Athena SWAN Bronze university award application

Name of university: **Leeds Beckett University**

Date of application: **November 2016**

Contact for application: **Professor Andrew Slade**

                                 Deputy Vice-Chancellor (Research and Enterprise)

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28 November 2016

Dear Sarah,

I am pleased to endorse our University's application for an Institutional Athena Swan Bronze Award. I am personally committed to ensuring Athena SWAN principles are fully embedded in practice at Leeds Beckett University.

On becoming Vice-Chancellor in 2015, I consulted with our whole staff body about the future direction of our University. We agreed our Mission should be to "use our knowledge and resources to make a positive difference to people, communities and organisations". We have adopted clearly defined key performance indicators, operational plans and organisational change to improve learning outcomes for students, and to strengthen our research culture. We are equally clear that we can only do these things if we empower a community of highly motivated colleagues, enabled to give of their best.

We are addressing substantial challenges in overcoming the under-representation of women in STEM and at senior management level across our university, and shortfalls in the level of tailored support we offer women to support their career development. Over the last 12 months we have made some progress in both areas. We have appointed a female Deputy Vice-Chancellor, a female Pro Vice-Chancellor, two female Deans of School, and three female Directors of Research. We have achieved a 3% increase in the number of female Professors and the overall representation of women in STEM has increased to 47%. We have also introduced a new career development support programme for female managers. I am very aware that these improvements are from a low base, and that we must build further on this progress to redress long-standing imbalances.

With this very clear directive in mind we are pursuing three core strands of activity. First we are working with our wider community to raise participation by young women in STEM subjects. We believe strongly that the only way to achieve a more even and sustainable balance in STEM is by helping to change stereotypes about appropriate higher education pathways and careers for women.

Secondly, we are providing direct support to women who work in academic and professional roles. 28 colleagues have taken part in Aurora. Our mentoring programme for female colleagues in management roles has recently been extended to colleagues returning from maternity leave. When searching for senior leadership roles we insist the field should reflect an appropriate gender balance. Finally, our approach is embedded.

This application is endorsed by our University Senior Team. Our Deputy Vice-Chancellor (Research and Enterprise) leads our Self-Assessment Team. Our Action Plan is challenging but every one of our Schools is fully committed to resourcing and achieving change at local level.

I recognise our staff profile demonstrates we have much more to do. Using Athena SWAN as a focus to guide and direct our activities, we will seek to build further on recent progress, share best practice, and make sustained improvements towards a more balanced staff profile.

Yours sincerely

Professor Peter Slee

Glossary of Terms	
AET	Faculty of Arts, Environment and Technology
ASSG	Athena SWAN Steering Group
BEE	School of Built Environment and Engineering
BME	Black Minority Ethnic
CAF	Carnegie Faculty of Sport and Education
CCTE	School of Computing, Creative Technologies and Engineering
CPD	Continuing Professional Development
DEAP	Developing Excellent Academic Practice
DVC	Deputy Vice Chancellor
E&D	Equality and Diversity
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EqIA	Equality Impact Assessment
FBL	Faculty of Business and Law
FT	Full-time
FTE	Full Time Equivalent
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
HSS	Faculty of Health and Social Sciences
KIT	Keeping in Touch (days)
KPI	Key Performance Indicator
L / SL	Lecturer / Senior Lecturer
LBU	Leeds Beckett University
OD	Organisational Development
PDR	Performance Development Review
PGCAP	Post Graduate Certificate in Academic Practice
PL	Principal Lecturer
PVC	Pro Vice Chancellor
R&E	Research and Enterprise
RA	Research Assistant
REF	Research Excellence Framework
RF	Research Fellow
RO	Research Officer
SAT	Self-Assessment Team
SET	Science, Engineering and Technology
SMG	Senior Management Group
SRF	Senior Research Fellow
URO	University Research Office
VC	Vice Chancellor
VLE	Virtual Learning Environment
WES	Women's Engineering Society
WISE	Women in Science Engineering and Technology

2a Description of the SAT

Membership of the SAT has been drawn from five STEM schools; Built Environment and Engineering; Computing, Creative Technologies and Engineering; Health and Community Studies; Rehabilitation and Health Studies and Sport and three subject areas; Architecture, Nursing and Psychology. A number of role holders were also included from the Research Office, Equality and Diversity team, Human Resources and the University's Executive. Membership was determined through selection and in response to a call for volunteers. Members were selected based on job role including management responsibility, career stage and working pattern.

The first SAT meeting included a review of membership and as a result a number of additional School based representatives were included to ensure better balance of gender, role and in relation to work-life balance. These included a number of Deans of School and staff from STEM schools who will act as future Athena SWAN champions to support work on the School submissions, which will follow (**Actions 1.3, 1.4**). The SAT's terms of reference do not currently cover term of office and this is also addressed (**Action 1.1**).

Table 1: Self-Assessment Team (SAT) Membership

Role	Work-life Balance
Professor Andrew Slade Deputy Vice Chancellor Research and Enterprise and Chair of the SAT	Married with two children. Dual career household
Barbara Colledge (Chair of the Data Working Group) Dean of Quality and Senior Aurora Role Model	Married with two children. Studying part time for a PhD. Husband also employed at the University.
Professor Colin Pattinson Dean of School, Computing, Creative Technologies and Engineering	Dual career household and works full-time.
Dr Duncan Sharp (Chair of Career Progression Working Group) Dean of School, Clinical and Applied Sciences	Dual career household and works full-time.
Julie Maughan Director of Human Resources	Dual career household Works on a part-time basis
Katrina Tilbrook Equality and Diversity Manager	Dual career household with two teenage children.
Helen Welburn (Chair of the Communications Working Group) Head of Communications	Married and expecting first child in December 2016.

Role	Work-life Balance
Dr Athanassios Bissas Head of Subject, Sport and Exercise Biomechanics	Married with 1 teenage child.
Alison Munn Head of Subject, Computing, Creative Technologies and Engineering	Dual career household. Active member of the University's Rainbow Rose (LGBT) Forum. Studying for PhD part-time.
Dr Bridgette Rickett (Leads the 'Sex, Gender, Identity and Power' research programme (CeASR)) Head of Subject, Psychology	Mother of three children, with two periods of maternity leave at LBU
Kathryn Brown Head of University Research Office	Currently studying for a PhD
Pam Flynn (Athena SWAN Project Co-ordinator) Head of HR Operations	Dual career household and works full-time
Professor Anne Flintoff Associate Dean of Research	Research expertise in gender relations and the under-representation of women in senior leadership positions.
Professor Dorothy Monekosso Director of Research, Computer Science	Dual career household with no children.
Professor Hissam Tawfik Professor, Computer Science	Married with two young children.
Dr Martin Pritchard Reader, Civil Engineering	Married, with two young children. Dual career household.
Cara Gates (Early Career Researcher) Research Assistant, Health and Community Studies	Dual career household, no children. Full-time Research Assistant since July 2015.
AJ Rankin-Wright (Early Career Researcher) Research Officer, Sports Coaching	3 year fixed term full-time contract, following completion of PhD studies at the University.
Dr Amanda Seims Research Officer, Men's Health	Completed PhD in the School of Sport. Participant in the Aurora female leadership programme in 2015.
Dr Carine De Marcos Lousa Senior Lecturer, Biomedical Sciences	Dual career household and mother of a six year old.
Dr Bronwen Edwards (Chair of the Organisation and Culture Working Group) Senior Lecturer, Human Geography & Town Planning	Women's Officer in the School of Built Environment & Engineering. Leads a research cluster on Women and Built Space.
Dr Natalia Gerodetti Senior Lecturer, Sociology	Research interests in gender, sexuality, historical justice and urban identities.

Role	Work-life Balance
Josie Rothera (Regional Education Coordinator for the Institution of Civil Engineers) Senior Lecturer, Civil Engineering	Works full time with two children at nursery. Also a member of both WES and WISE.
Tara Sabir Senior Lecturer, Biochemistry	Works full time. Balances work and life commitments.
Dr Leanne Norman Senior Research Fellow, School of Sport	Dual career household and mother of 2 year old son.

Table 2: Diversity summary of the full Self-Assessment Team (SAT)

| Academic	18	Recent Parental Leave	2
Professional	8	Recent Recruitment and Promotion Experience	5
Men	6	FT	23
Women	20	PT	3
Management responsibility	12		

The table above provides a diversity summary of the 26 SAT team members. Currently the representation of men within the group is low (6 of the total 26) and this will be increased (**Action 1.1**). More broadly the membership and composition of the SAT will be reviewed each year to ensure that this aligns with timings for individual School based submissions and actions.

2b Self-Assessment Process

Working to embed the Athena SWAN charter principles will support several of the KPIs in our university strategic plan. The University has an allocated budget to cover Athena SWAN subscription fees and central support. A new institutional five-year strategy begins in 2016/17 supported by a devolved school structure and all 13 Deans of School are members of the Senior Management Group, which will oversee progress of the Athena SWAN action plan.

The formal self-assessment process began in 2015 with the development of supporting datasets and information gathering from the University's personnel and recruitment systems. The SAT has met 7 times over the academic year 2015/16 with members contributing to the various sub-groups. The Terms of Reference for the SAT and the governance structure is shown below.

Figure 1: SAT Governance Structure
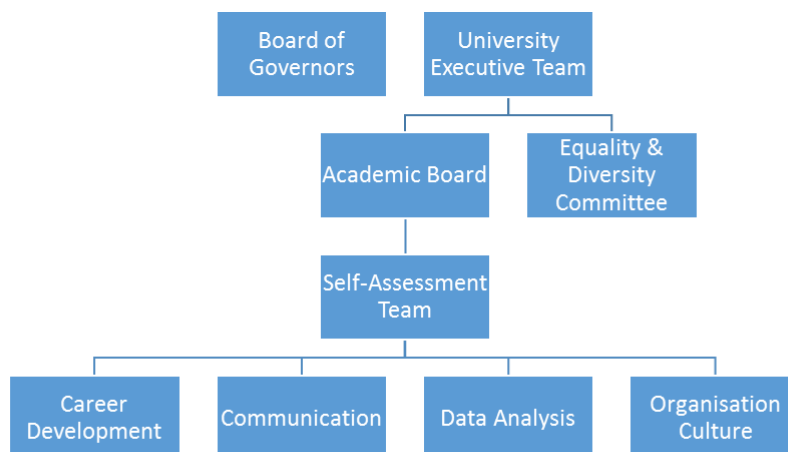
Members of the SAT belong to a Sub-group, each one responsible for a specific area of activity; Communication, Data Analysis, Career Progression and University Culture. The groups have met 16 times to undertake analysis of data, develop the central communications plan and facilitate discussion groups with staff.

This narrative and the Action plan have been reviewed and agreed by; the University's Executive Team supported by presentations at individual School Leadership Teams; at Senior Management Group by the University's Senior Aurora Champion and the Dean of the School of Clinical and Applied Science; and at Academic Board by the DVC (R&E) and Chair of the Athena SWAN SAT.

A STEM specific culture survey was sent to all 445 academic staff (June 2016).

Table 3: STEM Culture Survey Gender Breakdown

	Invited	Replied
Male	251	61
Female	194	101
Not stated		9
% F	44%	59%

- 171 staff responded (38% return rate)
- 101 were women (59%).

The survey was followed by 6 staff discussion groups focussed on new starters, research, career breaks and maternity, managers and a women only group. External advice and input as a critical friend has been sought from Dr Sean McWhinnie who facilitated three of the six groups. All 445 male and female STEM academics were invited to take part. All 24 participants were women and our Action Plan and Communication strategy address the need to communicate the range of benefits which Athena SWAN brings to men and women (**Action 6.1).**

2c Future of the SAT

The University is keen to make progress both in terms of supporting School awards for all areas under the broader Athena SWAN criteria and in working towards a silver award at institutional level. The existing SAT will be reconstituted (**Action 1.1**) to become the Athena SWAN Steering Group (ASSG) with designated responsibilities within the Action Plan. A clear reporting line will be established (**Action 1.2**) and membership will include representation from non-STEM areas in addition to the existing STEM Schools.

All 13 Schools are committed to making their own submissions over the next 5 year planning cycle with a staged approach in which the Schools of Cultural Studies and Humanities, Clinical and Applied Sciences and Social Sciences submit by April 2018 with the remaining schools working towards Athena SWAN bronze at department level by 2021 (Action 1.4).

The ASSG will meet quarterly and will be responsible for;

- Establishing an Athena SWAN Champions Network to ensure that support is available in every School and that best practice can be shared between areas (**Action 1.3**).
- Undertaking an annual review of the institution's Action Plan with a revised version published on the Athena SWAN webpage. (**Action 1.1**).
- Establishing an annual Athena SWAN planning cycle.
- Developing a standard data package as part of our Athena SWAN toolkit to support School submissions (**Action 1.4**)
- Supporting School level submissions

3 Description of the University (1003 words of 1000)

3a The University

Leeds Beckett is a post-92 institution with two campuses in Leeds with 27,000 students and 3,000 staff (52% Academic Staff and 48% Professional Support staff). 55% of all staff and 52% of students are female, and women make up 49.3% of our undergraduate STEM population.

The University has undergone a refocussing of School activity and the data presented reflects the previous four Faculty, 14 School structure where five schools are STEM (36%), six are non-STEM (43%) and three are split (21%).

Table 4: Academic staff and Student numbers by headcount.

Faculty	School	Academic Staff		UG Students		PGT Students		PGR Student	
		N	%F	N	%F	N	%F	N	%F
STEM									
AET	Art, Architecture & Design (Architecture only)	67	30%	325	51%	126	29%		
	Built Environment& Engineering	55	22%	1050	18%	198	24%	28	7%
	Computing, Creative Technologies & Engineering	56	23%	1284	20%	99	24%	36	28%
CAF	Sport	134	42%	3048	28%	85	45%	85	45%
HSS	Health & Community Studies (Nursing only)	15	60%	1249	87%	1454	89%	21	67%
	Health & Wellbeing	52	79%	299	67%	176	77%	15	67%
	Rehabilitation & Health Sciences	49	51%	1	100%	17	71%		
	Social, Psychological & Communication Studies (Psychology only)	24	75%	588	80%	112	77%		
Total STEM		452	43%	7844	41%	2364	72%	185	40%
Non-STEM									
AET	Art, Architecture & Design (Art & Design)	40	30%	791	55%	80	44%	20	25%
	Cultural Studies & Humanities	37	54%	769	58%	17	65%	20	60%
	Film, Music & Performing Arts	55	35%	1176	27%	74	32%	15	27%
CAF	Education & Childhood	48	65%	1143	90%	382	76%	53	70%
	Events, Tourism & Hospitality	80	56%	3780	62%	179	63%	26	62%
HSS	Health & Community Studies (Social, Youth & Playwork)	51	71%	881	51%	99	67%	14	43%
	Social, Psychological & Communication Studies (Criminology, Politics & Ethics, Sociology, Speech & Language Therapy)	59	56%	1278	69%	49	57%	32	63%
FBL	Leeds Business School	110	37%	3283	38%	690	50%	85	35%
	Leeds Law School	26	42%	618	63%	73	63%	4	50%
Total non-STEM		506	49%	13719	55%	1643	58%	269	49%
Total All		958	46%	21563	50%	4007	66%	454	45%

- 51% of academic roles are held by women.
- 47% of all academic staff are STEM

- 49% of our non-STEM population is female (50.3% nationally, ECU 2015)
- 43% of STEM based academic roles are held by women (49.7% nationally, ECU 2015)

Table 5: Pay and Grading Structure

GRADE	2012-13 TO 2014-15	REFOCUSSED ROLES 2016
11	Associate Dean*, Professor 2	Dean of School, Director of Research
10	Head of Subject*, Professor 1	Subject Lead
9	Principal Lecturer (PL), Reader	
8	Senior Lecturer (SL), Senior Research Fellow (SRF)	
7	Lecturer (L), Research Fellow (RF7)	
6	Research Fellow (RF6)	
5	Research Officer (RO)	
4	Research Assistant (RA)	
*	*these roles refer to the previous structure*	
	Grades 1-9 encompass the national pay spine with grades 10,11 and senior management grades above this	

3b (i) Ratio by Role

**Table 6:** Academic & Research Staff by role 2012-13 to 2014-15

All Academics	2013			2014			2015		
Grade/Role	**Female**	**Male**	**% F**	**Female**	**Male**	**% F**	**Female**	**Male**	**% F**
Researcher (G4-8)	25	26	**49%**	38	30	**56%**	45	30	**60%**
L	13	12	**52%**	4	3	**57%**	0	0	
SL	265	305	**46%**	291	322	**47%**	317	331	**49%**
PL	55	58	**49%**	53	62	**46%**	55	63	**47%**
Reader	10	19	**34%**	10	17	**37%**	12	14	**46%**
Prof	9	35	**20%**	12	39	**24%**	14	47	**23%**
Acad Manager	14	17	**45%**	14	16	**47%**	10	19	**34%**
Total	**391**	**472**	**45%**	**422**	**489**	**46%**	**453**	**504**	**47%**

- The University stopped appointing to Lecturer in 2013 so numbers have declined as existing Lecturers have progressed to SL.
- Most academic staff are Senior Lecturers and 49% are female. These staff need to be supported to ensure that men and women progress to a higher level (**Actions 2.2, 2.3, 4.1, 4.2**)
- The proportion of Readers who are female (46%) has increased but numbers are still low (**Actions 2.2, 2.3**).
- Our staff profile shows some evidence of a leaky pipeline for women at professorial level.

Table 7: Academic & Research Staff in STEM and Non-STEM by Grade 2012-13 to 2014-15

STEM	2012-13			2013-14			2014-15		
Grade	Female	Male	% F	Female	Male	% F	Female	Male	% F
RA (G4)	4	7	36%	7	7	50%	13	5	72%
RO (G5)	1	3	25%	2	3	40%	3	2	60%
RF (G6)	5	4	56%	6	4	60%	5	4	56%
RF (G7)	2	2	50%	1	4	20%	1	5	17%
L (G7)	6	6	50%	1	1	50%			
SRF (G8)	4	5	44%	4	7	36%	6	7	46%
SL (G8)	104	131	44%	119	139	46%	149	154	49%
PL (G9)	20	27	43%	18	27	40%	23	27	46%
Reader (G9)	3	10	23%	5	8	38%	7	5	58%
Prof	4	21	16%	6	23	21%	9	24	27%
Acad Manager	3	5	38%	3	5	38%	2	8	20%
Total	**156**	**221**	**41%**	**172**	**228**	**43%**	**218**	**241**	**47%**
Non- STEM	2012-13			2013-14			2014-15		
Grade	Female	Male	% F	Female	Male	% F	Female	Male	% F
RA (G4)	3	2	60%	13	2	87%	11	4	73%
RO (G5)		1	0%		2	0%	1	1	50%
RF (G6)							1	1	50%
RF (G7)	4	1	80%	3		100%	4		100%
L (G7)	7	6	54%	3	2	60%			
SRF (G8)	2	1	67%	2	1	67%	0	1	0%
SL (G8)	161	174	48%	172	183	48%	168	177	49%
PL (G9)	35	31	53%	35	35	50%	32	36	47%
Reader (G9)	7	9	44%	5	9	36%	5	9	36%
Prof	5	14	26%	6	16	27%	5	23	18%
Acad Manager	11	12	48%	11	11	50%	8	11	42%
Total	**235**	**251**	**48%**	**250**	**261**	**49%**	**235**	**263**	**47%**

Figure 2 Percentage of staff who are female in STEM by grade and role
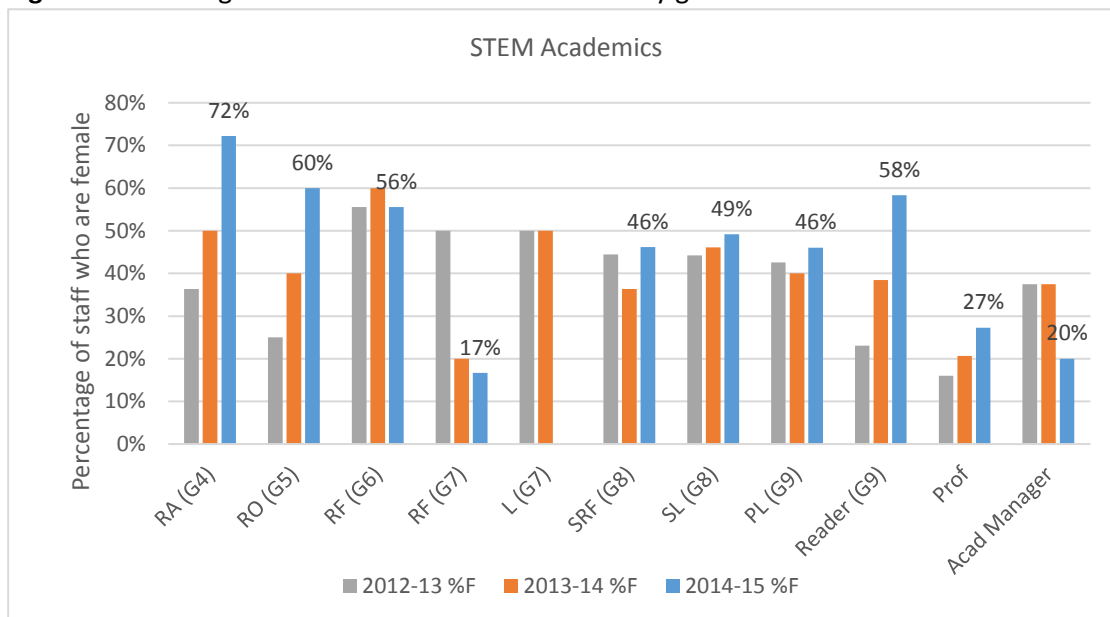
Figure 3 Percentage of staff who are female in Non-STEM by grade and role
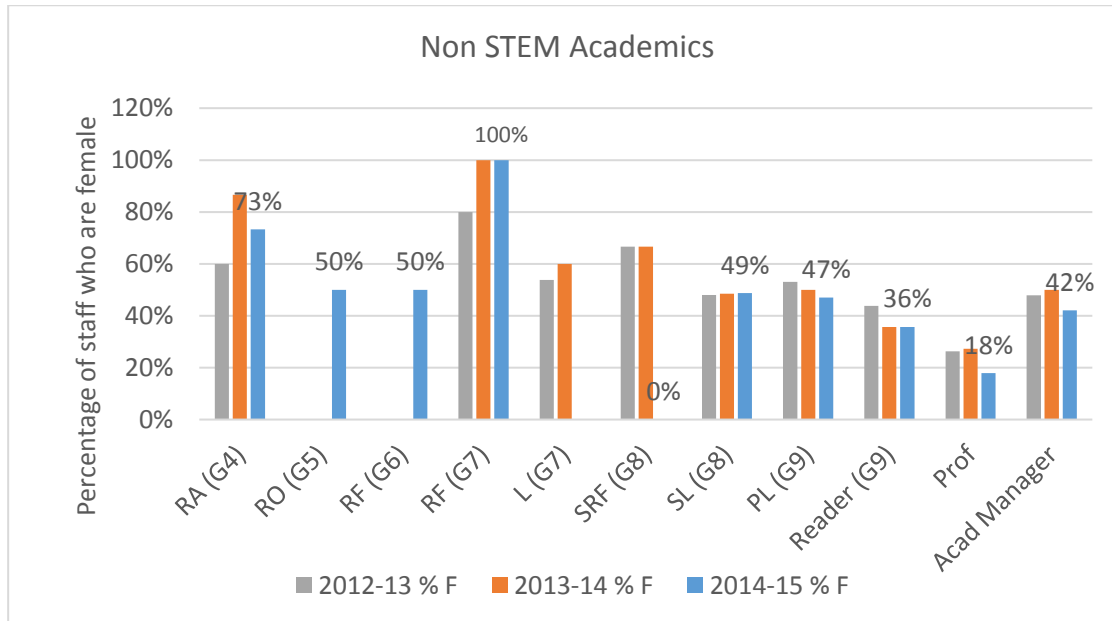
The proportion of female staff has increased at all grades except academic manager.

- The representation of women in STEM increased to 47% in 2015 with the number of female professors increasing from 4 to 9. The overall proportion of 27% is higher than the national average of 18.5% (ECU).

The data shows a significant decline in numbers and under-representation of women at academic management and professorial level. Recruitment data shows 64% of applications for 9 vacancies coming from men. We will investigate why fewer applications come from women and increase applications for these posts from women (**Action 2.2**).

The SAT has also examined the professoriate:

- This has grown from 44 (2013) to 61 (2015) but female representation has only risen 3% (Table 4). Positive action statements have been used in professorial recruitment since 2014 but further work is required through promotion workshops, development of our academic career pathways and workforce planning to increase female representation (**Action 2.3**).

Table 8: Academic Staff Numbers in STEM Schools 2012-13 to 2014 - 15

STEM School	2012 - 13			2013 - 14			2014 - 15		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
Built Environment & Engineering	13	48	21%	14	50	22%	12	43	22%
Computing & Creative Technologies	12	39	24%	12	39	24%	13	43	23%
Health & Wellbeing	32	14	70%	38	12	76%	41	11	79%
Rehabilitation Health Sciences	24	20	55%	24	24	50%	25	24	51%
Sport	38	66	37%	45	75	38%	57	79	42%

Across the academic population, the disparity between numbers of male and female staff is greater for STEM than non-STEM disciplines. Although the gap has reduced we need to maintain momentum through pro-active measures to encourage women to apply for posts. (**Action 2.3**).

Table 9: Staff figures based on HESA return data (ECU, 2015).

School	Subject	HESA Code	2013 LBU % F	2013 National % F	2014 LBU % F	2014 National % F	2015 LBU % F	2015 National % F
BEE	Architecture, built environment & planning	123	31%	31%	35%	31%	35%	32%
	Civil engineering	118	10%	20%	6%	21%	15%	21%
CCTE	Electrical, electronic & computer engineering	119	0%	14%	3%	14%	0%	14%
	IT, systems sciences & computer software engineering	121	21%	22%	24%	21%	26%	22%
Health	Anatomy & physiology	106	100%	48%	33%	49%	50%	49%
	Biosciences	112	47%	44%	39%	44%	40%	44%
	Health & community studies	105	60%	68%	65%	65%	71%	65%
	Nursing & allied health professions	103	72%	74%	72%	75%	72%	75%
	Psychology & behavioural sciences	104	74%	59%	69%	60%	67%	60%
Sport	Sports science & leisure studies	108	42%	39%	39%	38%	40%	37%

Civil Engineering and Electrical and Electronic Engineering have consistently lower proportions of female academic staff than the national averages and investigation is required to understand this. (**Action 2.1**).

3b (ii) Turnover & Leavers

Table 10: Academic Staff Turnover rates by role

	Grade	Year	Female Headcount	Female Leavers	Female Turnover	Male Headcount	Male Leavers	Male Turnover
All	Research Assistant/ Officer	2012/13	17	5	29%	17	1	6%
		2013/14	26	1	4%	15	2	13%
		2014/15	35	4	11%	16	1	6%
	Research Fellow	2012/13	17		0%	13		0%
		2013/14	17		0%	16	2	13%
		2014/15	18		0%	18		0%
	Professor and Reader	2012/13	19		0%	54	3	6%
		2013/14	22	1	5%	56	3	5%
		2014/15	26	1	4%	61	1	2%
	Academic	2012/13	348	24	7%	395	23	6%
		2013/14	363	24	7%	403	17	4%
		2014/15	382	22	6%	413	33	8%
STEM	Research Assistant/ Officer	2012/13	12	2	17%	14	1	7%
		2013/14	13		0%	11	1	9%
		2014/15	19		0%	11	1	9%
	Research Fellow	2012/13	11		0%	11		0%
		2013/14	11		0%	15	1	7%
		2014/15	12		0%	16		0%
		2012/13	7		0%	31	1	3%
		2013/14	11	1	9%	31	2	6%

	Professor and Reader	2014/15	15		0%	29	1	3%
	Academic	2012/13	133	7	5%	169	11	7%
		2013/14	141	7	5%	172	5	3%
		2014/15	174	6	3%	189	20	11%
Non-STEM	Research Assistant/ Officer	2012/13	5	3	60%	3		0%
		2013/14	13	1	8%	4	1	25%
		2014/15	16	4	25%	5		0%
	Research Fellow	2012/13	6		0%	2		0%
		2013/14	6		0%	1	1	100%
		2014/15	6		0%	2		0%
	Professor and Reader	2012/13	12		0%	23	2	9%
		2013/14	11		0%	25	1	4%
		2014/15	11	1	9%	32		0%
	Academic	2012/13	215	17	8%	226	12	5%
		2013/14	222	17	8%	231	12	5%
		2014/15	208	16	8%	224	13	6%

- The relatively high rates in some years among research grades is a function of the small total number of staff.
- No significant differences in the turnover rates for men and women among STEM and non-STEM staff except for a relatively high number of male leavers from within Academic Grades in 2014/15 (11%).
- Retirements account for 22 leavers (14% of all leavers) with an even gender split of 50% male and female.
- Resignations account for 104 leavers (65% of all leavers).
- 52% of resignations were from female staff and 48% were male.

3b (iii) Contract Type

LBU is a post-92 institution with very few fixed-term research contracts.

- Academic Managers have no teaching or research stipulated in their contract.
- Majority of academic staff are on typical academic contracts (teaching and research).
- Staff employed on fixed-term research contracts comprise 7% of the workforce and are predominantly employed as Research Assistants, Officers, Fellows and Principal Research Fellows.
- Majority of the 162 research staff (73%) are on permanent contracts.

As a proportion of academic and research staff, fixed-term contract staff are in a minority with 8% female and 6% male. This is significantly lower than the national average (males, 33.5% - females, 38.5)[1] and there is no evidence of gender bias.

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[1] Equality in Higher Education Statistical Report 2015

Table 11: STEM and Non-STEM Staff on fixed term vs permanent contracts

STEM	2012-13		2013-14		2014-15	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Academic	**133**	**169**	**141**	**172**	**174**	**189**
Fixed Term	5	7	8	10	6	4
Permanent	128	162	133	162	168	185
% on FT contracts	4%	4%	6%	6%	3%	2%
Research	**23**	**52**	**31**	**56**	**43**	**52**
Fixed Term	7	19	9	21	14	12
Permanent	16	33	22	35	29	40
% on FT contracts	30%	37%	29%	38%	33%	23%
NON-STEM	**2013**		**2014**		**2015**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Academic	**214**	**223**	**221**	**231**	**208**	**224**
Fixed Term	6	10	7	10	6	10
Permanent	208	213	214	221	202	214
% on FT contracts	3%	4%	3%	4%	3%	4%
Research	**21**	**28**	**29**	**30**	**28**	**39**
Fixed Term	3	4	14	5	12	6
Permanent	18	24	15	25	16	33
% on FT contracts	14%	14%	48%	17%	43%	15%

- Among STEM and non-STEM academics, there is no evidence of gender bias in fixed term contract use.
- Among STEM researchers, the proportion on fixed-term contracts varies but there is no consistent pattern to suggest that women or men are more likely to be on fixed-term contracts.
- Among non-STEM research staff, significantly higher proportions of women were on fixed-term contracts in 2014 and 2015.
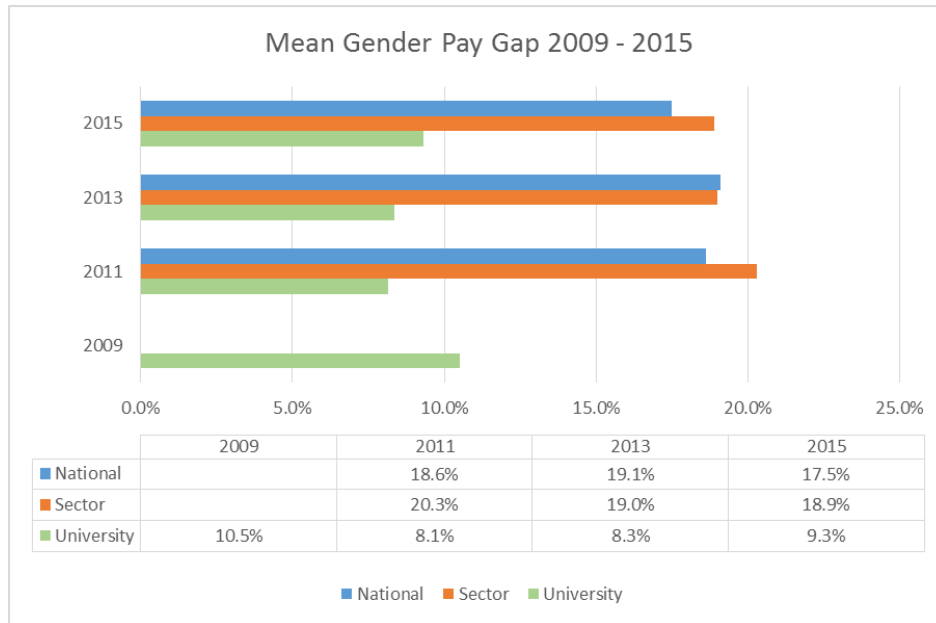
As we develop our research profile, the use of fixed-term contracts linked to funding is likely to increase and we will monitor this by gender (**Action 4.8).**

3b (iv) EQUAL PAY

The University has an established pay policy and has undertaken 4 equal pay audits since introducing a single job evaluation scheme and pay structure in 2006.

Figure 4 : University Mean Gender Pay Gaps 2009 – 2015

Mean Gender Pay Gap 2009 - 2015

	2009	2011	2013	2015
National		18.6%	19.1%	17.5%
Sector		20.3%	19.0%	18.9%
University	10.5%	8.1%	8.3%	9.3%

- The University has an overall pay gap of 9.3% (national, 17.5% sector 18.9%).
- Average academic pay gaps are within the accepted 5% level on the basis of work of equal value.

Table 12: 2013 Pay Gap Analysis for Academic Staff in Grades 6 – 11 with incremental pay progression

2013	Male all (AC6 - AC11)			Female all (AC6 - AC11)						
Grade	Count	Avg Basic Pay	Median Basic Pay	Count	Avg Basic Pay	Difference (£)	Avg Pay Gap (%)	Median Basic Pay	Difference (Median) £	Median Pay Gap
6	337	33265.52	33230	363	33438.46	-172.94	-0.52	33230	0	0
7	23	36215.3	36298	18	36863.89	-648.58	-1.79	36298	0	0
8	292	44824.79	45941	252	44637.58	187.21	0.42	45941	0	0
9	56	54059.52	54826	55	53035.09	1024.43	1.89	54826	0	0
10	9	61339.22	60752	7	61192	147.22	0.24	60752	0	0
11	6	64952.33	65004	8	64030.25	922.08	1.42	64069	935	1.44
	723	40250.86	39649	703	39698.29	552.57	1.37	35244	4405	11.11

Table 13: 2015 Pay Gap Analysis for Academic Staff in Grades 6 – 11 with incremental pay progression

2015	Male all (AC6 - AC11)			Female all AC6 - AC11						
Grade	Count	Avg Basic Pay	Median Basic Pay	Count	Avg Basic Pay	Difference (£)	Avg Pay Gap (%)	Median Basic Pay	Difference (Median) £	Median Pay Gap (%)
6	312	34391.58	34233	393	34323.19	68.4	0.2	34233	0	0
7	7	37891.86	37394	11	38957.18	-1065.32	-2.81	38511	-1117	-2.99
8	337	45915.55	47328	303	45679.86	235.68	0.51	47328	0	0
9	79	55361.59	56482	63	55535.08	-173.48	-0.31	56482	0	0
10	37	61238.3	61200	17	62920.53	-1682.23	-2.75	66300	-5100	-8.33
11	17	70944.29	70754	8	70635	309.29	0.44	71400	-646	-0.91
	789	43490.99	43325	795	41373.56	2117.43	4.87	38511	4814	11.11

Table 14: Professoriate pay analysis for 2013 and 2015

2013	Male all (Profs)			Female all (Profs)						
Grade	Count	Avg Basic Pay	Median Basic Pay	Count	Avg Basic Pay	Difference (£)	Pay Gap (%)	Median Basic Pay	Diff Median Basic Pay	% Gap for Median Pay
10	24	58488.88	58241	7	57673.57	815.3	1.39	58241	0	0
11	10	66195.6	64857	0						
	34	60755.56	60396	7	57673.57	3081.99	5.07	58241	2155	3.57
2015	Male all (Profs)			Female all (Profs)						
Grade	Count	Avg Basic Pay	Median Basic Pay	Count	Avg Basic Pay	Difference (£)	Pay Gap (%)	Median Basic Pay	Difference (£)	Pay Gap (%)
10	29	60264.03	59999	9	61049.89	-785.85	-1.3	59999	0	0
11	9	69405.89	67830	0						
	38	62429.21	61200	9	61049.89	1379.32	2.21	59999	1201	1.96

- Professoriate pay was reviewed separately and the overall gap in 2013 of 5.07% has now reduced to 2.21% which compares with 6.2% (ECU,2015).
- More striking is the lack of female professors at Grade 11, which prevents pay comparison at this level. (**Action 2.3, 2.4**)

The survey indicated a higher perception amongst women that equality of pay is an issue. 48% of women and 70% of men agreed that men and women are paid on an equal basis. This is of concern but in discussion groups no clear rationale was suggested beyond the wider national picture. We will improve communication around levels of pay (**Action 6.4**).

3b (v) REF 2014

Our research covers 12 units of assessment and our strategic plan has three research KPIs:
- 45% academic staff at 0.2 FTE and above submitted to 2021 REF.
- 1000 Doctoral students enrolled.
- Research income to increase to £6m from its current £3M.

Table 15: REF 2014 eligibility and submission rates for all academics and by STEM and non-STEM

STEM	Female			Male		
Role	Eligible	Submitted	% Submitted	Eligible	Submitted	% Submitted
Researcher	14	8	57%	18	8	44%
L / SL	86	15	17%	121	23	19%
PL	18	3	17%	25	3	12%
Reader	4	3	75%	9	6	67%
Professor	4	4	100%	20	18	90%
Academic Manager	4	0	0%	5	3	60%
Grand Total	**130**	**33**	**25%**	**198**	**61**	**31%**
Non-STEM	**Female**			**Male**		
Role	Eligible	Submitted	% Submitted	Eligible	Submitted	% Submitted
Researcher	7	0	0%	3	0	0%
L / SL	200	31	16%	198	42	21%
PL	38	7	18%	35	5	14%
Reader	6	6	100%	9	8	89%
Professor	4	4	100%	16	15	94%
Academic Manager	13	3	23%	13	5	38%
Grand Total	**268**	**51**	**19%**	**274**	**75**	**27%**

- There is a difference in submission rates between genders of 8% (21% female, 29% male)
- At grade level the percentage of women submitted is higher in most cases than for men.
- By unit of assessment, numbers are small but female submissions are proportionate with eligibility.

This is probably a combination of the higher male submission rate at senior lecturer level and because we have more male than female professors where this group also has the highest submission rate. As research intensity increases, we will ensure that men and women who are research active are supported to submit next time (**Actions 4.1, 4.2, 4.4, 4.5, 4.6, 4.7**)

Section 4 : Supporting and Advancing Women's Careers (4502 words of 4500)
Key Career Transition Points

4 a (i) Academic staff recruitment : Application and success rates

Table 16: Overall Recruitment Data by year for All Academic Appointments

STEM							
Year	Gender	Applications	Shortlisted	Accepted	% Shortlisted	% Appointed from Shortlist	% Appointed from Application
2012/13	Male	878	211	25	24%	12%	3%
	Female	375	112	21	30%	19%	6%
	% F	**30%**	**35%**	**46%**			
2013/14	Male	1281	292	40	23%	14%	3%
	Female	720	204	24	28%	12%	3%
	% F	**36%**	**41%**	**38%**			
2014/15	Male	1289	333	27	26%	8%	2%
	Female	735	270	35	37%	13%	5%
	% F	**36%**	**45%**	**56%**			
Non-STEM							
Year	Gender	Applications	Shortlisted	Accepted	% Shortlisted	% Appointed from Shortlist	% Appointed from Application
2012/13	Male	760	199	22	26%	11%	3%
	Female	509	179	32	35%	18%	6%
	% F	**40%**	**47%**	**59%**			
2013/14	Male	862	231	38	27%	16%	4%
	Female	659	265	49	40%	18%	7%
	% F	**43%**	**53%**	**56%**			
2014/15	Male	804	215	33	27%	15%	4%
	Female	790	230	52	29%	23%	7%
	% F	**50%**	**52%**	**61%**			

- More men than women apply for advertised vacancies, which is true of all academic posts but more clearly demonstrated in STEM roles. We consistently appoint a greater proportion of women than apply for positions.
- Women are more likely to be shortlisted than men, and in most years shortlisted women are more likely to be appointed than shortlisted men (true in STEM and non-STEM).

This could suggest that the quality of women's applications is higher than men's or it could indicate that we need to look at shortlisting criteria.   Increasing the number of women making applications and looking at the shortlisting criteria are key actions (**Actions 2.2, 2.3, 4.3**).

The same analysis has been applied to recruitment data by grade and job role and in relation to STEM and non-STEM. The same pattern is evident but the shortfall in applications (1 in 4) from women is particularly pronounced for professorial roles (see career development).

Recruitment and Selection Training and Panel Composition
A full day's recruitment and selection training, including unconscious bias, is mandatory for all recruitment and promotion panel chairs and members. Between September 2012 and August 2016, 592 staff had completed training.   All staff must also complete an e-learning module focussed on equality legislation every 3 years (89% completion).

Panels are monitored to ensure all members have undertaken mandatory recruitment and selection training. Surveys are undertaken regularly to evaluate how well the recruitment process is operating.

All panels are required to have male and female representation and current guidance stipulates that:

> *'The Chair should consider the appropriate composition of the Panel to ensure gender balance and, wherever possible, ethnicity.'*

Feedback from the new starter focus group confirmed that everyone had been interviewed by a mixed gender panel. However, we know that this sometimes comprises one female, from HR or an external. Gender representation must come from core membership of the panel and we will record and monitor this (**Action 2.2**).

4 a (ii) Academic staff promotion : Application and success rates

There have been two promotion rounds to Reader and Professor since adopting the single national pay spine. The first in 2011 and another in 2013. The intention was to run these every 2 years but the 2015 round was delayed, pending the appointment of a new Vice Chancellor and the refocussing of Schools. We should also acknowledge that Principal Lectureships provide promotion opportunities and over the period the proportion of women appointed to PL was 46% (42%, non-STEM and 50%, STEM).

Readership applications are considered locally by a faculty board chaired by the DVC (Research and Enterprise), and recommendations are forwarded to a university Professorial/Readership board. Professorship applications are considered by the university Professorial/Readership board accompanied by a recommendation from the Dean. The University Board is chaired by the VC, an external VC, DVC (Academic), DVC (Research and Enterprise), a Dean of Faculty, a Professor and the HR Director. At all stages of the process, unsuccessful candidates are offered detailed feedback. In future, the process will run annually and will reflect the new structure of the university (**Action 2.3**).

The data provided here are based on the 2 promotion rounds held in 2011 and 2013. Promotion is open to all academic staff but the majority of applications come from Senior Lecturers for Reader (72% of all applications) and from Readers for Professor (71% of all applications).

Table 17: Eligibility of Readers for Professor and Senior Lecturer for Reader 2011 – 2013

	2011			% of eligible who applied	% of eligible promoted	**2013**			% of eligible who applied	% of eligible promoted
	Eligible	Applied	Promoted			Eligible	Applied	Promoted		
Reader for Prof										
Male	18	8	5	44%	28%	19	11	5	58%	26%
Female	8	5	2	63%	25%	10	5	3	50%	30%
% F	31%	38%	29%			34%	31%	38%		
SL for Reader										
Male	288	21	1	7%	0%	305	20	3	7%	1%
Female	263	8	0	3%	0%	265	8	1	3%	0%
% F	48%	28%	0%			46%	29%	25%		

Promotion rates show no obvious gender bias but again the data show a pattern of fewer applications from women both for Professor and Reader and is particularly marked in relation to application from SL to Reader. From a fairly balanced pool of eligible Senior Lecturer staff (46% - 48% female) only 28% (2011) and 29% (2013) of applications came from women representing just 3% of all eligible female Senior Lecturers. In contrast, the proportion of eligible male Senior Lecturers applying for promotion to Reader was more than double this at 7%.

Table 18: Promotion outcomes for Professor and Reader 2011 – 2013

Profs	Female				Male				Total
	Applied	% SL	Appointed	%	Applied	% SL	Appointed	%	
Non-STEM	**7**	**57%**	**3**	**43%**	**16**	**56%**	**7**	**44%**	**23**
2011	3	67%	1	33%	5	40%	3	60%	8
2013	4	50%	2	50%	11	64%	4	36%	15
STEM	**5**	**40%**	**3**	**60%**	**13**	**54%**	**6**	**46%**	**18**
2011	3	33%	2	67%	8	63%	3	38%	11
2013	2	50%	1	50%	5	40%	3	60%	7
Total	**12**	**50%**	**6**	**50%**	**29**	**55%**	**13**	**45%**	**41**

Readers	Female				Male				Total
	Applied	% SL	Appointed	%	Applied	% SL	Appointed	%	
Non-STEM	**17**	**94%**	**1**	**6%**	**27**	**89%**	**3**	**11%**	**44**
2011	9	100%		0%	16	94%	1	6%	25
2013	8	88%	1	13%	11	82%	2	18%	19
STEM	**12**	**75%**	**3**	**25%**	**24**	**88%**	**3**	**13%**	**36**
2011	5	100%		0%	12	92%	1	8%	17
2013	7	57%	3	43%	12	83%	2	17%	19
Total	**29**	**86%**	**4**	**14%**	**51**	**88%**	**6**	**12%**	**80**

- Numbers are small and there is variation between rounds but overall there is no evidence of gender bias.

Recruitment analysis shows that in the 3-year period 2013 – 2015 only 10 internal professorships were awarded, 8 male and 2 female of whom 8 were Readers. Increasing the number of Readers whilst maintaining the current gender balance will support progression routes for women to professor, and will be monitored as part of the revised annual promotion process for academic staff. **(Action 2.3).**

Table 19 Excerpt from the staff survey around the promotion process (numbers in brackets equate to headcount)

Responses to Participation and Promotion	% Agree			% Neutral			% Disagree		
	F	M	All	F	M	All	F	M	All
4. I understand the promotion process in my subject group.	37 (37)	36 (22)	37 (63)	29 (29)	48 (29)	35 (60)	35 (35)	16 (10)	28 (48)

Feedback from focus groups and the staff survey suggests a lack of awareness among staff about how the promotion process works and a perception, from those who are more familiar with it, that it favours those staff with an active research background rather than staff whose focus is teaching and learning.

Promotion workshops will ensure greater awareness of both the process and of what staff can do to increase their chances of success (**Action 2.3**).

There was also a sense among several that no encouragement by line managers had been given and in some cases this might have a negative impact on the working relationship.

"*Don't feel my application would be welcomed*"

"*Have had no encouragement*"

The new annual promotion process will align to more clearly defined routes for academic progression including Teaching and Learning and Professional Practice (**Action 2.3**).

Managers will actively encourage take-up of such opportunities and will address promotion through the annual PDR process (**Action 2.3**).

A commitment has been made within the HR Strategic Plan 2016-2021 to introduce a framework for identifying and assessing staff with regard to their readiness for promotion. Those staff will be approached and supported to develop their talents and apply for promotion. This will form part of a more proactive and strategic approach to talent management and succession planning (**Action 4.11**). A very small number of academics apply each year for regrading on the basis that they are working at a higher level (8 in the academic years 2012-13 – 2014-15) but the majority of internal movement is through application for existing vacancies and is captured as part of the recruitment analysis.

4 b Policies and activities that support women's career progression

Induction is a key support activity for men and women and the University delivers induction at corporate level, specifically for academic colleagues and locally – each with a different emphasis.

A corporate induction workshop runs monthly as 'Welcome to Leeds Beckett' and is opened by the Vice Chancellor and covers university services, key policies, support and benefits.

- 192 new starters at all grades from across the University attended this in 2015-16
- 82% completed the induction module and/or attended the workshop

Two academic staff workshops are also offered. These provide a detailed overview of how academics are supported in their role, outline expectations and opportunities around academic practice, and key strategies and current priorities.

Where academic staff have less than two years' experience teaching in Higher Education they are also required to successfully complete our Postgraduate Certificate in Academic Practice (PGCAP). There is an expectation in addition that they have a form of membership of the HEA.

Separate to this is **local induction**. Guidance on what this should include is available but feedback from the staff survey and focus groups suggests that local practice can vary with some excellent examples and other areas which need improvement. For example, some local inductions included demonstration of key software packages such as 'MyBeckett' and 'turn-it-in' as well as having a local mentor assigned to them to help to support and guide them in their first few months at the university. The good practice identified needs to be extended to all inductions especially that of mentoring (**Action 3.4**).

Some new starters had also been asked for feedback on the induction process after 6 months, which was identified as good practice. Further work is required with individual schools to re-establish

consistent practice in this regard and to spread good practice on mentors or induction buddies (**Action 3.3**).

Probation is not widely used for academic staff. There was very limited feedback about probation from both the survey and the focus groups and further work is required to establish whether this is supporting new staff and managers as well as it should be (**Action 4.10**).

Performance and Development Review (PDR)

The majority of staff have an annual PDR to review performance for the previous year and agree objectives and development needs for the forthcoming year. Development objectives are collated and inform the University's People Development Programme. The development programme includes: Support for New Lecturers (PGCAP Induction); HEA Fellowships Induction – DEAP CPD Route; Mentoring; External Examiners Training; Managers Toolkit; Research Mentoring and Networking, Research Ethics, Funding and Supervision workshops.

On-line PDR guidance and training is available to reviewers and reviewees. Focus group and survey results indicate that PDRs take place regularly, but the value of the scheme is variable, with some staff seeing it as a tick box exercise rather than a challenging and supportive development tool. Other staff indicate that managers are using the scheme to actively support personal development and to help raise an individual's research and teaching profile.

From May 2017, (the start of the next PDR cycle), all managers will be required to actively encourage their staff to take up promotion opportunities. The scheme will also be reviewed with greater focus placed on career development and progression. Each member of academic staff will develop an individual research plan as part of the PDR process **(Actions 2.3, 4.2).**

Aurora
LBU has supported twenty-eight female colleagues to participate in the first three cohorts of the Leadership Foundation's Aurora programme. We have a rigorous selection process and women accepted onto the programme are academics who aspire to progress in their careers. Twice a year we host a lunch for Aurora participants and mentors where we gain their feedback on the programme and discuss proposals for future development. Our Senior Aurora Champion is a key member of the SAT. Two project groups have been formed from the three cohorts. The first is from one of our Schools, where two academics have received a small grant to focus on transferring some of the learning from Aurora into work with students. The second is a small group of professional services colleagues who meet to discuss how they can transfer the learning back into their own roles. In early 2017 we plan to introduce action learning sets for Aurora alumni across our Institution (**Action 4.1**).

More recently, the Leadership Foundation have piloted a new programme for senior female colleagues, "Leadership Matters", and we supported five places on this in 2016.

We have also developed cross-institutional action learning sets with colleagues from the Universities of Leeds, Northumbria, Teesside, Sheffield Hallam and York St John. The aim of these is to provide four female colleagues from each Institution with a space to focus on career enhancement and to provide networking opportunities across the region. In September 2016 we recruited four female academics from STEM subjects to participate in the Sets and, if a success, will roll out wider in future.

Career Development

4 a (i and ii) Researcher career support and training and mentoring and networking

Career support and training for academic staff is done at 2 levels in the University. During the period of this application the University was organised into 4 faculties and a central University Research Office (URO). The URO runs an annual highly competitive scheme of grants for ECRs, mid-career researchers and clusters. The amounts vary from £5K for ECRs to £50K for clusters. We also offer ECRs competitive internal funding of up to £5000. 56 applications have been supported over the last 3 years, 28 of which were from women (50%) and we will ensure that gender is considered wherever relevant within research applications (**Action 3.2**).

We also support an **Early Career Researcher Network** which meets on a quarterly basis. Internal and external speakers provide insight into items of particular relevance to ECRs including: an overview of the Research Excellence Framework, how it affects ECRs, and what they can do to develop their programme of research; the role of impact within REF and using media opportunities to develop their profiles.

In addition, each Faculty and now within our structure, each School, determines how they will support research and their annual plan includes sabbaticals, small grants, matched funded PhDs, full scholarship PhDs, support for grant writing and proposal writing and development. Staff are guided by mentors to select conference attendance opportunities that support their research trajectory. All full-time and part-time research students are required to complete our training programme based on Vitae's Researcher Development Framework. This offers workshops and seminars on both subject specific and generic research skills. We take an active role, as part of the development consortium, in the production of materials for Epigeum, which supports the development of key skills. This includes material and training for staff new to supervising doctoral candidates and provides a bank of resources to support new supervisors.

Sabbatical leave for research purposes is currently offered through faculty and school schemes. For example, in one School, a one-month sabbatical is offered to complete the writing of research outputs. These are particularly useful in disciplines where relatively short time periods are effective in supporting researchers. In other Schools, typically in STEM and other technology based areas, longer sabbaticals of up to 6 months are required to enable staff of all levels of experience to deliver. At present, data on the uptake of these and other research opportunities is not being systematically collected and this will be addressed (**Actions 4.4, 4.5**).

Research mentoring is now available to all academic staff following the launch in 2014 of a university-wide scheme. The 73 mentors are evenly split across STEM and non-STEM areas with 37% being female. All mentors have received some training and a co-ordinator for each Faculty acts as the first point of contact.

Women and BME academic staff are particularly encouraged to use the scheme and all staff are able to select mentors from a list published on a website. The Athena SWAN focus group discussions and the staff survey outcomes both support the need for better communication about the mentoring scheme as awareness was patchy. Every unit of assessment for our REF 2021 strategy has a Director of Research and oversees the scheme at school level (**Action 4.6**).

Our current research strategy takes full recognisance of the Vitae concordat and the importance of providing career development and guidance to both permanent academic staff and contract researchers, in particular we map our development and support actions against the Vitae framework. A newly established Athena SWAN prize will recognise contribution to supporting gender equity (**Action 6.3**).

Table 20: STEM staff survey outcomes on mentoring and networking (numbers in brackets equate to headcount)

Responses to Participation and Promotion	% Agree			% Neutral			% Disagree		
	F	M	All	F	M	All	F	M	All
6. I am encouraged and given opportunities to represent my subject group externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences).	52 (53)	49 (30)	51 (88)	32 (32)	44 (27)	36 (61)	16 (16)	7 (4)	13 (22)
7a. My subject group provides me with: Useful mentoring opportunities (as mentor or mentee).	31 (31)	43 (26)	35 (60)	35 (35)	41 (25)	37 (64)	35 (35)	16 (10)	27 (47)
7b. My subject group provides me with: Useful networking opportunities.	37 (37)	48 (29)	40 (68)	38 (38)	38 (23)	38 (65)	26 (26)	15 (9)	22 (37)

Feedback from a number of Schools including Computing, Creative Technology and Engineering and Sport indicates strong support for the Aurora and Leadership Foundation initiatives aimed at women.

"Aurora shared lots of ideas about the importance of power, influence and recognition. It reinforced the idea that I am my best advocate. Simple strategies like sharing good news stories, ensuring my staff profile is current and using social media wisely will help to open up new opportunities and possibilities."

However, women were less likely than men to agree that they had access to useful networking or mentoring activities as the data above shows and promoting existing development opportunities through appraisal and management teams is needed (**Action 2.3, 4.2**).

A number of Schools have established female staff groups e.g. the 'Women in Built space' Cluster (School of Built Environment and engineering) and the 'Women in Music Technology 'Group' (School of Film, Music and performing Art).

LBU also has a gender forum, which we are encouraging to develop into a high-profile Athena SWAN forum and which will host an annual cross university gender conference (**Action 6.2**). This will be supported by the University and a network of Athena SWAN champions (**Action 6.1**)

4 b Profile Raising

Our University Research Office (URO) produces an annual publication which showcases the work of staff who made successful applications for funding through the Early Career Researcher Development Scheme and the Research Cluster Development Awards.

A number of our established researchers have been profiled in the local and national press.

Earlier this year, Dorothy Monekosso, Professor of Computer Science secured funding from Horizon 2020 to lead a €680,000 project working in partnership with Yorkshire County Cricket Club and Leeds Rugby.

Claire Surr, Professor of Dementia Studies is currently working to investigate effective approaches to training health and social care staff about dementia. The study is funded by the Department of Health's Policy Research Programme on behalf of Health Education England.

Professor Alan White is Chair of the Board of Trustees for the Men's Health Forum (England & Wales). He recently headed up an international team of academics for 'The State of Men's Health in Europe Report' for the European Commission with one of the main recommendations being that gender equality should not be just 'women's concern' and everyone has a responsibility to recognise and act when necessary.

4 Organisation & Culture

4 a (i) Ratio of Head of School/Faculty/Department

Appointment to the post of Dean, Head of School and Associate Dean was through an open recruitment process and these jobs are substantive rather than roles which rotate. Internal applicants are able to apply for these vacancies as and when they arise. We know that internal staff apply and are appointed to these roles but do not currently keep records which separate applications from internal and external candidates. We will review our system and include this for future analysis (**Action 2.5**).

Table 21: Breakdown of Deans, Associate Deans and Heads of School for 2012-13 to 2014 – 15

	University				STEM			Non-STEM		
	Total	**Male**	**Female**	**% F**	**Male**	**Female**	**% F**	**Male**	**Female**	**% F**
2013	**31**	**17**	**14**	**45%**	**9**	**8**	**47%**	**8**	**6**	**43%**
Dean	3	2	1	**33%**	2		**0%**		1	**100%**
Associate Dean	13	7	6	**46%**	4	5	**56%**	3	1	**25%**
Head of School	15	8	7	**47%**	3	3	**50%**	5	4	**44%**
2014	**30**	**16**	**14**	**47%**	**9**	**8**	**47%**	**7**	**6**	**46%**
Dean	3	3		**0%**	2		**0%**	1		**0%**
Associate Dean	12	6	6	**50%**	4	5	**56%**	2	1	**33%**
Head of School	15	7	8	**53%**	3	3	**50%**	4	5	**56%**
2015	**29**	**19**	**10**	**34%**	**12**	**6**	**33%**	**7**	**4**	**36%**
Dean	4	4		**0%**	3		**0%**	1		**0%**
Associate Dean	11	6	5	**45%**	4	4	**50%**	2	1	**33%**
Head of School	14	9	5	**36%**	5	2	**29%**	4	3	**43%**

Of the 4 Deans, in 2015, all were male (3 STEM and 1 non-STEM). Of the 11 Associate Deans, 6 were women (45%) with slightly higher representation in STEM Schools. Among Heads of School, the representation of women has declined over the period and overall there was an absence of women in senior academic roles.

After restructuring, and as part of a redundancy and early retirement scheme with ring-fenced posts, we now have 13 Deans of School (15% female), 10 Directors of Research (30% female) and 45 Heads of Subject (44% female) as substantive posts.
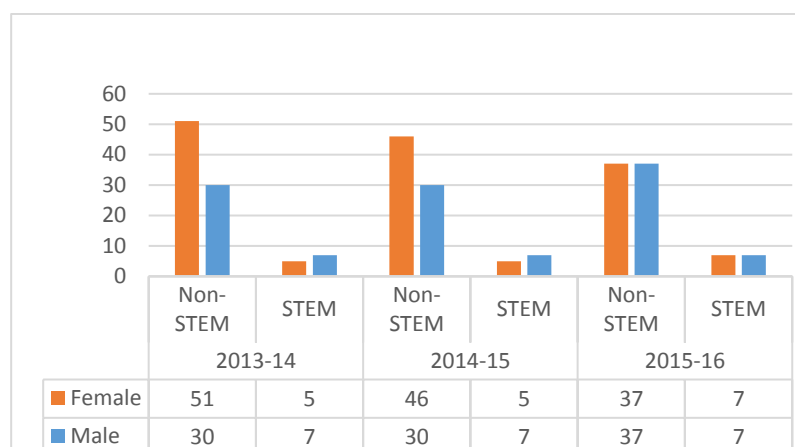
4 a (ii) Gender balance on senior management team

Table 22: Gender balance on senior management team for 2012-13 to –2014-15

Year	Female	Male	% F
2013	7	7	**50%**
2014	6	10	**38%**
2015	5	12	**29%**

Membership of the Senior Management Team was entirely ex-officio and consisted of the Vice-Chancellor, Deputy Vice-Chancellors, the Secretary and Registrar and PVC Deans and Directors of Service. The structure of this group has changed over the period, increasing in size and the two women who left (1 VC and 1 DVC) have both been replaced by men. As of November 2016, there are 10 females (30%) and 23 males on the restructured senior team and increasing female representation at senior level is a key aim (**Action 2.2**).

4 a (iii) Gender balance on deliberative committees

Figure 5: Representation on Deliberative Committees by STEM and non-STEM and gender (includes academic and non-academic staff)

	Non-STEM 2013-14	STEM 2013-14	Non-STEM 2014-15	STEM 2014-15	Non-STEM 2015-16	STEM 2015-16
Female	51	5	46	5	37	7
Male	30	7	30	7	37	7

Table 23: Female representation at University deliberative committees 2012-13 to 2014-15

Deliberative Committees	2013			2014			2015		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Academic Board	19	16	54%	17	18	49%	13	20	39%
Academic Governance Sub-Committee	7	2	78%	6	3	67%	6	4	60%
Academic Quality & Standards Committee	12	4	75%	11	3	79%	8	6	57%
Learning, Teaching & Enhancement Committee	10	7	59%	9	6	60%	10	7	59%
Research and Enterprise Committee	8	8	50%	8	7	53%	7	7	50%

Most committee places are ex-officio and depend on an individual's job role which at LBU is substantive. HEFCE have set a target for Governing bodies of 40% by 2020 and our own Governing body is already 40% female. We are now working towards a figure of 50%. (**Action 3.4**)

Women are well represented at committee level with the exception of Academic Board which has seen a decline from 54% to 39% as a number of female Associate Deans and Heads of School have left and have been replaced by men.

Similarly, high proportions of women also make up the membership of other committees including; External Examiners Sub-Committee, Health and Safety, and Equality and Diversity. Again membership is determined by job role with most positions held by Deans, Associate Deans and Heads of School although these have changed subsequently following the School refocus exercise.

During the period, proportionately more women have sat on our deliberative committees than the academic or overall workforce profile numbers. This suggests that female job holders are undertaking more committee work than their male counterparts. In the new structure there are fewer committees and we will monitor membership for gender disparity.

Membership of the Research Degrees Sub-Committee (53% female) and Research Ethics Sub-Committee (45% female) comprises experts from across the Faculties in the academic management

of research degree and of research ethics. In particular, they are not representative of all areas of the University, rather they contain staff from areas where there are substantial numbers of research students and grants.

4 b (i) Transparent Workload Models

All faculties adhere to the same workload allocation principles as set out in the University workload allocation policy. Hours are allocated through individual deployment discussions against teaching, servicing and research and enterprise activities. However, the tariffs for some activities differ which makes comparison between faculties difficult.

Feedback from the staff survey and focus groups showed significant variation in practice sometimes within the same School. In one School research hours of 150 or 300 were allocated, on the basis of what seemed "fair" but without reference to individual research profiles or aspirations.

In December 2015, all Deans were asked for details of deployment by school. Responses demonstrated a lack of consistency and transparency in the approaches used. This pointed to the urgent need for a single, transparent, workload model applied consistently across all subjects and in all Schools. This will be introduced fully in September 2017 (**Action 3.1**).

4 b (ii) Publicity Materials

A review of our web and imagery was undertaken by the organisation and culture sub-group which found no evidence of gender bias.

4 Flexibility and managing career breaks

4 a (i) Flexible Working

Our flexible working policy was introduced in 2011 and as with other HR policies is subject to periodic review which includes an equality impact assessment, including gender.
The policy is promoted through the main HR website and in letters sent to staff, for example confirming their maternity entitlements. Individuals can make a case for various work patterns which currently include annualised or compressed hours, job-sharing, part-time and term-time only working and homeworking.

Table 24: Flexible Working requests 2014-15 to 2015-16

Academic Staff	Approved	
	Female	Male
2014-15	**4**	**1**
Non	2	1
STEM	2	
2015-16	**3**	
STEM	3	
Total	**7**	**1**

The system for recording requests and outcomes is new so the data are time-limited and do not include agreements made at local level, which may include compressed working, later start times, or earlier finishing. All 8 academic requests were for part-time working and all were approved and there are no records of academic staff working compressed or annualised hours.

Perhaps unsurprisingly the majority of requests were from women. In contrast, 56 requests were made from support staff of which 47 were approved and 9 were rejected (15%). Only 10 applications of the total 64 (16%) were from men and encouraging all men to access flexible working and shared parental leave will help to change more traditional perceptions of gendered roles (**Action 5.6**). We will also include guidance for local areas on capturing and monitoring this information in our Athena SWAN toolkit (**Action 1.4**)

The next impact assessment of flexible working is due in 2017 and will also include a breakdown to School and area level in addition to the protected characteristics (**Action 5.5**).

Table 25: Breakdown of full-time and part-time working for 2012-13 to 2014-15

	ALL			STEM			Non-STEM		
	Female	**Male**	**% F**	**Female**	**Male**	**% F**	**Female**	**Male**	**% F**
2013	**401**	**479**	**46%**	**163**	**225**	**42%**	**238**	**254**	**48%**
FT	293	379	44%	118	180	40%	175	199	47%
PT	108	100	52%	45	45	50%	63	55	53%
%PT	**27%**	**21%**		**28%**	**20%**		**26%**	**22%**	
2014	**428**	**490**	**47%**	**176**	**229**	**43%**	**252**	**261**	**49%**
FT	314	400	44%	131	191	41%	183	209	47%
PT	114	90	56%	45	38	54%	69	52	57%
%PT	**27%**	**18%**		**26%**	**17%**		**27%**	**20%**	
2015	**461**	**508**	**48%**	**221**	**245**	**47%**	**240**	**263**	**48%**
FT	335	413	45%	166	202	45%	169	211	44%
PT	126	95	57%	55	43	56%	71	52	58%
%PT	**27%**	**19%**		**25%**	**18%**		**30%**	**20%**	

As the table above shows part-time working is more prevalent amongst female staff but there is no difference between STEM and Non-STEM areas.

4 a (ii) Parental Leave (Maternity/Paternity/Adoption and Shared)

LBU has a range of policies and benefits to support staff to balance work with caring responsibilities including:

Adoption Leave:	52 weeks, 39 with statutory adoption pay
KIT Days:	10 Days, full pay
Maternity Leave:	63 weeks, 39 with statutory maternity pay + ante-natal days
Paternity/Partner Leave:	2 weeks, full pay + 3.5 days for ante-natal support
Parental Leave:	unpaid time off to look after a child up to 18 years of age
Shared Parental Leave:	50 weeks (max) of maternity/adoption leave may be shared with a partner

In total, 106 staff took maternity, paternity, partner or adoption leave (STEM and non-STEM) in the period 2012 – 2015 as shown in tables 24 and 25.

Table 26: Academic Staff Maternity Leave by gender for 2012-13 to 2014-15

Maternity Leave and Returns	2012-13 F	2013-14 F	2014-15 F	Total
STEM				
Leaver		1		1
Returned	6	11	11	28
Non-STEM				
Leaver		1	2	3
Returned	7	10	8	25
Grand Total	**13**	**23**	**21**	**57**

- Of the 57 female academics who took maternity leave:
  4 did not return to work
  41 opted not to change their existing pattern (full-time and part-time)
  11 came back on a part-time basis having previously been full time
  1 increased her hours slightly but remained part-time
- Of those who left the University one was a permanent member of staff (who resigned) and three were on fixed-term hourly paid contracts.

We apply the same maternity entitlements to research students and time limited contract researchers.

Table 27: Academic Paternity, Partner and Adoption Leave by gender for 2012-13 to 2014-15

Parental Leave and Returns (paternity, adoption)	2012-13 F	2012-13 M	2013-14 F	2013-14 M	2014-15 F	2014-15 M	Total
STEM							
Leaver							0
Returned		11	1	13	1	6	32
Non-STEM							
Leaver							0
Returned		7		8		2	17
Grand Total		**18**	**1**	**21**	**1**	**8**	**49**

- All 49 academic staff who took paternity, adoption or partner leave returned to work.
- Paternity/partner leave is available for use by men and women and the 49 staff includes 2 female academics.
- We also have 2 members of support staff who are sharing the mother's maternity entitlement through shared parental leave.

Feedback from the focus groups was very positive about the maternity policy and pay although staff were unaware that our 63 weeks is more generous than many of our comparators and we need to do more to promote this (**Action 5.3**)

Maternity cover for teaching and other duties is normally provided through recruitment to the position for a fixed-term though occasionally an area will elect to absorb duties amongst existing staff. There are many examples across the institution where we need to do much better strategically in planning for a period of absence, maintaining contact during the period of absence and smoothly integrating staff back into the University (**Action 5.3**).

HR liaises with individuals over maternity entitlements and line managers are responsible for providing individual support in the lead up to maternity. Staff are also signposted through these meetings and the maternity policy to undertake a pregnancy risk assessment but only one of the six individuals in our focus groups, who had been pregnant in the period, was aware of this assessment. General awareness of these responsibilities and opportunities will be increased linked to the establishment of a reintegration programme for those taking maternity and adoption leave (**Actions 5.1, 5.2**)

Keeping in Touch (KIT) days are well established and focus group feedback was that these had been used by all who took maternity leave both to attend work meetings and social events. At present there is no monitoring of KIT days; we will include this in our Athena SWAN toolkit (**Action 1.4**)

Based on our focus group feedback the experience of those returning from maternity was patchy.

None of those who had taken maternity leave (6) had had a formal welcome or reintroduction meeting. Whilst 3 of the 6 had good support from their line managers there were also examples where individuals were expected to pick up where they had left off. Staff returning felt they were reliant on the goodwill of others and that adjustments made locally were transient and could be removed as easily as they had been given.

There was also a sense that other staff perceptions have an impact with one individual told not to request flexible working as it "doesn't look good", or that timetabling requests linked to childcare would be refused outright. This appeared to be dependent on individual managers and subject areas and was not a universally shared view but is one which increased focus on maternity support will improve (**Action 5.1, 5.2, 5.3, 5.4**).

A new mentoring scheme (6 months) is being piloted which includes, amongst other things, those returning from maternity leave. This is in response to staff feedback and suggestions from our customer service group.

4 a (iii) Childcare

There is no onsite nursery provision and a new strategy and estate plan mean that a feasibility review of nursery provision is now possible and can be assessed (**Action 5.3**). In the meantime, we continue to offer an incentivised childcare voucher scheme through salary sacrifice. This is available

to all staff and the number of academic staff using these has increased from 75 in 2012-13 to 110 in 2014-15, 12% of our total academic population.

There is currently no childcare provision or funding towards childcare costs incorporated within residential activities or events such as conferences and open days. A scheme for provision of childcare funding will be established (**Action 4.9**).

A single facility for breastfeeding and expressing milk is available at each campus but they are not widely publicised. Staff are more likely to make local arrangements with their line managers to use alternative space closer to their place of work and our Occupational Health team work with individuals and managers to arrange this through the pregnancy risk assessment process. As we found through group feedback, pregnancy risk assessments are not being undertaken on a consistent basis so some staff were unaware of the provision. We will include this information in our new guide (**Action 5.3**), increase our existing provision and signpost more clearly what breastfeeding facilities we currently have (**Action 5.4**).

4 a (iv) Work-life Balance

Table 28: STEM staff survey outcomes on core hours (numbers in brackets equate to headcount)

Responses to Participation and Promotion	% Agree			% Neutral			% Disagree		
	F	M	All	F	M	All	F	M	All
9. Meetings in my subject group are completed in core hours to enable those with caring responsibilities to attend. (for example 10am to 4pm).	69 (70)	72 (44)	69 (118)	23 (23)	21 (13)	22 (18)	8 (8)	7 (4)	9 (15)

Formal committee meetings at the university are normally held between 10.00 am and 4.00 pm and the STEM-only culture survey (171 respondents) results indicate that subject group meetings are also held between the same hours to enable those with caring responsibilities to attend. This was a very positive response (69% agreed).

Staff are also able to work remotely through the online portal 'My Beckett' and the VLE.

5 Other Comments (500) 299

Equality & Diversity

The University is a Stonewall top 100 employer and having piloted the race equality charter is working towards recognition at bronze level.

A new Trans equality and gender identity policy was recently endorsed by the University's Equality and Diversity Committee which sets out the University's position with guidance for individuals transitioning at work or during study.

Outreach Activities

LBU is proud of the outreach activity which takes place every year and involves colleagues across the University, particularly academic staff. A number of events take place every year in partnership with local schools including:

- **Larkia** takes place every summer and is a residential programme for girls in year 10 and 11 from a South Asian background. It includes a STEM subject workshop.
- **Girls into engineering** is run in partnership with the School of Built Environment and WISE and is aimed at girls in year 10.
- **Girls in Sport** is a project for girls in year 10, in collaboration with academics from Sport. Key role models included Danni Penney from 'This Girl Can' and Halima Khan – representing England at badminton.
- **Realising Your Potential** partners Roundhay School again for girls from a South Asian background.
- **Boys into health** is a project aimed at year 8/9 students to in collaboration with academics in Health. This is to be extended to boys in Primary Education for next year.
- **STEM Challenge Day** This was introduced this year to showcase our STEM courses and involved 8 local secondary schools. Of the 61 students who attended 48 said they were more likely to study STEM subjects in 6th form as a result.

Events

Our School of Built Environment and Engineering hosted National Women in Engineering Day with 40 girls from 3 local secondary schools taking part.

This action plan sets out the activities and timescales based on our analysis, and is grouped under the main narrative headings. A summary table of priorities by short, medium and longer term is also included at page 18.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
1 Self-Assessment Process					
1.1	Review SAT membership and composition	a) Amend membership to increase male representation to 50% to encourage greater institutional engagement and to ensure that non-STEM areas are also included reflecting the broader charter principles and criteria.	Deputy Vice-Chancellor, Research & Enterprise (DVC, R&E) and Chair of the Athena SWAN Steering Group	By end Dec-16	Membership of ASSG more inclusive of men (50% male representation) and Professional Service areas.
		b) Revise Terms of Reference to include a maximum term in office of 3 years to ensure an increased flow of people, to achieve greater engagement and establish a review of membership to take place on an annual basis.		By Jan-17	Terms of Reference updated and Annual Membership Review established and included in planning cycle for each July
		c) Re-name the SAT as the Athena SWAN steering group (ASSG) and assign responsibility for monitoring completion of actions in our plan.		By Oct-16	SAT renamed. 100% actions clearly assigned to named individuals.
		d) Establish an Athena SWAN Planning Cycle to include regular and ongoing tasks e.g. production of annual data reports	E&D Manager	Dec-16 to Feb-17	Planning cycle in place
		e) Undertake a formal review of the Action Plan to monitor progress and develop new actions with a revised version published on the Athena SWAN website	E&D Manager	Nov-17	First action plan review completed and revised plan published. Action Plan review included in Planning Cycle.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
1.2	Establish a clear reporting line for the ASSG	The current SAT has reported to Academic Board and the University Executive Team. Future reports will be made to the Senior Management Group and the Equality and Diversity Committee	Vice-Chancellor and DVC (R&E)	Report to SMG on 24th May - 17 and E&D Committee on 31st May -17	Reports received and published on the Athena SWAN webpage. Future reporting line clear and reporting timetable included in Planning Cycle.
1.3	Identify Athena Swan Champions in each School	a) Each Research Unit now has a Director of Research and this group (in addition to a number of other staff members) will promote Athena SWAN and support school submissions.	DVC (R&E)	By Jan-17	Network of Champions is established with a Champion assigned to each of the 13 schools.
		b) A Champions network will be established.	DVC (R&E)	By April-17	Network of Champions established and first meeting held.
		c) Champions report on work completed to support Institution level actions in the annual research report.	DVC (R&E) with Directors of Research	Oct-17.	Process whereby Annual Research Reports (due annually in October) includes Athena SWAN progress update.
1.4	To submit Athena SWAN school awards	a) We will submit 3 school awards by April 2018. Deans of School have committed to submit for a departmental award in their school strategic plans. • School of Cultural Studies and Humanities. • School of Social Sciences and School of Clinical & Applied Sciences	DVC (R&E) with Deans of School	By April-18 By Nov-17 By Apr-18	3 School awards submitted.
		b) All remaining Schools will have submitted departmental applications by 2021 (end of current 5 year planning cycle).	DVC (R&E) with Deans of School	By 2021	Departmental Athena SWAN applications submitted for all 13 schools

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
		c) Develop an Athena SWAN toolkit to include formatted data reports to support School submissions.	E&D Manager	Dec-16 to May-17	Toolkit and data available and in use

2 Recruitment & Promotions

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
2.1	To bring our staff gender profile in civil engineering and electrical & electronic engineering closer to the national average.	Civil Engineering (15% female LBU vs 21% national) Electrical & Electronic Engineering (0% female LBU vs 14% national) We will remove any bias in vacancy criteria, take steps to ensure that we use the best forms of advertising methods and borrow best practice from elsewhere in the sector.	Director of HR	Jan-17 to Jan 2020	Gender balance moves to within 3% of national average.
2.2	Increase the number of female applicants applying for academic positions.	a) Our data shows under-representation in senior and professorial roles in the subjects of civil engineering and electrical engineering and we will include positive action statements in all adverts.	Director of HR	By Dec-16	Positive action statements in all adverts for academic positions
		b) We will demonstrate our commitment to gender equality by making extended use of the Athena SWAN logo and ensuring it is included in all supporting material for applicants.		By Dec-16	Athena SWAN logo included all supporting material for applicants
		c) Recruitment agencies are occasionally used to help identify senior appointments. We will extend our use of agencies to identify candidates in hard		By Dec-16	Use of agencies to identify candidates in hard to recruit to senior job roles in place. Gender-balanced shortlists provided.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
		to recruit to senior job roles and require agencies to provide a gender-balanced shortlist.			
		d) Put in place monitoring of the gender composition of recruitment panels and ensure that Chairs are drawing from the full pool of potential panel members rather than relying on the same few and that gender balance is provided from the core membership of the panel (not HR or external)		By Apr-17	Monitoring of recruitment panel membership in place.
		e) Promote our existing flexible working practice and benefits on our vacancy website and signpost this in our adverts.		By Apr-17	Flexible working practice signposted in 100% of adverts
		f) Produce a flexible working leaflet which sets out in one place what staff working at the University can access.		By Apr-17	Flexible working leaflet produced.
		g) Review our job descriptions and shortlist criteria for terminology or phrasing which may be a barrier and emphasise preferred rather than required skills in adverts.		Jan-17 to Feb-17	Review carried out and changes made to standard job descriptions and shortlisting criteria.
		h) Review applications and ascertain the changes in numbers of applications from women.		Jan-2020 to June-2020.	30% increase in the number of applications from women by 2020 in these job roles.
2.3	Increase the number of women applying for internal	a) Revise our mandatory Recruitment and Selection training to make more explicit to Promotion Panels the existing criteria on 'special circumstances' which are included in the promotion process.	DVC (R&E) with Deans of School	Dec-16 to 23 Mar-17 when first revised	Recruitment & Selection training is updated.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
	promotion to PL, Course Director, Reader and Professor			session delivered	
		b) Prior to appointment decisions, panels will ensure that 'special circumstances' are brought to the attention of all panel members. Following the last interview, special circumstances will be discussed before any final appointment decisions are made.		Mar-17. to Jul-17	Appointment form includes confirmation that special circumstances have been considered for Chair of the Panel to complete.
		c) All internal promotion adverts to Reader and Professor will include the same positive action statements currently in use in external professorial recruitment adverts.	Director of HR	By Dec-16	The number of female professors increases such that representation of women within the Professoriate rises to 35% by 2020.
		d) Evidence suggests that women wait longer before applying for promotion. We will encourage women to take part in mock promotion rounds based on best practice from Tromso University, which will include full feedback.	DVC (R&E)	March-17 to Jan-18	Mock promotion rounds established 40% of those women eligible to apply for a Reader or Professorship take up a place on a mock promotion round.
		e) Improve communication about the promotion process and criteria. Deans of School and Directors of Research will identify and sponsor female colleagues to encourage more applications from women	Director of HR with Deans of School and Directors of Research	Dec-16 to Dec-17	Identification and sponsorship of female promotion candidates in place. The proportion of eligible women applying for promotion is the same or higher than that for men.
		f) Academic staff will be actively encouraged by managers to take up promotion opportunities through the annual PDR process	Head of Organisational Development (OD) with Deans	May-17 to May-18	Encouragement of academic staff to take up promotion places through PDR process in place.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
			of School and Heads of Subject		100% sampled PDR plans show development needs aligned to promotion plans.
		g) Provide specific research promotion workshops each year as part of the people development programme aimed at particular points in the promotion 'pipeline' – Becoming a Principal Lecturer, Reader, Reader to Professor, PhD to Postdoc and encourage female academics to attend these. Monitor take-up of workshops by gender.	DVC (R&E)	Sep-17 to Sep-18	Workshops developed and in place. Expectation that 50% of attendees are women.
		h) To establish a new annual promotion process which aligns to more clearly defined routes for academic progression including Teaching and Learning and Professional Practice	Director of HR	Jan-17 to Sep-17	First promotion round completed using revised criteria.
2.4	Review professorial pay arrangements	a) It is essential that we review professorial pay to ensure a greater gender balance in pay. This is scheduled for 2017.	Director of HR	Oct-17 to Dec-17	Pay and grading review completed.
		b) Ensure that gender distribution across grades is included in all such reviews through the University's equality impact assessment (EqIA).	Director of HR	Oct-17 to Dec-17	EqIA completed and published.
2.5	Report and monitor internal applicant data for appointment to senior academic roles	Amend our recruitment system to enable separation of internal applicants and monitoring of the proportion of women who apply internally for senior posts.	Director of HR	By Jan-17	Recruitment reports in place with breakdown of internal and external applicant information.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
3. Organisational Culture					
3.1	Implement a transparent approach to workload allocation across all academic areas	a) A new workload allocation model will be introduced from 2016. All schools will use the system for allocating hours from September 2017 and allocations will be available for all members of each subject group to view.	DVC Resources with Deans of School	Commence in Sept-16 and fully operational by Jul-18	New workload system fully in place with work allocations available to staff within subject groups. Staff survey shows that at least 80% of staff feel workload allocation is fair.
		b) Monitor the implementation of the new workload allocation model, in particular, distribution across teaching, learning, research and service activities to ensure that men and women are equally involved in service roles.			Analysis of workload distribution by gender and ethnicity included in each annual School report. No gendered patterns of work allocation discernible.
		c) Review of new system to take place.	Director of HR	Jun-19 to Jul-19	Review of new system carried out and report produced of findings including recommendations for improvements.
		d) Establish the principle that early career staff and those embarking on research for the first time should have a work allocation to reflect the need to develop their research profile and in sufficiently contiguous blocks.	DVC (R&E) with Directors of Research	Jul-17 to Jul-18	Checks show that early career researchers have time allocated to develop their research.
3.2	Ensure that gender is considered, where relevant, within	a) Introduce requirement that gender should be considered for University Research Office funded award applications (e.g. Mid-Career prize; Early Career Fellowship)	Head of Research Office	Jan-17 to Jan-18	100% of applications for internal research monies to consider gender.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
	research applications	b) Provide links to relevant information to support all researchers applying to Horizon 2020 EU to address gender.		Jan-17	Link included on research hub pages of University web
		c) Funding review panels (for all bids to EU, Research Council and Charity funding streams) to address requirement in discussions about draft proposals with Principal Investigators		April-17 to May-17	Statement about gender included in University guidance for funding panel assessment for research bids. Checks show that gender in research proposals is considered.
		d) Establish an annual workshop on addressing gender in research included in People Development programme, including specific reference to EU and other research council requirements. Workshop content to be reviewed in the light of feedback.		April-17 to July-17	Workshop established and run. Content reviewed and necessary changes incorporated.
3.3	Improve the application of local induction practice	a) Establish the principle that all new academic staff will log a local induction agreement with HR using the existing guidance as a template and which will also include an initial research plan.	Head of OD with Deans of School	Sept-17 to Sep-18	100% of new academic starters have a local induction agreement and research plan.
		b) HR will adapt the regular new staff surveys which are sent to new starters to include questions on local induction practice.	Director of HR	Mar-17 to Mar-17	New staff surveys show satisfaction levels with local induction are at 90% or more.
		c) Establish principle that no module or course leadership will be given to staff new to teaching in their first year.	DVC Resources with Deans of School	Sept-17	Review of workload allocation system demonstrates adjustments have been made for all staff new to teaching.
3.4	Increase the number of females	a) Use executive search agencies to source at least 50% balanced shortlist of eligible female candidates for governor vacancies.	Secretary and Registrar	Jan 2017 to Jan 2020	Executive search agencies briefed and providing gender balanced shortlists; networks being used to

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
	on our university Governing body.	b) Use existing female governor contacts and professional networks to promote governor vacancies via word of mouth.			promote governor vacancies; positive action statement used in external adverts for governors.
		c) Use positive action statements in our external adverts for governors.			50% of our governing body will be female.
4 Career Development					
4.1	Increase the number of female academic staff from STEM accessing development	a) Increase the number of female STEM academics attending Leadership/Management development courses e.g. Aurora, Coaching, Mentoring, Leadership Foundation accredited development and the in-house people development programme.	Head of OD	Oct-16 to Oct-18	Number of female STEM academics accessing these development activities increases by 25% by October 2018.
		b) Give priority places to female academic staff in STEM on the first Regional Action Learning Set		Oct-16 to Oct-18	
		c) Review effectiveness of actions make decision as to whether to consider prioritising STEM staff.		Nov-18	Review completed and future actions decided upon.
4.2	Review the existing PDR scheme to support career development and progression	a) Establish principle that every member of academic staff has an individual research plan as part of the annual PDR process.	Head of OD with Directors of Research	May-17 to May-18	Principle communicated to all staff. Checks show that 100% of academic staff PDRs have individual research plans included.
		b) Change emphasis of existing PDR and guidance to ensure discussion is focussed on development and progression.	Director of HR	May-17	All "eligible" academic staff to have discussion of career development and promotion included in their PDRs.
		c) Monitor effectiveness through sampling of forms to ensure that greater focus is placed on discussion of career development and promotion opportunities.		May-18	

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
4.3	Ensure all full-time and fractional staff know of career development and promotion opportunities	Ensure that career development and promotion opportunities are communicated directly to staff, via their managers, and through our website in addition to staff checking for existing vacancies on our recruitment site	Director of HR with Deans of School and Directors of Research	Nov-16 to Nov-17	Staff feedback at the next focus group indicates greater awareness of development and promotion opportunities.
4.4	Increase the number of women who undertake roles as internal examiners/ independent chairs for research awards.	a) Establish monitoring the gender balance, and publish records, of all those invited to become internal examiners/independent chairs for research degree examinations. b) Publish records of all those eligible to act in these roles (on web), and regularly update lists of newly qualified/new staff eligible by School.	Head of the Research Office with Directors of Research and Chair of Research Degree Sub-Committee	Jan-17 to Jan-18	Monitoring in place and published (on web). Records of those eligible and with capability for these roles published on web. Include an analysis by gender in the annual research reports.
4.5	Review the development package and opportunities for research.	a) Ensure academic staff induction includes specific focus on research.	Director of HR, Head of the Research Office	Jul-17 to Jul-18	Focus group feedback from new academic staff confirms an increased focus on research at induction.
		b) Differentiate research development activities offered by the URO in relation to (e.g. development workshops, mentoring, research supervision training etc.).	Head of the Research Office	Nov-16 to Sep-17	Categories clearly defined in our training promotional material.
		c) Introduce a more targeted approach to research development clearly signposted for ECRs, Mid-career, PLs etc. Include internal funding awards, research award development (e.g. supervision training/examination and independent chairing).	Director of HR, Head of the Research Office		Targeted approach in place and publicised. Monitoring by gender of internal funding and development opportunities show a gender split of 50% for those

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					accessing these. Data included in annual University research report.
4.6	Reinvigorate the research mentoring scheme	a) Directors of Research will be charged with reinvigorating the research mentoring scheme for their respective areas supported by the University Research office with clearly defined success measure linked to the REF.	Directors of Research with Head of OD	Jan-17 to Jan-18	Checks demonstrate that all Directors of Research have acted to revitalise the research monitoring scheme. Numbers of staff, by gender, accessing a mentor included in Annual School/Unit research report.
		b) Actively promote the research mentoring scheme to staff, particularly female staff, including use of positive action statements, to support career progression.		Jan-17 to Jul-18	Mentoring scheme promoted via web, networks, and local School updates. All academic staff report good awareness of the research mentoring scheme.
		c) Identify clear criteria by which the revised mentoring scheme will be evaluated and establish reporting on this annually.		Jan-17 to Jul-17	Criteria established (including take-up by female staff) and evaluation included in University research report.
4.7	Ensure early career researchers gain experience of postgraduate research supervisory teams	Decisions over proposed research degree supervisory teams will take gender into consideration, and where possible, look to include newly qualified and/or staff who are not yet included in supervision teams.	Chair of Research Degrees Sub-Committee and DVC (R&E)	Sep-17 to Aug-18	Make up of new supervisory teams by gender are reported to the Research & Enterprise Committee. Comparison between 2017 and 2016 shows evidence that a higher proportion of early career researchers are included in supervisory teams.

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4.8	Ensure parity in the use of fixed term contracts for Research Assistant and Research Officer roles.	a) Report on the use of fixed term contracts for Research Assistants and Research Officers.	Director of HR & DVC (R&E)	Jan-17 to May-17	Report produced for ASSG.
		b) Investigate why female researchers are more likely to be on fixed term contracts than male researchers. Make recommendations for reducing gender differences.			Investigation completed and actions identified as necessary.
		c) Put in place actions as appropriate.		Jun-17 to Jun-18	Equal proportions of females and males fixed-term contracts
4.9	Support staff with caring responsibilities to attend events/conferences/residential events.	a) Establish crèche provision for specific events.	E&D Manager with Deans of School	Jan-17 to May-17	Childcare support provided for specific events
		b) Assess the feasibility of building in childcare costs for staff involved in course residential activities to encourage more parents to go on these.	Director of HR	Jan-17 to Jul-17	Feasibility assessed and proposals made for provision of childcare costs for staff involved in course residential activities
		c) If feasible, introduce scheme for provision of childcare costs.	Director of HR	Aug-17 to Dec-17	Scheme in place
4.10	Review our use of probation	Survey new staff and line managers to establish how effectively the existing scheme supports induction and career development.	Director of HR	Jun-18 Sep-18	Survey completed and actions identified.
4.11	Introduce a talent and succession framework	Identify and assess staff with regard to their readiness for promotion, with support provided with development and promotion applications.	Director of HR	Commence in Sep-17	Framework in place with due regard paid to gender.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
5 Work-life Balance & Career breaks					
5.1	Review the practical application of maternity and adoption leave arrangements	a) Carry out review of maternity leave arrangements to include checks that: • Risk assessments are completed in a timely manner; • Staff are briefed before going on leave of the options for flexible working on their return; • Staying in touch options, including KIT days, are discussed before leave starts; • A meeting is offered before the staff member returns to review flexible working options and discuss a reintegration programme; • A reintroduction programme is set up for returning staff to ensure that they are up to speed with all processes and procedures; • Regular meetings are held with returning staff to ensure that they are settling back into work and that the work patterns suit their needs	Director of HR with Deans of School and Heads of Subject	May-18 to Oct-18	Maternity returners confirm that; • A risk assessment was undertaken and completed • KIT days were discussed with them • Flexible work options and a reintegration programme were discussed • A reintroduction programme is in place • Review meetings have been held Any gaps in provision identified.
		b) Where gaps in maternity leave provision are identified, take action to ensure that provision is consistent and thorough across the whole institution. Carry out a second review of provision.		Nov-18 to Oct-19	100% of maternity/shared parental leave returners confirm that provision is consistent and comprehensive.
5.2	Review the application of reasonable adjustments following return to	a) Introduce specific measures to support those returning from maternity and shared parental leave including; a phased return to teaching activities e.g. not more than 50%, a full review of development needs and time to readjust to a full academic role	DVC Resources with Deans of School	Jan-17 to Sep-17	Specific measures to support those returning from maternity and shared parental introduced

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
	work from maternity or shared parental leave	b) Maternity and shared parental leave returner interviews and focus groups held to assess implementation of reasonable measure to support return to work.		Oct-17 to Nov-17	All staff have had reasonable adjustments and support measures applied.
		c) Monitor of workload allocation to assess whether returners have had an adjustment to their deployment		Oct-17 to Sep-18	Monitoring demonstrates that 100% of returners have had an adjustment to their deployment
5.3	Support staff returning from maternity and shared parental leave	a) Produce a maternity/shared parental leave guide for staff and managers.	Director of HR	By Apr-17	Guidance produced, published and in use.
		b) Establish a support network for staff returning from maternity/career breaks.		Apr-17	Network is established and publicised on HR webpages and in staff maternity letters.
		c) Review the feasibility of providing on-site nursery provision or crèche facilities.		Sept-17 to Mar-18	Feasibility report presented to the University Executive Team
5.4	Review how we promote and create opportunities for flexible working across academic roles	a) Establish clearly at the outset of recruitment processes whether a role can be undertaken on a flexible basis and communicate this through advertisements. Establish an annual report on the proportion of jobs advertised on a job share and flexible working basis.	Director of HR with Deans of School and Directors of Research	Jan-17 to Jan-18	Academic roles are advertised on a flexible working basis.
		b) Communicate and promote our status as a family friendly employer that welcomes job share applications as part of the university's employer branding process on our webpages and other jobs sites.	Director of HR	By Jul-17	Jobs website and recruitment materials amended.

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
5.5	Analyse flexible working arrangements in place across the university, establishing gaps where positive action can be taken.	a) Conduct impact assessment of flexible working by school and service area and by protected characteristic.	E&D Manager	May-17 to Jul-17	Impact Assessment shows % breakdown of flexible working in place across the university and identifies where gaps exist.
		b) Where gaps in provision are identified, take actions to ensure that flexible working practices are consistent across the institution, including provision of training for line managers.		Aug-17 to Dec-17	Actions taken and all line managers in areas in need of attention undertaken training.
		c) Rerun impact assessment of flexible working by school and service area and by protected characteristic		May-18 to Jul-18	Impact Assessment shows consistent application of flexible working in place across the university
5.6	Increase the number of men accessing flexible working and shared parental leave	a) Promote our existing flexible working practice and benefits on our vacancy website and signpost this in our adverts.	Director of HR with Deans of School & Heads of Subject	By April-17	Flexible working practice and benefits promoted on vacancy website and in adverts
		b) Include new stories and profiles of men who are currently working part-time or flexibly on our webpages, news bulletin and on our Athena SWAN site.	Director of Marketing and Communication	April-17 to Dec-17	Stories and profiles of men who are currently working part-time or flexibly included on webpages, etc.
		c) Check the proportion of staff assessing flexible working opportunities.	Director of HR	April 2019	The proportion of men accessing flexible working and shared parental leave increases.
6 Events & Communication					
6.1	Improve awareness of	a) Establish an Athena SWAN network to raise awareness of Athena SWAN more widely, provide	E&D Manager with	By Jan-17	Network in place

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
	Athena SWAN within STEM and across the Institution	opportunities for cross institution working and learning and link to the School based Champions and Aurora network	Senior Aurora Champion		
		b) Develop a 3 year Athena SWAN Communications Plan to incorporate all areas of the University and the expanded 2015 Charter principles	Athena SWAN Steering Group	By May-17	3 year Athena SWAN Communications Plan in place.
		c) Build on the existing Athena SWAN web presence and develop this to include examples of good practice.	Head of Communications	Oct 16 to May-17	Web presence enhanced.
		d) Update the existing Athena SWAN presentations and deliver to all the current schools (to include teaching related activities, specific research projects, workshops etc.).	All ASSG members	By Jun-17	Presentations delivered to all schools
		e) Measure staff knowledge of Athena SWAN in 2018 staff survey	Head of OD	By Jun-18	All staff know what Athena SWAN is and what it represents.
6.2	Establish a one-day, cross University, Gender conference	Feature presentations and discussion groups to showcase the range of our good work in this area linked to International Women's Day in 2017.	ASSG Members / E&D Manager	By Mar-17	Inaugural event takes place on 8 March 2017
6.3	Develop a URO funded Athena SWAN prize	Eligible for all staff, this will support a broad remit that furthers the mission of the university to support gender equity in its work.	Head of the University Research Office	By Sept 18	Prize established and first award made.
6.4	Communication exercise around equality of pay	a) Promote our existing published equal pay reports and analysis and link to these from the Athena SWAN and School webpages.	Director of HR	By May 17	Reports published and promoted
		b) Use our staff news magazine and email bulletins to explain what the University is doing in relation to pay and link this with national media events.	Director of HR	By May 17	Explanations of what the university is doing in relation to pay

Item	Objective	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria/Outcome Measures
					published with links to national media events.
		c) Include more specific detail of equal pay and discussion about this topic at Athena SWAN roadshows and Network meetings.	E&D Manager	By Jan 17	Detail of equal pay and discussion about this topic included in Athena SWAN roadshows and Network meetings.
		d) Measure staff knowledge of pay equity in 2018 staff survey. Currently 48% of women and 70% of men believe that men and women are paid equally.	Head of OD	Jun-18	Perceptions around pay equity improve significantly in the next staff survey increase to 75% in 2018

Item	Objective	Immediate < 1 year	Medium < 2 years	Long term > 2 years
1.1	Review SAT membership	■ (red)		
1.2	Establish reporting line for ASSG	■ (red)		
1.3	Directors of Research as Champions	■ (red)		
1.4	Submit School awards		■ (orange)	
2.1	Gender Profile – Civil and Electrical Engineering			■ (yellow)
2.2	Female academic applications to increase	■ (red)		
2.3	Internal female promotion applications to increase		■ (orange)	
2.4	Professorial pay review grades 10 and 11	■ (red)		
2.5	Review applicant data for senior roles	■ (red)		
3.1	Transparency in workload allocation		■ (orange)	
3.2	Consideration of gender within research applications	■ (red)		
3.3	Improve local inductions		■ (orange)	
3.4	Increase number of females on Governing body			■ (yellow)
4.1	Increase development access female STEM staff		■ (orange)	
4.2	Review PDR Scheme support career development		■ (orange)	
4.3	Awareness development and promotion	■ (red)		
4.4	Increase women as examiners of PGR students	■ (red)		
4.5	Review development opportunities for research		■ (orange)	
4.6	Reinvigorate research mentor scheme	■ (red)		
4.7	Monitor PGR Supervisory teams		■ (orange)	
4.8	Ensure parity in fixed term research contracts		■ (orange)	
4.9	Support staff with caring responsibilities	■ (red)		
4.1	Review probation		■ (orange)	
4.11	Introduce a talent and succession framework			■ (yellow)
5.1	Review maternity Leave		■ (orange)	
5.2	Review return to work		■ (orange)	

Item	Objective	Immediate < 1 year	Medium < 2 years	Long term > 2 years
5.3	Support staff returning to work		🟧	
5.4	Review and promote opportunities for flexible working	🟥		
5.5	Analyse flexible working arrangements			🟨
5.6	Encourage male flexible working/shared parental leave	🟥		
6.1	Increase Athena SWAN awareness	🟥		
6.2	Establish gender conference	🟥		
6.3	Develop Funded prize		🟧	
6.4	Communication around equality of pay		🟧	