	50%	52%	48%
Benchmark (Russell Group)	50%	50%	53%	47%	54%	46%
HE Sector	49%	51%	51%	49%	53%	47%

Table 4.59: Full-time PGRs in LAW compared with benchmarks

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR	10	7	7	5	6	6
	59%	41%	58%	42%	50%	50%
Benchmark (Russell Group)	48%	52%	51%	49%	55%	45%
HE Sector	49%	51%	50%	50%	51%	49%

Table 4.60: Part-time PGRs in LAW compared with benchmarks
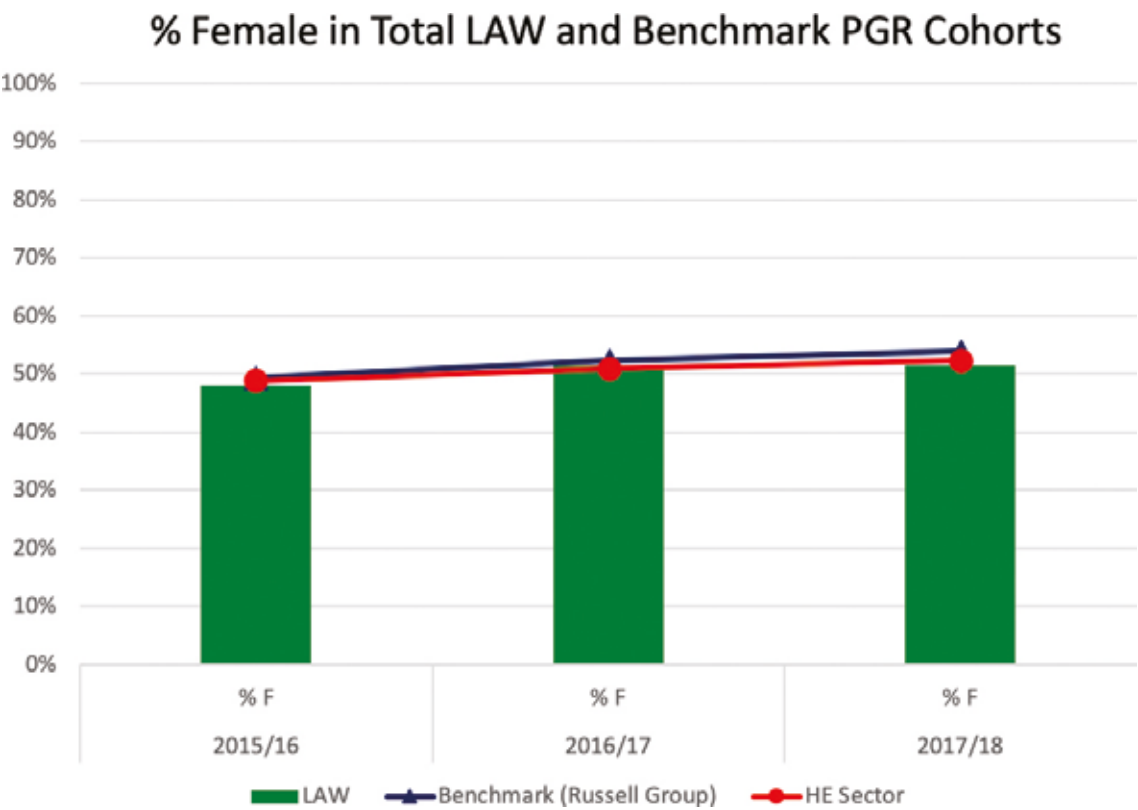
Chart 4.24: Percentage of women amongst total PGRs in LAW compared with national data

In POL, the full-time PGR gender balance has fluctuated but in 2017/18 was close to benchmarks:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR	12	17	9	22	13	17
	41%	59%	29%	71%	43%	57%
Benchmark (Russell Group)	42%	58%	42%	58%	44%	56%
HE Sector	42%	58%	43%	57%	44%	56%

Table 4.61: Full-time PGRs in POL compared with benchmarks

The part-time PGR cohort decreased in size in 2017/18. The gender split remains less balanced than the benchmarks:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR	2	7	2	7	1	3
	22%	78%	22%	78%	25%	75%
Benchmark (Russell Group)	29%	71%	28%	72%	31%	69%
HE Sector	33%	67%	35%	65%	35%	65%

Table 4.62: Part-time PGRs in POL compared with benchmarks
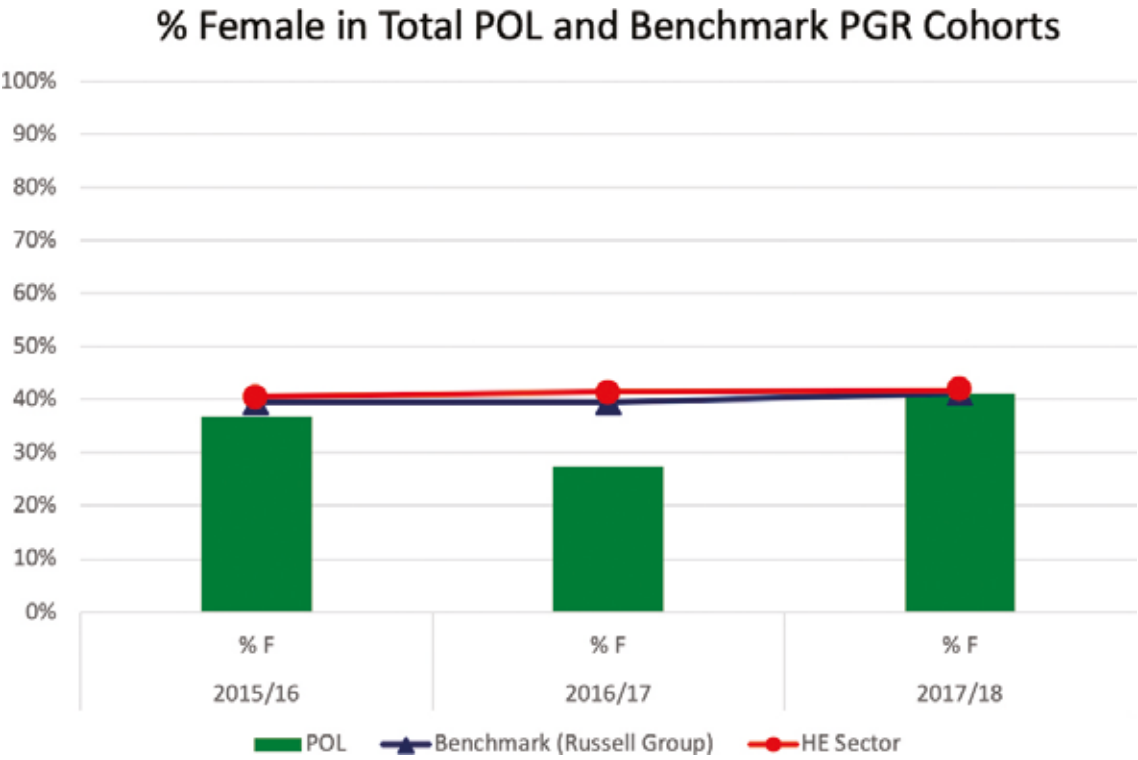
Chart 4.25: Percentage of women amongst total PGRs in POL compared with national data

In SSP, an increasing proportion of PGR is female and the full-time cohort is now clearly above benchmarks.

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR	24	17	25	13	28	10
	59%	41%	66%	34%	74%	26%
Benchmark (Russell Group)	61%	39%	61%	39%	64%	36%
HE Sector	61%	39%	61%	39%	63%	37%

Table 4.63: Full-time PGRs SSP compared with benchmarks

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR	3	4	5	5	5	5
	43%	57%	50%	50%	50%	50%
Benchmark (Russell Group)	61%	39%	62%	38%	65%	35%
HE Sector	58%	42%	60%	40%	61%	39%

Table 4.64: Part-time PGRs in SSP compared with benchmarks
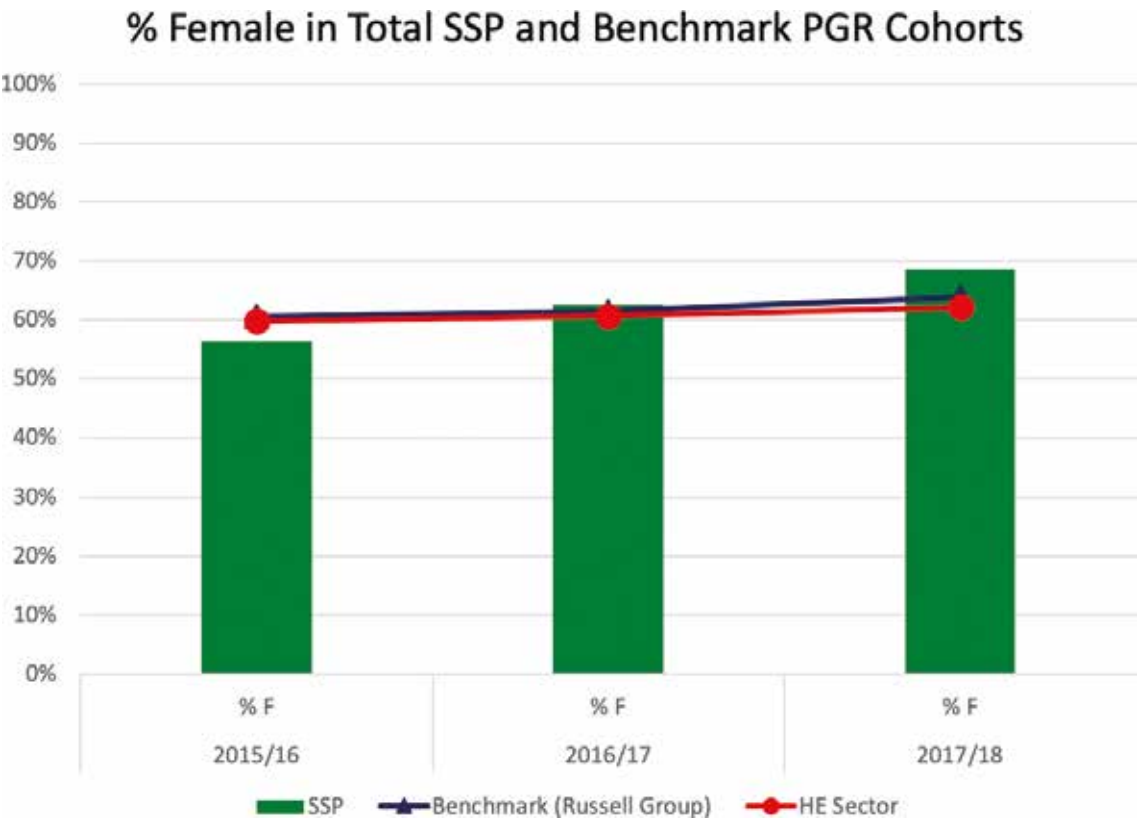
Chart 4.26: Percentage of women amongst total PGRs in SSP compared with national data

Applications, Offers and Acceptances

Across the faculty, there has been moderate growth in the number and proportion of female full-time applicants with higher percentages of offers and acceptances made to women than men in 2017/18:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	363	427	410	390	474	387
	46%	54%	51%	49%	55%	45%
Full-time PGR Offers	86	88	136	124	164	97
	49%	51%	52%	48%	63%	37%
Full-time PGR Acceptances	42	38	66	62	57	32
	53%	48%	52%	48%	64%	36%

Table 4.65: Full-time PGR applications, offers and acceptances in the Faculty

The proportion of applications, offers and acceptances for women to study part-time is now lower than for men and there has been a decline in their number:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR Applications	27	18	22	24	11	21
	60%	40%	48%	52%	34%	66%
Part-time PGR Offers	11	2	8	6	3	5
	85%	15%	57%	43%	38%	63%
Part-time PGR Acceptances	7	2	7	4	3	4
	78%	22%	64%	36%	43%	57%

*Table 4.66: Part-time PGR applications, offers and acceptances in the Faculty*
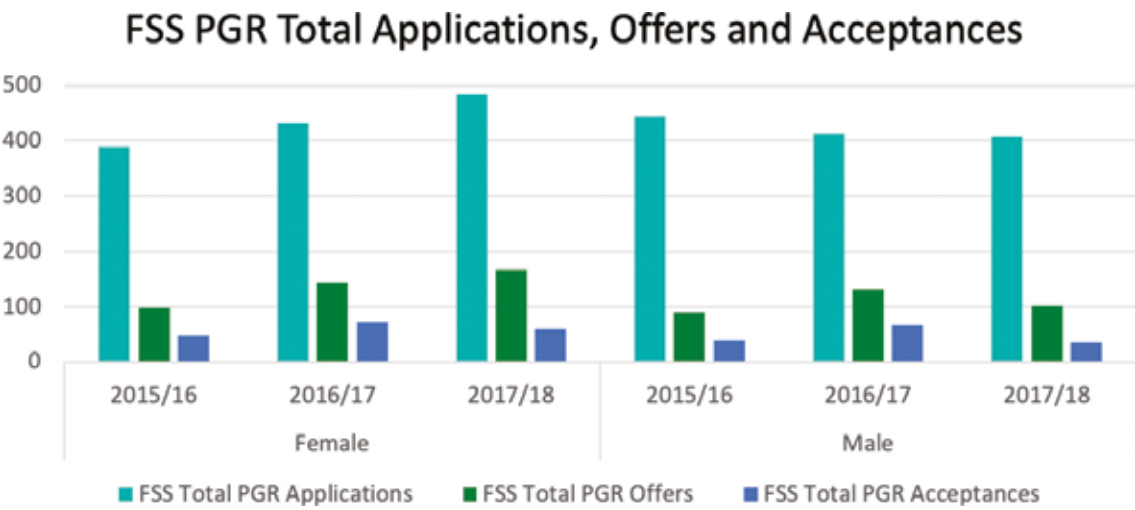
Chart 4.27: Total PGR application, offer and acceptance numbers in the Faculty

In EDU, the proportion of full-time applications from women has increased. Acceptance rates from women for full-time PGR increased in 2017/18 but reduced for part-time.

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	167	164	195	124	222	153
	50%	50%	61%	39%	59%	41%
Full-time PGR Offers	29	26	32	23	38	16
	53%	47%	58%	42%	70%	30%
Full-time PGR Acceptances	16	13	16	13	17	5
	55%	45%	55%	45%	77%	23%

Table 4.67: Full-time PGR applications, offers and acceptances in EDU

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	17	8	9	10	6	9
	68%	32%	47%	53%	40%	60%
Full-time PGR Offers	6	0	6	2	2	2
	100%	0%	75%	25%	50%	50%
Full-time PGR Acceptances	3	0	5	1	2	2
	100%	0%	83%	17%	50%	50%

Table 4.68: Part-time PGR applications, offers and acceptances in EDU
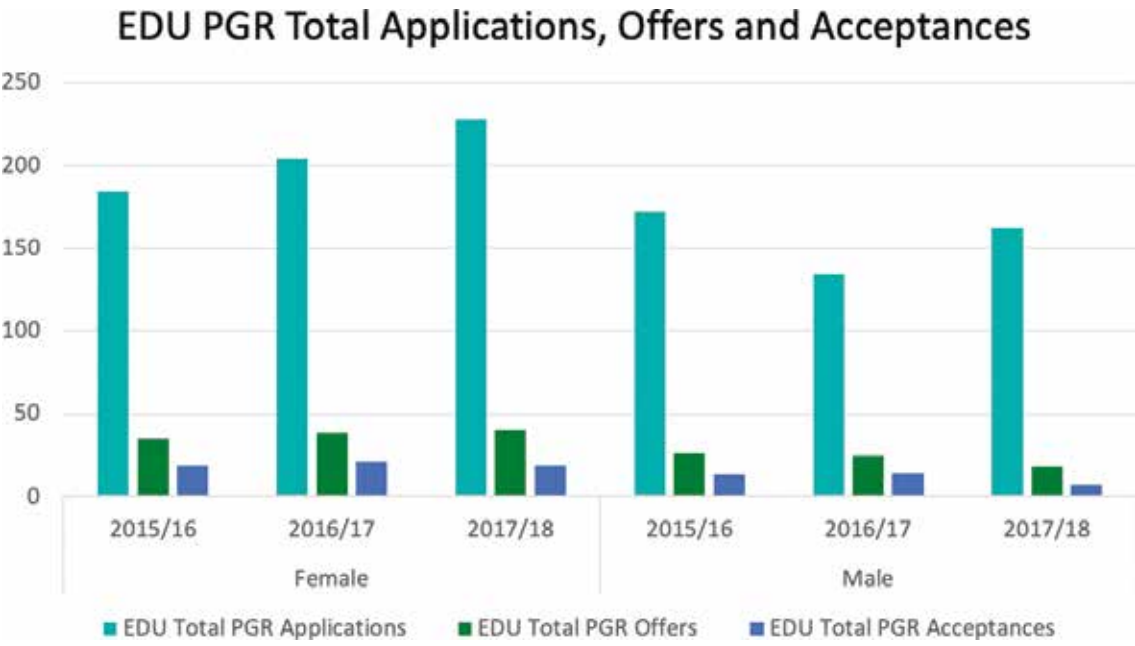
Chart 4.28: Total PGR application, offer and acceptance numbers in EDU

In LAW, the percentage of male applications (under-represented at UG and PGT) increases at PGR level:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	86	135	87	142	108	113
	39%	61%	38%	62%	49%	51%
Full-time PGR Offers	20	32	38	53	46	33
	38%	62%	42%	58%	58%	42%
Full-time PGR Acceptances	11	11	13	28	20	11
	50%	50%	32%	68%	65%	35%

Table 4.69: Full-time PGR applications, offers and acceptances in LAW

Part-time PGR application numbers are small and gender split varies by year:

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR Applications	5	4	2	5	2	8
	56%	44%	29%	71%	20%	80%
Part-time PGR Offers	4	1	1	2	1	1
	80%	20%	33%	67%	50%	50%
Part-time PGR Acceptances	4	1	1	1	1	1
	80%	20%	50%	50%	50%	50%

*Table 4.70: Part-time PGR applications, offers and acceptances in LAW*
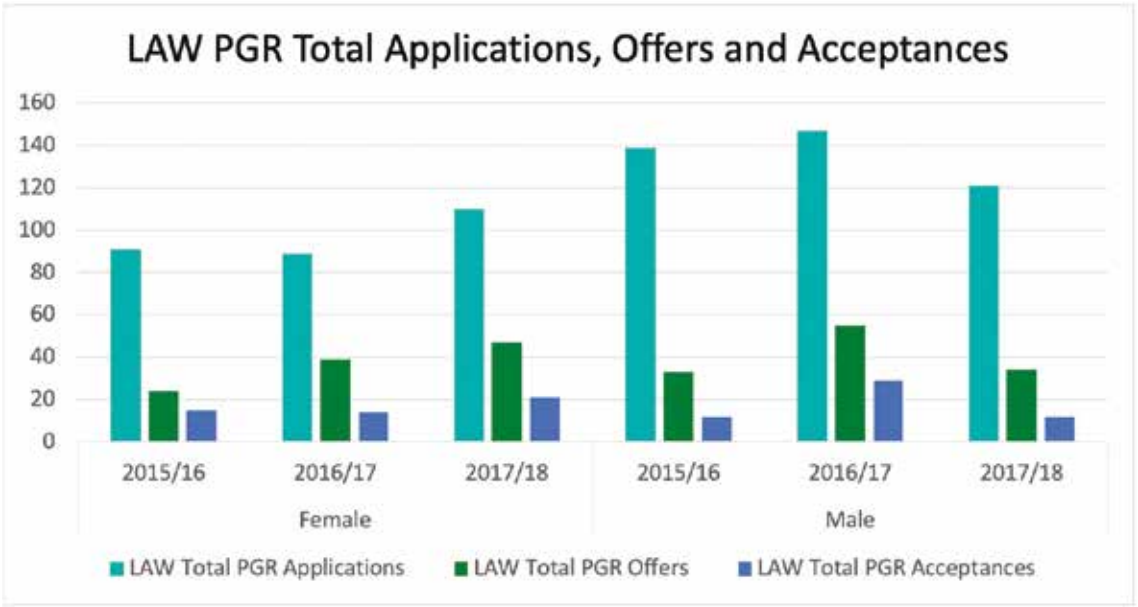
Chart 4.29: Total PGR application, offer and acceptance numbers in LAW

In POL, applications have increased with an increasing proportion from women:

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	37	68	42	52	69	82
	35%	65%	45%	55%	46%	54%
Full-time PGR Offers	12	11	14	19	26	25
	52%	48%	42%	58%	51%	49%
Full-time PGR Acceptances	8	6	7	13	7	9
	57%	43%	35%	65%	44%	56%

Table 4.71: Full-time PGR applications, offers and acceptances in POL

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR Applications	4	3	2	6	2	3
	57%	43%	25%	75%	40%	60%
Part-time PGR Offers	0	0	0	1	0	1
	0%	0%	0%	100%	0%	100%
Part-time PGR Acceptances	0	0	0	1	0	0
	0%	0%	0%	100%	0%	0%

Table 4.72: Part-time PGR applications, offers and acceptances in POL

Chart 4.30: Total PGR application, offer and acceptance numbers in POL

In SSP, application numbers have fluctuated over the period with applications from men decreasing. This dip is not reflected in the number of women applying, although the female percentage accepting has varied:

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Full-time PGR Applications	73	60	86	72	75	39
	55%	45%	54%	46%	66%	34%
Full-time PGR Offers	25	19	52	29	54	23
	57%	43%	64%	36%	70%	30%
Full-time PGR Acceptances	7	8	30	8	13	7
	47%	53%	79%	21%	65%	35%

Table 4.73: Full-time PGR applications, offers and acceptances in SSP

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Part-time PGR Applications	1	3	9	3	1	1
	25%	75%	75%	25%	50%	50%
Part-time PGR Offers	1	1	1	1	0	1
	50%	50%	50%	50%	0%	100%
Part-time PGR Acceptances	0	1	1	1	0	1
	0%	100%	50%	50%	0%	100%

Table 4.74: Part-time PGR applications, offers and acceptances in SSP
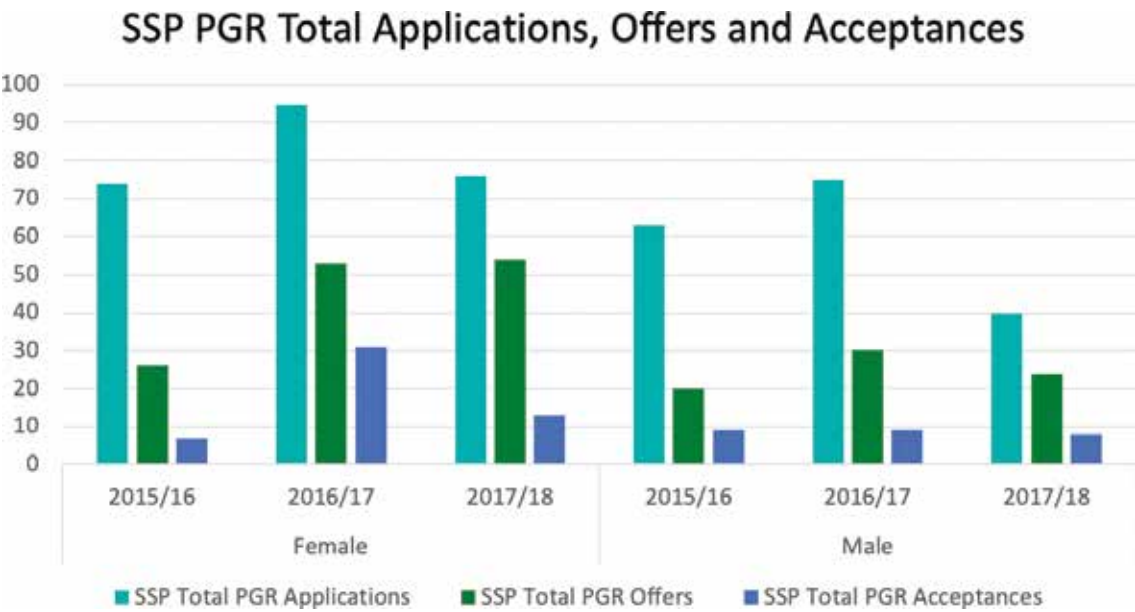
Chart 4.31: Total PGR application, offer and acceptance numbers in SSP

Action 10 – Analyse registrations for PGR across the Faculty to investigate patterns of application, and promote best practice in recruitment

The numbers of men and women registering for PGR vary between schools and across years and modes (full-/part-time). We will monitor variations in numbers over a longer period, and simultaneously investigate examples of good practice in recruitment with a view to implementing these where possible.

PGR Degree Attainment

There is no substantial gender difference in time to completion although this varies by school and by year; men in EDU have taken marginally longer to complete and women in POL and SSP have taken longer:

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	25	11	29	27	29	22
Average years to pass	4.5	5.0	4.8	4.7	4.7	4.3

Table 4.75: Full-time PGR degree attainment in the Faculty

FACULTY	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	4	4	3	6	2	2
Average years to pass	5.3	8.3	6.4	6.8	7.0	5.5

Table 4.76: Part-time PGR degree attainment in the Faculty

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	11	3	10	6	10	9
Average years to pass	4.5	5.8	5.0	5.5	4.5	4.5

Table 4.77: Full-time PGR degree attainment in EDU

EDU	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	0	2	2	2	0	1
Average years to pass	-	7.6	6.4	5.7	-	4.0

Table 4.78: Part-time PGR degree attainment in EDU

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	3	6	8	14	8	7
Average years to pass	4.6	4.9	4.3	4.6	5.1	4.4

Table 4.79: Full-time PGR degree attainment in LAW

LAW	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	2	0	0	2	1	1
Average years to pass	5.7	-	-	8.3	7.8	7.1

Table 4.80: Part-time PGR degree attainment in LAW

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	1	1	2	3	4	3
Average years to pass	4.6	4.2	6.6	5.1	5.0	4.4

Table 4.81: Full-time PGR degree attainment in POL

POL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	0	2	0	1	0	0
Average years to pass	-	9.0	-	5.4	-	-

Table 4.82: Part-time PGR degree attainment in POL

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	10	1	9	4	7	3
Average years to pass	4.5	4.0	4.7	3.5	4.3	3.3

Table 4.83: Full-time PGR degree attainment in SSP

SSP	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Number of passes	2	0	1	1	1	0
Average years to pass	5.0	-	6.4	7.5	-	-

Table 4.84: Part-time PGR degree attainment in SSP

Action 11 – Review and monitor numbers of PGRs completing within deadline to identify trends and implement support where appropriate

As part of regular review processes, we will be monitoring completion times for PGRs and looking for any correlation between taking longer to complete and particular characteristics. This will allow us to identify and implement any appropriate specific support.

(v) Progression pipeline between undergraduate and postgraduate student levels

Progression between FSS degrees

Although the numbers are small, proportionally more women progress from UG straight to PGT degrees. More men return to study at PGT after a break than progress directly. More women progress from UG to PGT both directly and indirectly, with the exception of POL. Numbers of students progressing from PGT to PGR are small but more evenly distributed across gender, with marginally more women across the Faculty (notably in SSP) registering for a PGR degree. More men and women return to study after a break than progress directly.

	UG progression to PGT degree						PGT progression to PGR degree					
	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
FSS	25	19	31	13	26	14	3	1	3	0	3	2
	57%	43%	70%	30%	65%	35%	75%	25%	100%	0%	60%	40%
EDU	2	0	2	0	0	0	0	0	0	0	1	0
	100%	0%	100%	0%							100%	0%
LAW	9	5	12	5	0	0	1	0	0	0	0	0
	64%	36%	71%	29%			100%	0%				
POL	9	10	9	7	9	9	0	0	0	0	0	1
	47%	53%	56%	44%	50%	50%					0%	100%
SSP	5	4	8	1	17	5	2	1	3	0	2	1
	56%	44%	89%	11%	77%	23%	67%	33%	100%	0%	67%	33%

Table 4.85: Numbers progressing directly from one degree to another in the Faculty

	UG progression to PGT degree						PGT progression to PGR degree					
	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
FSS	41	25	44	21	35	19	6	4	5	0	7	5
	62%	38%	68%	32%	65%	35%	60%	40%	100%	0%	58%	42%
EDU	10	0	6	3	0	0	1	1	2	0	2	3
	100%	0%	67%	33%			50%	50%	100%	0%	40%	60%
LAW	10	6	13	6	0	0	1	1	0	0	2	0
	63%	38%	68%	32%			50%	50%			100%	0%
POL	13	12	13	11	11	12	1	0	0	0	0	1
	52%	48%	54%	46%	48%	52%	100%	0%			0%	100%
SSP	8	7	12	1	24	7	3	2	3	0	3	1
	53%	47%	92%	8%	77%	23%	60%	40%	100%	0%	75%	25%

Table 4.86: Numbers progressing indirectly from one degree to another in the Faculty

The Progression Pipeline

The charts below represent proportions of men and women at all levels in the academic pipeline at Faculty and School level. Points are connected where there is an established progression pathway.

At Faculty-level, the ratio between genders in student cohorts diverges between UG and PGT and converges at PGR level, but there is a marked gap throughout. There is a clear gap in teaching-only and research-only roles (with a clear female majority) but numbers are equal at lecturer level (Grades 7 and 8) before diverging again at Associate Professor (Grade 9) and Professor (Grade 10), with men dominating in these academic roles.

Whilst student cohorts in the EDU are noticeably unbalanced in terms of gender at entry level, proportions do converge through progression. Teaching-only and research-only roles are heavily dominated by women and men are in the majority only at Professorial level.

% by gender in FSS 2018

	UG (BA, BSc, LLB)	PGT (MA, MSc, LLM)	PGR (PhD)	PGR TA	Teaching Assistant	Teaching Fellow	Researcher	Lecturer/ UAF	Senior Lecturer/ Associate Professor	Professor
% Female	69%	72%	58%	54%	69%	73%	74%	50%	40%	38%
% Male	31%	28%	42%	46%	31%	27%	26%	50%	60%	63%
# Female	1746	690	123	56	11	8	25	38	22	21
# Male	794	272	89	47	16	11	34	38	55	56

Chart 4.32: Percentage of population by gender throughout academic cohorts in the Faculty

% by gender in EDU 2018

	UG (BA, BSc, LLB)	PGT (MA, MSc, LLM)	PGR (PhD)	PGR TA	Teaching Assistant	Teaching Fellow	Researcher	Lecturer	Senior Lecturer/ Associate Professor	Professor
% Female	92%	80%	66%	57%	80%	83%	80%	64%	50%	38%
% Male	8%	20%	34%	43%	20%	17%	20%	36%	50%	63%
# Female	187	366	42	8	8	5	8	9	6	3
# Male	16	89	22	6	2	1	2	5	6	5

Chart 4.33: Percentage of population by gender throughout the academic cohorts in EDU

In LAW, the trend is towards an equitable gender balance throughout the pipeline from UG, to PGT and PGR. The rest of career pipeline is well balanced with more women in the role of Researcher and Associate Professor and more male Lecturers and Professors.

In POL, gender is balanced at UG level with more women at PGT and more men at PGR. Most of the rest of the career pipeline is populated with small numbers, except for teaching and research roles which show a clear domination of men in the higher graded roles.

% by gender in LAW 2018

	UG (BA, BSc, LLB)	PGT (MA, MSc, LLM)	PGR (PhD)	PGR TA	Teaching Assistant	Researcher	Lecturer/ UAF	Senior Lecturer/ Associate Professor	Professor
% Female	71%	63%	52%	61%	50%	60%	39%	58%	40%
% Male	29%	37%	48%	39%	50%	40%	61%	42%	60%
# Female	769	162	34	14	1	6	11	7	12
# Male	321	97	32	9	1	4	17	5	18

—▲—% Female   —◆—% Male

Chart 4.34: Percentage of population by gender throughout the academic cohorts in LAW

% by gender in POL 2018

	UG (BA, BSc, LLB)	PGT (MA, MSc, LLM)	PGR (PhD)	PGR TA	Teaching Assistant	Teaching Fellow	Researcher	Lecturer/ UAF	Senior Lecturer/ Associate Professor	Professor
% Female	50%	56%	41%	40%	50%	100%	67%	53%	11%	20%
% Male	50%	44%	59%	60%	50%	0%	33%	47%	89%	80%
# Female	340	67	14	12	2	1	2	10	2	2
# Male	342	53	20	18	2	0	1	9	17	8

—▲—% Female   —◆—% Male

Chart 4.35: Percentage of population by gender throughout the academic cohorts in POL

In SSP, there is no major change along the pipeline for students in the School, with women dominating throughout but with increasing proportions of men. There are more women than men throughout the whole pipeline in SSP but gender is best balanced amongst Teaching Fellows and Lecturers.
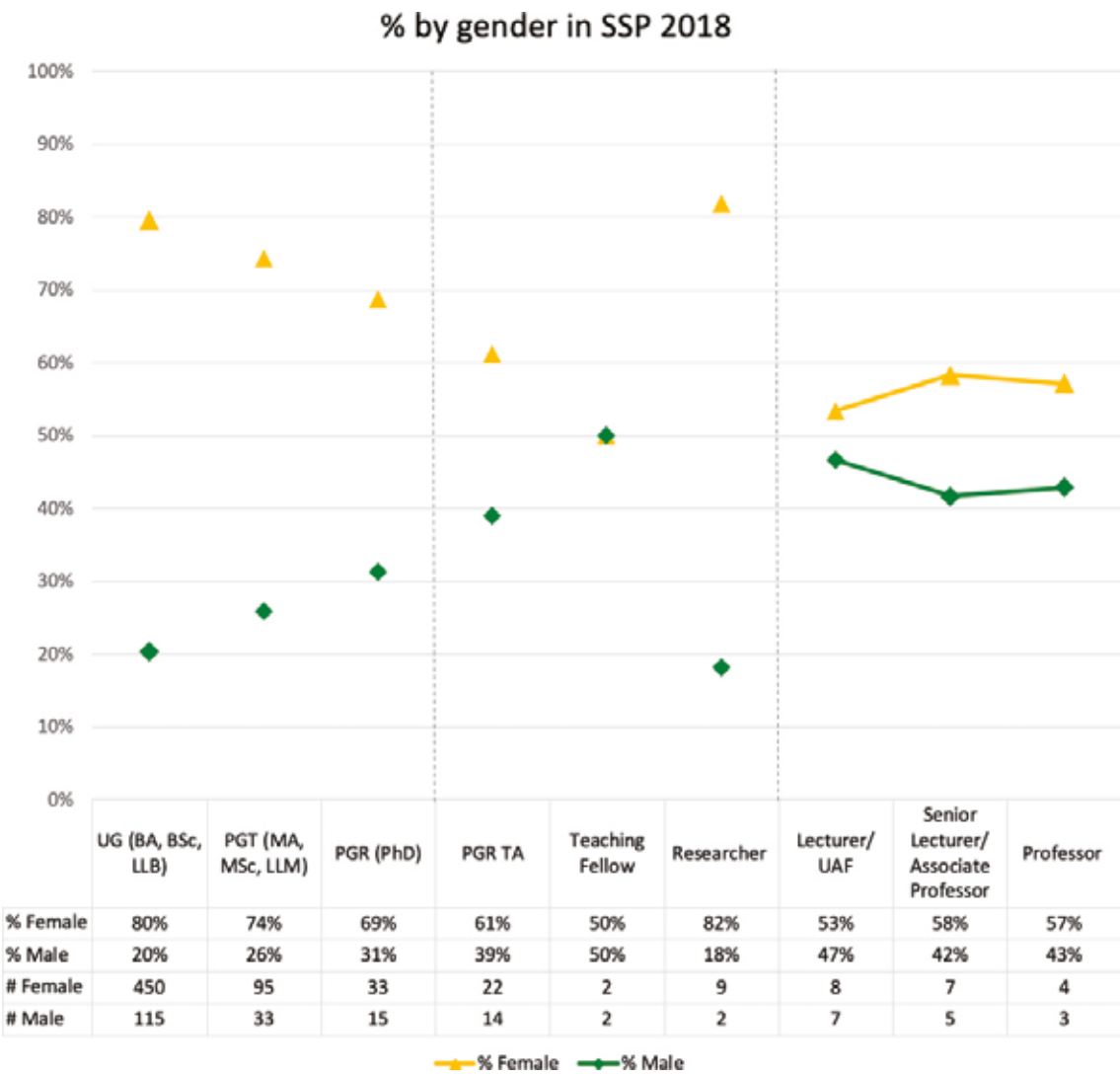
Chart 4.36: Percentage of population by gender throughout the academic cohorts in SSP

The actions focussed on addressing the differential gender representation are set out in Section 5.

4.2. Academic and research staff data

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

The Faculty has grown to 248 academic staff between 2016 and 2018, with the proportion of female staff rising to 50%. The proportion of female professors has increased slightly to 38%, and female Associate Professor to 40%. There is an increase in female researchers.

FACULTY		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching Only	Teaching Assistant	15	25	60%	16	29	55%	11	16	69%
	Teaching Fellow	5	8	63%	8	11	73%	8	11	73%
Research Only	Researcher	16	24	67%	18	26	69%	25	34	74%
Teaching and Research or Scholarship	Lecturer	36	69	52%	34	71	48%	38	76	50%
	Senior Lecturer/ Associate Professor	22	57	39%	24	58	41%	22	55	40%
	Professor	18	51	35%	20	55	36%	21	56	38%
Total Staff		112	234	48%	120	250	48%	125	248	50%

Table 4.87: Summary of academic staff in the Faculty by role and contract function

The following charts indicate the breakdown by role for the Faculty and its constituent schools. We then compare these data to benchmarks.

For Teaching and Research (T&R) staff, the %F has remained consistent at 43%, below the RG benchmark in 2018 (46%) and the HE sector benchmark (54%). At 70%F, we are above both benchmarks for female teaching staff (58% and 62%). Numbers in research (74%) also exceed both benchmarks for %F (65% and 66%); like those of teaching staff, numbers of research staff are growing.
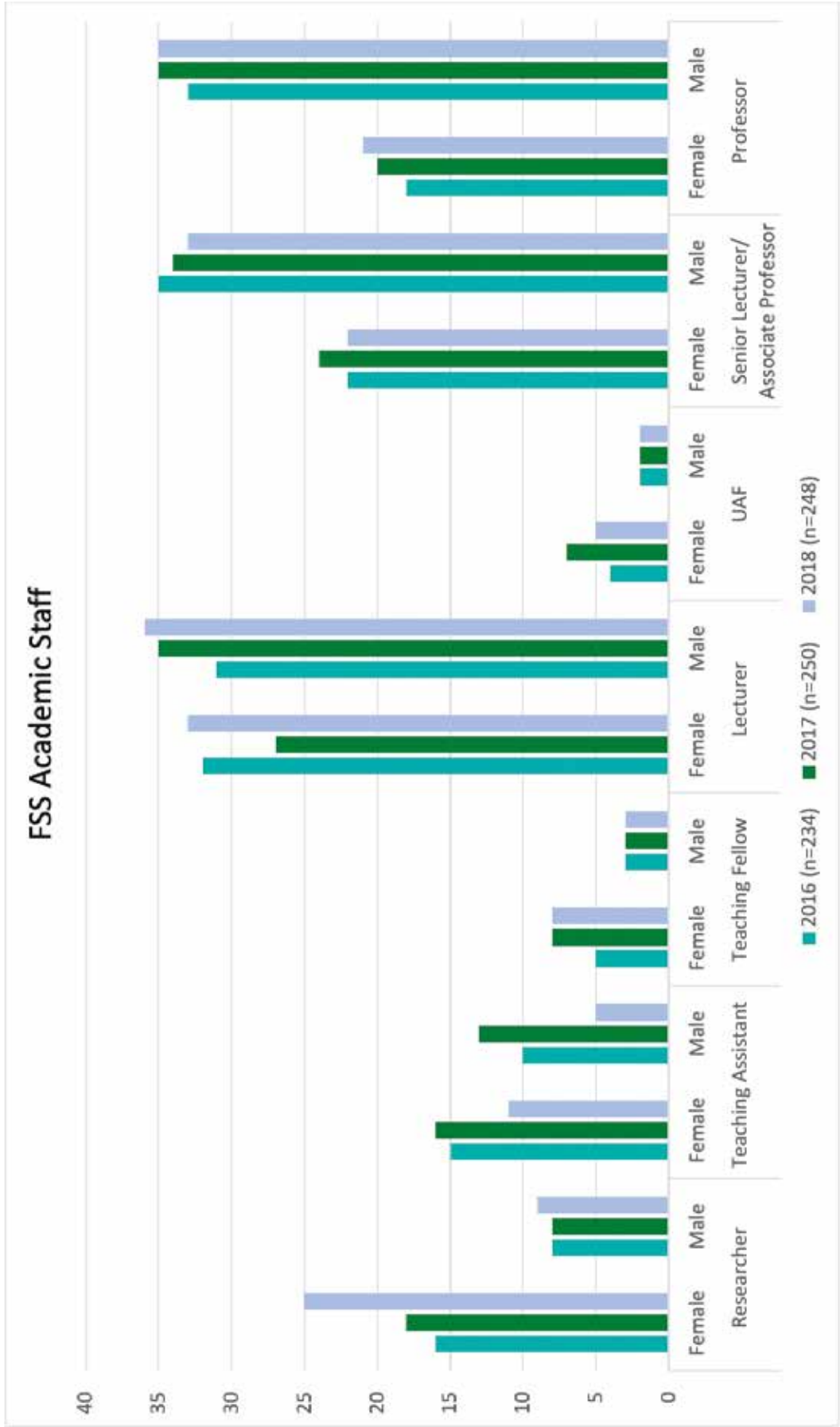
Chart 4.37: Number of academic staff in the Faculty by role

Chart 4.38b: Academic staff in LAW by role
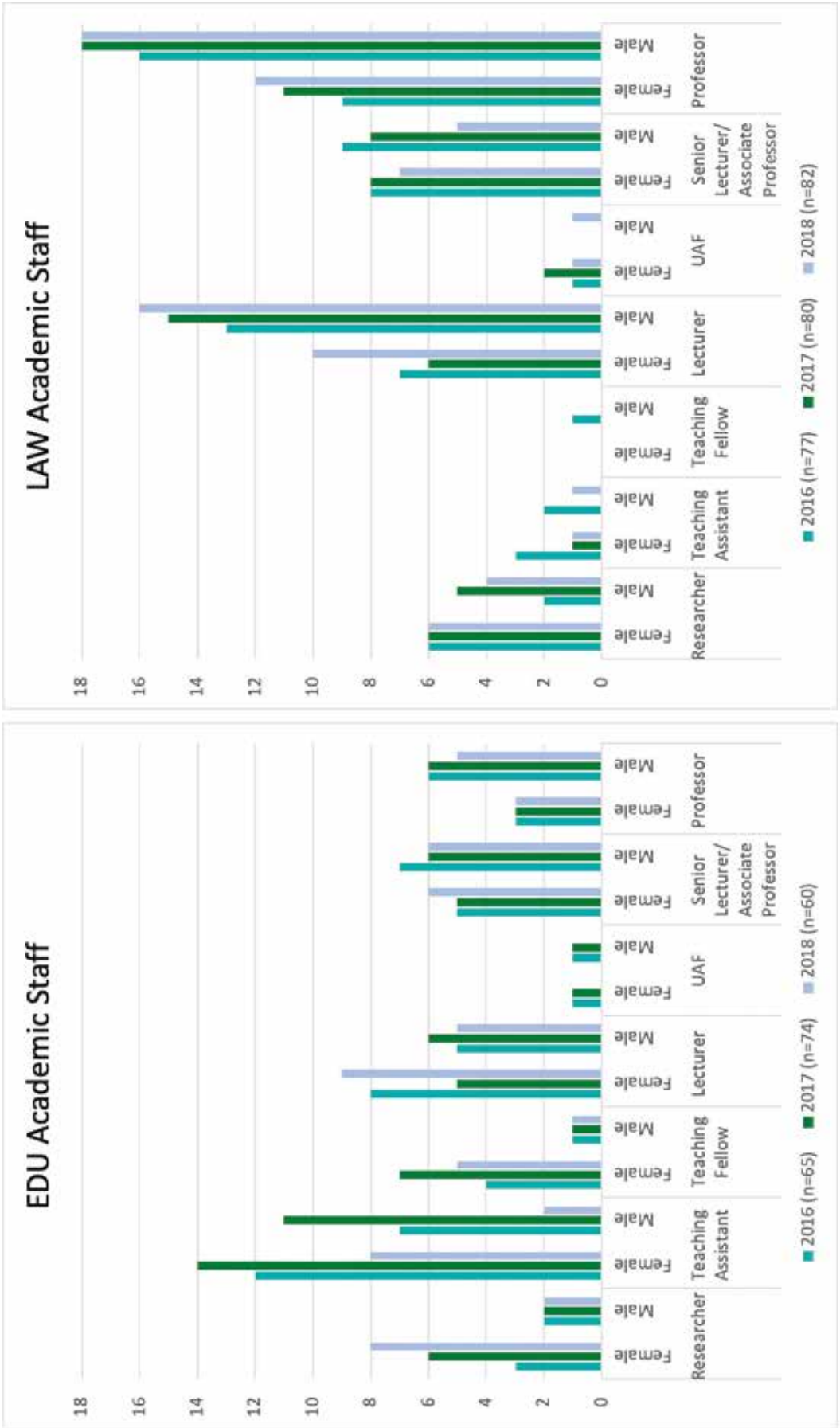
Chart 4.38a: Academic staff in EDU by role

SSP Academic Staff

Chart 4.38d: Academic staff in SSP by role
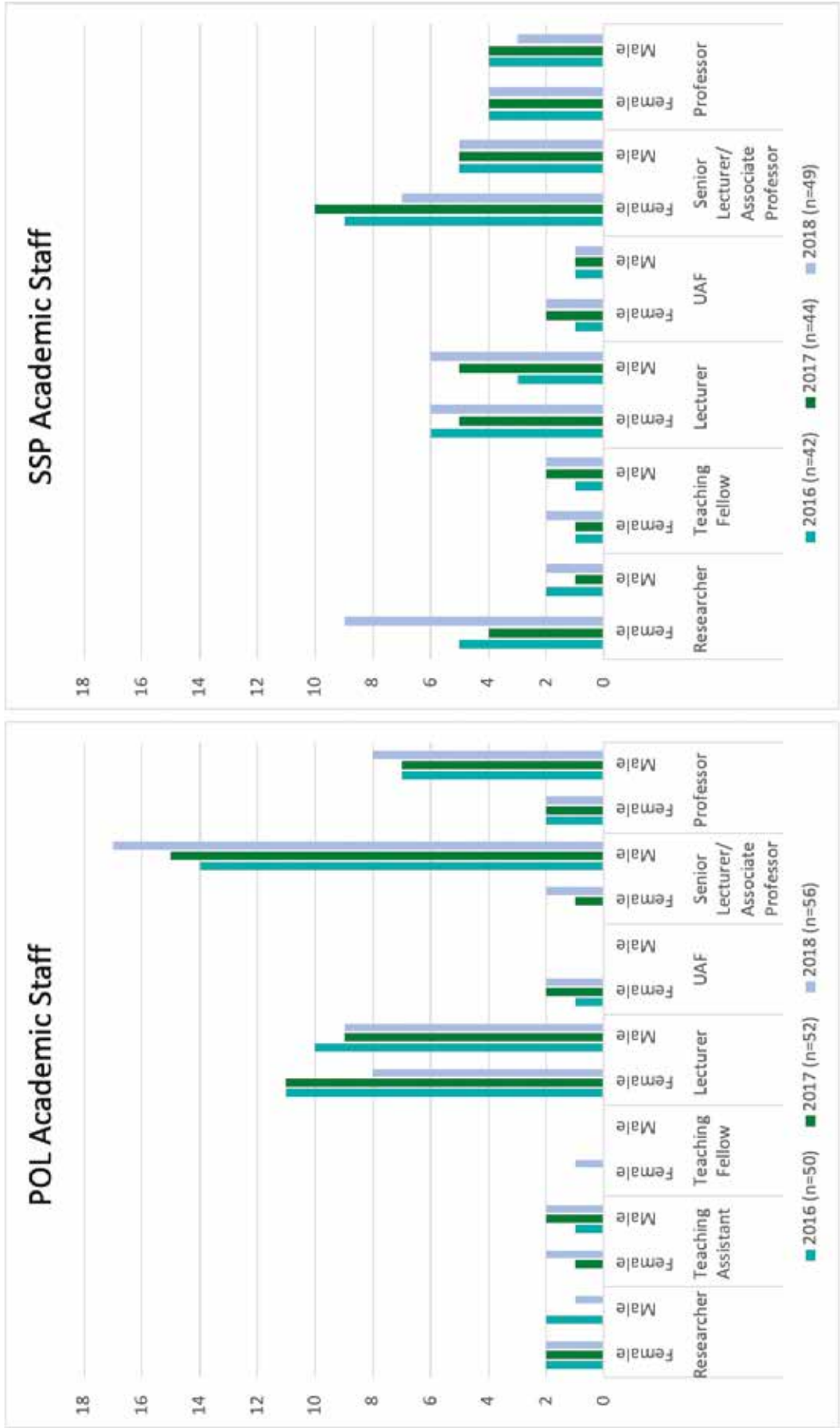
POL Academic Staff

Chart 4.38c: Academic staff in POL by role

FSS and Benchmark % Female Academic Staff by Contract Function
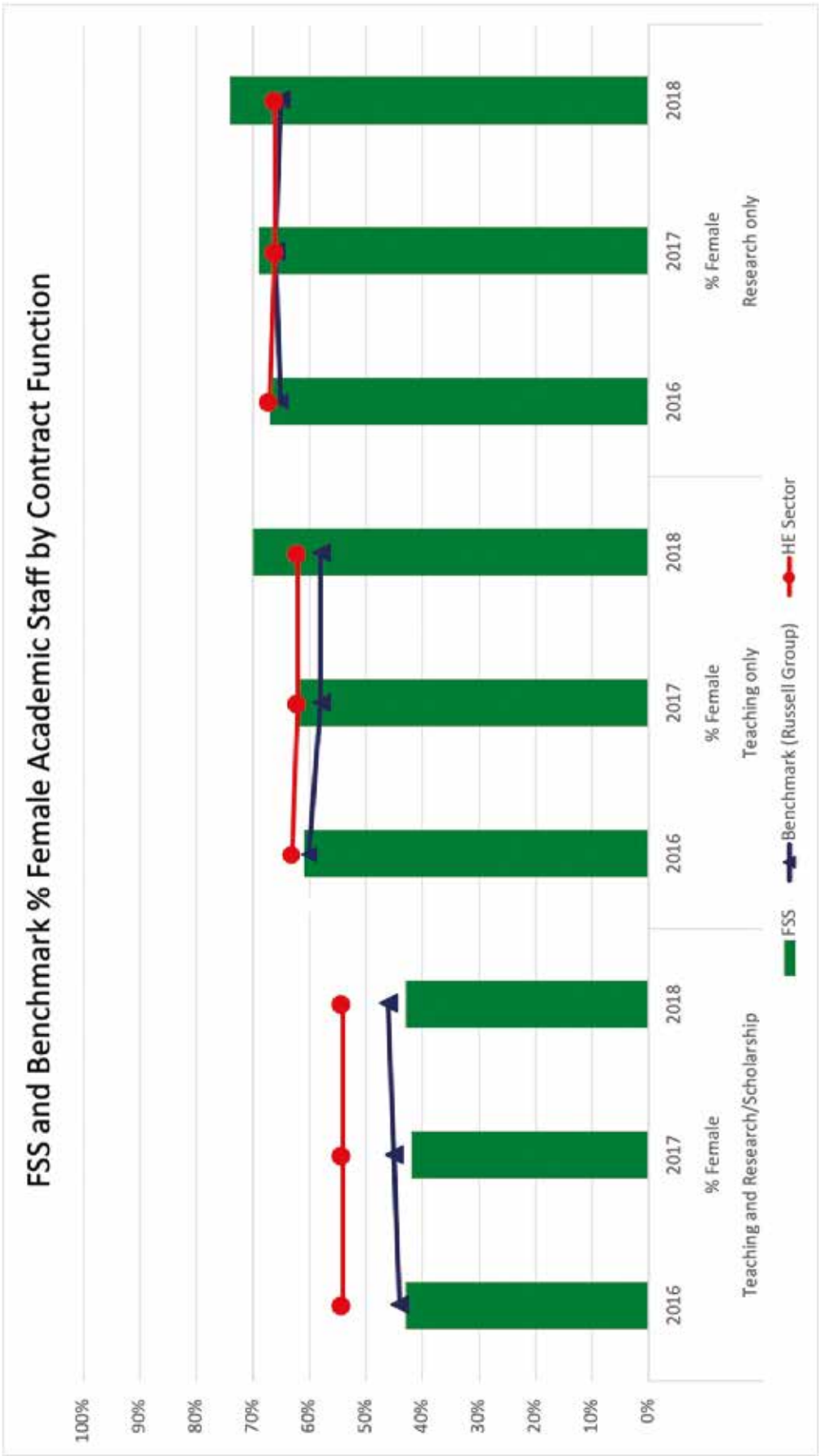
Chart 4.39: Percentage of female academic staff in the Faculty by contract function compared with national data (HESA cost centres: 128 (Politics & International Studies), 130 (Law), 131 (Social Work & Social Policy), 135 (Education) and 136 (Continuing Education)

In EDU, numbers and proportion of women researchers have grown. The dip in %F at Lecturer in 2017 was followed by a number of appointments in 2018. The %F in T&R posts is growing (47%-53%) and outperforms the benchmarks, though not yet at grade 10 (Professor) level:

EDU		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching Only	Teaching Assistant	12	19	63%	14	25	56%	8	10	80%
	Teaching Fellow	4	5	80%	7	8	88%	5	6	83%
Research Only	Researcher	3	5	60%	6	8	75%	8	10	80%
Teaching and Research or Scholarship	Lecturer	9	15	60%	6	13	46%	9	14	64%
	Senior Lecturer/ Associate Professor	5	12	42%	5	11	45%	6	12	50%
	Professor	3	9	33%	3	9	33%	3	8	38%
Total Staff		36	65	55%	41	74	55%	39	60	65%

Table 4.88: Academic staff in EDU by contract function and role
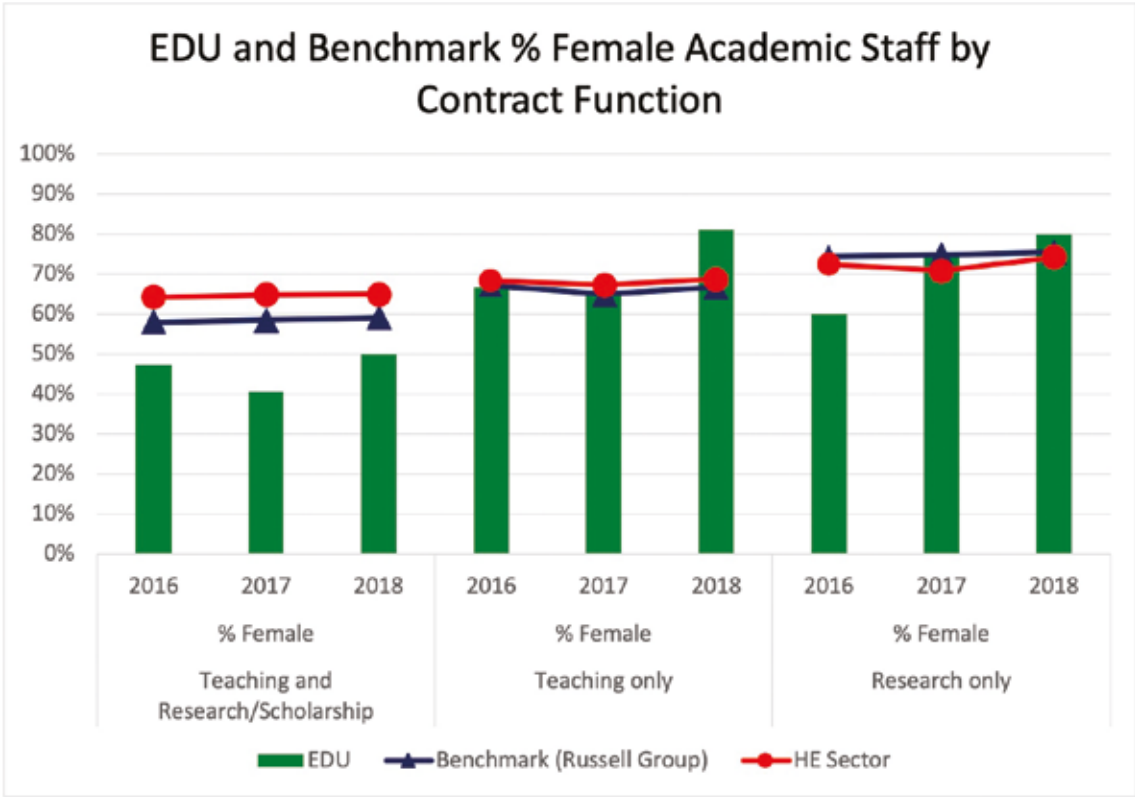
Chart 4.40: Academic staff in EDU by contract function compared with national data

LAW is moving closer to gender balance for T&R staff (40%-43%) and currently has more women than men at Associate Professor level (58% F). It has seen fluctuation in %F of researchers, although the number of women researchers has stayed the same. For T&R staff, the School is below the sector benchmark but close to that of the Russell Group. It also lies close to the benchmarks for research staff and teaching only staff but with small numbers.

LAW		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching Only	Teaching Assistant	3	5	60%	1	1	100%	1	2	50%
	Teaching Fellow	0	1	0%	0	0		0	0	
Research Only	Researcher	6	8	75%	6	11	55%	6	10	60%
Teaching and Research or Scholarship	Lecturer	8	21	38%	8	23	35%	11	28	39%
	Senior Lecturer/ Associate Professor	8	17	47%	8	16	50%	7	12	58%
	Professor	9	25	36%	11	29	38%	12	30	40%
Total Staff		34	77	44%	34	80	43%	37	82	45%

Table 4.89: Academic staff in LAW by contract function and role
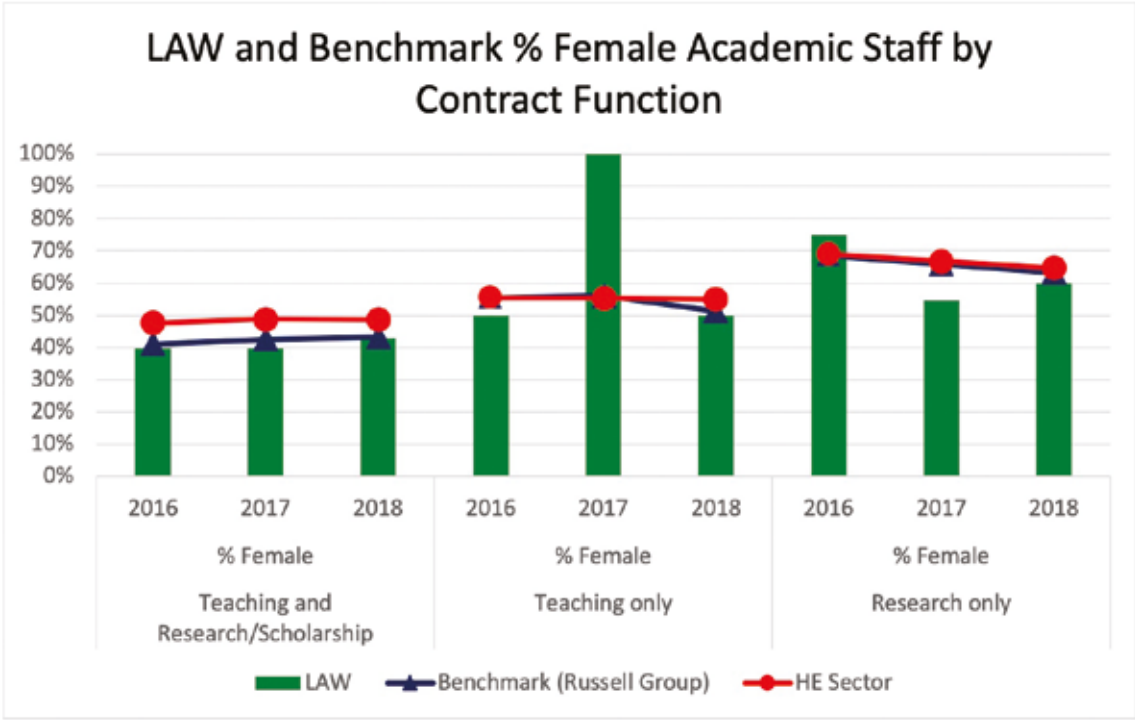
Chart 4.41: Academic staff in LAW by contract function compared with benchmarks

POL finds recruitment of women to higher grades of academic role a challenge and this remains a priority area for future action. The School has small numbers of teaching-only and research-only roles. Numbers of women in T&R roles has remained the same while total numbers have grown by a small amount, leading to a small decrease in the %F in T&R roles overall (31% to 29%).

POL		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching Only	Teaching Assistant	0	1	0%	1	3	33%	2	4	50%
	Teaching Fellow	0	0		0	0		1	1	100%
Research Only	Researcher	2	4	50%	2	2	100%	2	3	67%
Teaching and Research or Scholarship	Lecturer	12	22	55%	13	22	59%	10	19	53%
	Senior Lecturer/ Associate Professor	0	14	0%	1	16	6%	2	19	11%
	Professor	2	9	22%	2	9	22%	2	10	20%
Total Staff		16	50	32%	19	52	37%	19	56	34%

Table 4.90: Academic staff in POL by contract function and role
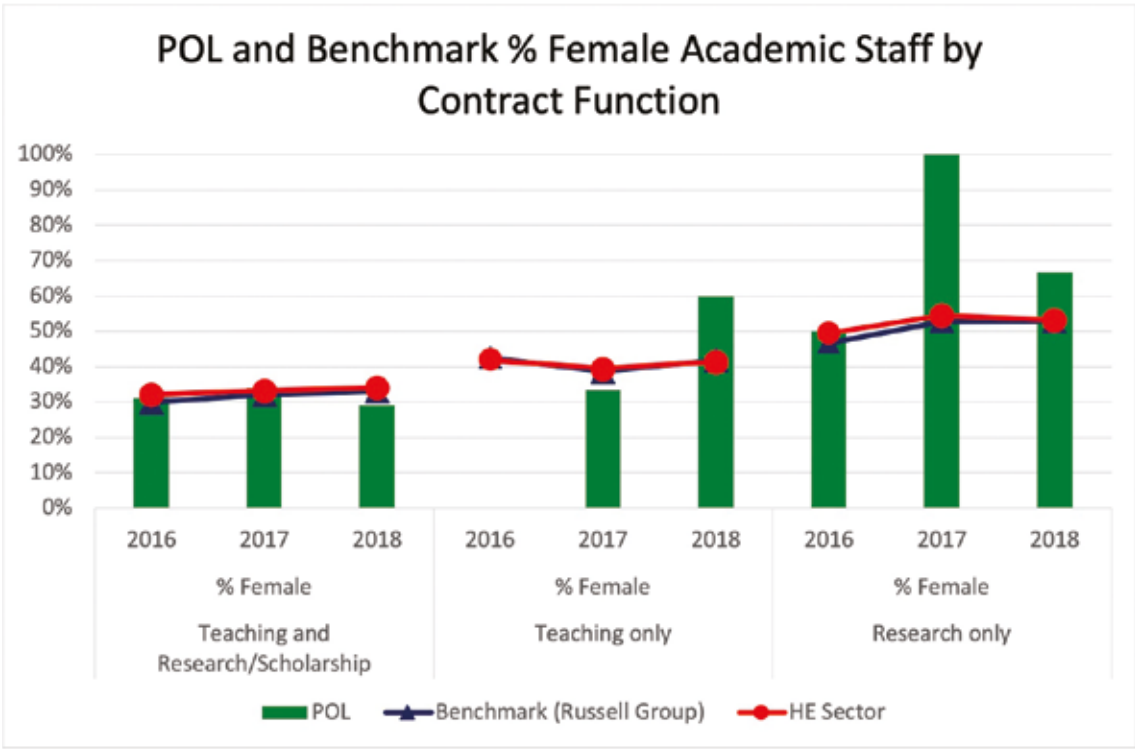
Chart 4.42: Academic staff in POL by contract function compared with national data

SSP is recruiting women to all grades of academic role successfully and has a majority female professoriate. Numbers and %F in research only roles has fluctuated over the period and remains unbalanced in terms of gender.

SSP		2016			2017			2018		
		Female	Total Staff	%F	Female	Total Staff	%F	Female	Total Staff	%F
Teaching Only	Teaching Fellow	1	2	50%	1	3	33%	2	4	50%
	Researcher	5	7	71%	4	5	80%	9	11	82%
Research Only	Lecturer	7	11	64%	7	13	54%	8	15	53%
Teaching and Research or Scholarship	UAF	1	2	50%	2	3	67%	2	3	67%
	Senior Lecturer/ Associate Professor	9	14	64%	10	15	67%	7	12	58%
	Professor	4	8	50%	4	8	50%	4	7	57%
Total Staff		26	42	62%	26	44	59%	30	49	61%

Table 4.91: Academic staff in SSP by contract function and role
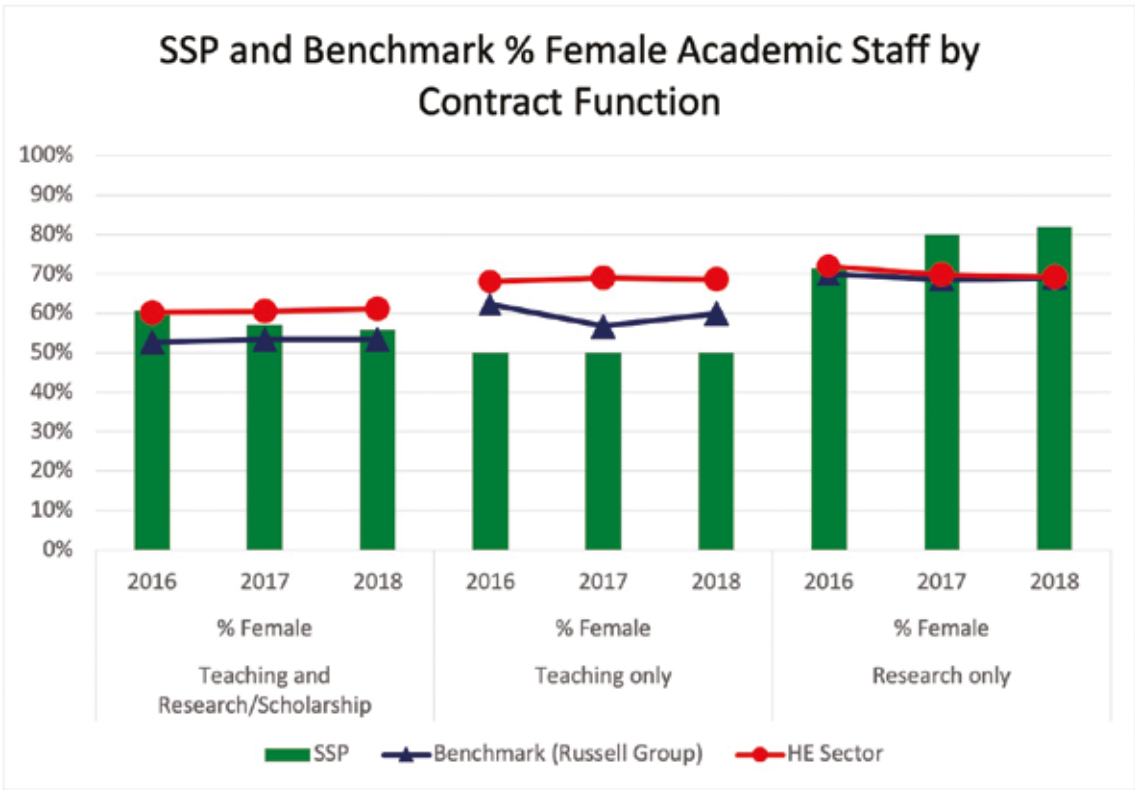
Chart 4.43: Academic staff in SSP by contract function compared with national data

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

All colleagues with 12 months continuous service are entitled to access redeployment opportunities 6 months before their fixed term contract end date. For colleagues with more than three years of continuous service in fixed term contracts, the University has introduced a new category: 'permanent subject to fixed funding (PFF)' contract for staff. This provides enhanced job security compared to fixed term.

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

FACULTY		2016			2017			2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Fixed term	Teaching Assistant	14	10	58%	15	13	54%	6	4	60%
	Teaching Fellow	4	3	57%	7	3	70%	7	3	70%
	Researcher	14	7	67%	15	8	65%	22	9	71%
	Lecturer	7	1	88%	3	2	60%	2	3	40%
	Senior Lecturer/ Associate Professor	0	0		0	0		0	1	0%
	Professor	0	1	0%	1	2	33%	1	2	33%
	Total fixed term	**39**	**22**	**64%**	**41**	**28**	**59%**	**38**	**22**	**63%**
Permanent, fixed funding	Teaching Assistant	0	0		0	0		5	1	83%
	Researcher	1	0	100%	2	0	100%	2	0	100%
	Lecturer	0	1	0%	0	0		0	0	
	Total permanent, fixed funding	**1**	**1**	**50%**	**2**	**0**	**100%**	**7**	**1**	**88%**
Permanent	Teaching Assistant	1	0	100%	1	0	100%	0	0	
	Teaching Fellow	1	0	100%	1	0	100%	1	0	100%
	Researcher	1	1	50%	1	0	100%	1	0	100%
	Lecturer	29	31	48%	31	35	47%	36	35	51%
	Senior Lecturer/ Associate Professor	22	35	39%	24	34	41%	22	32	41%
	Professor	18	32	36%	19	33	37%	20	33	38%
	Total permanent	**72**	**99**	**42%**	**77**	**102**	**43%**	**80**	**100**	**44%**
Overall Total		**112**	**122**	**48%**	**120**	**130**	**48%**	**125**	**123**	**50%**

Table 4.92: Summary of academic staff in the Faculty by role and contract type

A summary of the numbers engaging with redeployment during the period is given below.

FACULTY	Number added to redeployment	
	Female	Male
2015/16	5	2
2016/17	1	8
2017/18	7	1

Table 4.93: Numbers of academics from the Faculty interacting with the redeployment opportunities

	Still at the University						Left the University			
	Redeployed		Contract Extended		Appointed to another post		Resigned		End of FT Contract	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	1	0	1	0	0	0	0	0	3	2
2016/17	1	0	0	0	0	0	0	1	0	7
2017/18	2	0	0	0	2	0	0	0	3	1

Table 4.94: Redeployment opportunities available at the University and individual outcomes

There has been an 11% increase in the number of women in permanent contracts in the Faculty (72 to 80), alongside a 1% increase in men. Women are also the main beneficiaries of the PFF scheme (6 women Teaching Assistants and Researchers have transferred into PFF contracts), though with little reduction in the number of women on fixed term contracts.

There was a net total of 9 women researchers appointed over the period, against a net increase of 1 man.

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

The distribution of male and female staff within gender cohorts is given here:

FACULTY	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Overall Total	**112**	**122**	**120**	**130**	**125**	**123**
% Fixed term	35%	18%	34%	22%	30%	18%
% Permanent, fixed funding	1%	1%	2%	0%	6%	1%
% Permanent	64%	81%	64%	78%	64%	81%

Table 4.95: Percentage of gender cohort by contract type amongst academic staff in the Faculty

In 2016, 35% of women in the Faculty were on fixed term contracts compared to 18% of men. By 2018, the proportions are 30% and 18%. 64% of women are now on permanent contracts, a lower fraction than for male staff but female staff benefit proportionately more from the PFF category.

There has been a 19% increase (73 to 87) in the number of women in more secure contract types over the period. 70% of women are now on a permanent contract type.
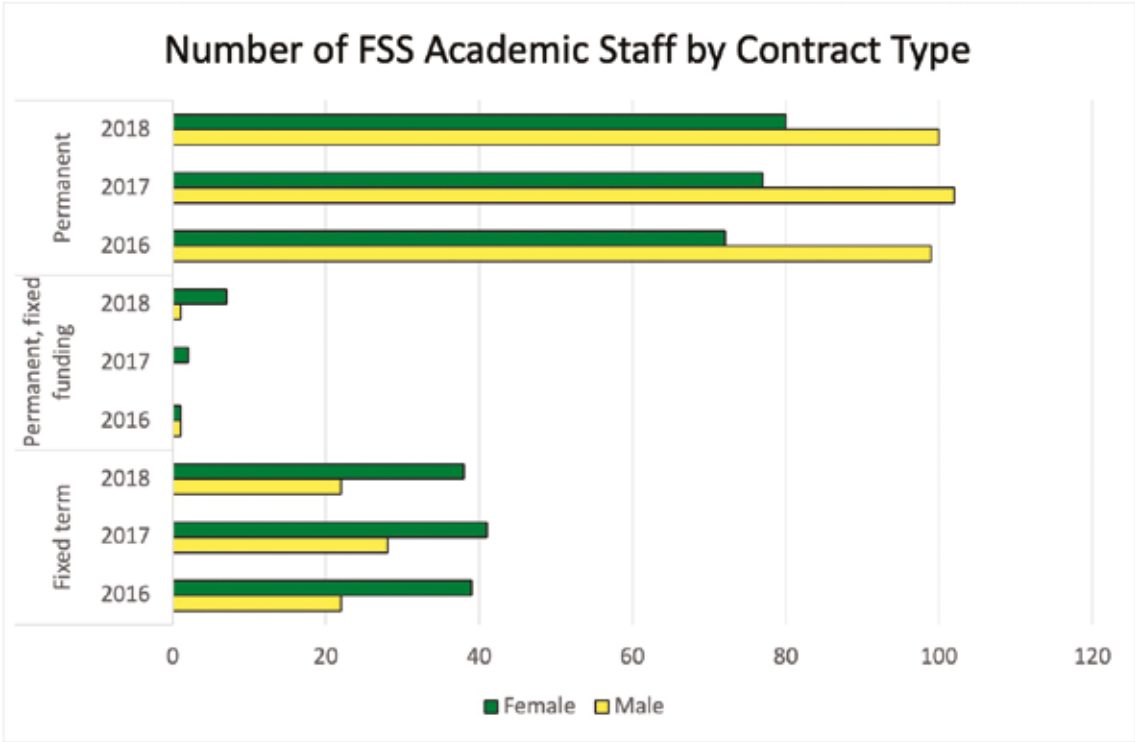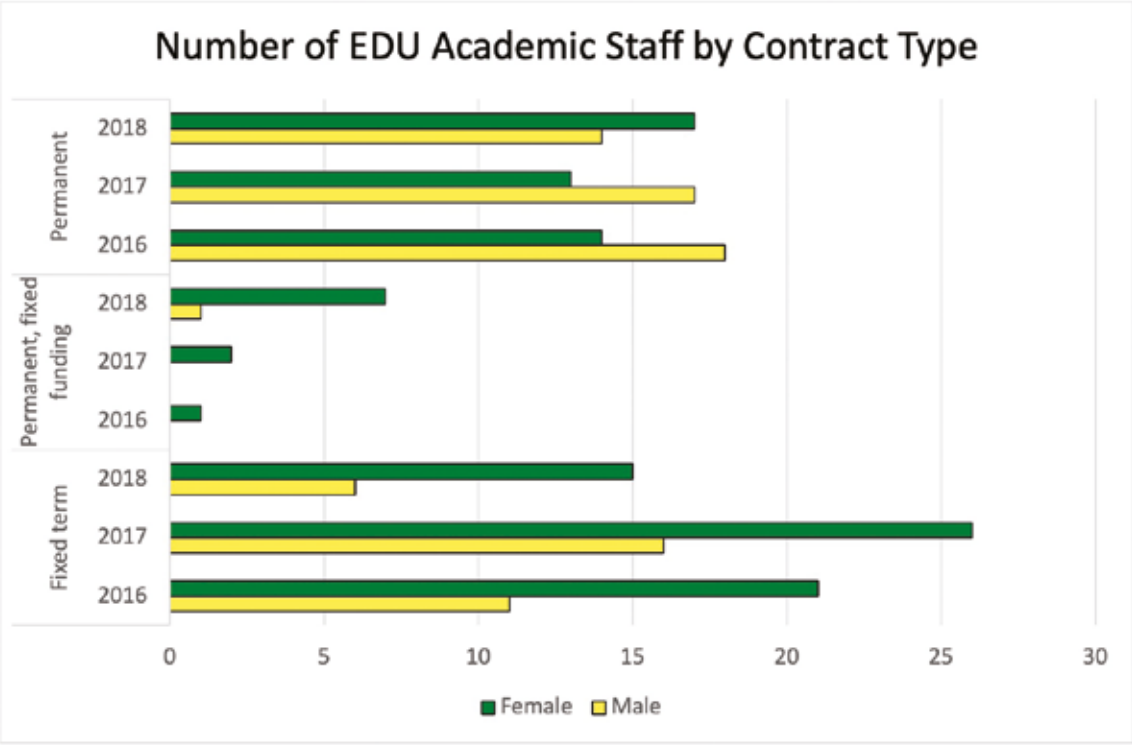

Chart 4.44: Number of academic staff in the Faculty by contract type
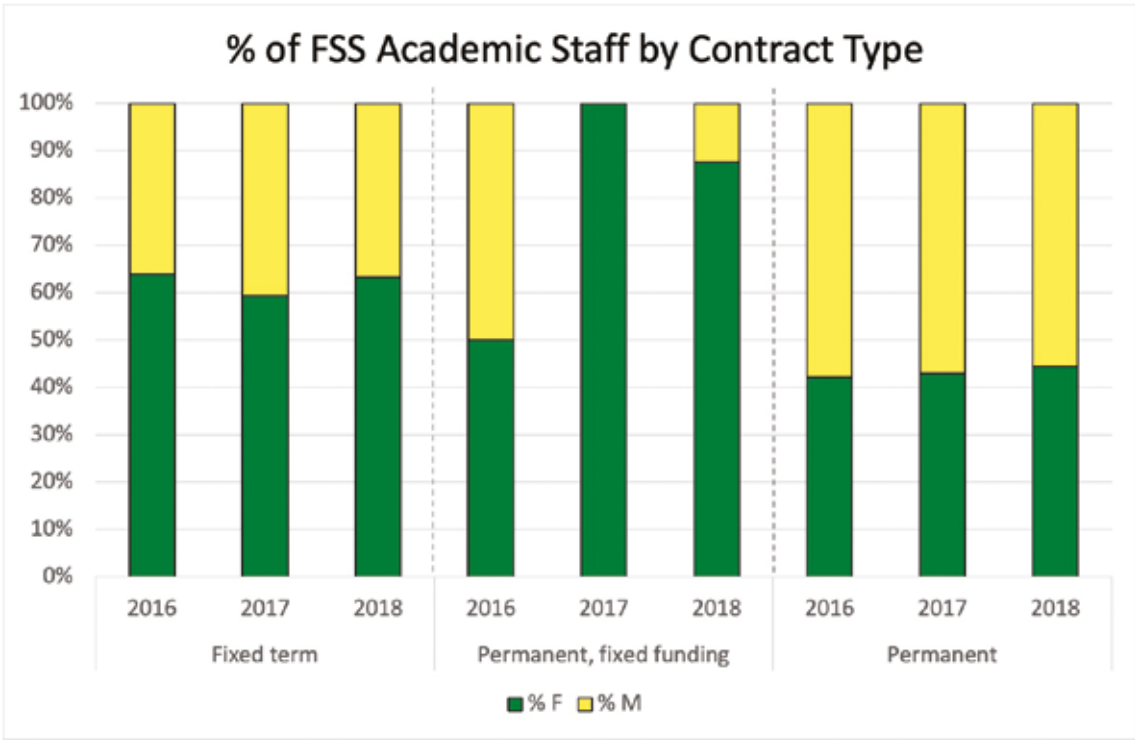
Chart 4.45: Percentage of academic staff in the Faculty by contract type

In EDU, 62% of women are on permanent or PFF contracts (up from 42%), compared to 72% of men (up from 62%). However, because a higher proportion of women are in project-funded researcher roles, only 44% of women are on fully permanent roles (compared to 67% men).

EDU		2016			2017			2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Fixed term	Teaching Assistant	12	7	63%	14	11	56%	3	1	75%
	Teaching Fellow	4	1	80%	7	1	88%	5	1	83%
	Researcher	2	2	50%	4	2	67%	6	2	75%
	Lecturer	3	0	100%	1	0	100%	1	0	100%
	Senior Lecturer/ Associate Professor	0	0		0	0		0	1	0%
	Professor	0	1	0%	0	2	0%	0	1	0%
	Total fixed term	**21**	**11**	**66%**	**26**	**16**	**62%**	**15**	**6**	**71%**
Permanent, fixed funding	Teaching Assistant	0	0		0	0		5	1	83%
	Researcher	1	0	100%	2	0	100%	2	0	100%
	Total permanent, fixed funding	**1**	**0**	**100%**	**2**	**0**	**100%**	**7**	**1**	**88%**
Permanent	Lecturer	6	6	50%	5	7	42%	8	5	62%
	Senior Lecturer/ Associate Professor	5	7	42%	5	6	45%	6	5	55%
	Professor	3	5	38%	3	4	43%	3	4	43%
	Total permanent	**14**	**18**	**44%**	**13**	**17**	**43%**	**17**	**14**	**55%**
Overall Total		**36**	**29**	**55%**	**41**	**33**	**55%**	**39**	**21**	**65%**

Table 4.96: Academic staff in EDU by role and contract type

EDU	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Overall Total	**36**	**29**	**41**	**33**	**39**	**21**
% Fixed term	58%	38%	63%	48%	38%	29%
% Permanent, fixed funding	3%	0%	5%	0%	18%	5%
% Permanent	39%	62%	32%	52%	44%	67%

Table 4.97: Percentage of gender cohort by contract type amongst academic staff in EDU

Chart 4.46: Number of academic staff in EDU by contract type

In LAW, there has been an increase of 4 (25 to 29) in women on permanent contracts alongside a small amount of growth in total T&R staff (63 to 70). Numbers of permanent staff have increased with an increase in %F whereas numbers of fixed term staff have remained the same whilst %F has decreased.

LAW		2016			2017			2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Fixed term	Teaching Assistant	2	2	50%	0	0		1	1	50%
	Teaching Fellow	0	1	0%	0	0		0	0	
	Researcher	6	2	75%	6	5	55%	6	4	60%
	Lecturer	1	0	100%	0	0		0	0	
	Professor	0	0		1	0	100%	1	1	50%
	Total fixed term	**9**	**5**	**64%**	**7**	**5**	**58%**	**8**	**6**	**57%**
Permanent	Teaching Assistant	1	0	100%	1	0	100%	0	0	
	Researcher	0	0		0	0		0	0	
	Lecturer	7	13	35%	8	15	35%	11	17	39%
	Senior Lecturer/ Associate Professor	8	9	47%	8	8	50%	7	5	58%
	Professor	9	16	36%	10	18	36%	11	17	39%
	Total permanent	**25**	**38**	**40%**	**27**	**41**	**40%**	**29**	**39**	**43%**
Overall Total		**34**	**43**	**44%**	**34**	**46**	**43%**	**37**	**45**	**45%**

Table 4.98: Academic staff in LAW

LAW	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Overall Total	**34**	**43**	**34**	**46**	**37**	**45**
% Fixed term	26%	12%	21%	11%	22%	13%
% Permanent	74%	88%	79%	89%	78%	87%

Table 4.99: Percentage of gender cohort by contract type amongst academic staff in LAW

Chart 4.47: Percentage of academic staff in EDU by contract type
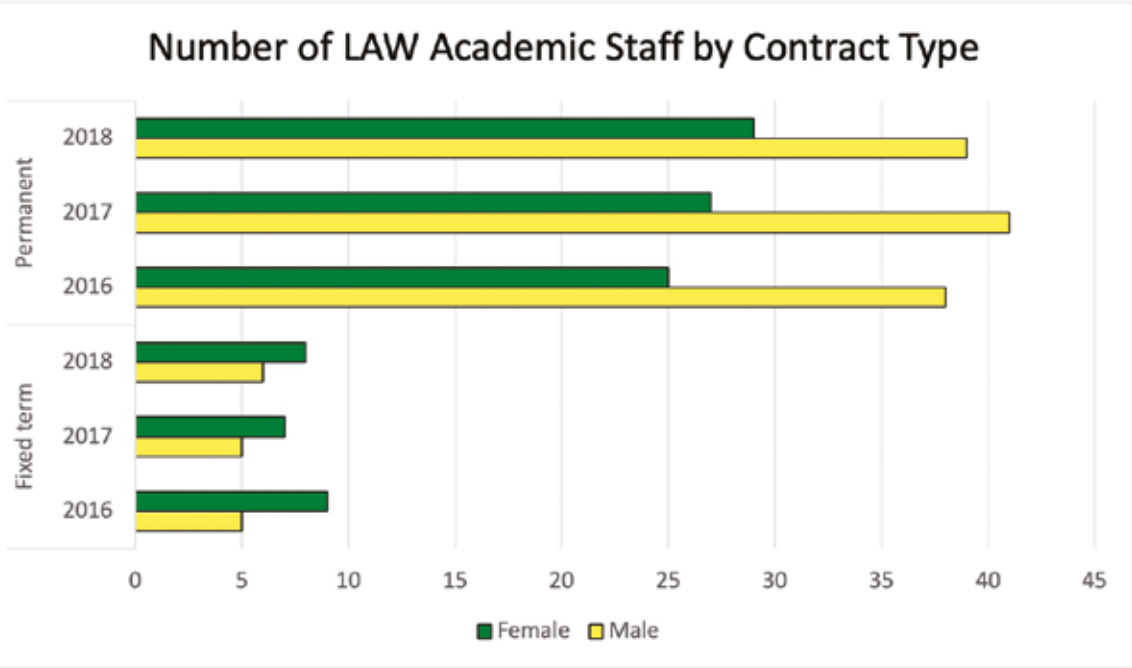
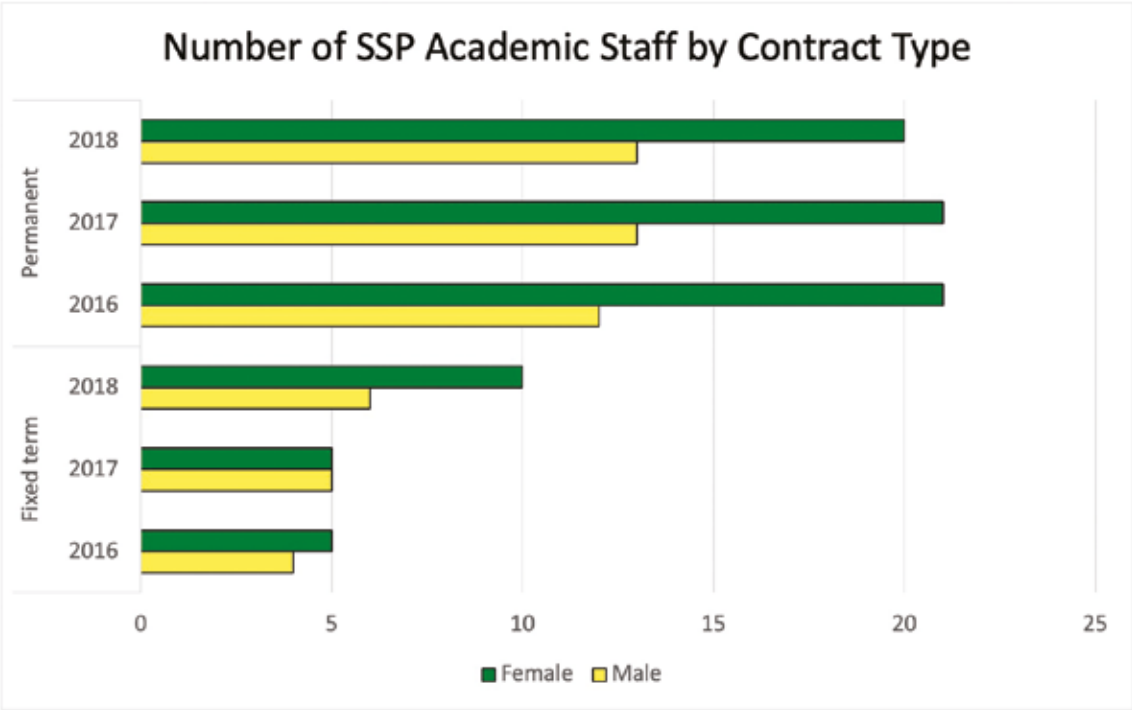Chart 4.48: Number of academic staff in LAW by contract type
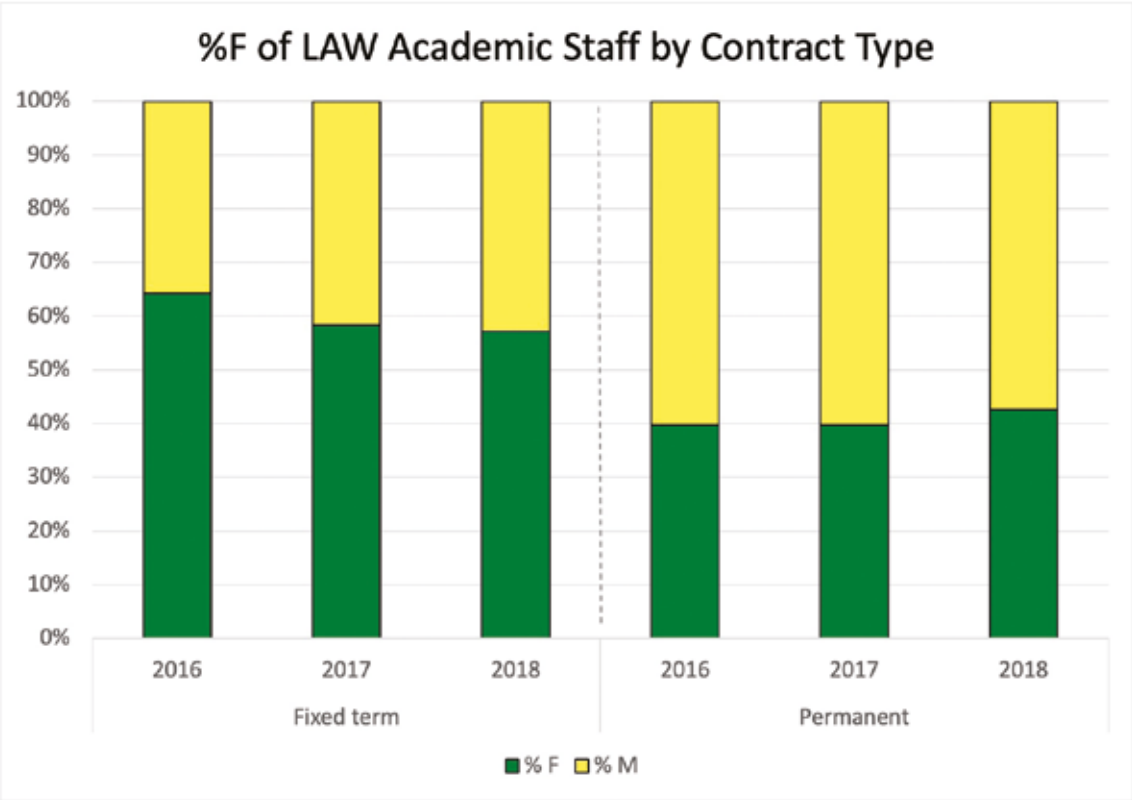
Chart 4.49: Percentage of academic staff in LAW by contract type

In POL, over the period, the proportion of women on fixed term contracts has increased slightly with a corresponding decrease (75% to 74%) in permanent contracts. The corresponding figures for men show a 5% increase in the proportion of men on fixed term contracts and a 5% reduction in the proportion in permanent contract types. 89% of men are now in permanent contract types, compared to 74% of women.

POL		2016			2017			2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Fixed term	Teaching Assistant	0	1	0%	1	2	33%	2	2	50%
	Teaching Fellow	0	0	0	2	0	100%	1	0	100%
	Researcher	2	1	67%	0	0	0%	2	1	67%
	Lecturer	2	0	100%	0	0	0%	0	1	0%
	Total fixed term	**4**	**2**	**67%**	**3**	**2**	**60%**	**5**	**4**	**56%**
Permanent, fixed funding	Lecturer	0	1	0%	0	0	55%	0	0	0%
	Total permanent, fixed funding	**0**	**1**	**0%**	**0**	**0**	**0**	**0**	**0**	**0%**
Permanent	Researcher	0	1	0%	0	0	0	0	0	0%
	Lecturer	10	9	53%	13	9	59%	10	8	56%
	Senior Lecturer/ Associate Professor	0	14	0%	1	15	6%	2	17	11%
	Professor	2	7	22%	2	7	22%	2	8	20%
	Total permanent	**12**	**31**	**28%**	**16**	**31**	**34%**	**14**	**33**	**30%**
Overall Total		**16**	**34**	**32%**	**19**	**33**	**37%**	**19**	**37**	**34%**

Table 4.100: Academic staff in POL by grade and contract type

POL	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Overall Total	**16**	**34**	**19**	**33**	**19**	**37**
% Fixed term	25%	6%	16%	6%	26%	11%
% Permanent, fixed funding	0%	3%	0%	0%	0%	0%
% Permanent	75%	91%	84%	94%	74%	89%

Table 4.101: Percentage of gender cohort by contract type amongst academic staff in POL
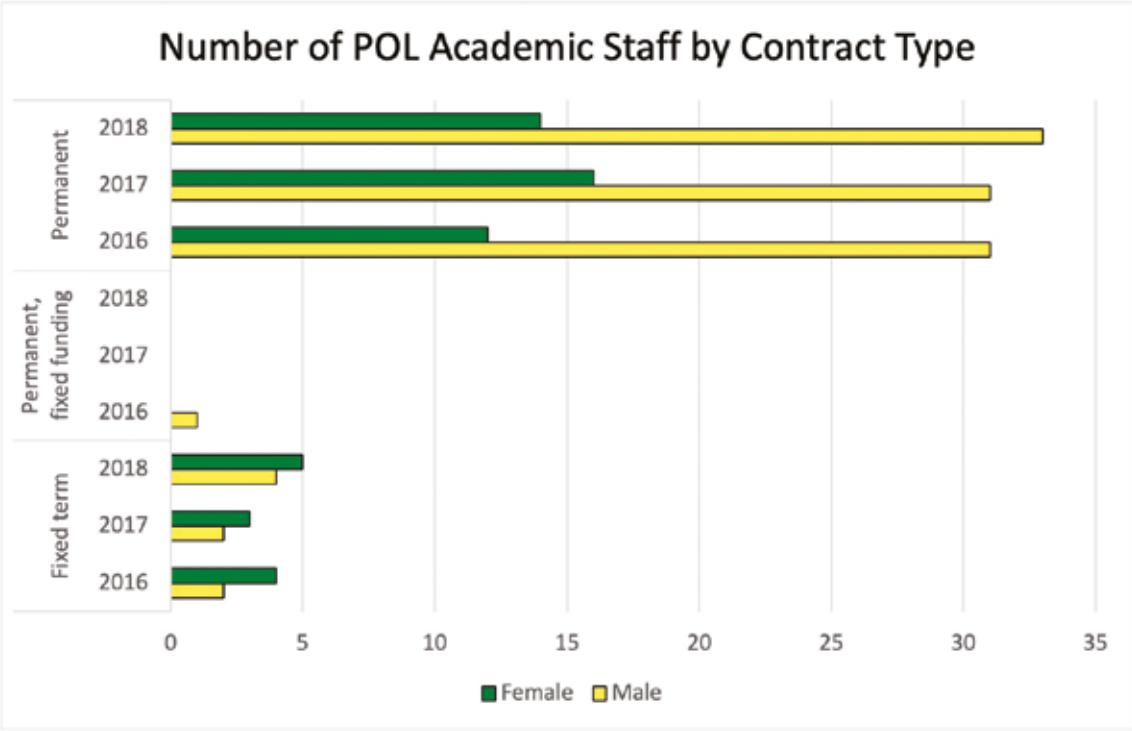
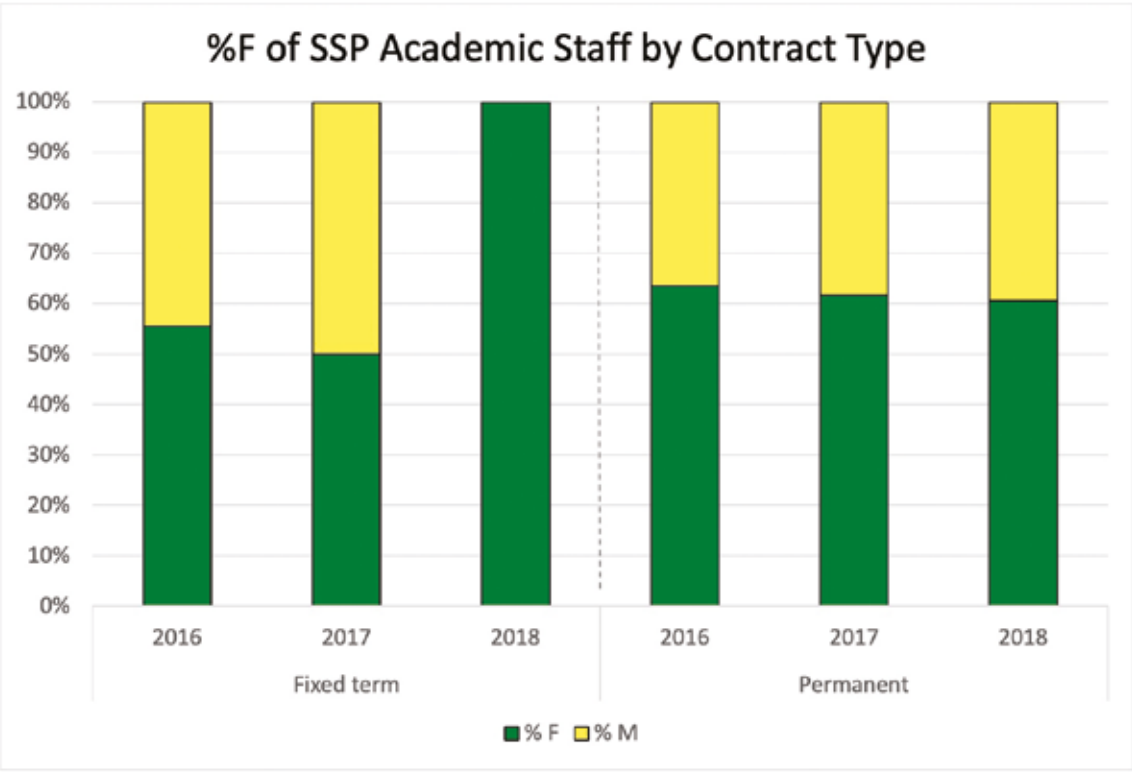Chart 4.50: Number of female academic staff in POL by contract type
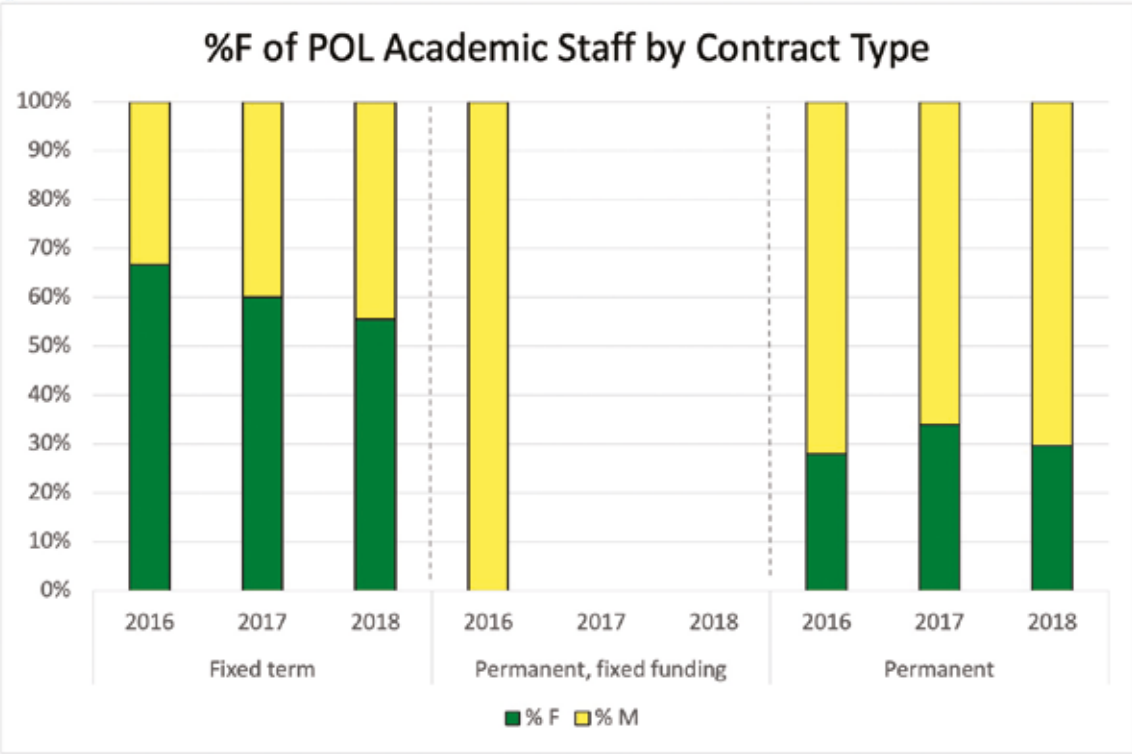
Chart 4.51: Percentage of academic staff in POL by contract type

In SSP, the %F employed in fixed-term contracts in SSP has increased from 19% to 33% and the proportion of women in permanent contracts has decreased from 81% to 67%.

SSP		2016			2017			2018		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Fixed term	Teaching Fellow	0	1	0%	0	2	0%	1	2	33%
	Researcher	4	2	67%	3	1	75%	8	2	80%
	Lecturer	1	1	50%	2	2	50%	1	2	33%
	Total fixed term	5	4	56%	5	5	50%	10	6	63%
Permanent	Teaching Fellow	1	0	100%	1	0	100%	1	0	100%
	Researcher	1	0	100%	1	0	100%	1	0	100%
	Lecturer	6	3	67%	5	4	56%	7	5	58%
	UAF	1	1	50%	2	1	67%	2	1	67%
	Senior Lecturer/ Associate Professor	9	5	64%	10	5	67%	7	5	58%
	Professor	4	4	50%	4	4	50%	4	3	57%
	Total permanent	21	12	64%	21	13	62%	20	13	61%
Overall Total		26	16	62%	26	18	59%	30	19	61%

Table 4.102: Academic staff in SSP by grade and contract type

SSP	2016		2017		2018	
	Female	Male	Female	Male	Female	Male
Overall Total	26	16	26	18	30	19
% Fixed term	19%	25%	19%	28%	33%	32%
% Permanent	81%	75%	81%	72%	67%	68%

Table 4.103: Percentage of gender cohort by contract type amongst academic staff in SSP

Chart 4.52: Number of academic staff in SSP by contract type

Chart 4.53: Percentage of female academic staff in SSP by contract type

Full-time and Part-time staff

The largest groups of part-time staff after Teaching Assistants (mostly based in EDU) are female researchers and male Professors who have taken advantage of flexible working options, in some cases through mutual fixed-term re-engagement after retirement. EDU has employs a number of part-time Teaching Assistants due to the need of its academic programmes and these roles currently attract more female applicants.

FACULTY 2016	Total Staff		Full-time			Part-time		
	% Full-time	% Part-time	Female	Male	% F	Female	Male	% F
Teaching Assistant	0%	100%	0	0		15	10	60%
Teaching Fellow	38%	63%	2	1	67%	3	2	60%
Researcher	58%	42%	8	6	57%	8	2	80%
Lecturer	94%	6%	32	33	49%	4	0	100%
Senior Lecturer/ Associate Professor	96%	4%	22	33	40%	0	2	0%
Professor	86%	14%	17	27	39%	1	6	14%
Total	**77%**	**23%**	**81**	**100**	**45%**	**31**	**22**	**58%**

Table 4.104: Full-time and part-time staff in the Faculty in 2016

FACULTY 2017	Total Staff		Full-time			Part-time		
	% Full-time	% Part-time	Female	Male	% F	Female	Male	% F
Teaching Assistant	0%	100%	0	0		16	13	55%
Teaching Fellow	45%	55%	3	2	60%	5	1	83%
Researcher	69%	31%	12	6	67%	6	2	75%
Lecturer	93%	7%	30	36	45%	4	1	80%
Senior Lecturer/ Associate Professor	97%	3%	22	34	39%	2	0	100%
Professor	85%	15%	19	28	40%	1	7	13%
Total	**77%**	**23%**	**86**	**106**	**45%**	**34**	**24**	**59%**

Table 4.105: Full-time and part-time staff in the Faculty in 2017

FACULTY 2018	Total Staff		Full-time			Part-time		
	% Full-time	% Part-time	Female	Male	% F	Female	Male	% F
Teaching Assistant	0%	100%	0	0		11	5	69%
Teaching Fellow	55%	45%	4	2	67%	4	1	80%
Researcher	74%	26%	16	9	64%	9	0	100%
Lecturer	91%	9%	32	37	46%	6	1	86%
Senior Lecturer/ Associate Professor	96%	4%	21	32	40%	1	1	50%
Professor	82%	18%	18	28	39%	3	7	30%
Total	**80%**	**20%**	**91**	**108**	**46%**	**34**	**15**	**69%**

Table 4.106: Full-time and part-time staff in the Faculty in 2018

Action 3 – Improve and analyse staff data to identify further issues for action

We will ensure a clear focus on staff gender and intersectional issues. To gain a better understanding of and provide further focussed support for progression, we will develop staff reporting processes to routinely include breakdown by multiple characteristics in an appropriate way, allowing deeper intersectional analyses. To enable this, we will improve ways of staff declaring other characteristics for the central HR record.

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

The spike in the proportion of leavers in 16/17 who were in part-time contracts is mostly due to the number of appointments expiring during the academic year and therefore subject to fluctuations in the availability of research funding. Of the 15 resignations during that academic year, all of them were from women though it should be noted that women have been more likely to leave as they are much more likely to be in fixed-term researcher posts. This needs further investigation.

FACULTY		2016				2017				2018			
		Female		Male		Female		Male		Female		Male	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Staff in post at survey		81	31	100	22	86	34	106	24	91	34	108	15
Leavers	Resignation	8	2	7	1	10	5	0	0	4	1	3	3
	Expiry of appt.	4	9	4	1	3	16	3	12	4	17	1	12
	Voluntary Severance	1	0	1	0	0	2	0	1	1	0	0	0
	Retirement	2	1	2	0	0	0	1	0	2	0	2	1
	TUPE	1	0	0	0	0	0	0	0	0	0	0	0
	Total Leavers	16	12	14	2	13	23	4	13	11	18	6	16
	Leavers as % of staff	20%	39%	14%	9%	15%	68%	4%	54%	12%	53%	6%	107%

Table 4.107: Numbers of staff in post at 31 July survey and leavers in the Faculty in preceding year

FACULTY		2015/16		2016/17		2017/18	
		% F full-time in total staff	% F part-time in total staff	% F full-time in total staff	% F part-time in total staff	% F full-time in total staff	% F part-time in total staff
Staff in post at survey		35%	13%	34%	14%	37%	14%
Leavers	Resignation	44%	11%	67%	33%	36%	9%
	Expiry of appt.	22%	50%	9%	47%	12%	50%
	Voluntary Severance	50%	0%	0%	67%	100%	0%
	Retirement	40%	20%	0%	0%	40%	0%
	TUPE	100%	0%				
	Female leavers as % of total leavers	36%	27%	25%	43%	22%	35%

Table 4.108: Percentage of female staff, working pattern and reason for leaving, as a percentage of total staff

Exit interviews

Exit interviews are offered to all staff leaving the Faculty but the uptake is relatively small, with only 8 responses captured out of 148 academic leavers during the period 1 Aug 2015 – 31 July 2018. The numbers are too low to make any meaningful analysis.

FACULTY	Respondents		Reasons for leaving				
	Female	Male	End of contract	New post	Commute	Lack of job security	Unhappy with the job
2015/16 – 2017/18	6	2	2	3	1	1	1

Table 4.109: Responses to exit interview - reason for leaving

The University is looking at how best to capture the views of colleagues who are leaving.

Action 16 – Take steps to improve exit data and understand better the reasons for staff departures and act in accordance

We recognise the importance of gathering data from the views of those leaving our University and we will take an active role in helping to establish an effective exit feedback and interview process.

We will review and monitor the exit data on an ongoing basis with a view to exploring school-specific, role-specific or category of staff-specific issues. In particular, we will seek to understand better why part-time staff are more likely to leave than full-time staff and why women are more likely to leave than men. We will then act in accordance with the analysis.

The actions focussed on addressing the differential gender representation are given in Section 5.

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1   Key career transition points: academic staff

(i)   Recruitment

The Faculty has made 115 academic appointments over the period (62 in teaching and research or scholarship roles) ranging from PDRA positions to Chairs. We have prioritised higher-level female appointments by increasing the number of applicants (noting that female applicants are proportionately more likely to proceed to interview and offer), through encouraging existing colleagues, using search committees/agents to ensure a more diverse range of applicants and web-campaigns for leadership roles.

Staff are required to complete an online module which gives a grounding in key principles of equality, inclusion and diversity. The Faculty also provides a half day training course in implicit bias with a particular focus on recruitment and selection. This training was delivered to the Faculty Management Team, alongside other staff.

Panels for Grade 7, 8 or 9 appointments are chaired by the Dean and for Grade 10 by the Vice-Chancellor (or nominee). Single-gender panels are not permitted. In addition to University guidance, HR provides advice on recruitment. HR reviews role descriptions and adverts using an on-line tool to avoid any gendered language with words such as 'challenging', 'decisive', 'superior' being viewed as male-gendered.

Action 18 – Widen provision of implicit bias training and strongly encourage participation by all involved in the recruitment and selection of staff and students.

We will make implicit bias training available to all colleagues involved in the recruitment and selection of staff and students and strongly encourage attendance. We will commit resources to offering the training to any member of the Faculty who wishes to attend it and will evaluate the effectiveness of the training (which is outsourced, currently) through feedback from attendees. The proportion of colleagues completing implicit bias training is unknown at Faculty-level due to the way records have been kept. This will be amended and completion of the training will be recorded and analysed.

The Faculty uses positive action statements in job adverts to encourage underrepresented groups to apply, utilising the following as standard:

- We are committed to promoting a diverse workforce and welcome applications from all sections of the community irrespective of age, sex, sexual orientation, race, religious beliefs or disability
- We will consider job share and flexible working arrangements

Shortlisting is completed via the recruitment portal by at least two members of staff independently. HR monitor decisions to ensure fairness and consistency.

		Applications	Interviews	Offers	Appointments
2015/16	Female	432	70	20	20
	Male	489	55	14	11
	Unknown	11	4	1	1
	Total	**932**	**129**	**35**	**32**
	% Female	46%	54%	57%	63%
2016/17	Female	261	50	22	21
	Male	251	45	13	13
	Unknown	1	0	0	0
	Total	**513**	**95**	**35**	**34**
	% Female	51%	53%	63%	62%
2017/18	Female	584	91	35	32
	Male	756	87	22	17
	Unknown	4	4	1	0
	Total	**1344**	**182**	**58**	**49**
	% Female	43%	50%	60%	65%

Table 5.1: Total academic recruitment in the Faculty of Social Sciences

There is some fluctuation in the proportion of applications by women to all academic posts. The number of posts advertised by year were 37, 28 and 50.

Total Academic Recruitment Success Rates
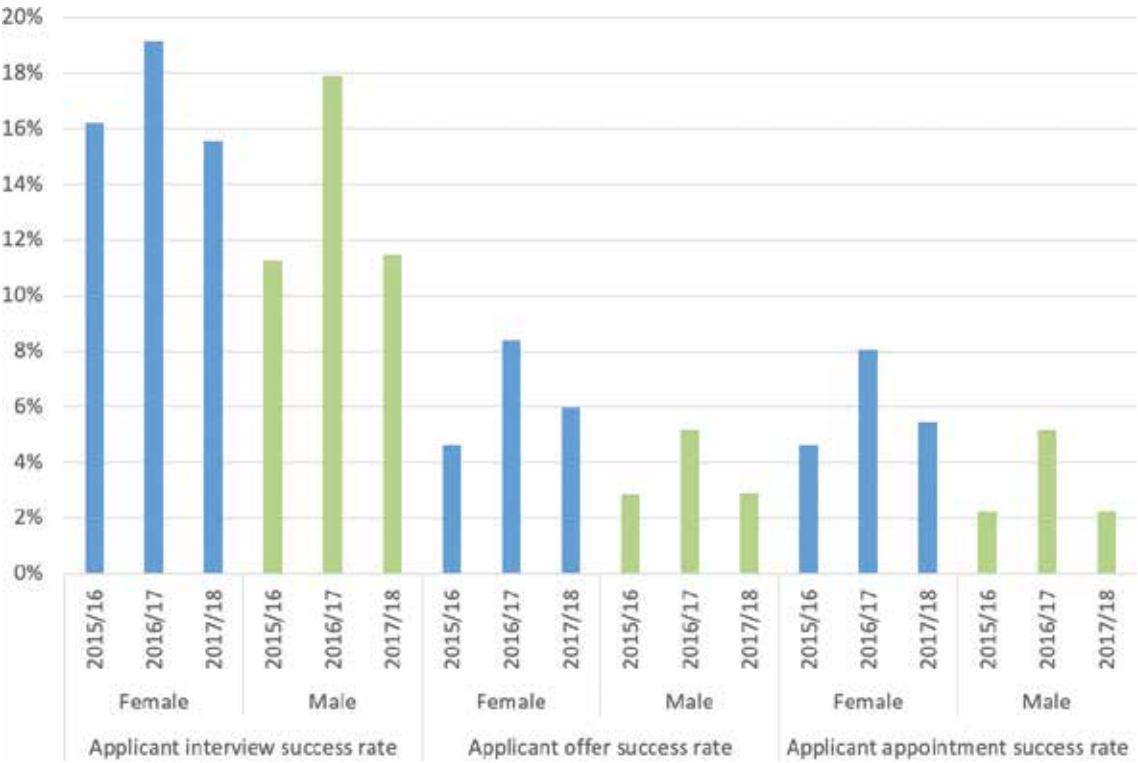
Chart 5.1: Total academic recruitment success rates in the Faculty of Social Sciences by gender

Success rates for women in progressing through the recruitment process exceed those for men. 16% of women applicants in 2015/16 proceeded to interview, and 5% received an offer; the corresponding figures for men were 11% and 3%. 2016/17 showed a smaller number of applicants to fewer jobs and a higher success rate.

		Research Only			
		Applications	Interviews	Offers	Appointments
2015/16	Female	159	29	9	9
	Male	158	22	6	4
	Unknown	2	0	0	0
	Total	**319**	**51**	**15**	**13 (5 women and 2 men at grade 6, 4 women and 2 men at grade 7)**
	% Female	50%	57%	60%	69%
2016/17	Female	114	28	10	9
	Male	92	20	4	4
	Unknown	1	0	0	0
	Total	**207**	**48**	**14**	**13 (1 woman at grade 6, 8 women and 4 men at grade 7)**
	% Female	55%	58%	64%	69%
2017/18	Female	141	28	10	10
	Male	133	17	3	3
	Unknown	0	0	0	0
	Total	**274**	**45**	**13**	**13 (3 women at grade 6, 7 women and 3 men at grade 7)**
	% Female	51%	62%	77%	77%

Table 5.2: Recruitment to research only posts in the Faculty of Social Sciences

		Teaching Only			
		Applications	Interviews	Offers	Appointments
2015/16	Female	29	9	3	3
	Male	28	7	2	2
	Unknown	1	0	0	0
	Total	**58**	**16**	**5**	**5 (all at grade 7)**
	% Female	50%	56%	60%	60%
2016/17	Female	50	5	4	4
	Male	35	4	0	0
	Unknown	0	0	0	0
	Total	**85**	**9**	**4**	**4 (all at grade 7)**
	% Female	59%	56%	100%	100%
2017/18	Female	28	8	4	4
	Male	20	9	1	1
	Unknown	0	0	0	0
	Total	**48**	**17**	**5**	**5 (all at grade 7)**
	% Female	58%	47%	80%	80%

Table 5.3: Recruitment to teaching only posts in the Faculty of Social Sciences

		Teaching & Research or Teaching & Scholarship			
		Applications	Interviews	Offers	Appointments*
2015/16	Female	244	32	8	8
	Male	303	26	6	5
	Unknown	8	4	1	1
	Total	555	62	15	14
	% Female	44%	52%	53%	57%
2016/17	Female	97	17	8	8
	Male	124	21	9	9
	Unknown	0	0	0	0
	Total	221	38	17	17
	% Female	44%	45%	47%	47%
2017/18	Female	415	55	21	18
	Male	603	61	18	13
	Unknown	4	4	0	0
	Total	1022	120	39	31
	% Female	41%	46%	54%	58%

Table 5.4: Recruitment to teaching & research or teaching & scholarship posts in the Faculty of Social Sciences

* These figures are broken down further in Table 5.6 below.

		Grade 7	Grade 7/8	Grade 7/8/9	Grade 7/8/9/10	Grade 8	Grade 8/9	Grade 9	Grade 10	Off grading structure
2015/16	Female	13	31	21	11	103	37	16	8	4
	Male	10	39	32	40	98	54	16	10	4
	Unknown	6	1	1						
	Total	29	71	54	51	201	91	32	18	8
	% Female	45%	44%	39%	22%	51%	41%	50%	44%	50%
2016/17	Female	21	23	7		34			12	
	Male	22	48	19		16			19	
	Unknown									
	Total	43	71	26		50			31	
	% Female	49%	32%	27%		68%			39%	
2017/18	Female	79	213	71		19		22	11	
	Male	103	329	110		20		17	24	
	Unknown		1	2					1	
	Total	182	543	183		39		39	36	
	% Female	43%	39%	39%		49%		56%	31%	

Table 5.5: Applications to teaching & research or teaching & scholarship (T&S) posts in the Faculty of Social Sciences by grade

Applications from women tend to be less common for roles advertised as split grade (where applicants can be appointed at more than one grade, dependant on the level of candidate and application). In view of this, we advertise single graded posts wherever possible.

		Grade 7	Grade 8	Grade 9	Grade 10
2015/16	Female	1	4	1	2
	Male	3			2
	Unknown		1		
	Total	3	5	1	4
	% Female	33%	80%	100%	50%
2016/17	Female	3	3		2
	Male	6	1		2
	Total	9	4		4
	% Female	33%	75%		50%
2017/18	Female	7	5	4	2
	Male	5	7		1
	Total	12	12	4	3
	% Female	58%	42%	100%	67%

Table 5.6: Appointments to teaching & research and teaching & scholarship posts in the Faculty of Social Sciences by grade

The data above does not show any discernible trends around appointments to particular grades by gender. Appointments to grade 10 have been relatively evenly matched by gender but all five appointments to grade nine have been women. The appointments made at grade 7 and 8 show trends which have reversed in the most recent academic year.
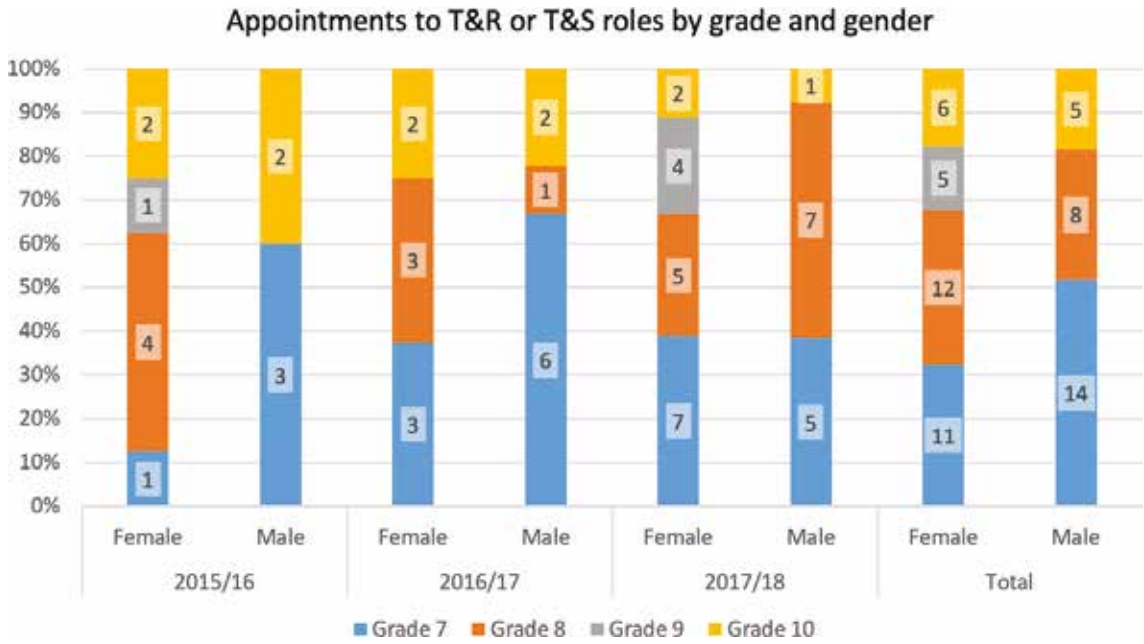
Chart 5.2: Appointments to teaching & research and teaching & scholarship roles by gender and grade
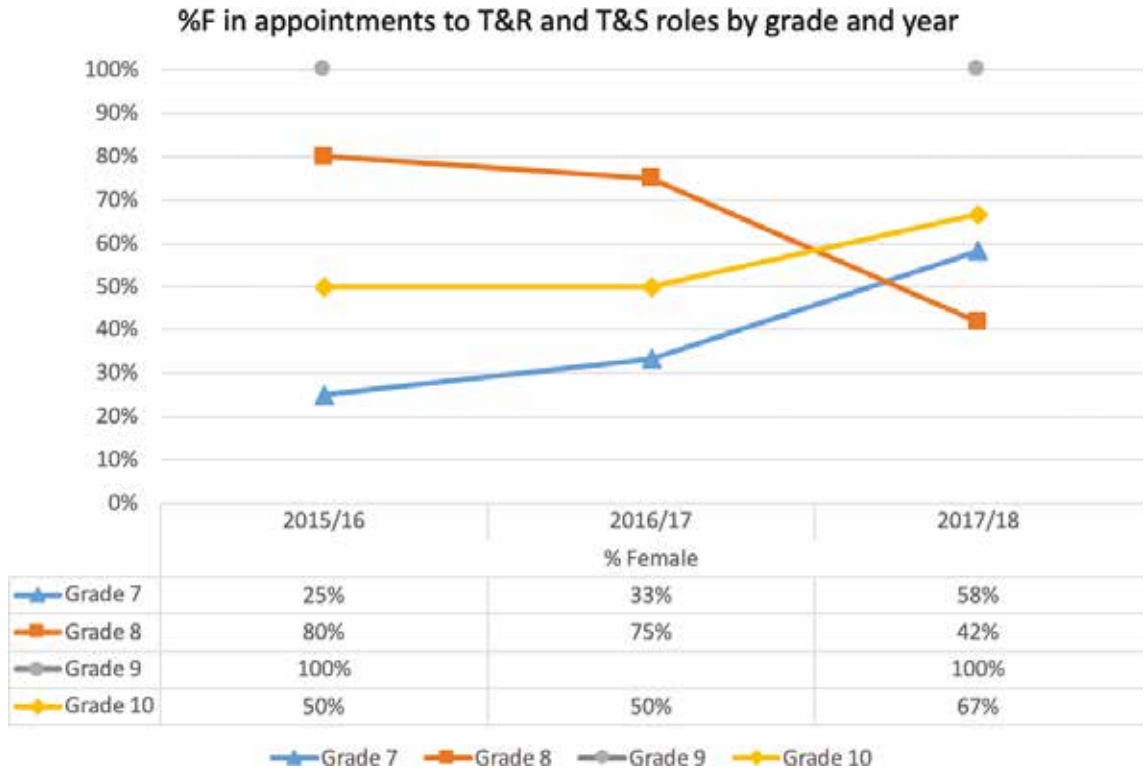
Chart 5.3: Percentage of female appointments to teaching & research and teaching & scholarship roles by grade over the period

(ii)   Induction

Staff have an induction using the University's checklist which covers all aspects that are essential for new staff.

The primary focus is at the local School/Servive level which normally involves a meeting with the HoS, DoRI, DoSE and probation advisor/mentor, supplemented by School-specific documentation. The specifics of induction vary across schools, with some inconsistency in how schools evaluate experiences to improve how staff receive the induction. Staff are assigned a mentor upon appointment for discussion on career development and self-reflection.

> **Action 12 – Establish a more consistent approach to planning, delivering and improving induction processes in Schools.**
>
> The processes for evaluating the effectiveness of inductions vary between Schools and we will establish a more consistent approach to planning, delivering, evaluating and improving induction processes in Schools. This will be achieved through the establishment of a small working group who will look specifically at induction processes across the Faculty and work to establish a practice of surveying the experiences of new starters, with the feedback received monitored and acted upon by the working group to effect continuous improvement.

Staff are also invited to attend a University-level induction including a Vice-Chancellor's welcome and other sessions detailing development opportunities, research, innovation and impact and student education.

Data on numbers of new staff and their interaction with the OD&PL induction programme is given below and shows a relatively low uptake, particularly by men.

		New academic starters	Number of individuals attending at least one session	Number of induction sessions attended
2015/16	Female	20	3	5
	Male	11	1	2
	Unknown	1	0	0
	Total	32	4	7
	% Female	**63%**	**75%**	**71%**
2016/17	Female	21	7	14
	Male	13	3	7
	Total	34	10	21
	% Female	**62%**	**70%**	**67%**
2017/18	Female	32	5	9
	Male	17	0	0
	Total	49	5	9
	% Female	**65%**	**100%**	**100%**

Table 5.7: Numbers of new academic starters in FSS and interaction with the University Induction Programme

	2015/16				2016/17				2017/18			
	Female	Male	Total	% F	Female	Male	Total	% F	Female	Male	Total	% F
Research, Innovation and Impact	1	1	2	50%	6	2	8	75%	1	0	1	100%
Student Education at Leeds	1	0	1	100%	3	1	4	75%	3	0	3	100%
You and the University	3	1	4	75%	1	3	4	25%	3	0	3	100%
Vice-Chancellor's Welcome	-	-	-	-	4	1	5	80%	2	0	2	100%
Total	**5**	**2**	**7**	**71%**	**14**	**7**	**21**	**67%**	**9**	**0**	**9**	**100%**

Table 5.8: Breakdown of University induction sessions attended by academic staff in FSS

(iii)   *Promotion*

In 2016, the University introduced new criteria for academic promotions to address the lower progression rates for women academics. Changes include:

- A new academic leadership route
- Reward for citizenship and pastoral care
- Quality rather than quantity of papers
- Invitations to speak rather than conference attendance
- Allowance for personal circumstances (e.g. maternity/caring commitments) to be taken into consideration.

		Applications made	Applications successful	Contract function	Full or Part-time
2015/16	**Total Female**	**6**	**5**		
	Promotion to grade 8	1	1	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	3	2	Teaching and Research/Scholarship	Full-time
	Promotion to grade 10	2	2	Teaching and Research/Scholarship	Full-time
	Total Male	**7**	**7**		
	Promotion to grade 8	3	3	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	3	3	Teaching and Research/Scholarship	Full-time
	Promotion to grade 10	1	1	Teaching and Research/Scholarship	Full-time
2016/17	**Total Female**	**7**	**7**		
	Promotion to grade 8	3	3	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	2	2	Teaching and Research/Scholarship	Full-time
	Promotion to grade 10	2	2	Teaching and Research/Scholarship	Full-time
	Total Male	**9**	**9**		
	Promotion to grade 8	4	4	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	3	3	Teaching and Research/Scholarship	Full-time
	Promotion to grade 10	2	2	Teaching and Research/Scholarship	Full-time
2017/18	**Total Female**	**5**	**5**		
	Promotion to grade 8	1	1	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	3	3	Teaching and Research/Scholarship	Full-time
	Promotion to grade 10	1	1	Teaching and Research/Scholarship	Full-time
	Total Male	**2**	**2**		
	Promotion to grade 8	1	1	Teaching and Research/Scholarship	Full-time
	Promotion to grade 9	1	1	Teaching and Research/Scholarship	Full-time

Table 5.9: Applications for promotion in academic roles in the Faculty of Social Sciences and outcome

The number of applications from women increased in the most recent cycle. Between 1 Aug 2015 and 31 July 2018, a total of 36 applications for promotions were made by academic staff, of which 56% were made by women; the annual percentage of women applicants has shifted; 67%, 44% to 71%.

Promotion to all grades but grade 9 had a 100% success rate. No applications were received from part-time staff during this period however, there was one successful female promotion to grade 9 in April 2019.

School	Number of applications				
	Female	Male	Promotion to grade 8	Promotion to grade 9	Promotion to grade 10
School of Education	4		1 woman	2 women	1 woman
School of Law	5	9	1 woman, 6 men	2 women, 1 man	2 women, 2 men
School of Politics and International Studies	5	8	3 women, 2 men	2 women, 6 men	
School of Sociology and Social Policy	4	1		2 women	2 women, 1 man

Table 5.10: Academic promotion applications by School, gender and grade in FSS between 1 August 2015 and 31 July 2018

Promotion opportunities and progression are discussed with individuals during annual SRDS and AAM and where appropriate, further support is identified, e.g. training, mentoring or peer support.

As part of workforce planning, at the start of each academic session, the Dean, HoS and HR Manager meet to review each school's staffing profile, including fixed-term contracts, current grading, gender, potential promotions, possible leadership roles, training and development needs and gaps due to potential retirements/resignations. These discussions allow us to assess the current staffing profile and to develop appropriate plans.

Following promotion, where appropriate, a personal development plan is put into place and is used to inform discussions within SRDS/AAMs. The University's Reward and Recognition scheme also allows nomination of staff for one off payments/extra increments.

Guidance documents help colleagues prepare applications and ensure that promotion panels adhere to strict guidelines. All panel members must complete the University's equality and inclusion e-training course ahead of participation and Faculty and School panels are monitored by HR for an acceptable gender balance. As with recruitment, mixed-gender recruitment panels are used as standard.

The main sources of support for applicants are as follows:

Line manager/SRDS reviewer/HoS – guidance on route/criterion, how to present the application, review drafts of the application.

HR Manager/Officer – advice on the promotions process and signpost to recent applicants/promotions panellists.

Local peer support – from an individual who has recently been through the promotions process.

Mentor – independent and confidential discussion.

Trained **Trade Union (TU)** representatives

HR website – information that helps with preparing an application.

Unsuccessful promotion applications are followed up with the colleague by the HoS (or Faculty Dean for grade 10 promotions), to discuss next steps and further support.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
My School/Service values the full range of an individual's skills and experience when considering promotions?	48.1%	44.7%	78.7%	20%
I understand the promotion process and criteria in my School	64.6%	63.1%	59.5%	40%

There is some disparity in the perception of men and women regarding how well their skills and experiences are valued when considering promotion, with men much more likely to agree this to be the case.

The survey data in this submission is taken from the Staff Culture survey conducted between 19 June and 4 July 2018.

Methodological Notes

Scores indicate the % positive responses given (strongly agree/agree/slightly agree).

A significant number of respondents did not declare demographic information. 'ALL' results are therefore higher than for both genders combined.

Some respondents did not answer all questions, meaning that some % results may be based on a lower number of responses than the (n=) figure at the top of each column.

For data split by gender only, those indicating their gender as 'other' are not included as a separate category due to very low numbers which may lead to identification of the respondents.

Action 14 – Consider and address any potential barriers to female and part-time academic staff promotion

We will consider whether there are any patterns or structural barriers in relation to academic staff promotions in any areas, such as from part-time staff, or female staff (in particular at grades 9 and 10) or any intersectional issues.

We will disseminate further the process and support for potential promotion, such as via drop in sessions and an overview website.

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

The Faculty maintained or increased the number of women in all units of assessment in REF2014, except POL. Overall, the percentage of those included who were eligible dropped for men and increased for women in the 2014 exercise. A higher number of eligible female staff were included in 2014 alongside a lower number of eligible men with the balance of those submitted still being in favour of men (46%:54%).

The Research and Innovation Service (RIS) has consulted and agreed on a REF Code of Practice for inclusion in REF2021, including the institutional level arrangements for any equality related circumstances.

RAE2008		REF2014	
38	Law	20	Law
39	Politics and International Studies	21	Politics and International Studies
40	Social Work and Social Policy & Administration	22	Social Work and Social Policy
45	Education	25	Education

Table 5.11: The relationship between the Units of Assessment in the RAE2008 and the REF2014

RAE2008											
UOA No	Eligible Pool (Headcount)		Balance of the eligible pool		Included (Headcount)		Included (%) of those eligible		Excluded (Headcount)		Balance of those Included (%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
38	18	26	41%	59%	12	25	67%	96%	6	1	32%	68%
39	10	23	30%	70%	8	21	80%	91%	2	2	28%	72%
40	19	16	54%	46%	18	15	95%	94%	1	1	55%	45%
45	25	34	42%	58%	13	23	52%	68%	12	11	36%	64%
Total	**72**	**99**	**42%**	**58%**	**51**	**84**	**71%**	**85%**	**21**	**15**	**38%**	**62%**

REF2014											
UOA No	Eligible Pool (Headcount)		Balance of the eligible pool		Included (Headcount)		Included (%) of those eligible		Excluded (Headcount)		Balance of those Included (%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
20	17	26	40%	60%	12	17	71%	65%	5	9	41%	59%
21	7	29	19%	81%	5	19	71%	66%	2	10	21%	79%
22	25	13	66%	34%	22	13	88%	100%	3	0	63%	37%
25	23	20	53%	47%	17	17	74%	85%	6	3	50%	50%
Total	**72**	**88**	**45%**	**55%**	**56**	**66**	**78%**	**75%**	**16**	**22**	**46%**	**54%**

Table 5.12: Returns for RAE2008 and REF2014 by gender

5.3 Career development: academic staff

(i) Training

Colleagues have access to career and professional development via a range of opportunities. Attendance is as a result of induction/probation/AAM/SRDS, as part of the promotions process or simply for personal development.

The University's Organisational Development and Professional Learning unit (OD&PL) supplies training including workshops, networking opportunities and mentoring arrangements. Researchers are supported by RIS in identifying and preparing applications for individual fellowships.

The training attendance of all academic colleagues in the Faculty over three years indicates women have consistently attended training on a 65/35% basis when compared with men. Leadership development is more evenly split by gender with equality training slowly growing in popularity, culminating in an even attendance level and greater completion rate in 2018.

	2015/16			2016/17			2017/18		
	Developmental	Leadership	E+I	Developmental	Leadership	E+I	Developmental	Leadership	E+I
Female	142	36	6	179	39	13	142	44	32
Male	71	30	11	82	50	8	80	20	33
% F	67%	55%	35%	69%	44%	62%	64%	69%	49%

Table 5.13: Faculty Development, Leadership and Equality Training, 2015/16 - 2017/18

Training is also provided in leadership and management which prepares staff for major leadership roles. These programmes are offered to academic and Professional and Managerial (P&M) staff. Since 2006, 47 staff in the Faculty (25 women, 22 men) have been developed under these or equivalent programmes.

Figure 5.1: A screenshot from the OD&PL webpages which describe the leadership development provision at Leeds

	Academic staff participation on Learning to Lead		Academic staff participation on Leadership in Practice		Academic staff participation on Leadership Excellence		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
2016/17	0	0			2	3	2	3
2017/18	0	0	0	0	1	2	1	2
2018/19	1	0	0	0	0	0	1	0

Table 5.14: Participants on the University of Leeds leadership development courses since inception

Learning to Lead is aimed at first level line managers. The Leadership in Practice programme is designed for mid-level leaders. The Leadership Excellence Programme (LEP) is designed to develop the confidence and capability of senior leaders to achieve strategic goals and deliver complex, large scale change. Five cohorts have participated since 2016.

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

Aurora: Developed by Leadership Foundation for Higher Education, Aurora is a leadership development programme to encourage those women at mid-career level in academic and professional roles to develop leadership skills. Leeds is actively engaged and 4 (1 in 2016, 2 in 2017 and 1 in 2018) women from FSS have attended Aurora since 2015. Of this group, two (from the first and second cohort) went on to be promoted to Associate Professor within the subsequent two years and one provides support to women considering promotion. For this year's programme, instead of the standard one nomination, the Faculty was able to secure 2 places.

Springboard: A three-month personal development programme designed for women in the workplace to achieve greater recognition and fulfil their potential in their work and personal lives. Participants self-select to take part and 5 academics completed the course in the academic years 2015/16, 2016/17 and 2017/18.

Equality & Inclusion Training

The University runs two training courses relating to equality and inclusion. The first is an e-module that is obligatory for all staff, introduced in 2018 and to be completed every three years. The completion rate for the Faculty is 54% for current staff at 1 Oct 2019.

Unit	Number of staff *	Number completed E&I Training *			
		Female	Male	Total	% of total staff
Faculty Offices	76	42	12	54	71%
Education	65	20	8	28	43%
Law	105	28	29	57	54%
Politics and International Studies	70	13	26	39	56%
Sociology and Social Policy	59	25	16	41	69%
Total Faculty	375	128	74	202	54%

Table 5.15: Completion rates of Equality & Inclusion training in FSS

* Numbers are as at 1 October 2019 and include PMS staff

Action 17 – Increase the uptake of mandatory E&I training
We will increase the uptake of mandatory E&I training by regular targeted reminders, by building completion of the e-learning module into all probationary and review procedures and by making leaders responsible completion levels within their area.

(ii)   Appraisal/development review

All colleagues have access to an appraisal scheme - the Staff Review and Development Scheme (SRDS). Reviewers undertake staff reviews once they have completed training; training is also offered to reviewees. All staff who are grade 9 or 10 take responsibility for facilitating reviews for other staff in the School. Staff may request a reviewer of their own gender, if they wish. During review, colleagues reflect on the previous 12 months in their role, identify training needs and agree some objectives for the next 12 months.

Academic staff completing reviewer training			
	2015/16	**2016/17**	**2017/18**	**2018/19**
Female	5	1	3	4
Male	7	8	0	7

Table 5.16: Academic participants on the SRDS reviewer training course

Academic staff have an additional discussion (Annual Academic Meeting (AAM)) about their development in research, teaching and leadership. These discussions are usually workload based and are led by the Head of School and/or their nominee, including DoRI and DoSE. Academic plans are agreed, in line with the academic strategy. The academic plan feeds into the SRDS meeting to agree short and medium term objectives for development.

The effectiveness of SRDS and AAMs is tested through the Faculty Staff Culture survey and the Institutional Staff Survey.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	**ALL (n=160)**	**Female (n=103)**	**Male (n=47)**	**Not known (n=10)**
My School values the full range of an individual's skills and experience when carrying out performance appraisals	57.1%	57.3%	63.8%	30%
My School provides me with a helpful annual appraisal	62.5%	62.8%	72.3%	20%

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

	Female			Male		
	S	**A**	**U**	**S**	**A**	**U**
2015/16	5	1	1	7	3	1
2016/17	10	0	2	10	3	0
2017/18	3	0	0	2	0	0

S = Successful   A = Alternative award recommended   U = Unsuccessful

Table 5.17: Reward and Recognition for academic staff in the Faculty

The data shows similar levels of successful awards between genders by year, with slightly more unsuccessful applications relating to female candidates and men more likely to be offered an alternative award. Numbers are low but we will monitor outcomes in terms of gender.

(iii)   Support given to academic staff for career progression

All new staff complete a period of probation at the beginning of their employment. Training and development are identified from the probation objectives and previous experience. Upon completion, the SRDS and AAM become the main focus and informal discussions throughout the year, particularly in relation to potential academic leadership roles. Staff are offered a mentor from existing staff to assist with personal development.

At any time, staff can sign up for training courses. Continuing professional development is an expectation and this is reinforced through SRDS discussions and inclusion in job descriptions.

For research staff, the Faculty ensures they are appropriately inducted, developed and supported in accordance with the University policy on the employment of researchers (in line with the Concordat).

As well as internal and external training, opportunities include filling fixed-term vacancies as secondments within the Faculty and/or school to enable existing staff to take on a higher graded or a differently focused post for a limited period of time.

Succession planning is critical and through annual workforce planning meetings between the Dean, HoSs and HR Manager, future leadership is discussed and individuals are identified for potential management positions/ roles. Administrative roles are advertised to the whole School.

In addition to a training budget, each school has a dedicated budget to support research and conference travel.

Figure 5.2: A screenshot from the OD&PL webpages which details the provision in academic practice learning and development courses

Schools also offer small funds to support junior staff including postdocs to travel to conferences or to support local workshops or visitors.

There are also a number of other opportunities available to colleagues on campus in the area of career progression, including mentoring.

Figure 5.3: Screen shots from OD&PL pages on provision dedicated to Post-doctoral Researchers

Job Category		
	Academic	Professional & Managerial, Support	Total
Total over 3 years	11	8	19
2015/16	7	2	9
2016/17	3	4	7
2017/18	1	2	3

	Gender		Role in mentoring relationship		
	Male	Female	Mentor	Mentee	Dual Role
Total over 3 years	5	14	11	6	2
2015/16	4	5	8	1	0
2016/17	0	7	2	3	2
2017/18	1	2	1	2	0

Table 5.18: Mentoring relationships facilitated via the University's SUMAC system

The figures above relate to the University mentoring scheme and suggest that more women than men are volunteering for the role of mentor. We believe this to be linked to the involvement of administrative staff, who are predominantly women. There are also existing mentoring arrangements within Schools.

The recent culture survey showed some disparity in the perception of the utility of mentoring opportunities and we will explore the reasons for this going forwards. The School of Education has recently adopted a mentoring framework and established a scheme. The scheme was implemented during a time of structural change in the School and has proved popular.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
My School provides me with useful mentoring opportunities	57.2%	44.7%	78.7%	30%
My School provides me with useful networking opportunities	57.8%	63.1%	59.5%	40%

Action 13 – Ensure all academic staff have access to an appropriate mentoring scheme

More women than men have reported that they do not feel they are provided with useful mentoring opportunities. We will build on the work that EDU have already done to establish a mentorship scheme within their school to see if this can be replicated across the Faculty to ensure that all academic colleagues have access to useful mentoring opportunities.

We will facilitate mentorship relationships for colleagues returning to work after a substantial period of carer-related leave.

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

Students are supported through personal tutoring, skills-focused modules, extra- and co-curricular activities and personal development coaching.

All Schools have access to Employability Officers who work closely with academic staff and student reps to develop a range of employability support programmes which can be sector-specific, or general e.g. informing students about the range of opportunities that they could consider through their transferable skills.

The Employability Officers, receive particular training on the needs of Widening Participation students and work with Educational Progression Assistants who work closely with targeted students from each School, developing relationships with them to support their specific career development needs.

All students are encouraged to take advantage of the breadth of opportunities that are offered centrally through the Student Careers Service, e.g. Career Fairs, Insight Days at employer offices, career management workshops and 1 to 1 guidance (CVs; interviews; applications). There is specific provision for international students at School and University level offering work experience and webinars.

Examples of Specific School Interventions:

- LAW has a tailor-made mentoring programme matching students with practitioners and is an opportunity to pair, for example, female students with female role models in the field. 200 students per year have the opportunity to take part in the Community Engagement Programme. Law also offers over 200 pro bono co-curricular activities and over 100 short term placements.
- EDU has developed modules which encourage students to consider their future career options, including placements within a community or School setting. Regular employer events are held which showcase the range of 'education' settings.
- POL hosts regular events involving alumni speakers in order to engage students in potential career paths and destinations and has an employability forum which focuses on curriculum design and development.
- SSP runs modules involving direct engagement with employers at both an UG and PG level and a series of workshops for students around careers within Social Research and graduate schemes.

For students who are considering a PhD route, schools offer talks for MA and final year UGs on how to apply and secure funding for PhD study. The PGR Directors maintain contact with those interested and offer one-to-ones to support them (putting them in touch with supervisors, identifying funding sources, supporting application development).

Faculty PGR Students can access career development workshops at a University and School level.   In addition to topics such as 'Getting Published', REF and Impact, the Doctoral College and School Research Centres hold PGR conferences and events to support PGR students in developing the skills for moving into academia including training for PGRs who teach. Additional support includes:

- White Rose Doctoral Training Partnership offers free access to social science training and development opportunities across the seven regional partner Universities.
- Leeds Social Sciences Institute provides training and funding opportunities for PGRs including a 'PGR Placement Scheme' to work in a research capacity with an external partner to develop future research plans.
- The faculty Graduate School offers funding to PGRs, including a scheme supporting PGR-focused training and development events in the Faculty. The funding covers expenses.
- All schools offer financial support to PGR students for conference attendance.

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

The Faculty has its own Faculty Research Office and a team of six who provide expert advice and guidance on research funding applications including costings. There is also a Research Innovation Development team, who help colleagues to develop high value, high quality proposals which mostly include external partners, from academia, industry, government and NGOs, addressing a wide range of funding schemes.

Schools have an internal peer-review process for all research grant applications. There are slight variations between Schools but all processes involve stages of assessment and feedback ahead of submission to a funding body.

In June 2016, HR published a guidance for naming individuals in grant applications to enable researchers to apply for external funding.

Research Funding Applications

	Number of individuals applying for awards		Number of awards applied for as PI or Co-I		Total value of applications made as PI or Co-I (£k)		Average applied for per person (£k) as PI or Co-I	
	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	49	44	64	71	7,500	6,737	153	150
2016/17	39	36	73	56	6,467	3,676	168	110
2017/18	41	47	73	81	10,187	9,344	248	200

Table 5.19: Research award applications in FSS
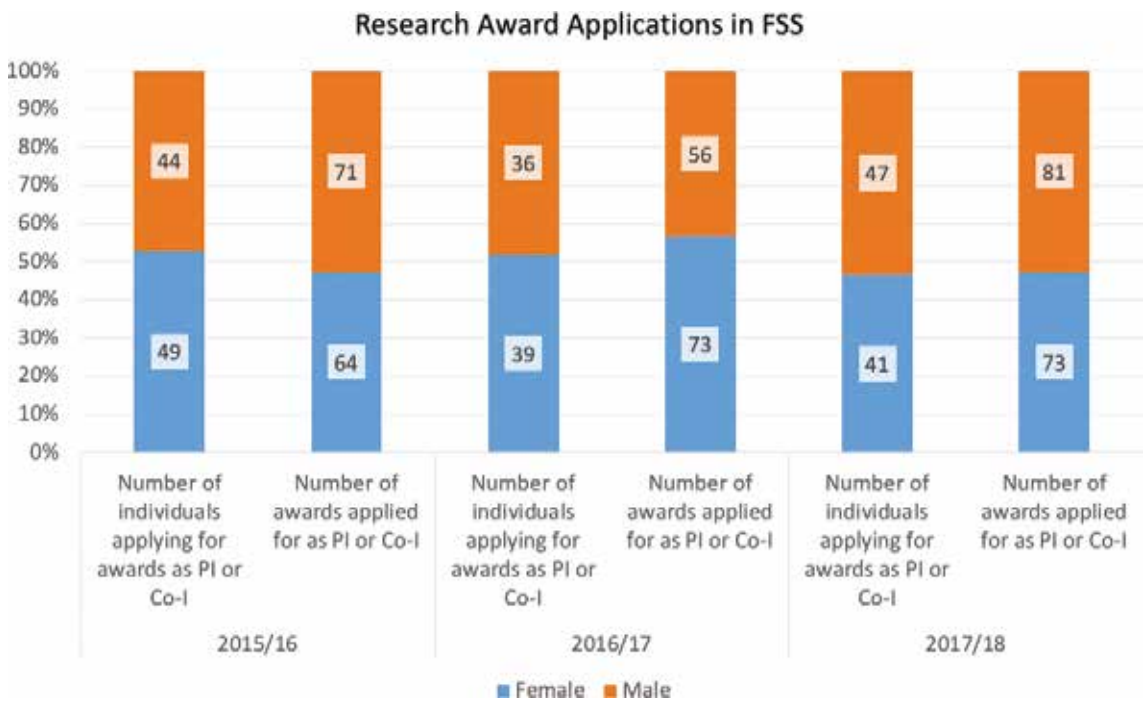
Chart 5.4: Numbers of research awards applied for by staff in the Faculty of Social Sciences

Research Funding Awards

	Number of individuals with awards as PI or Co-I		Number of initial awards as PI or Co-I		Number of amendments as PI or Co-I		Total value of awards and amendments as PI or Co-I (£k)		Average awarded per person as PI or Co-I (£k)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	15	22	15	31	7	11	680	3,881	45	176
2016/17	15	26	16	31	8	12	954	1,667	64	64
2017/18	23	17	26	19	7	14	3,929	886	171	52

Table 5.20: Research funding awarded in the Faculty of Social Sciences

It is noted that research funding applications and awards show volatility due to the availability of opportunities.

The number of women securing awards has risen over the period whilst the corresponding number of men has declined. The average amount awarded per successful applicant for women has increased substantially, from £45,000 to £171,000. There is a corresponding decline in the figures for men; £176,000 to £52,000.
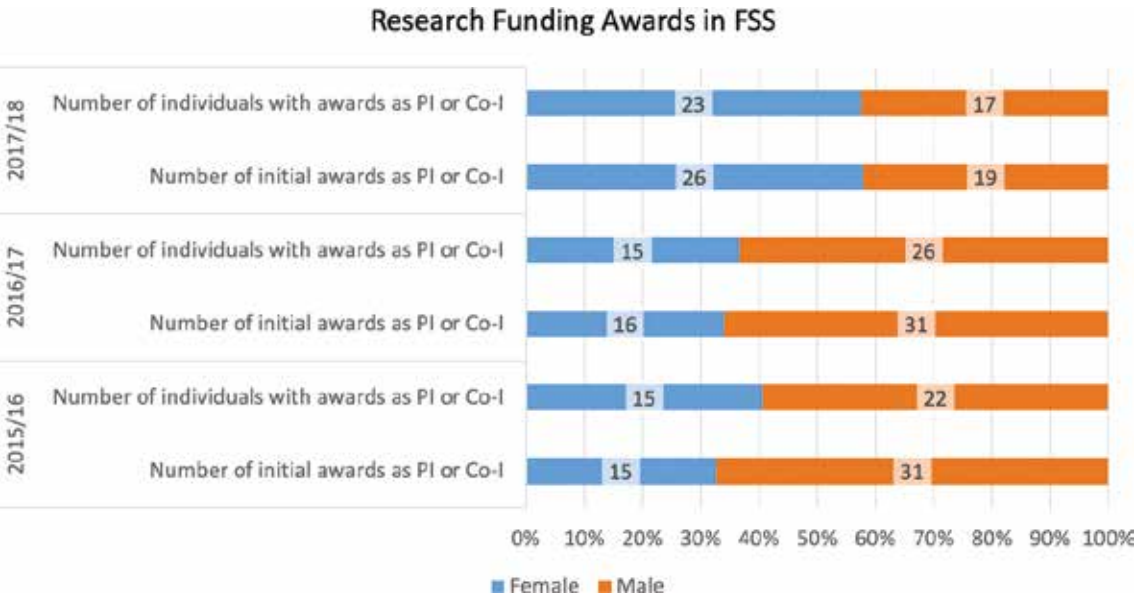
Chart 5.6: Awarded research funding in the Faculty of Social Sciences

Chart 5.5: Valuation of research funding applied for in the Faculty of Social Sciences
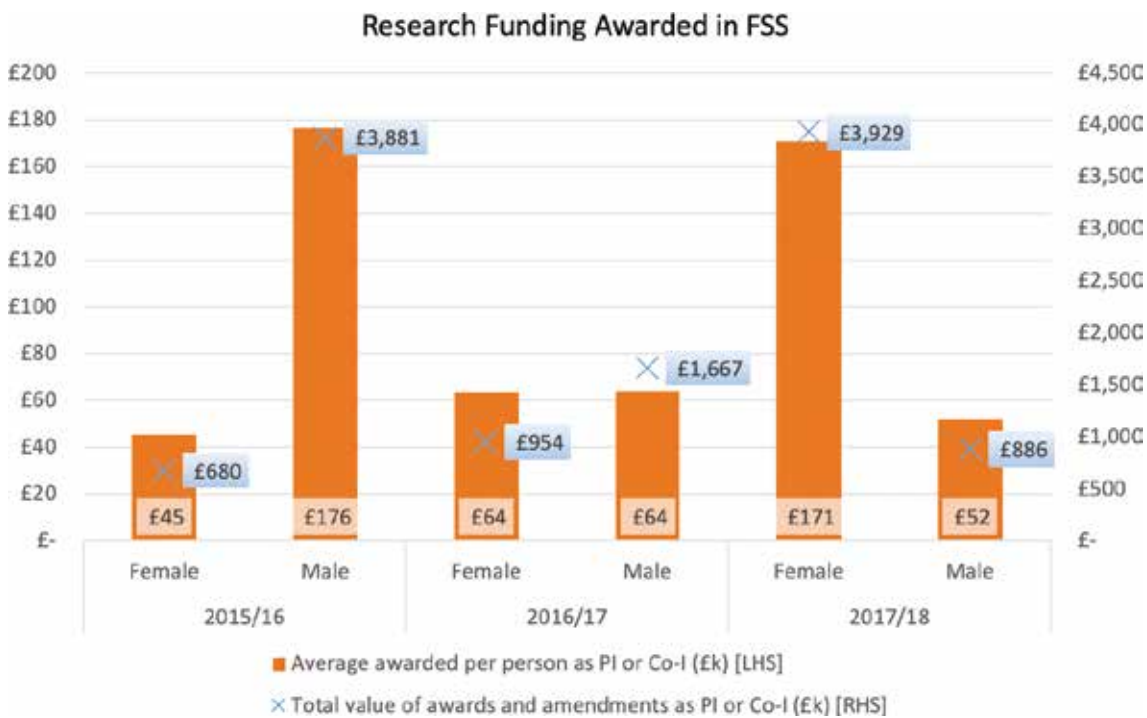
Chart 5.7: Valuation of research funding awarded in the Faculty of Social Sciences
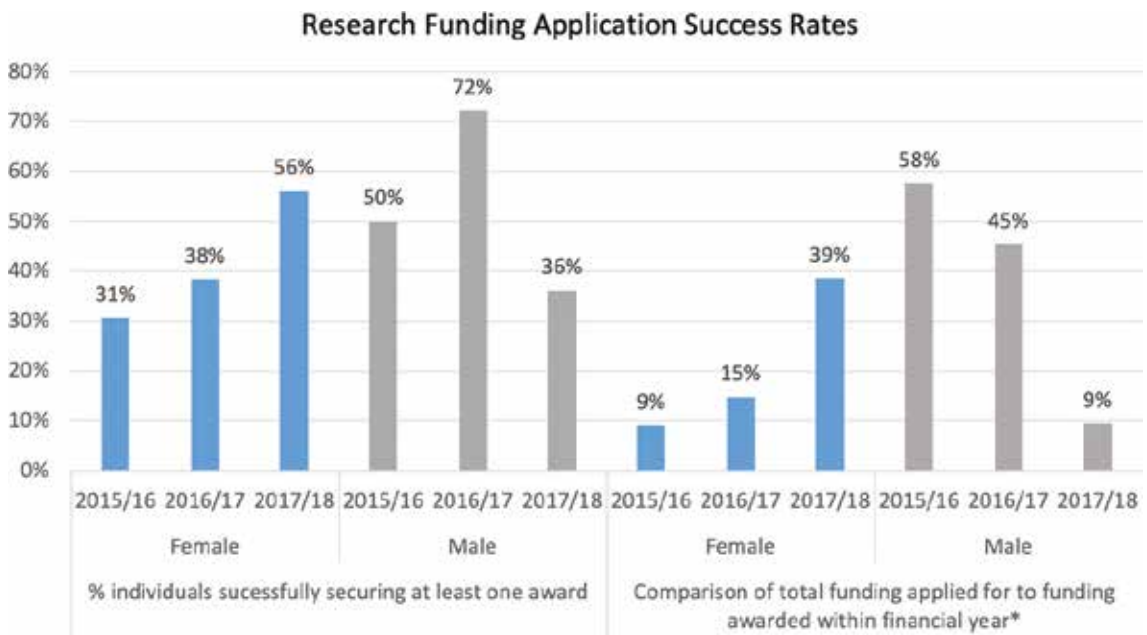
Chart 5.8: Measuring success rates in research funding by gender

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

5.5 Flexible working and managing career breaks

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

Support for expectant parents is covered by the University's Policies on maternity, adoption and shared parental leave via the University's HR website with a link on the Faculty's webpage.

Staff who take a period of maternity or adoption leave discuss arrangements for cover while on maternity leave and workload backfill with their line manager. Time off is given for ante-natal appointments.

Pregnant colleagues have a health and safety risk assessment and are entitled to paid time off for antenatal care and classes. Colleagues can access the resources on campus, e.g. quiet spaces for therapeutic relaxation, taking medication, expressing milk. The University also has an Occupational Health service and a Staff Counselling Service as additional support.

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

During leave, line managers maintain contact with their colleague in line with arrangements previously agreed by both parties. Formal processes such as probation and appraisal are put on hold, to be taken up again when the colleague returns. The University has a very generous maternity/adoption pay scheme and colleagues are made aware of their options once their intention to take a period of leave is shared.

Up to 10 days paid to 'keep in touch' (KiT) can be utilised for meetings, conferences or other events. This also gives an opportunity to discuss return to work and to put in place measures to mitigate the potential challenges the colleague may experience when doing so.

Data on uptake of KiT is given below.

	Number of women taking KiT	Number of KiT days taken
2015/16	2 (both academic)	12.5
2016/17	0	0
2017/18	2 (1 Academic, 1 support)	11

Table 5.21: Keeping in Touch day uptake during periods of maternity leave

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

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

The following are options available to staff on their return:

Rebalanced workload for a fixed period of time: e.g. research leave, or a temporary rebalance of workload.

Continuation of back-fill arrangements for a fixed period of time: To facilitate a phased return to work, or a temporary period of workload 'reduction'/research leave etc.

Funds to support re-connection linked to work activity: To help individuals re-engage with work activities e.g. Expenses relating to a conference, childcare costs to attend a research-related activity, up to a maximum of £1000 per person.

Flexible working arrangements: A transitional "settling back" period or as a longer term contractual change.

Splitting/sharing of academic leadership roles: In recognition that many senior leadership roles have an FTE which presents a challenge for staff on part time contracts and this could present barriers for pathways to promotion.

Prior to an individual's return to work, the HoS/line manager will discuss plans for this with them. This discussion includes:

a) Planned return taking into account their research/teaching activity.

b) Time period of any proposed workload adjustments.

c) Plans for flexible working arrangement.

On return to work, the HoS (or nominee) will arrange a return to work induction update on any changes during their absence and discuss support mechanisms to help them settle back in to work with regular meetings to ensure that the return to work plan is operating successfully.

POL is planning to implement mentorship for members of staff who are returning to work after a substantial period of leave to care for others to help adjust after a period of leave.

(iv)   Maternity return rate

2 out of 10 academic staff were no longer in post 6 months after their planned return to work due to the expiry of fixed-term contracts; both of these staff were on teaching only contracts which were extended to facilitate a period of maternity leave. One colleague whose fixed-term contract expired has remained in employment with the University through redeployment. Both of the other colleagues who are no longer in post resigned.

Staff Category	Start date	End date	Leaving date	Reason for leaving (if applicable)	FTE before leave	FTE after leave	Still in post 6 months after return	Still in post 12 months after return	Still in post 18 months after return
Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes
*Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes*
Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes
Research only				End of fixed term contract and redeployed	1	0.2 in a new role	Yes	Yes	■■■■
Research only				Resignation	1	1	Yes	Yes	Yes
*Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes*
Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes
Teaching and Research or Scholarship			n/a	n/a	1	1	Yes	Yes	Yes
Teaching only				End of fixed term contract	0.1	n/a	No	No	No
Teaching and Research or Scholarship				Resignation	1	1	Yes	No	No
Teaching only				End of fixed term contract	0.4	n/a	No	No	No

* These two periods of leave relate to the same colleague.

Table 5.22: Maternity leave data for academic staff for leave taken between 1 August 2015 and 31 July 2018

Staff Category	Maternity start date	Maternity end date	Leaving date	Reason for leaving (if applicable)	Part- or full-time before leave	Part- or full-time after leave	Still in post 6 months after return	Still in post 12 months after return	Still in post 18 months after return
Administrative Support	■	■	n/a	n/a	Part-time	Part-time	Yes	Yes	Yes
Administrative Support	■	■	n/a	n/a	Full-time	Part-time	Yes	Yes	Yes
Administrative Support	■	■	n/a	n/a	Part time	Part time	Yes	Yes	Yes
Administrative Support	■	■	n/a	n/a	Part-time	Part-time	Yes	Yes	Yes

Table 5.23: Maternity leave data for PMS staff for leave taken between 1 August 2015 and 31 July 2018

4 out of 4 PMS staff were still in post 18 months after their planned return to work. Of the 4 colleagues who have taken a period of maternity leave and have been promoted during their employment with the university, dates of the periods of leave and promotion/s are given below.

Staff Category	Continuous Service Date	Maternity Leave Dates	Promotion Dates
Teaching and Research or Scholarship	■	■	■
Teaching and Research or Scholarship	■	■	■
Teaching and Research or Scholarship	■	■	■
Administrative Support	■	■	■

Table 5.24: Maternity leave and promotion dates of staff in the Faculty of Social Sciences

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

Colleagues (e.g. biological fathers, adoptive parents, civil partners) can take a period paid leave (shared parental/adoption/paternity) prior to or directly following birth or adoption of a child.

Paternity leave has been increasingly popular amongst academic colleagues whereas PMS colleagues have not taken any type of parental leave. Neither group of staff has taken up unpaid parental leave.
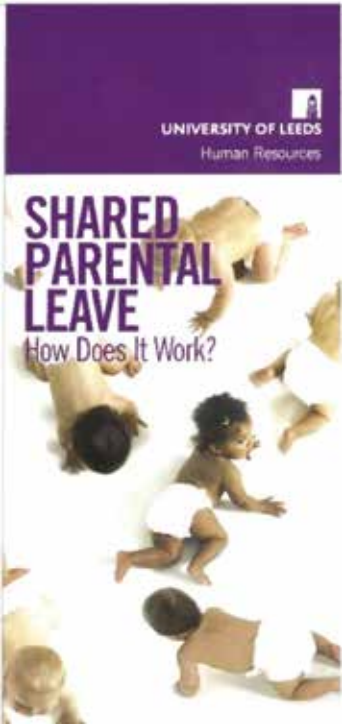
Picture 5.1: The front cover of the University's information booklet on shared parental leave

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

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

Table 5.25: Uptake of parental leave by academic staff

Type of leave	2015/16	2016/17	2017/18
Shared parental leave	0	0	0
Adoption	0	0	0
Paternity*	0	0	0
Unpaid parental	0	0	0

Table 5.26: Uptake of parental leave by PMS staff

(vi)   Flexible working

Flexible working arrangements are standard practice in schools but where significant changes to working patterns are made, a request through application is made to the HoS/Service who, to ensure consistency, consults with the HR Manager. Where staff have made such requests, the HoS/Service has, where possible, agreed to the arrangements and if not possible for business reasons, other options are considered as a way forward for both parties.

There are different flexible work options including part-time working/reduced hours, term time only, job share and career breaks. There is currently no method in place for collecting and monitoring numbers of unsuccessful applications.

	2015/16	2016/17	2017/18
Successful applications (Academic)	0	5 women and 3 men	0
Successful applications (PMS)	0	10 women and 1 man	11 women

Table 5.27: Successful flexible working requests which include a change in FTE

In the 2018 staff survey which was open to staff in the whole University from 29 Oct to 25 Nov 2018, respondents from FSS (37% of the population in the Faculty) were 61% positive to the statement; 'My work allows a healthy work-life balance'. This was at the bottom range amongst the other responses received from elsewhere on campus.

There is some work to be done around flexible working, to ensure colleagues are aware of the policy and therefore that opportunities are available to everyone.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
My line manager/supervisor is supportive of requests for flexible working	62.1%	65.1%	61.7%	30%
Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.	35.4%	32.1%	44.6%	30%

Action 15 – Reinforce the availability of flexible working for all staff

All line-managers will be asked to reinforce the availability of flexible working for all staff by talking about the policy with colleagues.

The flexible working policy will also be included in Faculty-level and School-level communications regarding the provisions available for staff in terms of work-life balance.

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

Colleagues can apply to take a career break of between three months up to a maximum of three years. Colleagues wishing to return to full time working discuss with their HoS/line manager. No colleagues have requested a career break in the period 1 Aug 2015 – 31 July 2018 with one female academic currently on a career break between January 2019 - 2022.

5.6   Organisation and culture

(i)   Culture

The culture in the Faculty is set by the leaders of the Schools, Professional Services and Faculty –the Faculty Executive view the importance of a positive environment and inclusion and the unacceptability of discriminatory behaviour. The FMT and SMCs have E&I as a standing item on their agenda.

The experience of staff 'on the ground' was sampled through staff survey and responses from 2018 (response rate 46%) are given below and throughout section 5. A higher proportion of the women in the faculty completed the survey in comparison to men. Notwithstanding this, it is noteworthy that women give more negative responses to all key questions.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
In my School, staff are treated on their merits irrespective of their gender	80.9%	78.7%	93.6%	60%
My School makes it clear that unsupportive language and behaviour are not acceptable	84.5%	82.5%	93.6%	70%
I understand my School's reasons for taking action on gender equality	86.9%	86.7%	91.4%	80%
I understand why positive action may be required to promote gender equality	91.9%	95.1%	93.6%	60%
During my time in this School, I have experienced a situation(s) where I have felt uncomfortable because of my gender	21.1%	23.3%	14.9%	30%
I am kept informed by my School and/or Institution about gender equality matters that affect me	68.3%	66%	78.7%	40%
I feel that my School is a great place to work for women	80.2%	81.6%	80.9%	60%
I feel that my School is a great place to work for men	87.6%	92.2%	83%	60%

Research on gender inequality is central to the work of a number of colleagues and School E&I teams conducted focus groups and interviews to investigate issues around the Athena SWAN principles. This research helped Schools to develop priorities for engagement with the AS action plan and helped the FSAT to better understand staff responses to the Staff Culture survey.

Based on our analysis of the data, and consistent with findings from focus groups and E&I committee discussions within schools, we conclude that while we have many positive policies in place to support women's careers and to foster an inclusive work environment, these policies are not always fully communicated, sometimes inconsistently applied, and sometimes new policies have not had time to bed in. Our focus going forward is therefore on fostering a culture of equality by strengthening the implementation of existing policies.

Action 19 – Communicate the range of policies to support gender equality, diversity and inclusive behaviour and practices

To address concerns and lack of understanding expressed in the staff survey, we will act to communicate institutional policies around gender equality, diversity and inclusive behaviour more effectively.

(ii) HR policies

All the HR policies in place relating to equality are University-wide policies (available publicly via hr.leeds.ac.uk). Training takes place for managers such as grievance and disciplinary and managing performance.

We acknowledge that there is still work to do in the area of communicating institutional policies around gender equality and offensive behaviour, with data from the recent staff culture survey indicating that women have less confidence in the implementation of these.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
My School has made it clear to me what its policies are in relation to gender equality	64.6%	64.1%	70.2%	50%
I am confident that my line manager/ supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	73.9%	72.8%	87.2%	30%

The Faculty has a CIPD qualified and experienced HR Team which meets regularly with school HR contacts to discuss HR policy, updates, HR issues, review of practices and consistency. HR contacts keep local managers informed of issues (e.g. bullying/harassment). In addition, Faculty HR support the schools including one to one coaching with managers to deal with sensitive staffing issues, bespoke training to managers new to managing probation and SRDS, briefing to individuals new to sitting on recruitment panels and one to one support to staff applying for promotion.

The Faculty has an email etiquette policy which was developed in response to concerns including tone of emails and emails being sent out of hours.

Colleagues have access to an in-house Mediation Service, to improve working relationships and promote a respectful and collaborative workplace.

The FMT has a standing HR agenda item to keep Heads of School updated. Recruitment, promotions and family leave applications are all monitored by HR for equality. Updates and information are communicated to staff via the Dean's monthly email bulletin.

(iii) Representation of men and women on committees

Faculty Management Team

As the main decision making body for the Faculty membership is all based on role and the group is a mixture of academic and professional and managerial staff.

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	3	4	43%	57%	2	2	50%	50%	5	6	45%	55%
2016-17	3	4	43%	57%	2	3	40%	60%	5	7	42%	58%
2017-18	3	5	38%	63%	3	1	75%	25%	6	6	50%	50%
2018-19	3	5	38%	63%	5	1	83%	17%	8	6	57%	43%

Table 5.28: Composition of the Faculty Management Team in the Faculty of Social Sciences

Faculty Equality and Inclusion Committee

Membership of this committee includes the Faculty Dean (Chair), Pro-Deans (Student Education and Research), Head of Graduate School, HR Manager, Faculty E&I Co-ordinator and representatives from the Schools.

Year	Academic				Professional and Managerial			
	Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	3	3	50%	50%	3	0	100%	0%
2016-17	3	3	50%	50%	1	0	100%	0%
2017-18	4	3	57%	43%	3	0	100%	0%
2018-19	5	1	83%	17%	3	1	75%	25%

Year	Student				Overall			
	Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	0	0			6	3	67%	33%
2016-17	0	0			7	3	70%	30%
2017-18	5	3	63%	38%	12	6	67%	33%
2018-19	6	2	75%	25%	14	4	78%	22%

Table 5.29: Composition of the Faculty Equality and Inclusion Committee in the Faculty of Social Sciences

Faculty Health and Safety Committee

FH&SC is chaired by the Dean and includes HoSs and TU and central H&S representatives.

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	1	5	17%	83%	1	0	100%	0%	2	5	29%	71%
2016-17	2	5	29%	71%	3	0	100%	0%	5	5	50%	50%
2017-18	1	4	20%	80%	2	2	50%	50%	3	6	33%	67%
2018-19	1	4	20%	80%	3	0	100%	0%	4	4	50%	50%

Table 5.30: Composition of the Faculty Health and Safety Committee in the Faculty of Social Sciences

Faculty Research and Innovation Committee

Membership is the Faculty Pro-Dean Research and School DoRIs (see table 5.6.4 below); the members in attendance are a mixture of academic and professional and managerial colleagues.

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	6	6	50%	50%	3	0	100%	0%	9	6	60%	40%
2016-17	6	6	50%	50%	2	0	100%	0%	8	6	57%	43%
2017-18	8	6	57%	43%	3	0	100%	0%	11	6	65%	35%
2018-19	6	7	46%	54%	3	0	100%	0%	9	7	56%	44%

Table 5.31: Composition of the Faculty Research and innovation Committee in the Faculty of Social Sciences

Faculty Taught Student Education Committee

Selection of members is largely based on role (e.g. DoSEs, Pro-Deans, FESM, Library Learning Advisor) with specialist co-opted members. There are also elected student reps on the Committee.

Of the 15 colleagues with membership of this group in 2018/19, 6 are women and 9 men.

Year	Academic				Professional and Managerial			
	Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	5	10	33%	67%	2	2	50%	50%
2016-17	5	11	31%	69%	2	2	50%	50%
2017-18	4	7	36%	64%	2	2	50%	50%
2018-19	5	5	50%	50%	4	5	44%	56%

Year	Student				Overall			
	Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	3	3	50%	50%	10	15	40%	60%
2016-17	2	3	40%	60%	9	16	36%	64%
2017-18	0	0			6	9	40%	60%
2018-19	4	5	44%	56%	13	15	46%	54%

Table 5.32: Composition of the Faculty Taught Student Education Committee in the Faculty of Social Sciences

School Management Committees

Membership of School Management Committees (SMCs) is almost exclusively populated by role. Men are under-represented in PMS roles; this reflects the gender balance in this category in the wider University (63%: 37% at 31 July 2018). All leadership positions within the School are advertised to all staff.

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	2	5	29%	71%	2	0	100%	0%	4	5	44%	56%
2016-17	4	4	50%	50%	1	0	100%	0%	5	4	56%	44%
2017-18	4	2	67%	33%	1	0	100%	0%	5	2	71%	29%
2018-19	4	4	50%	50%	3	0	100%	0%	7	4	64%	36%

Table 5.33: Composition of the School Management Committee in Education

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	2	5	29%	71%	2	0	100%	0%	4	5	44%	56%
2016-17	2	6	25%	75%	2	0	100%	0%	4	6	40%	60%
2017-18	3	7	30%	70%	2	0	100%	0%	5	7	42%	58%
2018-19	3	8	27%	73%	2	0	100%	0%	5	8	38%	62%

Table 5.34: Composition of the School Management Committee in Law

LAW recently undertook some analysis of membership of their committees and found in the main there to be no existing gender imbalance on these committees.

As with all SMCs there is offer a standing invitation to the Faculty HR Manager and Faculty Finance Manager, who attend when appropriate. The timing of the SMC meetings is adjusted to enable an earlier start/finish, to allow those with childcare responsibilities to arrive/leave later/earlier.

Year	Academic				Professional and Managerial				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	1	5	17%	83%	2	0	100%	0%	3	5	38%	63%
2016-17	3	6	33%	67%	2	0	100%	0%	5	6	45%	55%
2017-18	3	6	33%	67%	2	0	100%	0%	5	6	45%	55%
2018-19	2	8	20%	80%	2	0	100%	0%	4	8	33%	67%

Table 5.35: Composition of the School Management Committee in Politics and International Studies

The HoS in POL has articulated a commitment to moving incrementally towards a more diverse management committee through appropriate recruitment, development and promotion of colleagues. As part of discussions around individuals taking on new admin roles, the Head of School discusses any adjustments that might be necessary, including considering job share, where appropriate.

Year	Academic and Managerial				Professional				Overall			
	Number		Percentage		Number		Percentage		Number		Percentage	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2015-16	5	6	45%	55%	2	0	100%	0%	7	6	54%	46%
2016-17	7	5	58%	42%	2	0	100%	0%	9	5	64%	36%
2017-18	5	6	45%	55%	2	0	100%	0%	7	6	54%	46%
2018-19	5	6	45%	55%	2	0	100%	0%	7	6	54%	46%

Table 5.36: Composition of the School Management Committee in Sociology and Social Policy

Statement %s given are of those who agree or mostly agree	All Schools/Services			
	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
My School takes positive action to encourage women and men to apply for posts in areas where they are under-represented	56.5%	55.3%	63.9%	40%
I am encouraged and given opportunities to represent my School externally and/or internally	74.6%	74.8%	80.9%	40%

(iv)   Participation on influential external committees

As part of the probationary, AAMs and SRDS processes, discussions take place with colleagues about their external profile. Individuals are encouraged to put themselves forward or be nominated for opportunities.

When adverts go out for committee members to participate in influential external committees, the RIS discuss with Pro-Deans, etc. who might be suitable to apply and they make direct approaches with offers of support in making applications. They take account of protected characteristics when selecting people to encourage, ensuring a balanced approach. In the last 5 years, 1 man and 5 women in FSS were successful in their nominations to join major UK funder strategic groups but others are part of Peer Review Colleges and review regularly.

Time for participation in external committees is not included in the workload model as a named item as a rule but may be a contributing piece of citizenship, which is work-loaded. Colleagues are encouraged to discuss their commitments as part of the workload process and all achievements are celebrated. In specific cases, ███████ ████ ██████ ██████ ██████ a workload allocation has been agreed for professional engagement with external committees.

Professor Fiona Smith – LAW

- Acts as the Dean's representative on the Food Theme Steering Group on campus
- Member of the University's N8 AgriFood Steering Group
- Associate Director (AgriFood Supply Chains) of the Global Food and Environment Institute (GFEI)
- Member of the Leeds Social Science Institute Steering Committee
- N8 Chair for the AgriFood research theme

Professor Cristina Leston Bandeira – POL

- Chair of the UK Study of Parliament Group
- Co-Editor of the journal Parliamentary Affairs
- Fellow of the Constitution Unit of University College London
- Member of the ESRC Peer Review College
- Member of the International Advisory Board of the journal Inter-disciplinary Political Studies
- Member of the International Advisory Board of the Instituto Nacional Ciência e Tecnologia em Democracia Digital in Brazil (Brazilian National Institute for Digital Democracy)
- Member of the Editorial Board of the Brazilian journal e-Legis
- Member of the Advisory Board of EUROPARL, a Masters Erasmus Strategic Partnership based at LUISS University in Rome

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(v)   Workload model

Each School operates a workload model for academic staff to ensure the allocation of work is fair and transparent (the allocations and calculations are available to all staff) as well as to ensure the academic activities of the school align with priorities and strategic objectives.

Discussions and review of individual workload (which take into account any part-time or flexible working arrangements) takes place during Annual Academic Meetings (AAMs). Strategic allocation can also be given to provide colleagues with additional time to support large grant applications or other major initiatives.

LAW has developed their AAM process to ensure that some of the activities not included in a formal workload model (such as emotional labour) are celebrated. All Schools have done some work to ensure parity of esteem between career paths.

POL responded to concerns about bias in the workload system and analysed workloads over a five year period. This did not reveal any correlation between gender and total workloads, however, it was not possible to assess whether or not there was bias in the distribution of 'citizenship' tasks and there may be some uneven distribution relating to this.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
In my School, work is allocated on a clear and fair basis irrespective of gender.	80.7%	79.7%	93.6%	60%

(vi)   Timing of departmental meetings and social gatherings

School Committee meetings and events are held within core hours (10am-4pm), and where possible they are scheduled to be suitable for part-time staff with fixed working days. For research seminars, participants are consulted about caring or other responsibilities before the seminar time is scheduled, and where possible they are held within core hours.

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
Meetings in my School are completed in core hours to enable those with caring responsibilities to attend.	91.9%	91.2%	93.7%	100%

EDU hold coffee mornings for all staff at least once a term as a way to welcome new colleagues and say to goodbye to outgoing colleagues.

LAW host a number of events including the HoS supper, Chinese New Year lunch, Law's Got Talent, and staff walks. When applying for funding for events, staff are asked to confirm that they have had regard to diversity of the event before they receive funding. All Schools host regular events on popular and topical subjects and invite the whole staff and student community to attend. The pictures below were taken at recent events.

Picture 5.2: Jeremy Corbyn speaking at a recent event entitled 'In Conversation with Jeremy Corbyn'

Picture 5.3: Staff and students from the School of Education walk in the Lake District

Pictures 5.4: Afternoon tea to welcome taught postgraduates in the School of Education

(vii)   Visibility of role models

In all Schools, there are a number of visible female role models. Professor Alice Deignan has been Head of School in EDU now for several years and a woman acts as DoRI. SSP and LAW have women in the role of Deputy HoS and LAW also has a women in the role of DoRI.

POL have engaged with subject association guidelines on good practice, ensuring speaker series and other events are balanced by gender, wherever possible. Speaker data is collected by organisers in all Schools and monitored by SE&ICs.
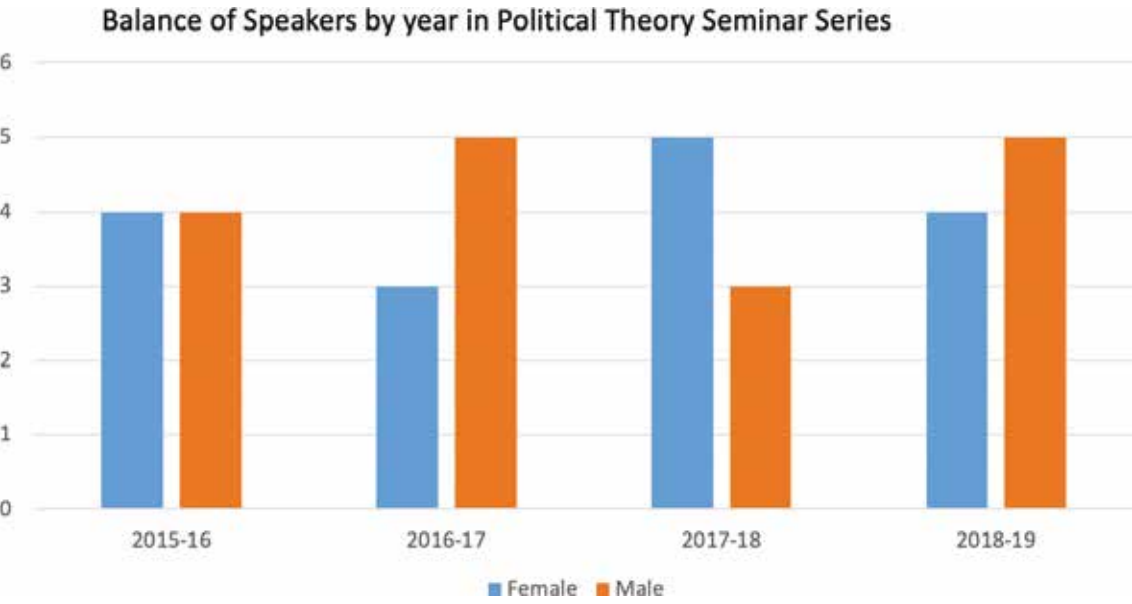
Chart 5.9: Count of the speakers by gender in the Political Theory seminar series organised by the School of Politics and International Studies

Statement	All Schools/Services			
%s given are of those who agree or mostly agree	ALL (n=160)	Female (n=103)	Male (n=47)	Not known (n=10)
Inappropriate images that stereotype women or men are not acceptable in my School	95%	95.1%	100%	80%
My School uses women as well as men as visible role models	90.7%	92.2%	91.4%	70%

For open events the Faculty actively recruits student ambassadors from different courses and backgrounds to ensure, as much as possible, there is a mix of characteristics. This also applies to student/staff photoshoots and student testimonials for use in publicity materials. Academic staff attendance is coordinated by admissions tutors in schools but this is often dictated by staff availability and engagement rather than purely by selection. Faculty Marketing follows University has guidelines on publicity materials (including websites) to promote equality.
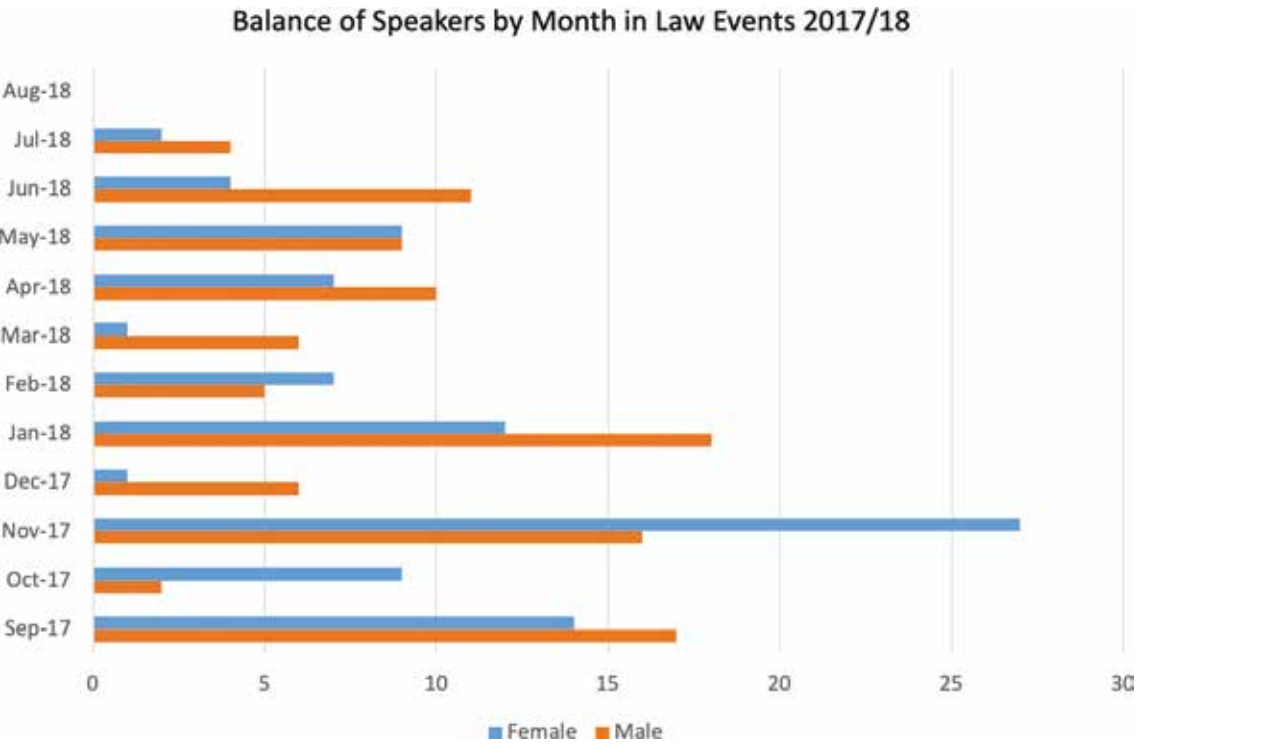
Chart 5.10: Analysis of the gender balance of speakers at all events organised by the School of Law during the 2017/18 academic year

The Faculty has a number of female role models which have been recognised with a number awarded the University's Women of Achievement Award (see below) and also one as Law Teacher of the year in 2018. Held for the fifth time in 2018, the Awards are a key part of the University's Leeds Gender Framework.

Figure 5.4: Screenshots taken from the University of Leeds webpages

Figure 5.5: Screenshots taken from the University of Leeds webpages

(viii)   Outreach activities

The Faculty outreach programme is managed by the Education Outreach Team for FSS. This work is supported by staff in each School and this is recognised in the academic workload model.

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

LAW co-ordinates a number of 'pro bono' activities which engage with individuals and organisations on a local and national basis to demonstrate the operation of the law in a practical way. The take-up of Outreach activities by the gender of the 361 students was 74.5% female. LAW also conduct outreach through a number of other processes which relate to admissions, widening participation and Access to Leeds

EDU's Employability and Placements Officer visits schools and voluntary organisations. Engagement in outreach activities is recognised in the workload model and through promotion routes. In POL both men and women take part in outreach, giving talks to students at events organised by Educational Engagement and on their own initiative. They receive workload recognition for this.

The University provides free childcare on campus for any member of staff participating in Open Days and it is acknowledged that although helpful, this is not an arrangement that will suit every parent.
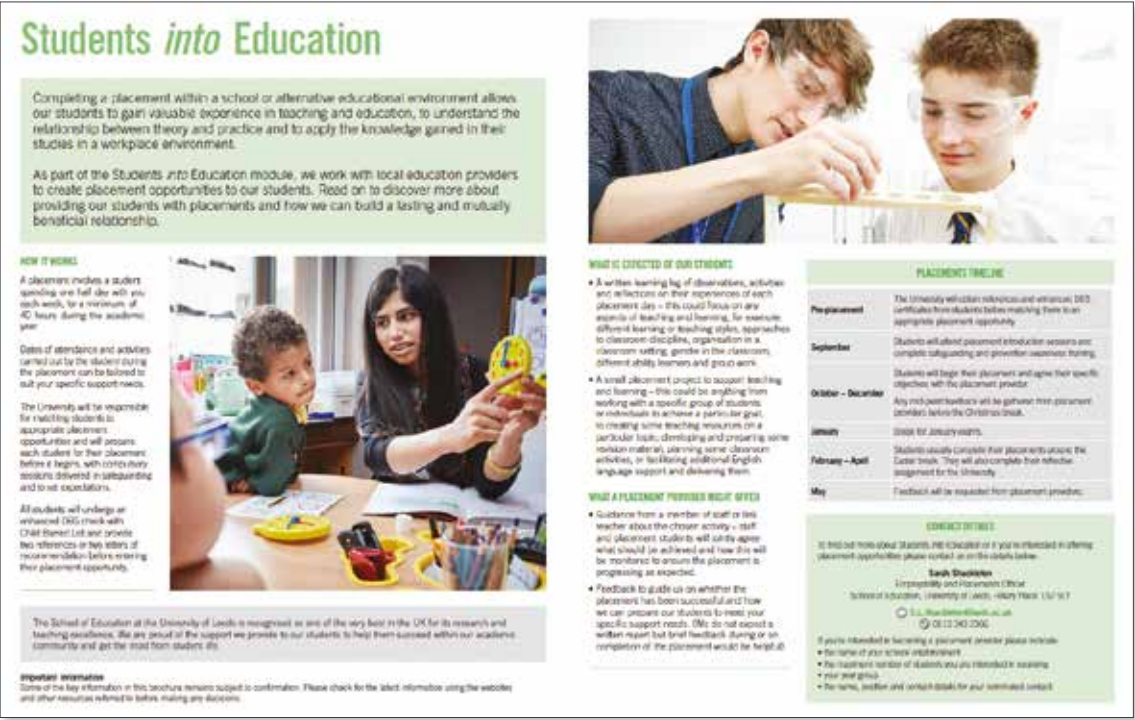

Figure 5.6: Marketing material relating to the School of Education's 'Students into Education' programme, which sees students working in local schools as part of their degree programme

Staff receive an allocation for 'good citizenship' work and engagement in outreach activities are among the tasks that are expected to be undertaken under this heading.

Students participating in outreach activities are paid for their time. The breakdown of EOFs across FSS is as follows:

Academic year	Female	Male	EDU	LAW	POL	SSP
2015/16	8	2	2	3	3	2
2016/17	3		1		1	1
2017/18	2		1			1
2018/19	4	1	2	1	1	1

Table 5.37: Education Outreach Fellows in the Faculty of Social Sciences

We have no records of the numbers of pupils participating in outreach events organised by Educational Engagement in FSS during the period.

School	Female				Male			
	UG	PG	Staff	% Female	UG	PG	Staff	% Male
EDU	0	0	0	0%	0	1	0	100%
LAW	2	1	3	67%	0	0	3	33%
POL	2	1	1	67%	0	2	0	33%
SSP	2	2	1	83%	0	0	1	17%
FSS	6	4	5	68%	0	3	4	32%

Table 5.38: Numbers of individuals involved in outreach by gender in 2015/16

School	Female				Male			
	UG	PG	Staff	% Female	UG	PG	Staff	% Male
EDU	2	1	2	100%	0	0	0	0%
LAW	0	0	0		0	0	0	
POL	0	2	2	67%	0	0	2	33%
SSP	2	0	0	100%	0	0	0	0%
FSS	4	3	4	85%	0	0	2	15%

Table 5.39: Numbers of individuals involved in outreach by gender in 2016/17

School	Female				Male			
	UG	PG	Staff	% Female	UG	PG	Staff	% Male
EDU	0	2	0	100%	0	0	0	0%
LAW	0	0	0	0%	0	1	0	100%
POL	3	1	0	67%	0	1	1	33%
SSP	3	1	1	83%	0	0	1	17%
FSS	6	4	1	73%	0	2	2	27%

Table 5.40: Numbers of individuals involved in outreach by gender in 2017/18

More women than men attend open days. In particular, there appears to be an imbalance where a larger number of women Student Ambassadors attended open days in 2017/18 compared to men. EDU has a higher attendance of women colleagues (despite encouraging male colleagues to attend) whereas in LAW and POL, more men attended than women; SSP has even staff numbers however twice as many female students attended than male.

School/Dept.	Staff		Students Ambassadors	
	Female	Male	Female	Male
Marketing	5	0	n/a	n/a
Education	6	1	3	0
Law	3	5	10	2
POLIS	2	5	3	2
SSP	4	4	6	3
Total	20	15	22	7

Table 5.41: Faculty Staff and Students Attending Open Days 2017/2018

Total words = 5,997

FACULTY OF SOCIAL SCIENCES ACTION PLAN 2020-24

This action plan supports the Faculty Athena SWAN submission.

It is grouped by the following key themes:

1 E&I and AS governance, leadership and management

2 Student recruitment, progression and award

3 Staff recruitment and career progression

4 Support for gender equality

The actions have all been approved by the Faculty Management Team in support of enabling us to achieve gender equality and promoting a culture of inclusion, respect and equality of opportunity for all.

The headings are:

- Action point number and AS section
- Rationale and planned action
- Key outputs and success criteria
- Timeframe (start and finish)
- Job title of person responsible
- Priority:

  ■ = 1 Immediate

  ■ = 2 High

  ■ = 3 Moderate)

FACULTY OF SOCIAL SCIENCES – UNIVERSITY OF LEEDS
ATHENA SWAN ACTION PLAN 2020-24

Action & section	Rationale and Planned action	Key outputs and success criteria	Timeframe Start	Timeframe Finish	Title of person responsible	Priority
1 E&I and AS governance, leadership and management						
A 1 3 (iii)	**Integrate Faculty AS SAT into the Faculty E&I Committee, extending its remit and membership** — We will refocus and strengthen the Faculty E&I Committee by adding the Heads of School, Faculty Pro Dean for Student Education and Head of the Faculty Graduate School as members and by integrating the Faculty AS SAT agenda into its terms of reference, with additional workload allowance for the School Equality and Inclusion Co-ordinators. We will further review the actual membership of the new FE&IC and address any areas of under-representation through co-option.	• An effective and representative FE&IC • Robust implementation and monitoring of the AS action plan • Ring-fenced resources for ongoing AS activity	Now	Ongoing	Dean as FE&IC Chair (with Faculty E&I Coordinator)	1
A 2 4.1 (iii)	**Maintain and develop a clear focus on gender and intersectional issues in Student Education and support progression of all student groups** — We will ensure a clear focus on gender and intersectional issues in Taught Student Education. To gain a better understanding of, and provide further focussed support for, the progression of all student groups, we have invested in, and recruited to, two new posts: Student Success Officer (SSO); and, International Student Experience Officer (ISEO), with the SSO having started in post on 1 September 2019 and the ISEO commencing on 1 February 2020. In each of the four schools, we have also created two new academic roles: 'Academic Lead for Inclusive Practice'; and, 'Teaching Excellence Framework Coordinator'. These colleagues will work together with the SSO and ISEO and the School E&I Coordinator, under the leadership of the School Directors of Student Education and the Faculty Pro Dean for Student Education, to drive forward the Athena SWAN agenda and intersectional agenda in relation to taught students, reporting into the Faculty E&I Committee through the Pro Dean.	• Clear focus on gender and intersectional issues in Student Education • Student Success Officer and, International Student Experience Officer working effectively with the new academic roles of 'Academic Lead for Inclusive Practice'; and, 'Teaching Excellence Framework Coordinator' • Effective support for progression of all student groups • Effective reporting into the Faculty E&I Committee for gender and intersectional issues in Taught Student Education	Now	Ongoing	Pro Dean for Student Education (with Faculty Education Service Manager)	1

Action & section	Rationale and Planned action	Key outputs and success criteria	Timeframe Start	Timeframe Finish	Title of person responsible	Priority
1 E&I and AS governance, leadership and management						
A 3 4.2 (ii)	**Improve and analyse staff data to identify further issues for action** — We will ensure a clear focus on staff gender and intersectional issues. To gain a better understanding of and provide further focussed support for progression, we will develop staff reporting processes to routinely include breakdown by multiple characteristics in an appropriate way, allowing deeper intersectional analyses. To enable this, we will improve ways of staff declaring other characteristics for the central HR record.	• Improved staff diversity data • Analysis and identification of gender and intersectional staff issues, with improved and additional interventions	Now	Ongoing	HR Manager (working with Dean and central information management teams).	1
2. Student recruitment, progression and award						
A 4 4.1 (i)	**Improve the gender balance in recruitment to and progression from the BA Social Science foundation year** — We will seek to return to a more gender-balanced and diverse cohort by 2022 entry, considering recruitment and admissions processes, for example identifying specific outreach opportunities for potential applicants, recruiting a wider range of student ambassadors to represent this degree on Open Days and improving interview processes. Whilst the current percentages are based on small numbers of candidates, we will investigate the reasons for the lower progression rate to level 1 if the pattern continues into 2018/19 and 2019/20. We will aim to achieve at least an 80% progression rate for all students by 2021/22, through programme-based support.	• Appropriate gender balance on the programme by 2022 • The percentage of all students progressing from Level 0 of the BA Social Science to Level 1 to be at least 80% by 2021/22	Jan 2020	Oct 2022	Programme Leader: Foundation Year BA Social Sciences	2
A 6 4.1 (ii)	**Increase numbers and gender balance of students taking a pathway with a year abroad or in industry** — We will investigate the reasons for the gender imbalance in terms of undergraduate students taking a year abroad or in industry as part of a programme of study. We will act to attempt to increase the overall numbers of students, improve gender balance and also access by students from a widening participation background.	• Implementation of measures which increase the overall numbers taking either a Year Abroad or Year in Industry pathway, with improved gender balance and access by students from a widening participation background	Jan 2020	Oct 2021	School Study Abroad Coordinators and School Year in Industry Coordinators	2

Action & section	Rationale and Planned action	Key outputs and success criteria	Timeframe Start	Timeframe Finish	Title of person responsible	Priority
A 7 4.1 (ii)	**Analyse undergraduate degree award data** Further work will be carried out to understand UG degree award data, in particular in relation to the varying achievement of First and II(i) degrees by women and to explore any issues of intersectionality. Data relating to degree failure and non-completion has not been considered during this self-assessment and this data will be collated and investigated.	▪ Data on UG degrees systematically analysed ▪ Appropriate action taken, in particular in relation to the varying achievement of First and II(i) degrees by women, any issues identified in relation to non-completion and failure of degrees, and any issues of intersectionality	Jan 2020	Ongoing	Student Success Officer (with Pro Dean for Student Education)	2
A 8 4.1 (iii)	**Review and monitor gender balance and diversity in PGT applications, offers, acceptances and overall cohort** While there are only minor variations in gender balance in PGT applications, offers and acceptances (and thus overall cohorts), we will continue to monitor and keep the situation under review across all schools.	▪ Gender balance and diversity monitored and reviewed in relation to PGT applications, offers, acceptances and overall PGT cohort ▪ Appropriate action taken in relation to any issues arising	Jan 2020	Oct 2022	Student Success Officer (with Pro Dean for Student Education and Admissions Manager)	3
A 9 4.1 (iii)	**Investigate, monitor and act to improve gender balance in PGT degree awards** We will investigate and continue to monitor gender balance in PGT degree awards across the Faculty, particularly in relation to the lower proportion of females than males achieving a Distinction, and then take any appropriate actions indicated by the analysis.	▪ Gender balance analysed in relation to PGT degree award ▪ Any appropriate action taken in relation to the lower proportion of females than males achieving a Distinction	Jan 2020	Oct 2021	Pro Dean for Student Education (with Student Success Officer and School Directors of Student Education)	2
A 10 4.1 (iv)	**Analyse registrations for PGR across the Faculty to investigate patterns of application and promote best practice in recruitment** The numbers of men and women registering for PGR vary between schools and across years and modes (full-/part-time). We will monitor variations in numbers over a longer period, and simultaneously investigate examples of good practice in recruitment with a view to implementing these where possible.	▪ Data on PGR registrations analysed over 5-year period ▪ Appropriate marketing, recruitment and admissions action taken in relation to gender balance and diversity	Jan 2020	Ongoing	Head of Graduate School	2
A 11 4.1 (iv)	**Review and monitor numbers of PGRs completing within deadline to identify trends and implement support where appropriate** As part of regular review processes, we will be monitoring completion times for PGRs and looking for any correlation between taking longer to complete and particular characteristics. This will allow us to identify and implement any appropriate specific support.	▪ Data on PGR completion analysed ▪ Appropriate action taken in relation to support	Jan 2020	Ongoing	Head of Graduate School	3

Action & section	Rationale and Planned action	Key outputs and success criteria	Timeframe Start	Timeframe Finish	Title of person responsible	Priority
3 Staff recruitment and career progression						
A 12 5.1 (ii)	**Establish a more consistent approach to planning, delivering and improving induction processes in Schools** The processes for evaluating the effectiveness of inductions vary between Schools and we will establish a more consistent approach to planning, delivering, evaluating and improving induction processes in Schools. This will be achieved through the establishment of a small working group who will look specifically at induction processes across the Faculty and work to establish a practice of surveying the experiences of new starters, with the feedback received monitored and acted upon by the working group to effect continuous improvement.	▪ Consistent induction processes in place for all new staff ▪ Continuous improvement of feedback relating to induction processes	Jan 2020	Jan 2021	Faculty HR Manager (with Heads of School and School HR contacts)	2
A 13 5.3 (iii)	**Ensure all academic staff have access to an appropriate mentoring scheme** More women than men have reported that they do not feel they are provided with useful mentoring opportunities. We will build on the work that EDU have already done to establish a mentorship scheme within their school to see if this can be replicated across the Faculty to ensure that all academic colleagues have access to useful mentoring opportunities. We will facilitate mentorship relationships for colleagues returning to work after a substantial period of carer-related leave.	▪ Establishment of appropriate mentoring schemes covering all academic staff ▪ Development of a mentoring culture, as evidenced by future staff surveys ▪ Establishment of provision of mentorship for care-leave returners	Now	July 2021	Faculty HR Manager (with Faculty E&I Coordinator and Heads of School)	1
A 14 5.1 (iii)	**Consider and address any potential barriers to female and part-time academic staff promotion** We will consider whether there are any patterns or structural barriers in relation to academic staff promotions in any areas, such as from part-time staff, or female staff (in particular at grades 9 and 10) or any intersectional issues. We will disseminate further the process and support for potential promotion, such as via drop in sessions and an overview website.	▪ Substantial movement towards gender balance at each of grades 9 and 10 in all schools, by July 2024 ▪ Consideration of potential barriers to academic staff promotion ▪ Appropriate action taken ▪ Dissemination of the process and support for potential promotion	Now	Jul 2024	Faculty HR Manager (with Dean)	3
A 15 5.5 (vi)	**Reinforce the availability of flexible working for all staff** All line-managers will be asked to reinforce the availability of flexible working for all staff by taking about the policy with colleagues. The flexible working policy will also be included in Faculty-level and School-level communications regarding the provisions available for staff in terms of work-life balance.	▪ Communications in place to widen understanding about the provision relating to flexible working ▪ Improved positivity in future staff surveys in relation to flexible working	Now	Annual	Faculty HR Manager (with line managers)	2

Action & section	Rationale and Planned action	Key outputs and success criteria	Timeframe Start	Timeframe Finish	Title of person responsible	Priority
A 16 4.2 (iii)	**Take steps to improve exit data and understand better the reasons for staff departures and act in accordance** We recognise the importance of gathering data from the views of those leaving our University and we will take an active role in helping to establish an effective exit feedback and interview process. We will review and monitor the exit data on an ongoing basis with a view to exploring school-specific, role-specific or category of staff-specific issues. In particular, we will seek to understand better why part-time staff are more likely to leave than full-time staff and why women are more likely to leave than men. We will then act in accordance with the analysis.	▪ Successful capturing of leaver data through exit feedback and interviews ▪ Review of reasons for leaving by gender, diversity, PT/FT status and other factors ▪ Appropriate actions put in place or enhanced in relation to the findings as they emerge	Now	Annual	Faculty HR Manager (with Dean)	1
4 Support for gender equality						
A 17 5.3 (i)	**Increase the uptake of mandatory E&I training** We will increase the uptake of mandatory E&I training by regular targeted reminders, by building completion of the e-learning module into all probationary and review procedures and by making leaders responsible completion levels within their area.	▪ A 95%+ completion rate of the E&I training module within the next review year	Now	Annual	Dean (with Heads of School)	1
A 18 5.1 (i)	**Widen provision of implicit bias training and strongly encourage participation by all involved in the recruitment and selection of staff and students** We will make implicit bias training available to all colleagues involved in the recruitment and selection of staff and students and strongly encourage attendance. We will commit resources to offering the training to any member of the Faculty who wishes to attend it and will evaluate the effectiveness of the training (which is outsourced, currently) through feedback from attendees. The proportion of colleagues completing implicit bias training is unknown at Faculty-level due to the way records have been kept. This will be amended and completion of the training will be recorded and analysed.	▪ Provision for unconscious bias training to all members of staff, with high uptake by those involved in the recruitment and selection of staff and/or students ▪ Implicit bias training records maintained and analysed	Now	Annual	Dean (with Faculty HR Manager and Pro Dean Student Education)	1
A 19 5.6 (i)	**Communicate the range of policies to support gender equality, diversity and inclusive behaviour and practices** To address concerns or lack or understanding expressed in the staff survey, we will act to communicate institutional policies around gender equality, diversity and inclusive behaviour more effectively.	▪ Communications to widen understanding about the policies to support gender equality, diversity and inclusive behaviour and practices ▪ Improved positivity in future staff surveys in relation to gender equality	Now	Annual	Faculty HR Manager (with line managers)	2