WORD COUNT

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

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

We have provided the following recommendations as a guide.

<table>
<thead>
<tr>
<th>Department application</th>
<th>Bronze</th>
<th>Silver</th>
</tr>
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<td>12,000</td>
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<tr>
<td>1. Letter of endorsement</td>
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<td>500</td>
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<tr>
<td>2. Description of the department</td>
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<td>500</td>
</tr>
<tr>
<td>3. Self-assessment process</td>
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<td>1,000</td>
</tr>
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<td>4. Picture of the department</td>
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<td>5. Supporting and advancing women’s careers</td>
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</tr>
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<td>6. Case studies</td>
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<td>7. Further information</td>
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<td><strong>Department</strong></td>
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<tr>
<td><strong>Focus of department</strong></td>
<td>STEMM</td>
<td></td>
</tr>
<tr>
<td><strong>Date of application</strong></td>
<td>29/11/2019</td>
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<td><strong>Award Level</strong></td>
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</table>
| **Institution Athena SWAN award** | Date: 2016  
Level: Bronze |
| **Contact for application** | Sue R Whittle  
Must be based in the department |
| **Email**              | s.r.whittle@leeds.ac.uk |
| **Telephone**          | +44 113433114 |
| **Departmental website** | [https://biologicalsciences.leeds.ac.uk/](https://biologicalsciences.leeds.ac.uk/) |
Glossary

AAM  Annual Academic Meeting
AP    Associate Professor
AS    Athena Swan
ASWG  Athena Swan Working Group
CROS  Careers in Research Online Surveys
DoR   Director of Research
DSE   Director of Student Education
E&I   Equality & Inclusion
E&IC  Equality & Inclusion committee
F    Female
FEC   Faculty Executive Board
FBS   Faculty of Biological Sciences
FT    Full time
FTE   Full time equivalent
FRIC  Faculty Research & Innovation Committee
HE   Higher Education
KIT   Keep in Touch
LGBT+ Lesbian, Gay, Bisexual, Transgender
M    Male
P&M  Professional and Managerial staff
PAL  Postdoctoral Association of Leeds (in FBS)
PDRA  Postdoc Research Associate
PG   Postgraduate student
PGR  Postgraduate research
PGT  Postgraduate taught
PT    Part-time
RG    Russell Group
RIS   Research and Innovation Support
SAT   Self-Assessment Team
SB   School of Biology
SBMS  School of Biomedical Sciences
SMCB  School of Molecular and Cellular Biology
SES   Sports and Exercise Science
SRDS  Staff Review and Development Scheme
UAF  University Academic Fellow
UB  Unconscious Bias training
UG  Undergraduate
UoL  University of Leeds
VC  Vice Chancellor
WaLN  Women at Leeds Network
WTISSF  Wellcome Trust Institutional Strategic Support Funding

Symbol used in application

BEACON ACTIVITY: Current activities which are impacting beyond the faculty.
1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Silver: 500 words

John E. Ladbury Ph.D.
Professor and Dean of the Faculty of Biological Sciences
The University of Leeds
LC Miall Building
Leeds, LS2 9JT, UK.
Tel: +44 (0) 113 343 5647 email: deanfbs@leeds.ac.uk

18th November 2019

Dear Sarah,

As Dean of the Faculty of Biological Sciences, I am delighted to endorse our Athena Swan Silver Application. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty. Equality and inclusion are fundamental principles for our Faculty and I personally have played an active role in our Athena Swan Working Group over the last 5 years. Our gender equality strategy is integrated into our broader equality agenda, with the leads working together, and underpinned by surveys, open meeting and continuous reflection. Events like our Athena Swan Away Day and our focused open meetings have helped to engender wider participation and responsibility across our community. This application presents our recent progress to strive for gender equality, mapping out key areas of impact, and areas of focus for the future. Many activities are now fully embedded into the working of the Faculty, as a result of this work (for example, unconscious bias training).

Changes in culture are reflected by a number of key impacts including a substantial improved gender balance in the Faculty’s senior management (29% in 2017 to 55% in 2019) resulting from our policy to advertise all roles openly and our drive to support career development of female academics. As I step down as Dean this month, our interim Dean will be our first female Dean. Professor Karen Birch was promoted to Head of School, and received her Chair two years ago. Her leadership as Head of School is exemplary and has changed culture in her school. We have increased the profile for successful academics (Case studies), linked with their promotion.

We have championed several beacon activities that have substantially impacted both staff and students including;

- Postdoctoral support for female academics going on maternity leave to enable them to maintain their career trajectories
- Postdoc champion and postdoc mentoring circles; working with Pro-Dean to improve career development with improved postdoc outcomes

Key achievements have also been

- Improved support for grant writing; improving female success level (16% in 2017 to 43% in 2019)
- Career development of technical staff; most of whom are female.

But there is still room for improvement and our focus going forward is on;

- PhD student mentoring (career development, support and removal of gender bias)
• Improved gender balance in School management
• Continue to address the leaky pipeline for females
• Broader and cutting-edge family policies
• More diverse and inclusive role models
• Continued support for career development of females across all FBS roles (e.g. technical staff).

In summary we have made exciting and substantial progress over the last few years and I am proud of what we have achieved. Personally, I have ensured that funds remain in place to support policy initiatives. So even when budgets are being squeezed these important mechanisms are in place to support career development for females in FBS. This application demonstrates the impact our work and that we continue to be committed to address gender equality and LGBT+ rights in FBS in the future.

Yours sincerely,

Professor John Ladbury

Word count 506
Dear Sarah,

I will taking over as interim Dean of Faculty from Prof Ladbury as of the 1st December 2019. As the current Head of School of Biomedical Sciences within the Faculty and a member of the Equality and Inclusion Committee, I have been fully involved in the evolution of both the underpinning activities and the document for this application. I fully endorse our silver application and am excited about and committed to our future initiatives to ensure equality and inclusion is embedded within our working culture.

Yours sincerely,

Professor Karen Birch

Word count 92

Total word count 598
2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Silver: 500 words

The Faculty of Biological Sciences (FBS) is one of the leading groups of life-science researchers in the UK, contributing to world-class research, providing a high-quality research training environment and delivering an exceptional student education. FBS is in the top 20 in the UK for Biosciences (Guardian University Guide 2020).

Our position for bioscience research was confirmed by the last Research Excellence Framework (REF) where we were ranked 6th for research impact, with a current research grant portfolio of £76m derived from sources including research councils, charities, the European Union and industry. Integral to the success of the Faculty, and in line with the University’s Equality and Inclusion framework, is the desire to harness the full capability of all our staff and students and to provide a diverse, inclusive Faculty environment that allows all staff and students to realise their full potential. Significant investments in our infrastructure contribute to our dynamic and vibrant research environment, offering excellent opportunities for cutting edge research focused around key areas.

Staff and student numbers, and gender balance are shown in Table 2A (Fig 2.1). Most professional/managerial and support staff (e.g. HR, Finance, Marketing, Student Education Services) are part of university-wide teams who are centrally managed. Technical staff and some professional/managerial and support staff are managed within FBS.

The Faculty has 3 Schools:

- School of Biology (SB)
- School of Molecular and Cellular Biology (SMCB)
- School of Biomedical Sciences (SBMS)

Teaching is delivered by the Schools, and managed via the Undergraduate & Graduate Schools with B.Sc. and M.Biol programmes aligned across all Schools, supported by the FBS Student Education Service. Provision of teaching is overseen by the Pro-Dean for Student Education supported by the Faculty Director of Student Education working with School Directors of Student Education (DSE) (Fig 2.2). The Director of the Graduate School oversees postgraduate research student training and progression across FBS, reporting to the University Graduate Board. Our undergraduate programmes are shown in Fig 4.1.1.

Table 2.A: Composition of FBS staff and students by gender 2018/19

<table>
<thead>
<tr>
<th>Group</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Not specified/Non-binary</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>1909</td>
<td>1215</td>
<td>693</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>Postgraduate Students</td>
<td>369</td>
<td>218</td>
<td>148</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>Support Staff</td>
<td>47</td>
<td>34</td>
<td>13</td>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td>Technical staff</td>
<td>77</td>
<td>40</td>
<td>37</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Research Staff (postdocs)</td>
<td>155</td>
<td>71</td>
<td>84</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Professional and Managerial Staff</td>
<td>42</td>
<td>25</td>
<td>17</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>143</td>
<td>42</td>
<td>101</td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
Of 11 current members of Senior Management Teams (SMT) we have 6 women in leadership roles, (55%), increased from 29% (2017), through changes to recruitment processes (Section 5.6.3). Only SMCB has no current female representation on SMT (though they had a female DSE until 2017). Two further senior teaching roles (Faculty Director of Student Education, Director of International taught students) are female. Apart from academic staff, where males predominate, and Support Services, where females predominate, other groups are broadly gender-balanced.

Word count: 479
Figure 2.2: Faculty Organisation chart

Professor John Ladbury
Dean

Professor Kenneth McDowall
Pro-Dean for Student Education

Professor Jim Deuchars
Pro-Dean for International

Professor Brendan Davies
Pro-Dean for Research & Innovation

Professor Lisa Collins
HoS (SB)

Dr Amanda Bretman
Director of Research

Dr Alison Dunn
Director of Student Education

Professor Karen Birch
HoS (SBMS)

Dr Susan Deuchars
Director of Research

Dr Charlotte Haigh
Director of Student Education

Professor Richard Bayliss
HoS (SMCB)

Dr Andrew Macdonald
Director of Research

Professor Eric Blair
Director of Student Education
3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team

FBS established the Athena Swan Working Group (ASWG) in 2012 to champion gender equality within the Faculty. This group is also the FBS Self-Assessment Team (SAT), with representatives from all parts of FBS community including academics, professional and managerial (P&M), research and support staff, postdocs and PhD students; people from a range of career stages and across the three schools.

ASWG currently consists of 29 members (Table 3.A), 76% female and 24% male. This ensures views of diverse stakeholders are represented, plus buy-in of senior management (including Dean), which are vital to ongoing success of the gender equality agenda. The ASWG members have different experiences; some having caring responsibilities, working part-time or on a flexible basis and having diverse career trajectories. 10 members remain from 2017 Submission ASWG bringing continuity and experience to self-assessment process. Dr Sue Whittle (SW), Associate Professor and a long-standing member of FBS ASWG, and Dr Julie Aspden (JA), University Academic Fellow (UAF), were appointed as Co-Chairs in 2016. They draw on two different perspectives in terms of teaching and research focused academics, at different stages of their careers. SW has a teaching and scholarship focus, whilst JA joined FBS in 2015, has a research and teaching focus. JA’s recent experience of making the transition from postdoc to academic puts her in an excellent position to tackle this key part of the leaky pipeline. Together SW and JA represent the importance of both research and teaching, which is at the heart of FBS.

Table 3.A: Description of self-assessment team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role on Team</th>
<th>Role in Faculty</th>
<th>Experience and work-life balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Julie Aspden (female) 2016-current</td>
<td>Co-Chair</td>
<td>Academic: UAF (grade 8) (School of Molecular and Cellular Biology)</td>
<td>100% FTE, dual academic household, previous member of U.Sussex ASWG, runs @AthenaSwanLeedsFBS, pregnant, on SUSTAIN leadership program</td>
</tr>
<tr>
<td>Dr Yoselin Benitez-Alfonso (female)</td>
<td>FBS Equality and Inclusion coordinator</td>
<td>Lecturer in School of Biology</td>
<td>Parent of 1 child. From Cuba living in UK alone since 2009. Unmarried but in partnership where both work FT.</td>
</tr>
<tr>
<td>Isabel Birds (female)</td>
<td>PGR Representative</td>
<td>PhD Student: Year 1 (School of Molecular and Cellular Biology)</td>
<td>Vice-President of Leeds UUWRL. Previous secretary, NatSci Society. Works part-time alongside PhD.</td>
</tr>
<tr>
<td>Rhiannon Bland (female)</td>
<td>Taught Student Education representative</td>
<td>Education Service Delivery Manager</td>
<td>100% FTE. From dual career family.</td>
</tr>
<tr>
<td>Joshua Bolam (male)</td>
<td>PGR Representative</td>
<td>PhD Student</td>
<td>FT Student. Sport &amp; Exercise Sciences (SES)-Demonstrating Studentship.</td>
</tr>
<tr>
<td>Dr Alison Divine (female)</td>
<td>School of Biomedical</td>
<td>Lecturer in School of</td>
<td>From a dual career family.</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Position/Title</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Antonio Calabrese</td>
<td>PDRA representative</td>
<td>PDRA in School of Molecular and Cellular Biology</td>
<td>100% FTE. Working family background. Runs coffee and careers, on FBS Postdoc Association, co-chairs Astbury Postdoc Forum. Recent UAF appointment.</td>
</tr>
<tr>
<td>Veronica DeJesus</td>
<td>PGR Representative</td>
<td>PhD student in School of Molecular and Cell Biology</td>
<td>FT student on Wellcome Trust 4 year PhD scheme.</td>
</tr>
<tr>
<td>Dr Hannah Dugdale</td>
<td>School of Biology academic representative</td>
<td>Academic: Associate Professor (grade 9)</td>
<td>50%FTE 2018–19, 100%FTE 2019- Evolutionary Biology Equal Opportunities Committee Chair, Dual career family, 2 children. Previous ASWG U Sheffield</td>
</tr>
<tr>
<td>Caroline Foote</td>
<td>HR support on AS initiatives</td>
<td>HR Officer</td>
<td>Completed Master’s degree whilst employed. Work compressed hours for work/life balance</td>
</tr>
<tr>
<td>Jackie Goodall</td>
<td>Support staff representative</td>
<td>Faculty Senior Technical Services Manager</td>
<td>100% FTE. Worked full and part-time (Inc. job share). Had caring responsibilities 2 children &amp; elderly relatives. Dual career family.</td>
</tr>
<tr>
<td>Molly Gravett</td>
<td>PGR Representative</td>
<td>PhD Student in School of Molecular and Cell Biology</td>
<td>FT student. Wellcome Trust PG Representative.</td>
</tr>
<tr>
<td>Professor Keith Hamer</td>
<td>School of Biology academic representative</td>
<td>Academic: Professor (grade 10)</td>
<td>Experienced parent from dual academic career family.</td>
</tr>
<tr>
<td>Professor Mark Harris</td>
<td>School of Molecular and Cellular Biology academic representative</td>
<td>Professor of Virology</td>
<td>Twin daughters (born 1992). Academic since 1997. Wellcome Trust ISSF academic lead.</td>
</tr>
<tr>
<td>Dr Hannah M. Kirton</td>
<td>PDRA representative</td>
<td>PDRA in School of Biomedical Sciences</td>
<td>100% FTE. From dual career family. Coordinating coffee and career seminars.</td>
</tr>
<tr>
<td>Dr Brian Jackson</td>
<td>Support staff representative</td>
<td>Research Facility Manager for Protein Production</td>
<td>Dual-academic household, 1 child at University nursery and wife pregnant with second.</td>
</tr>
<tr>
<td>Dr Jessica Kwok</td>
<td>School of Biomedical Sciences academic representative</td>
<td>Academic: Associate Professor (grade 9)</td>
<td>100%FTE. Previously Wings for Life Fellow. Was under UAF mentoring scheme. From dual-career family background. Current dual academic career family.</td>
</tr>
<tr>
<td>Professor John Ladbury</td>
<td>Dean of FBS</td>
<td>Dean of Faculty of Biological</td>
<td>2 children. Prof. 2003-2014; Centre Director, MD Anderson Cancer Centre,</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Institution</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Varinder Lall (female)</td>
<td>PDRA representative</td>
<td>Sciences (grade 10 academic)</td>
<td>80%FTE. Attends school management meetings as a postdoctoral rep, current postdoctoral representative for FBS. Mother to 2 young boys.</td>
</tr>
<tr>
<td>Philippa Malko (female)</td>
<td>PGR Representative</td>
<td>PhD Student</td>
<td>FT student funded by School of Biomedical Sciences Doctoral Training Studentship.</td>
</tr>
<tr>
<td>Merianne Mohamad (female)</td>
<td>PGR Representative</td>
<td>PhD Student</td>
<td>FT student. Self-funded. FBS Education Outreach fellow and STEM ambassador.</td>
</tr>
<tr>
<td>Ms Bridget Millar (female)</td>
<td>Advisor on HR policy development and implementation</td>
<td>Human Resources Manager</td>
<td>Working FT over compressed fortnight: work/life balance. Completed postgraduate diploma whilst employed. Supported to undertake 12-month leadership development programme.</td>
</tr>
<tr>
<td>Philippa Malko (female)</td>
<td>PGR Representative</td>
<td>MSc (by Res) student</td>
<td>FT masters by research student, self-funded.</td>
</tr>
<tr>
<td>Dr Charlotte Scarff (female)</td>
<td>PDRA representative (in School of Molecular and Cellular Biology)</td>
<td>PDRA in School of Molecular and Cellular Biology</td>
<td>80%FTE. From dual career family. AS postdoc circle mentoring scheme. Runs coffee and careers. ERC Steering Group, FBS Postdoctoral Association.</td>
</tr>
<tr>
<td>Amy Mills (female)</td>
<td>Support Staff Representative</td>
<td>Human Resources Administrator</td>
<td>Son born Dec 2017. Joined FBS July 2019 after applying for 100%FTE position and amended role to 60%FTE.</td>
</tr>
<tr>
<td>Megan Nolan (female)</td>
<td>PGR Representative</td>
<td>MSc (by Res) student</td>
<td>FT masters by research student, self-funded.</td>
</tr>
<tr>
<td>Dr Elton Zeqiraj (male)</td>
<td>School of Molecular and Cellular Biology academic representative</td>
<td>Academic: UAF (grade 8) (School of Molecular and Cellular Biology)</td>
<td>Sir Henry Dale Fellow, 100% FTE, dual academic household, Two children (6 and 4). Organiser of postdoc circle mentoring scheme.</td>
</tr>
</tbody>
</table>

(ii) An account of the self-assessment process

ASWG met monthly until 2018 when we decided to merge with E&IC. We now meet as ASWG 4/year, as E&IC 4/year and as smaller working groups (e.g. PhD students’ reps) more frequently. Interspersed with these meetings we have started open meetings, open to everyone, on specific subjects arising from data analysis, survey results etc. This change in operation framework was to;
• Act more effectively to drive the equality and inclusion agenda including gender equality, in more coherent manner
• Improve engagement with AS activity rather than spend time meeting so regularly
• Broaden engagement with gender equality agenda with people outside ASWG
• Improve engagement with senior management through E&IC
• Increase opportunities to tackle issues with an intersectionality focus.

Engagement with focus groups had previously been low so we started using open meetings to discuss topics arising from surveys in depth. So far, we have hosted open meetings on; career transition from postdoc to group leader, core hours and everyday sexism in science. These have drawn in 40-50 people each time from across a range of roles and areas across FBS. As a result of these meetings we have generated smaller working groups, actions and development of policies. This mechanism has been more effective, gathering a wider range of experiences and opinions. Many people take part who are not part of ASWG and do not want to commit to being part, but do want to contribute to specific activities and issues. This new operation framework has also facilitated the movement of policy changes to FEC (Faculty Executive Committee) from E&IC.

Members of ASWG speak regularly at School meetings to update academic staff on AS agenda, actions, and progress and school specific issues to work on. FBS AS co-chairs met with UoL VC (Jan 2018) providing him with an update of our vision, actions and activities. To increase understanding and activity amongst technical staff we gave an AS presentation at the Technical Staff away day (2017). Following up from this we led a discussion of mentoring for technicians, providing a basis for various mechanisms for mentoring amongst technicians. To monitor progress with our 2017 action plan and its impact we held an AS Away Day June 2018 (Fig 3.1). We invited a broad range of staff and students to get their opinions and ideas, including ASWG (Table 3.A) and additional participants including; Head of Graduate School, Postdoc Champion, Head of Schools (HoSs), UG Admissions Manager, Doctoral College Manager, Teaching Technicians, PhD students, Teaching Fellow, UG students and academic representatives.

Figure 3.1: Photos of AS Away Day June 2018 discussions
We analysed data, discussed its implications and brainstormed ways to tackle issues. This allowed us to assess how our action plan was being implemented but also develop and delivered new initiatives and generated new actions.

To assess impacts of our actions we now perform surveys every year in December. We have undertaken 2 since (2017, 2018) our 2017 submission to identify changes since 2016 survey. These faculty-wide ‘Culture Surveys’ assess opinions on issues relating to work/life balance, training & development, career progression, barriers to progression, equality, flexible working and Athena Swan initiatives. We use 5 surveys tailored to different groups of staff and students to ensure we ask appropriate and specific questions. Reports are generated (group and overall) and presented at E&I, discussed in AS coffee mornings, circulated in Dean’s communication and posted on website. Changes over time are tracked and discussed at ASWG, E&I and FEC, with specific recommendations.
Table 3.B: Summary of surveys including numbers of respondents and response rates by gender (% of each gender within FBS that responded)

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of respondents</th>
<th>M%</th>
<th>F%</th>
<th>Number of respondents</th>
<th>M%</th>
<th>F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD students</td>
<td>83</td>
<td>33</td>
<td>38</td>
<td>71</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>Postdocs (PDRA)</td>
<td>50</td>
<td>28</td>
<td>47</td>
<td>50</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>Technical and clerical staff</td>
<td>65</td>
<td>35</td>
<td>52</td>
<td>62</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>Professional and managerial staff</td>
<td>16</td>
<td>26</td>
<td>38</td>
<td>26</td>
<td>76</td>
<td>52</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>64</td>
<td>32</td>
<td>60</td>
<td>53</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td></td>
<td></td>
<td>189</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University AS Steering Group has provided input, and discussions regarding self-assessment. We received particular input from the Faculty of Medicine and Health (FMH). Several ASWG members regularly discuss actions and initiatives with colleagues at other universities (e.g. Sussex, Cambridge, Newcastle, and York) who have been critical friends during the self-assessment process.

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

Going forward we will continue with the new operating framework with:
- E&I meetings (4/year),
- AS meetings (4/year),
- Sub-team meetings (as required ~4/year e.g. mentoring) and
- Open meetings (4/year).

To progress effectively the sub-team meetings will become more important and active. One will be focused on the Action Plan developed here. Others will reflect our key priorities for the next 3 years as highlighted in Dean’s letter. Open meetings will focus on issues from surveys and data. Our first will tackle subjects of particular interest to technical and support staff. It is important that the subjects of these open meetings address subjects important to all members of Faculty so each will have a focus decided by our different groups of staff and students. Some topics will obviously be of interest very broadly as core-hours was.

Table 3.C: Summary of plan for sub-teams for coming 3 years

<table>
<thead>
<tr>
<th>Sub-teams</th>
<th>Number of members</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD students</td>
<td>~10</td>
</tr>
<tr>
<td>Postdocs</td>
<td>~5</td>
</tr>
<tr>
<td>Mentoring</td>
<td>~5</td>
</tr>
<tr>
<td>Action Plan</td>
<td>~10</td>
</tr>
<tr>
<td>Surveys</td>
<td>~5</td>
</tr>
<tr>
<td>Culture</td>
<td>~10</td>
</tr>
</tbody>
</table>

Word count: 998
4. PICTURE OF THE DEPARTMENT

4.1 Student data

(i) Numbers of men and women on access or foundation courses
FBS offers no access or foundation courses: we accept students via university-led access courses, but have no input to recruitment policy/practice.

(ii) Numbers of undergraduate students by gender:

Figure 4.1.1: Undergraduate programmes taught by Schools

FBS offers 18 UG programmes within three Schools (Fig 4.1.1): all are full-time. Leeds is a member of the Russell Group (RG) and HESA RG data are used for benchmarking.
Table 4.1.A: Numbers and gender of UG students in FBS, percentages of females, with RG benchmark

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th></th>
<th>2017/18</th>
<th></th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>% F</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>FBS</td>
<td>1206</td>
<td>686</td>
<td>64</td>
<td>1172</td>
<td>684</td>
</tr>
<tr>
<td>RG</td>
<td>20685</td>
<td>12370</td>
<td>63</td>
<td>21270</td>
<td>12065</td>
</tr>
</tbody>
</table>

Figure 4.1.2: Percentage of female UG students in FBS, along with Russell Group benchmark

Table 4.1.B: Numbers and gender of UG students in Schools, percentages of females

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th></th>
<th>2017/18</th>
<th></th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>% F</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>SB</td>
<td>318</td>
<td>171</td>
<td>65</td>
<td>308</td>
<td>154</td>
</tr>
<tr>
<td>SMCB</td>
<td>342</td>
<td>192</td>
<td>64</td>
<td>327</td>
<td>207</td>
</tr>
<tr>
<td>SBMS</td>
<td>546</td>
<td>323</td>
<td>63</td>
<td>537</td>
<td>323</td>
</tr>
</tbody>
</table>

Undergraduate numbers and gender balance are stable, both at Faculty and School level. Gender balance (63%F) is in line with RG benchmark.
Course applications, offers, and acceptance rates

Table 4.1.C: Percentage of students who are female applying, getting offers and accepting, actual numbers of females in brackets

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th></th>
<th></th>
<th>2017/18</th>
<th></th>
<th></th>
<th>2018/19</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
</tr>
<tr>
<td>FBS</td>
<td>59 (2042)</td>
<td>64 (1528)</td>
<td>67 (378)</td>
<td>59 (2330)</td>
<td>64 (1615)</td>
<td>61 (397)</td>
<td>62 (2492)</td>
<td>67 (1784)</td>
<td>63 (384)</td>
</tr>
<tr>
<td>Russell Group</td>
<td>61 (41270)</td>
<td>64 (5790)</td>
<td>61 (39295)</td>
<td>64 (5830)</td>
<td>61 (397)</td>
<td>62 (2492)</td>
<td>67 (1784)</td>
<td>63 (384)</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1.3: Percentage of applicants, offers and acceptances to UG programmes, who are female in FBS with Russell Group benchmark

Table 4.1.D: Percentage of students who are female applying, getting offers and accepting, actual numbers of females in brackets by School.
At Faculty level, females make up around 60% of applicants, in line with the RG benchmark. The proportion of females receiving offers and accepting places is slightly higher, showing that female applicants are successful in gaining places, again in line with benchmark data.

We have worked to improve the gender balance of applications to some of our programmes (AP2017 1.2 & 1.3): in 2014-16 Sport & Exercise programmes (SES) within SBMS lagged significantly behind other RG universities in attracting females. Actions are described in Table 4.1.F. This has resulted in increased female applications, offers and acceptances for these programmes (Fig 4.1.3). Additionally, the previous steady rise in the proportion of female students seen on other SBMS programmes (from 68-72% 2014-16) has been halted: for the last three years the gender balance on these programmes has been stable (72%).

Table 4.1.E: Percentage of students who are female applying, getting offers and accepting, actual numbers of females in brackets in SES programmes.

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th></th>
<th></th>
<th>2017/18</th>
<th></th>
<th></th>
<th>2018/19</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
<td>Apps</td>
<td>Offers</td>
<td>Accs</td>
</tr>
<tr>
<td>SES</td>
<td>33 (277)</td>
<td>41 (126)</td>
<td>49 (39)</td>
<td>35 (310)</td>
<td>41 (169)</td>
<td>34 (34)</td>
<td>40 (332)</td>
<td>49 (183)</td>
<td>51 (47)</td>
</tr>
<tr>
<td>RG</td>
<td>37 (1890)</td>
<td>45 (260)</td>
<td>38 (2105)</td>
<td>39 (240)</td>
<td>41 (2260)</td>
<td>45 (335)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1.4: Percentage of applicants, offers and acceptances to Sport & Exercise programmes, who are female in FBS with Russell Group benchmark
Table 4.1.F: Impact from 2017 action plan (AP2017 1.1 & 1.2)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme brochures modified where necessary to include equal representation of males and females in illustrations and Case Studies.</td>
<td>Percentage female students SBMS ceased to increase.</td>
</tr>
<tr>
<td>Equal male and female representation in staff and student ambassadors at open Days/Visit Days introduced and monitored.</td>
<td>Slight (3%) sustained increase in registered female students in SES. Female applications, offers and acceptances continue to rise in SES, and are now 5% above RG benchmark.</td>
</tr>
<tr>
<td>Unconscious bias training rolled out to all interviewing staff.</td>
<td></td>
</tr>
</tbody>
</table>

UG Degree attainment by gender

Table 4.1.G: Percentage of students achieving degree classifications by gender and year (actual number in brackets), including RG benchmark

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Group</th>
<th>I</th>
<th>II(i)</th>
<th>II(ii)</th>
<th>III/Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Female</td>
<td>FBS</td>
<td>34 (118)</td>
<td>58 (203)</td>
<td>8 (29)</td>
<td>0 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>34 (1680)</td>
<td>55 (2730)</td>
<td>10 (515)</td>
<td>1 (50)</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>FBS</td>
<td>22 (47)</td>
<td>52 (112)</td>
<td>24 (51)</td>
<td>2 (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>28 (920)</td>
<td>54 (1790)</td>
<td>16 (520)</td>
<td>2 (70)</td>
</tr>
<tr>
<td>2017</td>
<td>Female</td>
<td>FBS</td>
<td>33 (116)</td>
<td>59 (205)</td>
<td>7 (24)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>38 (2120)</td>
<td>52 (2920)</td>
<td>10 (540)</td>
<td>1 (45)</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>FBS</td>
<td>26 (60)</td>
<td>58 (117)</td>
<td>19 (43)</td>
<td>4 (8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>28 (1050)</td>
<td>54 (1980)</td>
<td>16 (585)</td>
<td>2 (80)</td>
</tr>
<tr>
<td>2018</td>
<td>Female</td>
<td>FBS</td>
<td>41 (142)</td>
<td>52 (180)</td>
<td>6 (20)</td>
<td>1 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>38 (2350)</td>
<td>53 (3220)</td>
<td>8 (495)</td>
<td>1 (40)</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>FBS</td>
<td>31 (64)</td>
<td>53 (110)</td>
<td>15 (31)</td>
<td>2 (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russell Group</td>
<td>32 (1105)</td>
<td>52 (1830)</td>
<td>14 (505)</td>
<td>2 (50)</td>
</tr>
</tbody>
</table>
Female performance is stable, and aligned to RG data: male performance has been lower than RG average, however this gap is closing, and in 2018/19 is similar to other RG institutions. **AP2017 1.3**: we investigated possible causes of male underperformance. Analysis of data 2012-16 (n=2383) showed that average entry points were lower for males than females. There was a significant correlation between entry points and classification average for males (p=0.031) and females (p=0.004), suggesting that differences between female and male performance is likely to relate to entry grades.

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

(iiia) **Full and part-time registrations**

FBS offers full-time and part-time taught Masters Courses (PGT). The Faculty is committed to offering opportunities for part-time Masters Study: two new programmes (Biopharmaceutical Development and Sport & Exercise Medicine) have been introduced since 2017 with full and part-time variants.

**Table: 4.1.H: Number and percentages of female postgraduate taught students (with Russell Group-RG benchmarks)**

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>%F</td>
</tr>
<tr>
<td>FBS FT</td>
<td>61</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>RG FT</td>
<td>1710</td>
<td>1125</td>
<td>60</td>
</tr>
<tr>
<td>FBS PT</td>
<td>4</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>RG PT</td>
<td>1565</td>
<td>785</td>
<td>67</td>
</tr>
</tbody>
</table>
Figure 4.1.6: Full time taught postgraduate students: % female, including RG benchmark

Full-time PGT students are around 70% female, slightly above RG average for gender balance, but following a similar trend. Part-time numbers are low, and generally gender-balanced.

(iiiib) PGT applications, offers and acceptances

Table 4.1: Numbers and percentage of FT Post-graduate taught students applying, offered and accepting place in FBS who are female. Actual numbers of females in brackets and percentage outside brackets.

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th></th>
<th></th>
<th>2017/18</th>
<th></th>
<th></th>
<th>2018/19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>App</td>
<td>Offer</td>
<td>Acc</td>
<td>App</td>
<td>Offer</td>
<td>Acc</td>
<td>App</td>
<td>Offer</td>
</tr>
<tr>
<td>FT</td>
<td>57</td>
<td>(308)</td>
<td>62</td>
<td>(183)</td>
<td>67</td>
<td>(63)</td>
<td>57</td>
<td>(317)</td>
</tr>
<tr>
<td>PT</td>
<td>50</td>
<td>(6)</td>
<td>63</td>
<td>(5)</td>
<td>100</td>
<td>(3)</td>
<td>57</td>
<td>(22)</td>
</tr>
</tbody>
</table>

Figure 4.1.7: Full time taught postgraduate student recruitment: applications, offers and acceptances

- Applications
- Offers
- Acceptances

2016-17  2017-18  2018-19
Overall applications for PGT courses are reasonably stable: the proportion of female applicants fell in 2018 (no reason known) however the offers and acceptances has remained stable. Numbers of part-time applications are small, though they have increased in recent years (from 8 in 2016/17 to 21 in 2018), probably as a result of increasing part-time options. AP2017 1.5 included monitoring of PT PGT gender balance: %F varies each year, but no consistent trend has been identified. Monitoring will continue.

(iv) Numbers of men and women on postgraduate research degrees (PGR)

Table 4.1.J: Number and percentages of full-time postgraduate research students who are female

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>% F</td>
</tr>
<tr>
<td>FBS</td>
<td>111</td>
<td>110</td>
<td>50</td>
</tr>
<tr>
<td>RG</td>
<td>3805</td>
<td>3205</td>
<td>54</td>
</tr>
</tbody>
</table>

Figure 4.1.8: Full time taught postgraduate research student registrations in FBS with RG benchmark

Table: 4.1.K: Number and percentages of part-time postgraduate research students who are female

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>% F</td>
</tr>
<tr>
<td>FBS</td>
<td>9</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>RG</td>
<td>305</td>
<td>270</td>
<td>53</td>
</tr>
</tbody>
</table>
The FT registered PGR numbers have risen slowly over the past 3 years. We have focused on actions to increase female recruitment at PGR level, given the discrepancy between our recruitment and national data (AP2017 1.6, 1.7, 1.8). Actions taken are shown in Table 4.1. M. The proportion of females has risen by 6% in the last 3 years and is now in line with other RG institutions.

We recruit a small number of PT PGR students annually, who are mainly female: we consistently outperform the RG in this area.

PGR applications, offers and acceptances

Table: 4.1. L: Number and percentages of applications, offers and acceptances across whole FBS for full and part-time postgraduate research study from applicants who are female. Actual numbers of females in brackets and percentage outside brackets.
Figure 4.1.10: Percentages of applications, offers and acceptances across FBS for full-time postgraduate research study from applicants who are female.

The total number of applications has risen over the period. While the gender balance of applicants has remained similar over the last 3 years, the enhancements to our recruitment process have resulted in increasing offers to, and acceptances by female students.

Table 4.1.M: Impact from 2017 action plan (AP2017 1.6, 1.7, 1.8)

<table>
<thead>
<tr>
<th>Actions/Findings</th>
<th>Impact</th>
</tr>
</thead>
</table>
| PGR website reviewed regularly to ensure good gender balance of images and case studies | **Consistent rise in the proportion of female FT PGR students brought Faculty in line with RG benchmark.**  
**Gender gap between UG and PGR students has now closed to less than average for other RG universities (section v).** |
| Additional female PhD case studies developed.                                    |                                                                      |
| Even gender balance of staff and students hosting postgraduate open day/evening events has been ensured. |                                                                      |
| Unconscious basis training has been rolled out to staff involved in interviewing |                                                                      |

**Degree completion rates by gender**

The completion rate data provides percentages of PGRs who have been awarded their PhD within 7 years of commencement of study (FT), and within 10 years for PT.
Table: 4.1.N: Completion rate for full-time PGR students, by gender

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Completion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>2009/10</td>
<td>94.6</td>
</tr>
<tr>
<td>2010/11</td>
<td>81.8</td>
</tr>
<tr>
<td>2011/12</td>
<td>93.3</td>
</tr>
<tr>
<td>2012/13</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Figure 4.1.11: Percentages of male and female PGR students completing within 7-year limit

Table: 4.1.O: Completion rate for part-time PGR students, by gender

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Completion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>2005/6</td>
<td>100</td>
</tr>
<tr>
<td>2006/7</td>
<td>100</td>
</tr>
<tr>
<td>2007/8</td>
<td>100</td>
</tr>
<tr>
<td>2008/9</td>
<td>100</td>
</tr>
</tbody>
</table>

Completion rates for full-time students are high: rates have been monitored (AP2017 1.10) and there has been no consistent pattern of differences in completion rate by gender. Part-time female students consistently complete within the allocated period: male completion rates are lower but numbers are very small.
(v) Progression pipeline between undergraduate and postgraduate student levels

Table: 4.1.P: Percentage of students who are female at UG, PGT and PGR levels

<table>
<thead>
<tr>
<th>Level</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (UG)</td>
<td>64</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Postgraduate taught (PGT)</td>
<td>71</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td>Postgraduate research (PGR)</td>
<td>50</td>
<td>51</td>
<td>56</td>
</tr>
</tbody>
</table>

Figure 4.1.12: percentage of female students at UG, PGT and PGR levels
Female participation is greatest at PGT level. Female participation at undergraduate level is stable, while at PGR level, the proportion of females is increasing (Fig 4.1.1). Consequently, the gender gap between UG and PGR is decreasing (7% in 2018-19) and is now less than that seen in RG benchmark data (Fig 4.1.1) (Table 4.1M).

### 4.2 Academic and research staff data

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

Table 4.2.A: FBS total numbers and % female staff in post by category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% F</td>
<td>Total</td>
<td>% F</td>
<td>Total</td>
<td>% F</td>
</tr>
<tr>
<td>Researcher (postdoc: grades 6,7)</td>
<td>134</td>
<td>46</td>
<td>137</td>
<td>48</td>
<td>155</td>
<td>47</td>
</tr>
<tr>
<td>Teaching Fellow (grade 6,7)</td>
<td>10</td>
<td>40</td>
<td>6</td>
<td>50</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>Lecturer (grade 8)</td>
<td>35</td>
<td>29</td>
<td>36</td>
<td>30</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>UAF (grade 8)</td>
<td>19</td>
<td>42</td>
<td>16</td>
<td>31</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>SL/Reader/AP (grade 9)</td>
<td>39</td>
<td>31</td>
<td>40</td>
<td>33</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>Professor (grade 10)</td>
<td>48</td>
<td>25</td>
<td>48</td>
<td>23</td>
<td>47</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>38</td>
<td>283</td>
<td>39</td>
<td>301</td>
<td>39</td>
</tr>
</tbody>
</table>
The proportion of female postdoctoral researchers has remained stable, close to 50%. Teaching Fellows have generally higher female representation compared to other academic roles, potentially because teaching only roles are more attractive to females. There has been an increase in female proportion, but the numbers of these positions is small and has been reduced substantially over the period. The percentage of grade 9 females has increased (31 to 33%). This is the result of improvements to our support of females applying for promotion from grade 8 and the excellent mentoring of UAFs, benefitting females especially. However recent recruitment of several male UAFs has resulted in decreased overall female percentage, which could be the result of the specific subject areas being recruited. This drop in the percentage of female UAFs can be partly accounted for by promotions to Grade 9. The females at grade 9 should see further increases in the coming years as more female UAFs gain promotion. A slight drop in percentage of female professors represents 1 female retiring.

Table 4.2.B: Staff data Impact from 2017 Action Plan

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unconscious bias training of &gt;90% academics involved in interviews</td>
<td>Increase in % of female lecturers from 29% (2016/17) to 33% (2018/19)</td>
</tr>
<tr>
<td>Checking of adverts for gender bias language</td>
<td></td>
</tr>
</tbody>
</table>

Continued Action:
- To improve gender balance of applications for new appointments we will continue to ensure adverts use gender-neutral language and advertise our Athena SWAN status (and links to relevant policies) on all adverts. (see actions 1.4, 1.5)
Table 4.2.C: Staff data Impact

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring of grade 8 academics</td>
<td>Increase in % of female at grade 9 from 31% (2016/17) to 33% (2018/19)</td>
</tr>
<tr>
<td>Improvements to promotion framework</td>
<td></td>
</tr>
</tbody>
</table>

Actions:
- To improve proportions of females in Lecturer/UAF roles by continuing to provide mentorship and support to postdocs to achieve (continued from 2017).
- Increase applications from females for these academic positions (see recruitment).

Figure 4.2.2: Percentage of women in research, teaching and academic roles in FBS compared to Russell Group benchmarks 2018/2019.

Our proportion of female research staff (postdocs) is similar to RG benchmarks, whilst female academics are slightly higher than benchmarks. Numbers of female teaching staff varies considerably, but is now similar to RG. The transition from postdoc to academic represents the largest drop in our academic pipeline. We will continue with 2017 Actions to keep tackling this and this remains a current priority.

To compare data for transition from researcher to grade 8 academics, UAFs and lecturers are combined.
Table 4.2.D: Percentage of women in research and academic roles in School of Biomedical Sciences

<table>
<thead>
<tr>
<th>School of Biomedical Sciences</th>
<th>2016/2017</th>
<th>2017/2018</th>
<th>2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% F</td>
<td>Total</td>
</tr>
<tr>
<td>Researcher</td>
<td>24</td>
<td>42</td>
<td>29</td>
</tr>
<tr>
<td>Lecturer/UAF</td>
<td>22</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>6</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>SL/Reader/AP (Grade 9)</td>
<td>14</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td>Professor (grade 10)</td>
<td>8</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 4.2.E: Percentage of women in roles in School of Biology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% F</td>
<td>Total</td>
</tr>
<tr>
<td>Researcher</td>
<td>23</td>
<td>48</td>
<td>29</td>
</tr>
<tr>
<td>Lecturer/UAF</td>
<td>13</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SL/Reader/AP (Grade 9)</td>
<td>8</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Professor (grade 10)</td>
<td>13</td>
<td>23</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 4.2.F: Percentage of women in School of Molecular and Cell Biology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% F</td>
<td>Total</td>
</tr>
<tr>
<td>Researcher</td>
<td>76</td>
<td>42</td>
<td>67</td>
</tr>
<tr>
<td>Lecturer/UAF</td>
<td>17</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SL/Reader/AP (Grade 9)</td>
<td>12</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Professor (grade 10)</td>
<td>16</td>
<td>25</td>
<td>16</td>
</tr>
</tbody>
</table>
Figure 4.2.3: Percentage of women in research and academic roles in School of Biomedical Sciences (SBMS)

Figure 4.2.4: Percentage of women in research and academic roles in School of Biology (SB)

Figure 4.2.5: Percentage of women in research and academic roles in School of Molecular and Cellular Biology (SMCB)
At the school level BMS has seen substantial improvements both at researcher level and Professorial. In fact >50% of postdocs are female. One female academic has been promoted to Professor (grade 10) through leadership and is Head of School. The drop in gender balance through the academic pipeline has been improved in Biology, through female promotions. There has been a drop in female postdocs, so this will be monitored in future. Partly because of the more chemical/structural subject areas (national pattern) the % of females is lower in SMCB, but there has been an improvement in the pipeline over the last few years within increased numbers of female Lecturer/UAF and SL/Reader/APs.

Several actions put in place will continue to support female career progression and help to retain females through the transition from researcher to lecturer and beyond;

- Postdoc champion to increase the mentorship and support of research staff.
- New Parent-2-Parent buddy scheme to offer informal pastoral support to parents throughout their children growing up, such as taking time off work for child care and returning to work.

### Actions:
- To tackle drop in female postdocs in SB and SMCB ensure postdoc adverts are gender neutral (See 1.5)
- 1.1/1.2: support PhD students (especially females) as they apply for postdoc positions

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

**Table 4.2.G: Percentage of staff on fixed-term/fixed-funding or permanent contracts by role type (research, teaching and academic)**

<table>
<thead>
<tr>
<th></th>
<th>2017 M (%)</th>
<th>2017 F (%)</th>
<th>2018 M (%)</th>
<th>2018 F (%)</th>
<th>2019 M (%)</th>
<th>2019 F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed-term/Fixed-funding Research</td>
<td>97</td>
<td>100</td>
<td>97</td>
<td>98</td>
<td>95</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>67</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Academic</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Permanent Research</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic</td>
<td>92</td>
<td>93</td>
<td>92</td>
<td>88</td>
<td>93</td>
<td>88</td>
</tr>
</tbody>
</table>
Most research staff (postdocs) are on fixed-term or fixed-funding contracts because funding is from research grants: there is no gender difference. Teaching staff, also tend to be on fixed-term contracts, with more females than males with permanent contracts. The numbers of these staff are very low and have decreased. In general, academic staff are on permanent contracts, with slightly more females on fixed-term contracts (academics on fixed term contracts are mainly visiting/dual contract).

The Faculty is addressing fixed contracts by ensuring that all fixed-term contracts are reviewed regularly and where there is a successive 3-year contract or 3 years’ service we move to open ended/permanent contracts linked to fixed funding. No staff are employed on zero hour’s contracts. Fixed-term contracts are only used for maternity leave or long-term absence cover, secondment or where there is time-limited funding. We have a proactive redeployment scheme whereby staff who have been employed for 12 months receive priority consideration for all posts before external advertisement. Staff eligible for redeployment meet with HR team and support given to ensure they are redeployed to a post within FBS or University. If this is not possible, then those with more than 4 years’ service are eligible for enhanced redundancy.
Academic leavers by grade and gender and full/part-time status

Table 4.2.H: Percentage turnover by staff grade and gender

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of M</td>
<td>% of F</td>
<td>% of M</td>
</tr>
<tr>
<td>Postdoctoral researcher (grade 6/7)</td>
<td>25</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>Teaching Fellow (grade 6/7)</td>
<td>0</td>
<td>75</td>
<td>67</td>
</tr>
<tr>
<td>Lecturer (grade 8)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>UAF (grade 8)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SL/Reader/AP (Grade 9)</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professor (grade 10)</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 4.2.7: Percentage turnover by staff grade and gender

Turnover of female research staff has decreased from 24% to 18%. Male researcher turnover has increased slightly. Career stability for female researchers in FBS is strong, and slightly better than males. Overall research staff turnover levels can be linked to a number of factors including staff mainly being employed on fixed-funding grants. It is very positive that in this volatile climate turnover of female researchers has remained relatively stable. Turnover for both male and female teaching fellows is high due to low staff numbers and Faculty-wide reduction in teaching fellows (data not plotted in graph but in table because scale so different). Turnover of other staff types remains relatively low and stable, including 0% turnover of female lecturers since 2017 demonstrating that grade 8 female staff are secure in their positions: there is little difference between genders.
Table 4.2.I: Impact on staff turnover

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and introduction of Postdoc Champion role</td>
<td>Reduced turnover of female postdoctoral researchers from 24% to 18%.</td>
</tr>
<tr>
<td>Running Postdoc mentoring circles</td>
<td></td>
</tr>
<tr>
<td>Postdoc career development support (e.g. coffee and careers, fellowship writing workshops)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2.J: Leaver destinations for staff who resigned since 2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Research Institute</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Higher Education Provider</td>
<td>-</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Another Education Provider</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private Sector</td>
<td>-</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Public Sector Organisation</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Voluntary Sector</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Returned to study</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Retired</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Unknown</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

In the last 2 years we have sought to understand where people go when they leave FBS to determine the impact of our work on career development. Exit interviews (53% M, 47% F) have helped us determine that people go on to jobs at other Universities and the private sector. Several of these individuals have developed their careers at FBS, 80% felt they benefitted from training/support etc and 60% progressed to higher level jobs elsewhere. Issues identified are being addressed in actions elsewhere (AP2017 3.2, 3.14).
Figure 4.2.8: Leaver destinations for staff who resigned since 2016 by percentage
Table 4.2.K: Impact from 2017 Actions

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive approach by Faculty HR to encourage greater completion of EXIT survey.</td>
<td>EXIT survey data has improved significantly from 2016/2017 to 2018/2019.</td>
</tr>
<tr>
<td></td>
<td>People feel they have more opportunities to feedback.</td>
</tr>
<tr>
<td></td>
<td>Increased understanding of postdoc destinations, linked with career development opportunities. E.g. postdoc benefitted from opportunities in group and postdoc mentoring circle successfully obtained desired job in industry (private sector).</td>
</tr>
</tbody>
</table>

Table 4.2.L: Part-time turnover

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2018</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2019</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Part-time leavers are either researchers (46%: end of funding) or academics (retirements/resignations): numbers are small, no gender difference.

**Word count: 1953**
5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

5.1 Key career transition points: academic staff

5.1.1 Recruitment

We strive to achieve an even gender balance of applications and appointments to academic staff positions. Since our Bronze award we have put a number of measures in place to encourage more applications by women and improve gender equality of outcomes (see Table 5.1D).

Postdoctoral research staff (Grades 6-7)

This is our biggest category of recruits. Since 2015 fewer women than men have applied for these posts each year, but with a higher success rate. There have been steady improvements in the gender balance of applicants and of those shortlisted and offered posts, resulting in a near-even gender balance of both offers and appointments in recent years (Table 5.1 A).

Table 5.1A: Percentage female from total number (in brackets) for applications, shortlisted candidates, offers and appointments for postdoctoral research staff (Grades 6-7) since 2015. Success rate is calculated each year as the percentage of applicants appointed for each gender.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Female (total number)</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Shortlisted</td>
</tr>
<tr>
<td>2015</td>
<td>43% (461)</td>
<td>43% (86)</td>
</tr>
<tr>
<td>2016</td>
<td>38% (843)</td>
<td>42% (177)</td>
</tr>
<tr>
<td>2017</td>
<td>39% (821)</td>
<td>42% (193)</td>
</tr>
<tr>
<td>2018</td>
<td>37% (768)</td>
<td>46% (154)</td>
</tr>
<tr>
<td>2019</td>
<td>46% (691)</td>
<td>51% (176)</td>
</tr>
</tbody>
</table>

(*data not collected on previous system)

Academic (teaching and research) staff (Grades 8-9)

This category includes staff recruited to lectureships and to University Academic Fellowships leading to Associate Professorships (Grade 9) after a 5-year probation period. More men than women have applied for these posts but female applicants achieved higher success rates, with a sustained improvement in the gender balance of applicants, shortlisted candidates and offers, resulting in 7F:10M appointments since 2017 (Table 5.1.B). We are committed to further increasing the recruitment of women to higher academic positions and have proposed new actions designed in particular to encourage more female applicants. (AP 1.3-1.7)
Table 5.1.B: Percentage female from total number (in brackets) for applications, shortlisted, offers and appointments for academic (teaching and research) staff (Grades 8-9) since 2015. Success rate is calculated as the percentage of applicants appointed for each gender.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Female (total number)</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Shortlisted</td>
</tr>
<tr>
<td>2015</td>
<td>26% (266)</td>
<td>28% (40)</td>
</tr>
<tr>
<td>2016</td>
<td>29% (426)</td>
<td>23% (43)</td>
</tr>
<tr>
<td>2017</td>
<td>35% (176)</td>
<td>27% (22)</td>
</tr>
<tr>
<td>2018</td>
<td>33% (110)</td>
<td>29% (17)</td>
</tr>
<tr>
<td>2019</td>
<td>36% (105)</td>
<td>50% (16)</td>
</tr>
</tbody>
</table>

(*data not collected on previous system)

**Professorial staff (Grade 10)**

Two professorial appointments have been made in 2016 and 2017: both appointments were women (Table 5.1.C).

Table 5.1.C Percentage female from total number (in brackets) for applications, shortlisted, offers and appointments for professorial staff (Grade 10) since 2015. Success rate is calculated as the percentage of applicants appointed for each gender. No Professors were appointed in 2015, 2018 or 2019.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Female (total number)</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Shortlisted</td>
</tr>
<tr>
<td>2016</td>
<td>33% (6)</td>
<td>100% (1)</td>
</tr>
<tr>
<td>2017</td>
<td>33% (6)</td>
<td>100% (1)</td>
</tr>
</tbody>
</table>

Table 5.1.D: Impact from 2015/2017 Actions (AP2017 2.9, 5.10)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making senior female academics more prominent in Faculty publicity material</td>
<td>Improved gender balance of both offers and appointments (73F:78M) appointed in 2017-19 % applicants from females for grade 8-9 posts has increased from 26% (2015) to 36% (2019) Two female professors have recently been appointed (no males).</td>
</tr>
<tr>
<td>Introducing mandatory unconscious bias training and diversity &amp; equality training for all staff involved in recruitment processes</td>
<td></td>
</tr>
<tr>
<td>Checking for gendered bias language in adverts and changing when biased, emphasising flexible working</td>
<td></td>
</tr>
</tbody>
</table>
5.1.2 Induction

Since 2015 we have revised our induction process for academic staff, which now includes:

(i) Induction pack including overview of Faculty and School organization, links to HR documents including family-friendly policies and contact details for all staff;

(ii) Local induction including health and safety information, introduction to administrative staff and details of unconscious bias training and equality & diversity training, together with coffee meetings and seminar programmes. Introduction to Faculty Postdoctoral Champion;

(iii) Assignment (by DoR and HoS) of a local member of staff to act as a mentor. Introduction to University leadership team and information on staff benefits.

The effectiveness of these processes is assessed in a post-induction staff survey. Since 2015, 100% of newly-appointed staff surveyed agreed or strongly agreed that their ‘induction was helpful and informative’ and they ‘felt well informed and comfortable in their new role’.

5.1.3 Promotion

Any staff can apply for promotion and actions to encourage applications are shown in Table 5.1E.

Table 5.1.E: Impact on Promotions (AP2017 2.5, 2.6, 2.7)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timetabling discussion of promotion at annual academic review meetings</td>
<td>78% of AS survey respondents (2018) considered promotions workshops valuable and 82% felt that they had good understanding of our promotions procedures, compared to 62% (2017).</td>
</tr>
<tr>
<td>Introducing tailored faculty-run workshops to provide assistance and advice on promotion</td>
<td>Across all posts, number of women applying for promotion rose from 3 (23% of applications) (2013-16) to 7 (50% of applications) in (2016-19). Their success rate was 100%, with two women recently promoted to Professor (not yet reflected in staff numbers)</td>
</tr>
<tr>
<td>Instigating monthly ‘coffee and careers’ meetings</td>
<td></td>
</tr>
<tr>
<td>Abolishing deadlines for submission of applications</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.1.F: Success rates of applications for promotion by academic (including research) staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Role applied for</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successful</td>
<td>Unsuccessful</td>
<td>Rate</td>
</tr>
<tr>
<td>2016</td>
<td>Asst Prof</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>Professor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>Asst Prof</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>Asst Prof</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>Professor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>Professor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>Senior Researcher</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total 2016-2019</td>
<td></td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Total 2013-2016</td>
<td></td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

*All applications were by full-time staff*

The success rate of applications is high, particularly among women, but we are concerned that only a small proportion of staff apply for promotion each year (e.g. among teaching & research staff, 4% of 41F and 2% of 102M on average since 2016) and that no part-time staff have applied in recent years. When asked in 2018 why they had not applied for promotion, few females (6%) or males (4%) attributed this to lack of support (compared to 25% of females in 2017) but there may be uncertainty among staff about the levels of achievement required for promotion. We will conduct an analysis of time until promotion to determine whether or not this is biased with respect to gender or %FTE, along with other actions to address these issues (AP1.8-1.14).

**Actions:**

1.8 Publicise the existence and identities of FBS promotions advisors via Dean’s communication/Faculty internet/AAMs
1.9 Conduct analysis of time to promotion to determine whether or not this is biased with respect to gender and/or %FTE
1.10 Advertise more effectively promotion workshops for targeted groups (e.g. ECRs) run by staff who have successfully achieved promotion from that level
1.11 Encourage attendance at grant-writing workshops and provide effective feedback on grant applications
1.12 Ensure suitable candidates (particularly females, and part-time staff) are encouraged to apply for promotions through including promotion as a standing item on AAM meeting agenda
1.13 Offer and encourage staff (particularly female) uptake of mentoring when considering promotion
1.14 Ensure promotions panels are gender-balanced and have taken/refreshed unconscious bias and diversity & equality training (ongoing)
5.1.3 Department submissions to the Research Excellence Framework (REF)

Decisions on which staff were submitted to REF were based on their research outputs as determined by a review panel comprising senior Faculty academics. Females made up 37% of staff submitted to REF 2014 compared to 19% in 2008 (Fig 5.1.1). The proportion of eligible staff submitted in 2014 was slightly higher among women than men (85%F, 73%M), showing the research success of our female staff.

Figure 5.1.1: Number of female and male academics who were submitted or excluded from RAE 2008 and REF 2014.

5.2 Key career transition points: professional and support staff

(i) Induction

Induction of professional and support staff mirrors that for academics except for allocation of a mentor. Among staff surveyed in 2018, 80% of professional and managerial staff (90% of 11F, 69% of 13M) agreed that they had appropriate access to mentoring opportunities, but these figures fell to 53% (58% of 38F, 31% of 13M) among technical and clerical staff. Actions are planned to address this (AP1.15) and encourage opportunities for advancement (APs1.16, 1.17).

(ii) Promotion

This is achieved through applying for a role at a higher grade. Hence promotion occurs only when there is a need for a role with more responsibility. New posts that are required are advertised within FBS. In 2016-2019, 7(100%) of 7F and 9(90%) of 10M who applied were promoted (Table 5.2A).
Table 5.2.A: Success rates of applications for promotion/regrading by professional and support staff1

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Successful</td>
<td>Unsuccessful</td>
<td></td>
<td>Successful</td>
</tr>
<tr>
<td>2016</td>
<td>Clerical</td>
<td>1</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>P&amp;M</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>Technical</td>
<td>1</td>
<td>0</td>
<td>100%</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>Clerical</td>
<td>2</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>P&amp;M</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2018</td>
<td>Technical</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>P&amp;M</td>
<td>3</td>
<td>0</td>
<td>100%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
<td>Technical</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2016-2019</td>
<td>Total</td>
<td>7</td>
<td>0</td>
<td>100%</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

1All applications were by full-time staff

Actions
1.15 Enhance mentoring programmes for professional and support staff
1.16 Continue involvement in and leadership of university level activities aiming to enhance career pathways for technical staff
1.17 Ensure suitable candidates (particularly part-time staff) are encouraged to apply for promotions through including promotion as a standing item on SRDS meeting agenda

5.3 Career development: academic staff

5.3.1 Training

Various opportunities are available for training towards career development for academic staff through local FBS training, the UoL career centre, library, IT, and OD & PL. Several career development programmes specifically align with the principles of Athena Swan, both across UoL and in FBS, including unconscious bias training, recruitment, and inclusion and equality. Longer training courses/programmes focus on preparing female academics for leadership roles, such as “Springboard” and Aurora” and “Introduction to leadership and management.” (Table 5.3.A). These individuals are now passing their knowledge and skills on to others in FBS.
Table 5.3.A: Number of female academics undertaking Leadership training

<table>
<thead>
<tr>
<th>Programme</th>
<th>Springboard</th>
<th>SUSTAIN</th>
<th>Aurora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females enrolled</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Many things I learnt on SUSTAIN program I am implementing with my research group. I feel like I am a better group leader now because of it.

Female University Academic Fellow

Recent years have seen consistent improvement in the percentage of academics, particularly females, engaging in training, especially evident in leadership development and career progression trainings (Fig 5.3.1).

Figure 5.3.1: Percentage of female academic staff engaging in training opportunities

Table 5.3.B: Survey responses relating to access to training

<table>
<thead>
<tr>
<th>2018</th>
<th>Academic staff</th>
<th>University Academic Fellows</th>
<th>Postdoctoral researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have access to</td>
<td>85% (90% female)</td>
<td>100 %</td>
<td>52% (53% female)</td>
</tr>
<tr>
<td>appropriate training and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Uptake of training by different genders, staff roles and grades are analysed. Effectiveness is assessed through qualitative evaluation and feedback forms, reviewed by training providers and
considered in revision of training contents e.g. unconscious bias training. ASWG monitors effectiveness through the Surveys. Staff report good access to training (Table 5.3.B).

Staff and students are informed about training opportunities through online training catalogues, emails, faculty intranet, and line managers, particularly during probation milestones and AAMs (AP2017 3.1: Table 5.3.C).

Table 5.3.C: Impact of Training (AP2017 3.3, 3.5)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved support for writing fellowships</td>
<td>More postdocs feel they get support for grant writing (67 to 78%)</td>
</tr>
<tr>
<td>Expanded FBS repository for successful fellowship applications</td>
<td>Equal numbers of male and female postdocs successfully getting fellowships (2M and 2F).</td>
</tr>
</tbody>
</table>

5.3.2 Appraisals/Developmental review

All staff complete an SRDS/AAM. All reviewers undergo appraisal training and unconscious bias training. Reviewer training runs annually for both new and experienced reviewers. In AS survey (2017) academic staff on probation felt that not having an AAM/SRDS was a hindrance to career development. In response, these staff now receive an annual review including career development discussions. The impact of this will be assessed in the next survey.

Table 5.3.D: Responses in 2018/2019 survey to questions about appraisals

<table>
<thead>
<tr>
<th>Questions</th>
<th>Academics (% agree)</th>
<th>Postdoctoral researchers (% agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt contributions recognized in their AAMS/reviews</td>
<td>78% overall: 79 % female, 81 % male</td>
<td>69% overall: 71% female, 63% male</td>
</tr>
<tr>
<td>Felt career progression usefully discussed</td>
<td>57% overall: 61% female, 56% males</td>
<td>N/A</td>
</tr>
<tr>
<td>Skills and experience recognised and demonstrated via Reward and Recognition scheme</td>
<td>61% overall: 58% female, 65% male</td>
<td>48% overall: 43% female, 53% male</td>
</tr>
</tbody>
</table>

We appointed a postdoc champion 2017 (AP2017 3.2) to support postdoctoral career development. 70% of postdocs (78%F, 63% M) agreed that the information provided by the Postdoc Champion was valuable. The work of the Postdoc Champion has impacted postdocs in range of ways (Table 5.3.E). Continued and new actions are planned (AP2.1-2.10) to support postdocs’ career development.
### Table 5.3.E: Impact of Postdoc Champion (AP2017 3.2)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathered information around available support, postdoc views sought through AS/CROS surveys, and discussions with PDRs</td>
<td>Data enabled Pro-Dean for Research to successfully lobby for new university-level ECR steering committee, leading to introduction of new Leadership programme for preparing for leadership roles, &amp; successful PDR Career week (June 2019)</td>
</tr>
<tr>
<td>Advocated for postdoc career support</td>
<td>Business case for new dedicated PDR career support role within University Careers Service has been submitted to Research and Innovation Board</td>
</tr>
<tr>
<td>Created regular communication for postdocs to advertise opportunities and new initiatives.</td>
<td>8% increase (13% Females) in postdoc agreement that they had undertaken useful training activities</td>
</tr>
<tr>
<td>Obtained improved clarity on redeployment and end of contract procedures through liaison with HR.</td>
<td>11% increase in PDRs agreement that that they have adequate support for grant writing</td>
</tr>
<tr>
<td>Wrote guide for postdocs applying for Fellowships.</td>
<td>Success rate of 20% for female postdocs applying for fellowships (2017-2019)</td>
</tr>
<tr>
<td>Designed new PDR induction sessions providing information and signposting support.</td>
<td>Increased success rate for females at WTISSF Early Career Researcher Fellowships from 17% (2017-2018) to 25% (2019)</td>
</tr>
<tr>
<td>Improved recognition for PDR achievements through inclusion in the Dean’s Communication.</td>
<td>Improved self-worth of postdocs (58% 2016 to 73% 2018)</td>
</tr>
<tr>
<td>Organised Dean’s Summer Studentship scheme for postdocs to offer and supervise independent projects.</td>
<td>Improved work life-balance reported by postdocs (64% 2016 to 78% 2018)</td>
</tr>
<tr>
<td>Supported and revitalised FBS Postdoc Association</td>
<td></td>
</tr>
</tbody>
</table>

The Postdoc champion is invaluable. They connect postdocs with Faculty and University structure. They hear concerns directly from FBS Postdoc Association and explain/clarify current situations and procedures. This leads to effective work within FBS to improve conditions and support for postdocs....and is vital in supporting FBS postdocs’ current and future careers.

Postdoc
5.3.3 Support given to academic staff for career progression

Most survey respondents, (85% of academic staff: 90% female, 81% male) indicated that they have opportunities to be involved in activities that support their development with more females engaging in training last year (up 11% from 2017). Previous surveys indicated poor understanding of promotion processes. In response, the faculty ran promotion information sessions and application workshops. 73% of attendees (75% female and 71% male) found the session useful.

The promotion application procedure us a bit of a dark art- understanding how to structure the written submission is vital, and the promotion info session laid out in detail how to do that and who to approach for feedback.

Postdocs:

ASWG postdoc reps organise highly successful ‘coffee and careers’ events including external speakers who present alternative careers to academia (e.g., pharmaceutical industry, marketing and consulting companies).

- Internal and external speakers discuss their career paths
- advice to PhD students, postdocs and technicians,
- AS-funded initiative,
- speakers covering a diverse set of careers
- well attended,
- And impactful (Table 5.3.F)
FBS postdoc society also organises the “postdoc careers week” where internal and external speakers are invited for discussions.

Figure 5.3.2: Photo from ‘Coffee & Careers’ event (2019)

Table 5.3.F: Impact of Coffee and Careers (AP2017 2.4)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee and career events organised by AS postdocs reps</td>
<td>78% of postdocs (91% females) find useful for exploring career options</td>
</tr>
<tr>
<td></td>
<td>Females (87%) find these more useful for learning about alternative career options than males (67%).</td>
</tr>
<tr>
<td></td>
<td>40% of females (18% of males) have changed their career goals as result of attending</td>
</tr>
</tbody>
</table>

AS organises postdoc mentoring circles. The scheme has run for two years and around 25 postdocs registered each year (65% female; 35% male). Monthly meetings include topics for discussion mostly postdoc-led, e.g. “how to negotiate a job offer”, “how to say no to your boss”, and “how and when to choose fellowship applications”. Attendees have reported very positive experience: we aim to recruit more postdocs to the scheme (AP 2.1). This scheme is being replicated in other parts of UoL and elsewhere.

FBS AS led organisation of ‘Communications Masterclass’ with Maggie Aderin-Pocock and Screenhouse Communications (2018). 5 females in FBS students and staff benefitted from this training with 20 others from across UoL.

PLEASE keep up the good work regarding the coffee and careers seminars. Those I have attended have been brilliant.
I found communication training invaluable, it was great to work with a media professional like Maggie Aderin-Pocock and it really enhanced my confidence engaging with public and media.

Facility Manager

**Undergraduates**: All programmes include a strong focus on skills development. Specific components include industrial placements, overseas placements and final year dissertation projects in research laboratories. All undergrad students have a compulsory mock interview in level 2. The faculty engage in extensive support for career progression, including careers seminars, careers fairs, mentoring programmes, employability newsletters and employability Facebook group. All students have one-on-one personal tutorials with academics when career progression is discussed and opportunities highlighted. These activities result in positive employability outcomes (Fig 5.3.3), no gender difference.

*Figure 5.3.3. Percent of female and male undergraduates engaged in work or study 6 months after graduation*

**Postgraduates**: Informal events on postgraduate and postdoctoral careers and local support for interviews and job applications have been successful in building employability, tracked through the faculty’s linked-in and Facebook alumni pages. Crucially, postgraduate researchers are offered training courses on career progression and can get support from the careers centre. Taught Postgraduates have excellent employability outcomes (Fig 5.3.4) and those in research-based programmes see 100% graduate level employment for males and females every year (2013-2017). Postgraduates can also request a mentor or within FBS.
5.3.5. Support offered to those applying for research grant applications

FBS offers extensive support for staff applying for research funding. The research and innovation support (RIS) team and EU grant-writing team provide feedback on grant applications, support for impact statements, support industry collaborations, and organize training/workshops. Vox training (external course) is organised and funded by FBS to support academics at interview stage for large grants and fellowships, along with mock interview panels. Mock grant review panel meetings (attended by 17 academics in 2018, 9 female) are also conducted.

The RIS team provide monthly email digests of upcoming deadlines, specific support for unconventional funding sources and advise staff on developing applications via direct feedback and workshops. Directors of Research communicate funding opportunities at monthly school meetings. 2018 survey indicated that 83% of academics, (females and males), and 100% of UAFs felt they have adequate support for grant writing.

The Research Office helped me vastly with impact summary and pathway to impact. They read the whole proposal.

Female UAF

Female academics contribute ~1/3 of all grant applications, in line with the gender distribution of academic staff. However, females are contributing an increasing amount of funded grants (Fig 5.3.5). Data for males in 2016/17 are skewed by one large facility grant to a male.
The mock panel training was so helpful. This insight helped me write a successful BBSRC grant.
Female UAF

Figure 5.3.5 Grant applications and successful funding received for males and females.

Table 5.3.G: Impact of improved support for grant writing (AP2017 3.4, 3.5)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplement internal peer-reviews with panel/group discussions of applications in pre-submission stages</td>
<td>30 academics have used new repository (36% of females and 26% of males).</td>
</tr>
<tr>
<td>Develop repository of successful grant applications to support postdocs and academics</td>
<td>Female staff contributing greater proportion of successful applications (16% to 46%)</td>
</tr>
<tr>
<td>New training in how to respond to reviewers’ comments and how to re-submit grants</td>
<td>Increased value of grant funding received by females from 3.4M in 2018 to 7.1M in 2019</td>
</tr>
</tbody>
</table>

Postdocs: RIS and EU teams provide support and workshops e.g. Marie-Curie fellowships.
Female postdocs have been more successful applying for fellowships (Figure 5.3.6), benefitting from improved support and actions by Postdoc Champion. There has been increased success rate for females at Wellcome Trust Institutional Strategic Support Funding (WTISSF) Early Career Researcher Fellowships (Fig 5.3.7). Unsuccessful fellowship applicants are given opportunities to consult to help them rework applications.

FBS introduced “Dean’s Studentship Scheme” (2018), which provides funding for summer students under the supervision of postdocs, providing practice for writing external fellowships.
5.4 Career Development: Professional and Support staff

5.4.1 Training

Numerous in-house and external training opportunities are available for staff. Training is often tailored to address specific skill needs, including vocational (e.g. “hands-on” activities) and professional (e.g. workshops, conferences) activities.

Research technician joined FBS/FMH Health & Safety Hub (2019); she is enrolled on Institute of Safety in Technology and Health Biosafety Practitioners course and will join Biological Safety Committee for development. She has flexible working arrangements to accommodate her childcare needs.

H&S Manager

Staff are encouraged to apply for funding to attend work-specific external training. Longer periods of training and study are also offered including, PhD and MSc degree level options plus personal development courses e.g. Springboard.

Figure 5.4.1: Percentage of Professional and Support staff taking training

There has been substantial increase in Professional and Support staff undertaking training since 2016, with good gender balance. This results from increased funding and support available for these opportunities. The impact is increased skills and improved career development.
5.4.2 Appraisal/development review

The SRDS scheme is used for all staff including professional and support. Reviewers explore work-life balance of reviewees and advise on available support groups and networks as appropriate. The SRDS discussion includes identifying training opportunities for the following year. In the AS survey 53% of support staff agree that they have benefitted from training and development opportunities in FBS (63% of females).

5.4.3 Support given to professional and support staff for career progression

All staff are encouraged to develop their career both within FBS or beyond, as appropriate. FBS encourages every member of staff to achieve registered status via their sector body providing funding and time release for this. Staff at lower grades are more easily able develop their careers in-house. Progression for senior support staff relies upon positions becoming available. FBS holds quarterly meetings and annual technicians’ symposium to maximise and disseminate career progression opportunities. Talks include updates to procedures e.g. purchasing and presentations by academics to highlight important roles technicians play in research groups.

FBS technical services decided to develop our own technical staff into managers rather than recruit externally. We encouraged all eligible technicians to apply, offering development support and training. We recruited 4 staff (2M & 2F). 1 female technician went further in achieving professional registration and encouraging others to develop in a similar fashion. This technician is now an accredited Science Council Assessor and oversees professional registration of others.

Senior Technical Services Manager
5.5 Flexible working and managing career breaks

5.5.1 Cover and support for maternity and adoption leave: before leave

An HR representative meets with colleagues to explain UoL policy, including shared parental and paternity leave, answer questions and organises pregnancy health and safety risk assessment. We have created a ‘family-friendly’ booklet to provide easy access to all policies. For colleagues on fixed-term contracts, implications are discussed, specifically whether contracts can be suspended during leave and continue on return. Most fixed-term contracts are linked to external funding so this depends on funding body policy.

Colleagues are invited to join the ‘Parent 2 Parent Buddy Scheme’ to pair them with an informal mentor (AP2017 4.4). The scheme was initiated in 2018 to recruit mentors (11 volunteers) and the scheme launched in July 2019.

Actions
3.1 Implement formal meeting with DSE for academic staff to arrange teaching cover during leave
3.2 Invite Line managers to join staff for a meeting with HR to discuss leave process/expectations
3.3 Create guidance document for Line Managers to direct them to existing documentation covering the leave process and rights of their staff
3.4 Lobby University to introduce explicit policy to support staff undertaking IVF
3.5 Provide designated HR contact for staff undertaking IVF to ensure support through flexible working arrangements:
3.6 Expand buddying scheme to offer informal support by colleagues who have undertaken IVF
3.7 Lobby/work with university to extend maternity leave for staff whose babies are significantly premature
5.5.2 Cover and support for maternity and adoption leave: during leave

We started a new initiative in 2017 to provide academics with additional flexible support during leave. Academics can apply for funds to employ a postdoc for 1-year to advance their research and support their research groups. 2 female academics have benefitted from this so far and 1 more will soon.

I could not have managed without this postdoc (support). Having his support through the transition from maternity leave to now has been absolutely key to me being able to get back up to speed.

Female Academic

My maternity-leave postdoc supported my PhD and MBiol students and, wrote manuscripts and grants, allowing me to keep my research going while on leave.

Female Academic

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds available to employ postdoc for 1 year</td>
<td>Research groups supported whilst academic on leave.</td>
</tr>
<tr>
<td></td>
<td>Research trajectory of academic not negatively impacted by leave, i.e. papers, grants and theses continue to be produced.</td>
</tr>
<tr>
<td></td>
<td>Teaching responsibilities of academic can be better maintained.</td>
</tr>
<tr>
<td></td>
<td>Return from leave is more manageable for academic.</td>
</tr>
<tr>
<td></td>
<td>Provides career development opportunity for postdocs gaining leadership experience.</td>
</tr>
</tbody>
</table>

Table 5.5.A: Impact of Leave Support

Staff have 10 Keep-In-Touch (KIT) days to attend conferences, training or team updates. Staff are updated on training and career development opportunities during leave, by their preferred contact mode, agreed with line managers.

5.5.3 Cover and support for maternity and adoption leave: returning to work

Staff are given returning to work guidance (AP2017 4.1, 4.3 & 4.6), detailing phased return and flexible working options, extended breaks for breastfeeding/expressing, and the ‘Return to Work Fund’ for conference or training course fees and associated childcare costs. Guidelines for line managers are available on the HR intranet (AP2017 4.7). A formal checkpoint is later included in the AAM/SRDS meetings (AP2017 4.8). Several new actions are proposed (AP 3.8-3.12) to improve support for returners.
A ‘Wellbeing Room’ was created in 2017 for feeding babies and storing/expressing milk (plus other medical and wellbeing needs) (AP2017 4.5).
- one of the first of its kind across the campus.
- 10 staff members have used it so far (7F and 3M).
- In 2018, 75% of staff and 50% of PhD students were aware of the facility.

Figure 5.5.1: Photo of Co-Chair of Athena Swan Team, Dr Sue Whittle, being presented with FBS Partnership Award for Wellbeing in March 2018.

Table 5.5.B: Impact of Wellbeing Room (AP2017 4.10)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up ‘Faculty Wellbeing Room’</td>
<td>Used by several user groups; pregnant women, breast feeding and expressing milk, and other childcare needs, and individuals with physical and/or mental health needs, needing acute or chronic support.</td>
</tr>
<tr>
<td></td>
<td>Won FBS Partnership Award for Wellbeing 2018</td>
</tr>
<tr>
<td></td>
<td>Shortlisted for Leeds University Union Partnership awards.</td>
</tr>
</tbody>
</table>
Table 5.5.C: Impact of Return to Work Fund *(AP2017 4.7, 4.8)*

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund regularly advertised in Dean’s Communication, forms handed out at AS Coffee mornings and info included in new family booklet</td>
<td>Applications increased from 1 (2015-17) to 5 in 2017–2019</td>
</tr>
<tr>
<td></td>
<td>Improved work-life balance and support for applicants</td>
</tr>
</tbody>
</table>

Without this vital funding..., I would not have been able to complete the project, especially as I had just returned after maternity leave. The funding allowed me to maintain a healthy work life balance.

Return-to-work fund recipient

**Actions**
- 3.8 Install a baby changing facility in Faculty
- 3.9 Monitor usage and feedback from users of wellbeing room, return to work buddy scheme and Return to work fund to enhance utility and uptake
- 3.10 Publicise Return to Work fund monthly via Dean’s Communications
- 3.11 Include information about fund in both maternity and return to work checklists
- 3.12 Create case studies/provide examples of awards on AS website to encourage applications
5.5.4 Maternity return rate

Table 5.5.D: Number of staff taking maternity leave and their return rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commenced Maternity Leave</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Did not return from Maternity Leave</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff remained in post, 6 months after return</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>2 still on leave</td>
<td>5 still on leave</td>
</tr>
<tr>
<td>Staff remained in post, 12 months after return</td>
<td>7</td>
<td>9</td>
<td>0</td>
<td>2 to date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff remained in post, 18 months after return</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>1 to date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.5.E: Retention of staff after return from maternity leave

<table>
<thead>
<tr>
<th>Return to work (%)</th>
<th>In post after 6 months (%)</th>
<th>In post after 12 months (%)</th>
<th>In post after 18 months (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>70</td>
<td>67</td>
<td>59</td>
</tr>
</tbody>
</table>

Since 2017, 34 staff took maternity leave (Table 5.5.D & E). One person did not return because their fixed-term contract ended during their leave, and no suitable role was available through redeployment. In 2018 survey, 51% of staff (53% of females) were confident that taking a period of absence from work, like maternity leave, would not affect their career progression, up from 36% (2013).

When an individual’s fixed-term contract expires during maternity leave, their contract is automatically extended until the end of their statutory maternity pay period. They are offered the opportunity to join UoL redeployment service and HR helps prepare their documentation for this.
5.5.5 Paternity, shared parental, adoption, and parental leave uptake

Table 5.5.E: Number of staff taking paternity, shared parental, adoption or parental leave

<table>
<thead>
<tr>
<th>Type of Leave</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Services</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Academic and Research</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Professional Services</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Academic and Research</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Paternity Leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 males</td>
<td>0</td>
<td>1 male</td>
<td></td>
</tr>
<tr>
<td>1 female</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Adoption Leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>1 male</td>
<td></td>
</tr>
<tr>
<td>Parental Leave</td>
<td>No employees undertook this leave</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since 2017 13 staff took paternity leave, 5 shared parental leave and 2 adoption leave. The majority were academics, reflecting current staff numbers.

UoL has formal policies for paternity, shared parental, adoption and parental leave. These are easily accessible through UoL HR website and promoted at AS coffee mornings. Discussion with HR regarding an employee’s rights to leave are strongly encouraged. One-to-one HR meetings are offered to discuss leave options and provide assistance with applications.

Table 5.5.E: Impact of raising awareness of shared parental leave *(AP2017 2.1)*

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of AS coffee mornings, case study of shared parental leave on AS website, information in Family Friendly Booklet</td>
<td>Increase in positive perception of accessibility of policies from 59% (2016) to 92% (2018)</td>
</tr>
</tbody>
</table>
5.5.6 Flexible working

UoL has a policy to support staff wishing to request flexible working. There is a clear application and appeals process, together with guidelines with a range of flexible working approaches. FBS actively promotes UoL’s Flexible Working Policy. Staff are made aware through HR website, Dean’s Communication, workshops for both managers and staff, during inductions and at AS coffee mornings/HR drop-in sessions.

There was a steady increase in requests between 2013 and 2016 (54) illustrating that awareness and uptake of flexible working had increased (Table 5.5.F; AP2013 5.8). Since then, formal requests have levelled off. This may be because, as a result of our action, staff who wanted to take advantage of flexible working have already done so.

Table 5.5.F: Number of staff requesting flexible working

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td>2018</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>2019</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

FBS has a remote desktop service to enable working from home with guidance available on AS website.

Informal and formal flexible working is well supported across FBS. Whilst formal arrangements for flexible working are currently monitored (AP2017 4.10), a new action is to record informal flexible working arrangements (AP 3.13). In the 2018 survey, 66% of respondents report having informal flexible working arrangements.

Action
3.13 Use AS annual survey to monitor frequency and type of informal flexible working arrangements in all categories of staff

Flexible approaches to teaching timetabling are currently being formalised although many staff already request flexibility on an informal basis.

To ensure awareness of flexible-working policies is maintained we will continue to run yearly workshops, which include talks from members of staff that have taken advantage of flexible working and show-casing role models who work flexibly and contribute substantially to the success of FBS (AP2017 4.9 and 4.11).
Table 5.5.G: Impact of increasing awareness of flexible working policies (AP2017 4.3, 4.4)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running flexible working workshops</td>
<td>Decreased perception that staff who use flexible working arrangements are regarded as less career-focused than their peers from 61% (81% of females) to 40% (35% of females).</td>
</tr>
<tr>
<td></td>
<td>~2/3 of survey respondents use informal flexible working, suggesting that they are confident to use arrangements for work-life balance, without concerns about hindering career progression.</td>
</tr>
<tr>
<td>Presentations on flexible working at AS Coffee Mornings</td>
<td>93% (2018) of staff feel their manager supports requests for flexible working, increased from 64% (2016)</td>
</tr>
<tr>
<td></td>
<td>Slight increase in staff using remote IT systems to facilitate flexible working from 65% (2017) to 69% (2018).</td>
</tr>
</tbody>
</table>

5.5.H: Survey results show high agreement that formal meetings are completed in core hours (10-4pm) but a decrease over the last 2 years

<table>
<thead>
<tr>
<th>Question</th>
<th>2016/2017</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal meetings are completed in core hours (10am-4pm)</td>
<td>% agree all: 95</td>
<td>% agree all: 83</td>
</tr>
<tr>
<td></td>
<td>% agree male: 94</td>
<td>% agree male: 73</td>
</tr>
<tr>
<td></td>
<td>% agree female: 96</td>
<td>% agree female: 88</td>
</tr>
</tbody>
</table>

FBS core hours are 10am–4pm to balance work-life activities. In March 2019 we held an open meeting on core hours, attended by ~40 people. Several PhD students and postdocs reported that research group meetings were held outside this time, and felt unable to get this changed. ASWG led a proposal for a more detailed policy, clarifying which meetings should occur within core hours, which has now been approved by Faculty Executive, and is currently being rolled out by HoSs.

Action
3.14 Publicise and monitor the more stringent Core Hours policy via Dean’s communications and staff meetings

5.5.7 Transition from part-time back to full-time work after career breaks

Transitioning back from part-time to full-time after a career break is done on an individual basis following consultation with line managers. Staff can use holiday that they have accrued so that they have a phased return to the workplace or reduce their FTE for an agreed period (up to one year).
Most staff returning to work part-time request to do so permanently, to maintain work-life balance, and so do not return to 100% FTE. Over last year, 10 staff (out of 19 returnees) have returned to work on a phased return basis. There has been one (successful) request for an increase in % FTE.

5.6 Organisation and culture

5.6.1 Culture

FBS actively considers gender equality and inclusivity in all activities; e.g. UG Open Days, interviews, marketing, teaching, and research. This is underpinned by FBS E&I, which meets quarterly to tackle a range of E&I issues, and includes representatives of all staff and students in FBS. Central to embedding gender equality into culture has been the Dean’s commitment and discussions within senior management. Best practices are shared from UoL AS meetings, with FBS co-chairs and HR representatives attending.

As FBS undergoes refurbishment, gender-neutral toilets are a priority, supported by buildings’ managers’ involvement in E&I.

Table: 5.6.A: Impact of Athena Swan Coffee Mornings (AP2015)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS coffee mornings (4/year) in social space with updates from ASWG, E&amp;I officer and HR</td>
<td>80% of staff found these valuable (2018).</td>
</tr>
<tr>
<td></td>
<td>Increase in people who consider gender equality policies accessible from 59% to 92% (95%F)</td>
</tr>
<tr>
<td></td>
<td>Awareness of transgender policy increased from 65% to</td>
</tr>
<tr>
<td></td>
<td>85% of staff believe FBS is doing enough to challenge gender inequality/sexism.</td>
</tr>
</tbody>
</table>

To discuss gender equality and underpin an inclusive culture we introduced AS Open meetings. In March 2019, ~40 staff and students met to debate everyday sexism. As a result of this meeting we ran an everyday sexism campaign. Screens in shared social space displayed cartoons illustrating situations where scientists have experienced sexism.

Campaign highlighted the ‘little things’, which contribute towards women feeling undervalued at work, and the often unintentional comments and actions that undermine women’s self-esteem.
ASWG and E&I work together to ensure FBS is a supportive environment for LGBT+ students and staff, improving the culture of respect and inclusion, e.g. Faces of FBS campaign (Fig. 5.6.1).

Figure 5.6.1: Examples of slides from the “Faces of FBS” campaign to Celebrate Equality and Inclusion Week

FBS hosted successful events for LGBT STEM Day (2018, 2019) with 3 other faculties.

- LGBT staff and allies shared workplace experiences and concerns, networked and suggested future activities to promote LGBT inclusive practices.
- Panel discussion on visibility and language.
The culture fostered by FBS AS extends beyond UoL. A FBS PhD student (Athena Swan rep) emailed the Biochemical Society (2019) to request that pronoun stickers were provided at a conference, coinciding with LGBT+ STEM day. Consequently, the Biochemical Society now provide pronoun stickers at all events.

Figure 5.6.2: Summary of FBS staff and PhD students to the following question: “Is FBS a good place to work for LGBT+ staff and students?” in culture survey.
Table 5.6.B: Cultural Impact of Diversity & Inclusion Events

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faces of FBS campaign, LGBT+ STEM Day etc.</td>
<td>Increase in LGBT+ staff and students who feel FBS is a good place to work from 55% to 88% (Fig 5.6.2)</td>
</tr>
</tbody>
</table>

In 2017 E&I started funding annual ‘FBS Diversity Award’. A Diversity award-funded student-led initiative ‘Wellbeing Works’ provides peer support and sharing of experiences by PhD students. The first event, in National Inclusion Week, was attended by 35 students, and several actions developed:

- meetings to share experiences
- investigating future sessions e.g. around stress management,
- collation of support resources for PhD students at FBS and university level
- collaborations with university union and Doctoral College to promote PGR wellbeing

Actions
4.1 Continue to support local student-led initiatives e.g. Wellbeing Works
4.2 Lobby Doctoral College and university to support availability of wellbeing workshops and counselling for PhD students

The majority of staff (>90%, 2018) are aware of and supportive of AS (Table 5.6.C). However, only 72% students, 30% technicians know who represents them on ASWG.

Table 5.6.C: Survey results show increase in awareness and cultural shift in gender equality specifically by males

<table>
<thead>
<tr>
<th>Question</th>
<th>2016/2017</th>
<th>2017/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% agree all</td>
<td>% agree male</td>
</tr>
<tr>
<td>Awareness of Athena Swan</td>
<td>87</td>
<td>80</td>
</tr>
</tbody>
</table>

Actions to raise awareness of AS representatives
4.3 Produce AS ‘New starter’ documents for incoming students and staff, summarizing AS activities and signposting to policies, grants, representatives etc.
4.4 Raise profile of ASWG reps on Intranet, AS website and via AS coffee mornings
Table 5.6.D: Impact of improved AS communication

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed tailored annual staff and student AS surveys</td>
<td>More precise understanding of impact of actions on specific groups e.g. UB training.</td>
</tr>
<tr>
<td></td>
<td>Better understanding of group-specific issues led to development of new actions e.g. postdoc to academic transition open meeting.</td>
</tr>
<tr>
<td>Introduced open meetings</td>
<td>Actions addressing core hours e.g. moving time of Astbury Seminar from 4pm to 3pm</td>
</tr>
<tr>
<td></td>
<td>Everyday sexism campaign, which has improved awareness of appropriate language (quote p65)</td>
</tr>
</tbody>
</table>

We run ~10 sessions/year of ‘Unconscious bias/ E&I (UB) training.

In 2017, we introduced tailored UB sessions into PhD Induction.

- 81% of PhD students (100% female) found training useful (2017/18).
- Only 58% of males found useful (2017/18): some were confused about the aim of the training. This was clarified for 18/19.

Table 5.6.E: Summary of attendance of UB training by PhD students during induction

<table>
<thead>
<tr>
<th></th>
<th>2017/2018</th>
<th>2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>68</td>
</tr>
<tr>
<td>Male</td>
<td>84</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 5.6.F: Cultural Impact of 2017 Actions on PhD students

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate E&amp;I and UB training as part of induction</td>
<td>“Enlightening, and has made me conscious of when this may take place” (Male PhD student on UB training)</td>
</tr>
<tr>
<td>Increase involvement of PhD students in ASWG</td>
<td>Support of principles AS has increased from 94% (2016) to 99% (2018). Males 88% to 97%</td>
</tr>
</tbody>
</table>
Tailored UB training is now delivered to postdocs and technicians, with examples relevant to them. Across all staff groups, 51% have now undertaken UB training (Fig 5.6.7). Academics have been particularly targeted because of their role (84% participation). Online, UoL delivered, E&I training was rolled out in 2018, with 76%F and 73%M staff have taken this (Fig 5.6.3). Six members of E&IC have taken Trans awareness training (2019).

Figure 5.6.3: Attendance of male and female staff each year at unconscious bias training across all staff groups (2015-2019)

Figure 5.6.4: Completion rate of new online E&I training (July 2019)
Table 5.6.G: Cultural Impact of 2017 Actions (AP2017 5.3, 5.11)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend UB training to more staff and students</td>
<td>Reports of experiences where individuals have felt uncomfortable because of their gender have fallen for both females (29% to 17%) and males (9% to 3%) (2016-2018).</td>
</tr>
<tr>
<td></td>
<td>Staff instances of witnessing such situations has fallen from 25% to 20% (2017 to 2018)</td>
</tr>
<tr>
<td></td>
<td>Staff observations of inappropriate language/behaviour have dropped from 20% to 17% (2017 to 2018).</td>
</tr>
</tbody>
</table>

Given awareness of unconscious bias and everyday sexism has increased, decreased reports are likely to be because of decreased instances rather than reduced reporting.

Unfortunately, PhD students have yet to benefit from this impact as 21% (2018) have still experienced situations of this type. This led to the open meeting, resulting in the everyday sexism campaign (p65), and actions (AP 4.6, 4.7).

5.6.2 HR policies

HR policies are university-wide: FBS HR ensures they are available through FBS intranet webpages and links to UoL HR website, and regular updates communicated.

Table 5.6.H: Survey results show increase in how accessible people find policies since 2016

<table>
<thead>
<tr>
<th>Question</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff agree that faculty policies are accessible</td>
<td>82</td>
<td>89</td>
<td>92</td>
</tr>
</tbody>
</table>

Faculty HR keep a confidential case log of both formal and informal cases related to grievance, disciplinary, harassment etc., and annual reports are made to Senate on cases within formal procedures. UoL has implemented an online reporting tool for incidences of hate crime, sexual assault and harassment. HR ensures that gender equality is maintained in interview panels.
HR team co-host AS coffee mornings, with open surgery to discuss policies and procedures, introduce new initiatives and respond to general queries. 82% of people report that the “HR information stand/access to HR staff at coffee mornings is valuable” (85% F, 78% M).

To help communicate family related policies HR/ASWG developed a family booklet in 2018. The application form for “return to work support fund” was updated (2018) to make the process clearer and more inclusive to all staff and students, irrespective of role.

5.6.3 Department committees

There are 11 major FBS committees (Fig 5.6.5). Many positions on committees are linked to roles e.g. Head of School. Committee positions that are not role related e.g. school management take gender equality as a major consideration. Since 2016 all management roles and committee positions are advertised openly across Faculty to encourage wider participation (AP2017 5.5-5.7). We interview for more roles, including questions covering gender equality and equality & inclusion issues.
Figure 5.6.5: Schematic diagram of Faculty of Biological Sciences committees and their relationships
Table 5.6.1: Summary of number of female and male staff/students in committees from 2016/17-2018/19. The School Management Committees have been combined into one row but are expanded on further in Tables 5.6.E and 5.6.F. The last two rows are calculated from the total number of females and males in all committees in each academic year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>M</td>
<td>Total</td>
<td>% F</td>
<td>F</td>
<td>M</td>
<td>Total</td>
</tr>
<tr>
<td>Faculty Executive Committee</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>36.4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Board</td>
<td>20</td>
<td>24</td>
<td>44</td>
<td>45.5</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>FRIC</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>36.4</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Equality and Inclusion Committee</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>50.0</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Health and Safety Committee</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>27.3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Biological Safety Sub-Committee</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>School Management Teams</td>
<td>16</td>
<td>26</td>
<td>42</td>
<td>38.1</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Undergraduate Taught Student Education Committee</td>
<td>14</td>
<td>19</td>
<td>33</td>
<td>42.4</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Faculty Taught Student Education Committee</td>
<td>10</td>
<td>14</td>
<td>24</td>
<td>41.7</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Taught Student Recruitment Group</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>52.6</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Graduate School Committee</td>
<td>12</td>
<td>13</td>
<td>25</td>
<td>48.0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Masters Taught Student Education Committee</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>31.3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Average</td>
<td>16</td>
<td>26</td>
<td>42</td>
<td>38.1</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Academic/Academic-related average</td>
<td>35.3</td>
<td>37.7</td>
<td>36.6</td>
<td>39.2</td>
<td>43.5</td>
<td>41.2</td>
</tr>
</tbody>
</table>
Since 2016/2017 overall female representation on committees has risen slightly (39%-41%) representative of gender balance within FBS (Table 5.6.I). There have been specific increases in female representation on FEC, FRIC and FTSEC (Fig 5.6.6). In our 2017 AS application it was noted that Health and Safety Committees lacked female representation, but this has improved too (Fig 5.6.6).
Table 5.6.J: Membership of general management committees from 2015/16 broken down by gender and staff type

<table>
<thead>
<tr>
<th>Committee</th>
<th>Faculty Executive Committee</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F Acad</td>
<td>F AR</td>
<td>F Res</td>
<td>F Tech</td>
</tr>
<tr>
<td>Faculty Executive Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2017/18</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018/19</td>
<td>3</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Faculty Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2017/18</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2018/19</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>FRIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2017/18</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2018/19</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equality &amp; Inclusion Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2017/18</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018/19</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 5.6.K: Membership of School Management Committees from 2016/17 broken down by gender and staff type

<table>
<thead>
<tr>
<th>School of Biology</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F Aca</td>
<td>F AR</td>
<td>F Res</td>
</tr>
<tr>
<td>School of Biology</td>
<td>2016/17</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>School of Biology</td>
<td>2017/18</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>School of Biology</td>
<td>2018/19</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>School of Biomedical Sciences</td>
<td>2016/17</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>School of Biomedical Sciences</td>
<td>2017/18</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>School of Biomedical Sciences</td>
<td>2018/19</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>School of Molecular and Cellular Biology</td>
<td>2016/17</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>School of Molecular and Cellular Biology</td>
<td>2017/18</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>School of Molecular and Cellular Biology</td>
<td>2018/19</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>
Figure 5.6.7: Break-down of School Management Committees by gender and staff type (females dotted, males lined)
There is an increased proportion of female academic staff on School Management Committees (Biology and Biomedical Sciences) (Table 5.6.K, Fig 5.6.7). Although gender balance in MCB has not changed, balance between female and male academics has improved, through incorporation of a broader management team (Fig 5.6.7). The majority of committees have different compositions according to function, so committee overload is not a problem. Leadership training (e.g. SUSTAIN) and promotion of female academics is helping increase pools of female academics for leadership roles, and promotion of several female academics has occurred through leadership criteria.

Table 5.6.L: Cultural Impact of 2017 Actions (AP2017 5.5, 5.6, 5.7)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit more Faculty &amp; School level roles and committee positions by advertisement. Roll out of female-specific leadership training</td>
<td>Improved gender balance by increased female representation between 2016/17 and 2018/19  • Overall in committees from 39% to 41%  • FEC from 36% to 50%  • FRIC from 36% to 48%  • FTSEC from 42% to 50%  • Health and Safety Committee from 27% to 36%  • SB management from 33% to 50%  • SMCB management 22% to 40% for female academics</td>
</tr>
</tbody>
</table>

5.6.3 Participation on influential external committees

Many FBS academics sit on external committees e.g. funding bodies. Since 2017 this is discussed at SDRS/AAMs and academics are given hours in their workload model (e.g. 60h for funding body committee membership). The number of external committees is equal between males and females (Fig 5.6.8).

Figure 5.6.8: Number of committees per individual in last 3 years.
5.6.4 Workload model

Our academic workload model is updated regularly and monitored for differences between genders, grades and schools. Workload is discussed in AAMs and adjusted for part-time staff and those returning from career breaks, e.g. academics returning from parental leave are given decreased teaching responsibilities. Chairing ASWG receives workload allocation. These and similar responsibilities are rotated.

Table 5.6.M: Survey results satisfaction regarding workload

<table>
<thead>
<tr>
<th>Question</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with transparent workload allocation (no gender difference)</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>Workload was usefully discussed in their SRDS/AAM</td>
<td>72 (74%F, 68%M)</td>
<td>72 (79%F, 63%M)</td>
</tr>
<tr>
<td>Work is allocated on a clear and fair basis irrespective of gender (no gender difference)</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Table 5.6.N: Cultural Impact on workload (AP2017 4.2)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving guidelines for AAM in response to AS actions</td>
<td>Staff who feel that workload issues will be dealt has risen: females (71% in 2017 to 74% in 2018) and males (60% to 65%).</td>
</tr>
</tbody>
</table>

However, 2018 survey suggested that female postdocs were less likely to report appropriate work-life balance (68%) than males (90%), and were less confident (63%) than males (94%) that issues raised around workload would be addressed.

<table>
<thead>
<tr>
<th>Actions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
<td>Include workload as a standing item in annual meeting of postdocs with PI</td>
</tr>
<tr>
<td>4.10</td>
<td>Develop a mechanism to support PDRs if workload issues are not dealt with by supervisor</td>
</tr>
</tbody>
</table>
Research workload of females has increased, representing increased success in grant applications. The teaching load of males is higher than females, probably due to a higher number of female academics working part-time and/or on maternity/shared parental leave, and therefore have reduced workload.

5.6.5 Timing of departmental meetings and social gatherings

We strive to ensure all FBS meetings and Away Days fall within core hours 10–4pm. In 2013, only 60% of people felt this was the case. While this figure was 83% in 2018, further action have been undertaken to increase activities taking place only during core hours (AP3.14).

For 2019 Astbury retreat, an onsite childcare crèche was offered. Next year additional options will be explored to ensure those with caring responsibilities feel supported.

It sets a good example for any away-day or conference we organise in the future.
Female Academic

5.6.6 Visibility of role models

To develop from our Footsteps booklet (2016) to improve visibility of role models we introduced case studies on the website, featuring staff and students issues including work-life
balance, family commitments and flexible working. Other faculties have developed their footsteps material inspired by ours.

Table 5.6.O: Cultural Impact of 2017 Actions on Role Models (AP2017 5.10)

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand case studies on AS website.</td>
<td>Reduced perception of those who use flexible working arrangements to meet family responsibilities as less career focused from 61% 2016 (81% F) to 40% 2018 (40% F)</td>
</tr>
<tr>
<td></td>
<td>Females with flexible working arrangements being promoted (Case Studies).</td>
</tr>
</tbody>
</table>

Many female FBS academics take part in media projects focused on gender in science:

- Dr Susan Deuchars was featured in eBook to celebrate International Day of Women and Girls in Science. She highlighted combining science career and family, and her role as an equality and diversity champion for the Physiological Society.

- Professor Sheena Radford discussed her “Life in Three Objects” in the Yorkshire Post, discussing work/life balance, and dispelling stereotypes of what female scientists are expected to be.

Figure 5.6.10: Photo of Professor Sheena Radford discussing her “Life in Three Objects” in the Yorkshire Post

- Professor Katie Field won UoL Women of Achievement award (2018) for her “extraordinary capacity for interdisciplinary innovations and internationally recognised expertise”.

• Professor Katie Field won UoL Women of Achievement award (2018) for her “extraordinary capacity for interdisciplinary innovations and internationally recognised expertise”.
Dr Julie Aspden was interviewed by Gender Equality Committee at Centro Andaluz de Biología Del Desarrollo, Spain about her experiences as a woman in STEM. She shared best practice developed in FBS, influencing gender equality practices internationally.

Seminars represent important platforms for providing role models. We have 3 main school seminar series’ and 6 smaller research division seminars. Data are separated due to differences in size and consistency.

Figure 5.6.12: Gender breakdown for 3 Weekly School Seminar Series Speakers
Figure 5.6.13: Percentage of female seminar speakers in FBS seminars (SBMS, SMCB and SB) 2011-2019. (p values chi-square tests indicate in 2018/2019 % is statistically no different to 50%).
Figure 5.6.14: Gender breakdown for Research Division Seminar Speakers (data is less rigorously collated with some years missing).

Invitees to research division seminars in some instances remain predominantly male. LeedsOmics and Heredity, Disease & Development achieve ~50% female representation, whilst Astbury have low female representations (Fig 5.6.14). Cardio has seen improvement since we raised awareness (2017). Differences may relate in part to the gender balance of scientists working in different areas (e.g. structural molecular biology) as well as variation in awareness of guidelines by seminar organisers.

Figure 5.6.15: Summary for all Research Division Seminar Speakers combined (% female)

Overall in research division seminars there is improved in gender balance, nearing 50% (2018/2019) (Fig 5.6.15).
### Table 5.6.1 Cultural Impact on Seminar Speaker Gender Balance

<table>
<thead>
<tr>
<th>Actions</th>
<th>Impacts</th>
</tr>
</thead>
</table>
| Introducing guidelines for organising seminar series and raising awareness | Significantly improved gender balance of school seminar speakers to achieve gender balance (Fig 5.6.13)  
Improved gender balance of research division speakers (Fig 5.6.15) |

#### Figure 5.6.16: Proportions of females and males hosting seminars

<table>
<thead>
<tr>
<th>% of seminar hosts</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17 School of Biology</td>
<td></td>
<td></td>
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<tr>
<td>2017/18 School of Biomedical Sciences</td>
<td></td>
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<tr>
<td>2018/19 School of Molecular and Cellular Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astbury Seminars</td>
<td></td>
<td></td>
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<tr>
<td>2016/17</td>
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<tr>
<td>2017/18</td>
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<td>2018/19</td>
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<td>2016/17</td>
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<tr>
<td>2017/18</td>
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<tr>
<td>2018/19</td>
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</tbody>
</table>

Generally, the gender balance of seminar hosts is poor. However, >50% of seminars in School of Biology were hosted by females (Fig 5.6.16). This may be due to greater gender balance in SB of academics to act as hosts.
If the first person asking a question after a seminar is female, females are more likely to ask questions afterwards (Fig 5.6.17). To raise awareness of this phenomenon, an additional point has been added to the guidelines for organising seminar series.

Figure 5.6.18: Proportions of female and male speakers at Faculty events
Gender equality and inclusion is considered during organisation of FBS events, specifically gender balance in speakers and chairs (Fig 5.6.18).

Name badges included preferred pronouns, which attendees appreciated and engaged with at RNA Salon.

<table>
<thead>
<tr>
<th>Actions</th>
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</thead>
<tbody>
<tr>
<td>4.11 Ensure that all seminar organisers (including PGR symposium) receive AS Seminar guidelines</td>
</tr>
<tr>
<td>4.12 Add guidance on gender balance for hosting and encouraging females to ask initial</td>
</tr>
</tbody>
</table>

Marketing actively consider gender and racial diversity e.g. photo-shoot planning.

Representation is monitored regularly. This is illustrated by new faculty website development (2018), when substantial material was refreshed. There is room for improved diversity presented on parts of the FBS website.

<table>
<thead>
<tr>
<th>Actions</th>
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</thead>
<tbody>
<tr>
<td>4.13 Focus groups with staff and students to gauge their sense that they are adequately represented on FBS website: actions will follow as required.</td>
</tr>
</tbody>
</table>

### 5.6.7 Outreach activities

Outreach and public engagement at UoL is organised both centrally and within FBS. Audit of these activities has been challenging. Recently this has become part of online data collection, improving reliability.

Outreach activity/public engagement is rewarded as part of citizenship on the workload model and contributes to promotions criteria for academic staff. Engagement is actively encouraged. Dr Rebecca Thompson, Facility manager participated in “I’m a Scientist, Get Me Out of Here!” and “Soapbox Science”. Through UoL Engagement Excellence Scheme, Dr Thompson is developing resources to support teaching in schools.

<table>
<thead>
<tr>
<th>Question</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>% agree female</td>
<td>% agree male</td>
</tr>
</tbody>
</table>

| Undertaken outreach roles in the last 12 months | 63 | 56 | 100 |

A higher proportion of female and non-binary PhD students take part in outreach, compared to males (Table 5.6.Q).
More females contribute to outreach, with the largest difference in PhD students (Fig 5.6.20). This may represent student preferences for different development opportunities: 96% of PGR surveyed report having appropriate opportunities to take part in activities that support their development. We will use the survey to investigate this and take action to improve the gender balance at outreach events based on the findings.
Actions
Improve data collection around participation of staff and students in outreach by:
4.14 Including an item in the AS survey to record the number/proportion of staff and students involved in outreach
4.15 Encouraging staff to record outreach activities in Symplectic
4.16 Investigate gender differences in participation through PhD focus groups
From improved data/understanding an action plan to level gender balance will be developed if appropriate

Figure 5.6.21: Number of staff involved in discovery zone by gender (2014-2019). (Precise engagement is difficult to measure as some people work ‘behind the scenes’ in preparation. Data collected is of those who deliver activities).

The Discovery Zone is the science fair organised by FBS. More females than males deliver sessions (Fig 5.6.21). ASWG hosts a stand, which discusses ‘what scientists look like’ and the range of people who are scientists, both by gender, race and background.

Most outreach into schools is not organised within FBS and gender of children is not recorded. As school children usually attend in classes there is limited change in gender split as students are from co-educational schools.

Word Count 6647
6. CASE STUDIES: IMPACT ON INDIVIDUALS

Hannah Dugdale
I joined the University of Leeds in 2016 as a Lecturer in Conservation Biology and was promoted to Associate Professor in 2017. Before moving to Leeds, I studied Natural Sciences at the University of Cambridge and obtained my Masters and DPhil at the University of Oxford.

After my DPhil, I held fellowships at the University of Sheffield, and the University of Groningen in the Netherlands. I met my partner while in Groningen, and commute from the Netherlands to Leeds. I have a teenage step-child, and a child who was born in 2017, after which I took 9 months maternity leave.

The Faculty supported my maternity leave, by providing funds for a post-doctoral researcher to supervise my BSc and MSc students, contribute to my teaching and conduct research. This resulted in two manuscripts and 1 (unsuccessful) grant application, invaluable to keeping my group going while I was on leave. The Faculty and school also supported my request to return to work at 50% for the first year to ease the transition back to full-time work. They continued to fund my post-doc while I was on 50%, to take 50% of my teaching. This was vital for me as it meant I did not have to commute as much when my daughter was young, and I could spend more time with my family.

I didn’t know how to prepare my research group for my absence during maternity leave, and found little advice online. I found the advice of colleagues in the school and collaborators who had taken parental leave very helpful. I recommend clarifying to your group how contactable and available you will, or will not be. Ensure that they have a clear plan during your leave and a co-supervisor/collaborator that they can turn to for support when you are unavailable. My PhD student’s co-supervisor in the school supported them immensely during my maternity leave. School staff also stepped in to take over the modules I managed while I was on leave. It is important to give yourself the time that you need when you are on parental leave, you cannot do everything!

With my collaborator Julia Schroeder, I noticed that women were underrepresented as invited speakers at evolutionary biology conferences, which lowers their visibility and contributes to the attrition of women along the academic career pathway. We analysed conference data, published our findings in the Journal of Evolutionary Biology and established an Equal Opportunities Committee for the European Society of Evolutionary
Biology (ESEB). The committee now funds initiatives that raise awareness of and progress underrepresented groups, and provide congress attendance grants to improve diversity at ESEB conferences (https://eseb.org/prizes-funding/equal-opportunities-initiative/). So please take a look at our grants and apply!

Katie Field
I did my BSc in Plant Sciences at Durham University before moving to the University of Sheffield for my PhD in 2005. After finishing my PhD, I did 5 years of postdoc research at Sheffield before moving to Leeds to start my own research group as a University Academic Fellow (UAF). I was made Associate Professor in 2017, and then became Professor of Plant-Soil Interactions in July 2019.

After finishing my PhD in environmental plant physiology and metabolomics at Sheffield, during which I conducted a 4-month research placement in Australia, I made the decision to switch subject and move in to plant-soil interactions. During my first postdoc contract I decided I wanted to stay in academia and had some ideas for future research and so, with the support from my PI, I helped in writing a grant which got funded. I then applied for – and failed to get – a number of independent fellowships over the following two years. I was sent the advert for the Leeds UAF in plant-soil processes by my PI at that time, and with his encouragement I applied. I was successful in getting that position and started at Leeds in August 2015. Around the same time as applying for the UAF, I applied for a BBSRC fellowship and, having benefitted from a lot of support from Faculty of Biological Sciences academics in preparing for my interview, was awarded a five-year research funding for my new lab at Leeds. Since then, I have applied for a number of grants successfully in some cases, again with the support from the faculty’s research office – and established my group and reputation within the wider community.

During my progression to Professorship, I have been given a lot of support throughout my time at Leeds, both formally and informally. From practice sessions for big interviews and academic mentoring to support career development, through to feedback on grant proposals and manuscripts – I have always found colleagues at Leeds are happy to give support whenever it is needed.

I have benefitted from a number of brilliant mentors, formal and informal, throughout my time at Leeds. Some of these have been academics within my faculty (Profs Karen Birch and Lisa Collins), some have been outside of my faculty and even outside the university. Through my BBSRC fellowship I have benefitted from a more formal mentorship from a prominent academic at another institution – this has been really valuable to me in terms of developing my research and career progression and is definitely one of the big perks of getting an independent fellowship. My partner does not work in academia. He runs his own business which gives us some flexibility in where we live and work.
There is a lot of support for gender equality at Leeds, the Women@Leeds network is invaluable for peer-to-peer mentoring and support, and the Women of Achievement Awards highlights the contribution of women to life on campus which I think is great for providing role models in all areas of University life.

Word Count 947

7. FURTHER INFORMATION

The FBS E&I officer and AS chairs co-organise events, support initiatives and drive intersectionality together.

Figure 7.1: Photos from Great Diversity Bake Offs (2017 & 2018)

As part of our broader E&I commitment FBS celebrated Black History Month (2017) with a well-attended ‘Racial Diversity in Science’ event. To ensure FBS provides diverse role models Bernadine Idowu was invited as BAME scientist to present at ‘coffee and careers’, providing a fabulous role model to young BME scientists.

Figure 7.2: Photo of FBS Diversity Awardee Safi Masandi at the BME-ECR how to stay in academia
Attending this conference was empowering.....the opportunity to meet scientists who I could relate and look up to......attending the conference increased my confidence and motivated me remain in academia.
Diversity Awardee

Word count 96
## Action Plan 2019

<table>
<thead>
<tr>
<th>Ref</th>
<th>Issue</th>
<th>Objective</th>
<th>Responsible person/group</th>
<th>Actions/Timeline</th>
<th>Success measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>There are fewer female than male applicants for academic and postdoctoral posts</td>
<td>To increase the number (and proportion) of female applicants for academic and postdoctoral roles</td>
<td>Head of Graduate School</td>
<td>Introduce PhD forum to provide mentoring support for PhD students <em>(Sept 2020)</em></td>
<td>Increased success of PhD students in applying for postdoctoral positions by 2022</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td>Head of Graduate School</td>
<td>Improve and publicise support for PhD students (particularly females) applying for postdoctoral roles <em>(Nov 2020)</em></td>
<td>Increase in female postdocs to 50% by 2022</td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td></td>
<td>HR</td>
<td>Ensure that job adverts and information packs include information on possibilities of flexible and part-time working, give male and female contacts, &amp; are checked for gender-biased wording <em>(Mar 2020)</em></td>
<td>Achieve gender parity (50%) in academic and postdoctoral applications by 2025</td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td></td>
<td>Marketing Team Dean</td>
<td>Further improve advertising materials to promote possibility of financial support to employ staff to ensure continuity of research activities during</td>
<td>Increase in percentage of female grade 8 academics to 40% by 2022</td>
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<tr>
<td><strong>1.5</strong></td>
<td><strong>HR</strong></td>
<td>Provide written guidelines to reinforce unconscious bias and ensure gender neutral language training for staff writing advertisements <em>(May 2020)</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>1.6</strong></td>
<td><strong>Dean, HoS</strong></td>
<td>Continue requirement for all staff to complete unconscious bias training and diversity &amp; equality training <em>(ongoing)</em></td>
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<tr>
<td><strong>1.7</strong></td>
<td><strong>HR/Marketing</strong></td>
<td>Explore and trial use of local social network facilities to promote job opportunities <em>(from Jan 2021)</em></td>
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<tr>
<td><strong>1.8</strong></td>
<td><strong>Small numbers of academic staff apply for promotion</strong></td>
<td>To ensure that all staff have a realistic understanding of the required criteria for promotion, are encouraged and provided with access to support to apply when appropriate.</td>
<td><strong>HoS/HR</strong></td>
<td>Publicise the existence and identities of FBS promotions advisors via Dean’s communication/Faculty internet/AAMs <em>(Jan 2020)</em></td>
<td>Increasing numbers of academic staff (particularly females &amp; part-time staff) successfully applying for promotion by 2022</td>
</tr>
<tr>
<td><strong>1.9</strong></td>
<td><strong>ASWG</strong></td>
<td>Conduct analysis of time to promotion to</td>
<td></td>
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<tr>
<td></td>
<td>part-time staff since 2016</td>
<td>Females are underrepresented, particularly in higher grades</td>
<td>Determined whether or not this is biased with respect to gender and/or %FTE (completed by Dec 2020) Develop actions as appropriate</td>
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<tr>
<td><strong>1.10</strong></td>
<td>Females appear less ambitious and less likely to apply for promotion (from surveys)</td>
<td>Advertise more effectively promotion workshops for targeted groups (e.g. ECRs) run by staff who have successfully achieved promotion from that level (Sept 2019 onwards)</td>
<td></td>
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</tr>
<tr>
<td><strong>1.11</strong></td>
<td>HoSs, DoRs, SRDS reviewers</td>
<td>Encourage attendance at grant-writing workshops and provide effective feedback on grant applications (from 2020 AAMs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.12</strong></td>
<td>HoSs</td>
<td>Ensure suitable candidates (particularly females, and part-time staff) are encouraged to apply for promotions through including promotion as a standing item on AAM meeting agenda (from 2020 AAMs)</td>
<td></td>
<td></td>
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<tr>
<td>1.13</td>
<td></td>
<td></td>
<td>HoS</td>
<td>Offer and encourage staff (particularly female) uptake of mentoring when considering promotion (from 2020 AAMs)</td>
<td></td>
</tr>
<tr>
<td>1.14</td>
<td></td>
<td></td>
<td>HR</td>
<td>Ensure promotions panels are gender-balanced and have taken/refreshed unconscious bias and diversity &amp; equality training (Ongoing)</td>
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</tr>
<tr>
<td>1.15</td>
<td>Small numbers of professional and support staff applying for promotion</td>
<td></td>
<td>ASWG/Technical &amp; Support Service Managers</td>
<td>Enhance mentoring programmes for professional and support staff (by Jan 2021)</td>
<td></td>
</tr>
<tr>
<td>1.16</td>
<td>No applications for promotion have been received from part-time staff since 2016</td>
<td></td>
<td>Technical Services Manager</td>
<td>Continue involvement in and leadership of university level activities aiming to enhance career pathways for technical staff (ongoing)</td>
<td></td>
</tr>
<tr>
<td>1.17</td>
<td></td>
<td></td>
<td>Line Managers/SRDS reviewers</td>
<td>Ensure suitable candidates (particularly part-time staff) are encouraged to apply for promotions through including promotion as a standing item on</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Postdocs report need for additional mentoring</td>
<td>Ensure adequate mentoring opportunities for postdocs</td>
<td>Postdoc Champion</td>
<td>advertise/refresh circles more frequently to increase engagement of postdocs</td>
<td>Improved survey score for access to mentoring to 75% by 2022</td>
</tr>
<tr>
<td>2.2</td>
<td>PDRs lack information about alternative careers</td>
<td>Improve awareness of alternatives to academic roles, and provide career guidance to PDRs</td>
<td>C &amp; C organiser</td>
<td>Build on existing success of Coffee and Careers through inviting speakers from diverse roles.</td>
<td>50% of PDRs attending career fairs/talks Increase in range of jobs taken by PDRs as measured through Exit interviews Increase in % of PDRs whose ambitions have become more ambitious as measured by AS survey to 30% by 2022</td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td>Postdoc Champion</td>
<td>Repeat successful ‘academic careers’ meeting annually</td>
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<tr>
<td>2.4</td>
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<td></td>
<td>Employability Lead</td>
<td>Expand existing university careers fair advertising to include PhD and postdocs; advise employers of interest from these groups</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Only 65% of female PDRs report adequate support for writing grants/fellowship applications</td>
<td>Increase visibility and uptake of existing resources, e.g. successful grant repository and postdoc mentoring circles</td>
<td>Postdoc Champion</td>
<td>Disseminate information about grant repository, peer review opportunities and mentoring circles regularly via Dean’s communication,</td>
<td>&gt;90% of PDRs report adequate support for grant writing via AS survey by Dec 2021 &gt;75% awareness of grant repository by Dec 2021</td>
</tr>
<tr>
<td>2.6</td>
<td>Only 35% of PDRs are aware of grant repository</td>
<td>Develop new resources and activities for additional developmental support</td>
<td>postdoc web pages, Coffee and Careers meetings <em>(from Jan 2020)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Only 60% of PDRs agree they have opportunities to be involved in activities to support their development</td>
<td>Disseminate information about existing Faculty and School initiatives directly to postdocs <em>(from Jan 2020)</em></td>
<td>&gt;80% of PDRs agree that they have access to support for their professional development by Dec 2021</td>
<td></td>
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</tr>
<tr>
<td>2.8</td>
<td></td>
<td>Continue to work with university to develop additional courses and open up existing OD&amp;PL courses on Leadership, supervision to PDRs <em>(2021-2)</em></td>
<td></td>
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<tr>
<td>2.9</td>
<td></td>
<td>Develop workshops locally or in association with OD&amp;PL to provide guidance on achieving independence in research <em>(2021-2)</em></td>
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<tr>
<td>2.10</td>
<td></td>
<td>Increase awareness of Academic Development fund for PDRs <em>(Jan 2020)</em></td>
<td>Develop monthly postdoc seminar series <em>(2020)</em></td>
<td></td>
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<tr>
<td>3.1</td>
<td>Only 51% of all staff (53% females) are confident that a period of absence from work would not affect their career progression. To increase awareness of existing support and provide additional support to staff taking maternity/paternity/adoption leave.</td>
<td>DSEs</td>
<td>Implement formal meeting with DSE for academic staff to arrange teaching cover during leave (from Mar 2020)</td>
<td>Survey responses in this area will improve by 20% by 2022</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td>HR/Staff member</td>
<td>Invite Line managers to join staff for a meeting with HR to discuss leave process/expectations (from Jan 2020)</td>
<td></td>
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</tr>
<tr>
<td>3.3</td>
<td></td>
<td>HR/Line Managers</td>
<td>Create guidance document for Line Managers to direct them to existing documentation covering the leave process and rights of their staff e.g. KIT days, flexible working, phased return, return to work fund, well-being room availability. (from Jan 2020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Staff undergoing IVF report lack of support to manage treatment. To ensure that staff undertaking IVF have the support needed to manage treatment alongside their roles.</td>
<td>HR</td>
<td>Work/lobby at university level to create policy for supporting staff through the IVF process (2022)</td>
<td>New university policy introduced. Improved wellbeing and retention of staff: success will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Issue</td>
<td>Action</td>
<td>Responsible Party</td>
<td>Monitoring</td>
<td>Details</td>
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<tr>
<td>3.5</td>
<td>Monitored through focus groups</td>
<td>Locally, advertise designated HR staff member to advise staff about managing treatment within current flexible working guidelines (June 2020)</td>
<td>HR</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Expand buddy scheme to offer informal support by colleagues who have undertaken IVF (September 2020)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Staff whose babies are significantly premature may have little time with their child after they leave hospital</td>
<td>To give parents of premature babies sufficient leave to allow them to spend time at home with their child</td>
<td>HR</td>
<td>Lobby university to amend maternity leave policy to allow additional leave for parents whose premature baby is hospitalised</td>
<td>New university policy introduced</td>
</tr>
<tr>
<td>3.8</td>
<td>Make the Faculty more welcoming for staff with young children</td>
<td>Install a baby changing facility in the Faculty (by June 2020)</td>
<td>Faculty Building Manager</td>
<td>Survey responses around family-friendly policies/facilities will improve by 20% by 2022</td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Enhance and maintain the value of existing breastfeeding/wellbeing facilities</td>
<td>Monitor usage and feedback from users of wellbeing room, return to work buddy scheme and Return to work</td>
<td>ASWG</td>
<td>Improved awareness and uptake of these services as measured by survey</td>
<td></td>
</tr>
</tbody>
</table>
| 3.10 | Only 40% of staff are aware of Return to work support fund | Increase awareness generally, and for staff who are taking/returning from maternity/other long term leave | ASWG/Dean | Use Dean’s communication to publicise fund on a regular (monthly) basis (from Dec 2019) | 80% of staff aware of fund (as measured by annual survey) by Dec 2021
Continued increase in applications for funding |
<p>| 3.11 | | | HR/Line Managers | Include fund information on both maternity and return to work checklists (Jan 2020) | |
| 3.12 | | | ASWG | Create case studies/provide examples of awards on AS website (Jun 2020) | |
| 3.13 | Incomplete understanding of the use of current informal flexible working arrangements | To obtain a better picture of informal flexible working arrangements, to better advise staff/Line Managers | ASWG | Use AS annual survey to monitor frequency and type of informal flexible working arrangements in all categories of staff (from Dec 2019 onward) | Improved guidance to Line Managers re supporting staff requesting flexible working: all staff who want to work flexibly to have that opportunity as measured by AS survey. |
| 3.14 | Declining agreement that all formal meetings take place during core hours | To ensure that all formal meetings, including research meetings/seminars take place during core hours | Dean, HoSs, DoRs, Line/group Managers | Publicise and monitor the more stringent Core Hours policy via Dean’s communications and staff meetings (June 2020) | Increase agreement with AS survey item to &gt;90% by Dec 2021 |</p>
<table>
<thead>
<tr>
<th>3.15</th>
<th>Transitioning back to full time work is currently managed on a case-by-case basis</th>
<th>To ensure clear processes and staff expectations regarding changes to working patterns after career breaks</th>
<th>HR</th>
<th>Create formal guidance on transitioning back to full time after career breaks (Sept 2020)</th>
<th>Improved agreement on AS survey around flexible working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisation and Culture</strong></td>
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</tr>
<tr>
<td>4.1</td>
<td>PhD students report concerns around lack of mental health support: FBS recognises lack of university support facilities open to PhD students</td>
<td>Ensure that PhD students have access to wellbeing and mental health support at the same level as taught students</td>
<td>ASWG, PhD students</td>
<td>Continue to support local student-led initiatives e.g. Wellbeing Matters (Ongoing)</td>
<td>Improved wellbeing as measured by PhD survey by 2022 Improvement in completion rates from 2022 onward</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td>Dean, Director of Graduate School</td>
<td>Lobby Doctoral College and university to organise wellbeing workshops and counselling facilities for PhD students (from June 2020)</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Only 54% of staff know who represents them on the ASWG</td>
<td>Raise awareness of and engagement with AS representatives</td>
<td>ASWG</td>
<td>Produce AS ‘New starter’ documents for incoming students and staff, summarizing AS activities and signposting to policies, grants, representatives etc. (April 2020)</td>
<td>Increase awareness to &gt;85% by Dec 2021</td>
</tr>
<tr>
<td>4.4</td>
<td></td>
<td></td>
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<td></td>
<td>Raise profile of ASWG reps on Intranet, AS website and via AS coffee mornings (from Jan 2020)</td>
</tr>
<tr>
<td>4.5</td>
<td>25% of female PhD students have experiences that made them uncomfortable due to their gender</td>
<td>Improve the experience of female PhD students</td>
<td>ASWG/HR</td>
<td>Ensure that unconscious bias (UB) training highlights this issue. Ensure that examples used in UB training are appropriate to audience <em>(from Jan 2020)</em></td>
<td>Reduction in PhD students experiencing uncomfortable situations because of gender down to &lt;10% by 2022 surveys</td>
</tr>
<tr>
<td>4.6</td>
<td></td>
<td></td>
<td>ASWG</td>
<td>Publicise widely lists of key contacts for staff and students for support/guidance if they encounter inappropriate behaviour <em>(Jan 2020)</em></td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td></td>
<td></td>
<td>Director of Graduate School</td>
<td>Liaise with Doctoral College to formalise list of extra-Faculty support <em>(June 2020)</em></td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td></td>
<td></td>
<td>HR</td>
<td>Online ‘professional behaviours’ training is currently under development: follow up with workshops locally <em>(Jan 2021)</em></td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>Female PDRs less likely (68%) to report appropriate work-life balance than males (90%).</td>
<td>Support female postdocs in achieving work-life balance</td>
<td>HR/HoS</td>
<td>Include workload as a standing item in annual meeting with PI <em>(2020)</em></td>
<td>Gender parity in responses to issues around work-life balance and workload by Dec 2021</td>
</tr>
<tr>
<td>4.10</td>
<td></td>
<td></td>
<td>DoR/Postdoc Champion</td>
<td>Develop a mechanism to support PDRs if</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>Gender balance of research group seminar speakers and hosts lags behind that of Schools’ seminar series</td>
<td>Improve gender balance of speakers/hosts across all seminar series in FBS Encourage more participation in questions from female staff/students</td>
<td>ASWG/Seminar series organisers Ensure that all seminar organisers (including PGR symposium) receive AS Seminar guidelines (Mar 2020)</td>
<td>Gender balance of all seminar series speakers and hosts will be at 50% by Dec 2021</td>
<td></td>
</tr>
<tr>
<td>4.12</td>
<td>Staff and students may not see themselves adequately represented on FBS website</td>
<td>Improve gender and racial/ethnic diversity across all areas of the FBS website</td>
<td>Marketing Collect impressions from staff and students as to whether they feel represented (Dec 2020) Create and add appropriate images to the website if required (2021 onward)</td>
<td>Website will have wide range of images/case studies which represent all FBS staff. This should contribute to increased applications at all student and staff levels, from a diverse cohort</td>
<td></td>
</tr>
<tr>
<td>4.13</td>
<td>Only 63% of female PDRs (compared to 94% males) feel confident that issues raised regarding workload will be dealt with</td>
<td>workload issues are not dealt with by supervisor (2020-21)</td>
<td>Increased retention of female postdocs in academic setting from 2022. Increased numbers of females applying for fellowships and academic positions in survey and exit interviews by 2022</td>
<td></td>
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<tr>
<td>4.14</td>
<td>Data around participation in outreach is inadequate, but suggests that females are more likely to be involved</td>
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</tbody>
</table>
|      | Improve our understanding/data about involvement in outreach activities  
Encourage more male staff/students to undertake outreach activities |
|      | ASWG  
HoSs | Include an item in the AS survey to record the number/proportion of staff and students involved in outreach  
(from Dec 2019) |
|      | HoSs | Encourage staff to record outreach activities in Symplectic  
(from May 2020 via AAMs) |
|      | ASWG | Investigate gender differences in participation through PhD focus groups: |
| 4.15 |  | Improved outreach data will allow us to develop actions to address any gender imbalance in outreach activities |
| 4.16 |  |  |
### FACULTY OF BIOLOGICAL SCIENCES
### ATHENA SWAN SILVER APPLICATION PLAN 2017 - 2019
### Appendix A

#### 1. Student Data

<table>
<thead>
<tr>
<th>Area of Need/Rationale</th>
<th>Action</th>
<th>Responsible person/group</th>
<th>Timescales</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 70% of acceptances to SBMS programmes are female: need to encourage more males apply/accept places on programmes</td>
<td>1.1 2017-18 brochures will be modified to include equal emphasis on male and females in illustrations and Case Studies</td>
<td>Student Education Service in conjunction with DSE SBMS and Marketing team</td>
<td>September 2017</td>
<td>Increase number of male applicants/acceptances to SBMS. Expect to see impact on applications/acceptances from 2018-19</td>
</tr>
<tr>
<td>SES undergraduate applications and acceptances increasing, but this has not yet led to overall increase in registrations</td>
<td>1.2 Monitor ongoing effects of changes to strategies and materials</td>
<td>Athena Swan Working Group</td>
<td>Commence September 2017</td>
<td>Registration of female students to SES programmes increases in line with changes to acceptances over next 3 years.</td>
</tr>
<tr>
<td>Female undergraduates persistently outperform their male counterparts at degree level: investigate interventions to address this.</td>
<td>1.3 Project to investigate causes of male underperformance: actions may be taken depending on outcomes.</td>
<td>Student Education Service</td>
<td>Commence September 2017</td>
<td>Project to report in 2018-19</td>
</tr>
<tr>
<td>Some evidence of decreasing % of part time PGT students who are female: trend/ reasons unclear</td>
<td>1.4 Ensure that information relating to childcare provision and flexible study clearly represented in PGT admissions material</td>
<td>Student Education Service and Marketing</td>
<td>2017, for 2018 entry</td>
<td></td>
</tr>
</tbody>
</table>
1.5 Monitor part time PGT gender balance and identify actions to encourage female students if appropriate

Monitor part time PGT students’ gender balance 2017-2020. Report any emerging trend to ASWG/FDSE.

Females form a smaller % of PGR than national/RG averages: encourage more females to apply to FBS.

1.6 Review research postgraduate website and advertising materials for good gender balance

Marketing team

Commence 2017

Review & Case Study development during 2017-18 for 18-19 application cycle.

1.7 Develop female PhD case studies for PGR recruitment material

Student Education Service

Year 1

Expect to see impact commencing 2019-20

1.8 Ensure even gender balance of staff and students hosting postgraduate open day/evening events

Student Education and Head of Graduate School

Expect to see impact commencing 2019-20
1. Survey UG/PhD students to identify barriers/issues affecting experience of males and females to identify gender-related issues relating to application and completion

<table>
<thead>
<tr>
<th>Area of Need/Rationale</th>
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<th>Responsible person/group</th>
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<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some evidence that female PhD completion rates are lower than for males</td>
<td>1.9 Monitor completion rates: investigate causes of slightly poorer completion rates for females if necessary.</td>
<td>Athena Swan Working Group/ Student Education Service</td>
<td>Commence September 2017</td>
<td>Monitor part time PGR students’ completion rates 2017-2020. Report any emerging trend to ASWG/FDSE. Determine any barriers to completion for female students from PGR survey and develop actions if appropriate.</td>
</tr>
<tr>
<td>2. Key Career Transition</td>
<td></td>
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<tr>
<td>Females are under-represented in academic staff particularly at grades 9 &amp; 10; encourage both recruitment and promotion of female staff.</td>
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</tr>
<tr>
<td>2.1. Include information on flexible working opportunities, shared parental leave, family friendly policies, Stonewall Employer in the advert or job description.</td>
<td>Faculty HR team</td>
<td>July 2017</td>
<td>Increased success for FBS postdocs in gaining academic positions over 5 year period</td>
<td></td>
</tr>
<tr>
<td>2.2. Provide access to case studies (Footsteps brochure/website) of female academics along with adverts</td>
<td>Faculty HR team</td>
<td>July 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3. Ensure all new posts widely advertised, e.g. at conference</td>
<td>All academic staff, led by ASWG)</td>
<td>July 2017</td>
<td></td>
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<tr>
<td>2.4. Actively support our female postdocs to apply for academic positions at University of</td>
<td>ASWG</td>
<td>March 2017</td>
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<tr>
<td>Action</td>
<td>Responsible Party</td>
<td>Initiation Date</td>
<td>Result</td>
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<tr>
<td>Leeds and elsewhere through mentoring circles, Coffee &amp; Careers seminars (ASWG): develop system to monitor post-doc destinations</td>
<td>Faculty HR team</td>
<td>2017</td>
<td>Increased success for FBS postdocs in gaining academic positions over 5 year period</td>
<td></td>
</tr>
<tr>
<td>2.5. Target tailored promotion sessions at specific groups e.g. female early career research staff.</td>
<td>Faculty HR team</td>
<td>2017</td>
<td>Increased applications for posts from females over 5 year period.</td>
<td></td>
</tr>
<tr>
<td>2.6. Promotion workshops for staff including input from staff who have successfully been through the new promotions process</td>
<td>Faculty HR team</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7. Identify and encourage (via SRDS and AAMs) appropriate female staff to apply for promotion</td>
<td>Faculty HR team, Dean, HoS</td>
<td>May 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8 ASWG to report promotions figures to Dean/HoS and highlight any changes in gender balance</td>
<td>ASWG</td>
<td>January 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9. Ensure all staff involved in selection interviewing have received E&amp;I and Unconscious bias training</td>
<td>Faculty HR team</td>
<td>July 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.10 Set up mentoring for technical, professional and support staff to provide advice on and support with applying for roles at a higher level.</td>
<td>Faculty HR team and Professional Service Managers</td>
<td>From 2017 (Technical Staff) 2018 (Professional and support staff)</td>
<td>55% of staff engaged in mentoring</td>
<td></td>
</tr>
<tr>
<td>2.11 Discussion of availability and potential benefits of mentoring added to discussion points for all SRDS meetings</td>
<td>Faculty HR team and Line Managers</td>
<td>From 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12 Assess changes in staff satisfaction through culture survey on annual basis.</td>
<td>ASWG</td>
<td></td>
<td>Increased satisfaction regarding promotion.</td>
<td></td>
</tr>
</tbody>
</table>

Professional, support and technical staff (most of whom are female) report lack of clarity about opportunities for promotion, development and progression.
### 3. Career Development

<table>
<thead>
<tr>
<th>Area of Need/Rationale</th>
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<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers on probation feel that they need more opportunity to discuss career development</td>
<td>3.1 Career development to be included in discussion points at probation review meetings</td>
<td>Faculty HR team, HoS, Pro Dean for Research</td>
<td>2017</td>
<td>Improved satisfaction of postdocs researchers measured through annual culture survey</td>
</tr>
<tr>
<td></td>
<td>3.2 Explore feasibility of creating a postdoc champion (academic) post to support postdocs.</td>
<td>Dean, Pro Dean for Research</td>
<td>2018 onwards</td>
<td></td>
</tr>
<tr>
<td>Postdocs' training needs and access to career development opportunities are poorly understood</td>
<td>3.3 Introduce post doc researchers annual survey to investigate postdocs’ learning needs: take actions as necessary.</td>
<td>ASWG</td>
<td>Action will be developed from first postdoc survey in 2017</td>
<td>Effectiveness monitored through repeated surveys on an annual basis over the next 2-3 years</td>
</tr>
<tr>
<td>Additional support is required to further increase the success of female academic staff applying for external grant funding</td>
<td>3.4 Supplement internal peer-reviews with panel/group discussions of applications in the pre-submission stages</td>
<td>Dean, Pro Dean for Research</td>
<td>From September 2017</td>
<td>Increased number of applications for grants from female staff over the next 2-3 years</td>
</tr>
<tr>
<td>Additional support is required to further increase the success of female academic staff applying for grant funding</td>
<td>3.5 Develop a repository of successful grant applications to support early career researchers</td>
<td>Pro Dean for Research and School Directors of Research</td>
<td>From September 2017</td>
<td>Increased success rate for female staff in applying for funding over the next 2-3 years</td>
</tr>
<tr>
<td>Loss of numbers from PhD to postdoc (particularly of females)</td>
<td>3.6 Use PG survey to investigate PGR career aspirations, and whether/how (and why) these change during PhD.</td>
<td>ASWG</td>
<td>Actions will be developed from 2017 survey</td>
<td>Effectiveness monitored through repeated surveys on an annual basis over the next 2-3 years</td>
</tr>
<tr>
<td>Loss of numbers from PhD to postdoc (particularly of females)</td>
<td>3.7 Stronger advertisement of nation-wide events supporting smaller subsets of students (e.g. LGBT-STEMinar symposia) (Page 76)</td>
<td>Equality Policy Unit and ASWG</td>
<td>From September 2017</td>
<td>Students in these subsets reporting increased satisfaction with support via surveys Longer term goal (3-5 years) to increase proportion of PGR students progressing to postdoc.</td>
</tr>
<tr>
<td>Area of Need/Rationale</td>
<td>Action</td>
<td>Responsible person/group</td>
<td>Timescales</td>
<td>Measures of Success</td>
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</tr>
<tr>
<td><strong>Staff who have flexible working arrangements (many of whom are female) report that workload reduction was not always commensurate with agreed decrease in hours</strong></td>
<td>4.1 Guidance to be provided for line managers &amp; SRDS reviewers to address these issues in 2018</td>
<td>Faculty HR team, HoS, HoS, Directors of Research, Directors of Student Education, Service Managers, Faculty HR Team</td>
<td>Commence June 2017</td>
<td>Increased awareness and improved satisfaction around these issues from staff who are part time/ use flexible working arrangements in annual culture survey.</td>
</tr>
<tr>
<td></td>
<td>4.2 AAM/SRDS meetings to include discussion of appropriateness of workload for staff on flexible working</td>
<td>Faculty HR team, HoS, HoS, Directors of Research, Directors of Student Education, Service Managers, Faculty HR Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Some staff who have flexible working arrangements perceive that they are regarded as less career-focussed than full time staff</strong></td>
<td>4.3 Provide and publicise successful role models for staff utilising flexible working</td>
<td>ASWG, HoS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4 Monitor requests for flexible working arrangements annually</td>
<td>Faculty HR team</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Some staff who take absence from work (e.g. maternity leave) perceive that this affects their career progression</strong></td>
<td>4.5 Monitor awareness of flexible working arrangements via culture survey</td>
<td>ASWG</td>
<td>From 2018</td>
<td>Increased awareness and improved satisfaction around these issues from staff who are part time/ use flexible working arrangements in annual culture survey.</td>
</tr>
<tr>
<td></td>
<td>4.6 Monitor uptake, directly email everyone who goes on maternity leave/career break/family leave details of guidance for return to work, and details of “returners fund”</td>
<td>Faculty HR team</td>
<td></td>
<td>Improved satisfaction around these issues from staff who have taken a period of absence in annual culture survey over the next 2-3 years</td>
</tr>
<tr>
<td></td>
<td>4.7 Monitor uptake of the “returners fund” to support those staff returning from maternity, shared parental leave, adoption leave etc.</td>
<td>Faculty HR team/ASWG</td>
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</tbody>
</table>
Some staff who take absence from work (e.g. maternity leave) perceive that this affects their career progression

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<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8 Include leaflet about the policy in all maternity leave letters</td>
<td>Faculty HR team</td>
<td></td>
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<tr>
<td>4.9 Introduce return to work buddy system</td>
<td>Faculty HR team/HoS</td>
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<tr>
<td>4.10 Provide designated room for breast feeding/expressing with fridge</td>
<td>Dean, Facilities manager</td>
<td>End of 2017</td>
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<tr>
<td>4.11 Develop guidelines in consultation with HoS on recommendation for phased return to teaching for research active academics</td>
<td>Faculty HR team</td>
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<tr>
<td>4.12 Develop guidelines for staff wishing to transition from part-time to full time after career breaks</td>
<td>Faculty HR team, HoS</td>
<td>January 2018</td>
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</tr>
</tbody>
</table>

Improved satisfaction around these issues from staff who have taken a period of absence in annual culture survey over the next 2-3 years.

5. Organisation and culture

<table>
<thead>
<tr>
<th>Area of Need/Rationale</th>
<th>Action</th>
<th>Responsible person/group</th>
<th>Timescales</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff have limited opportunities to feed back on their perceptions of issues on the AS agenda</td>
<td>5.1 A bespoke AS survey will be developed and undertaken annually to gather the views of staff on their working environment and its culture. Surveys will be designed to include questions relating to different roles and grades as required (e.g. for postdocs and PGR students)</td>
<td>ASWG</td>
<td>January 2018</td>
<td>Information obtained from staff in relation to AS activity</td>
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<tr>
<td></td>
<td>5.2 Outcomes from the survey will be considered at AS &amp; E&amp;I committees and will be used to inform development of action plans.</td>
<td>ASWG Chair</td>
<td>Survey annually from 2018</td>
<td>This will allow monitoring of success of action plan, and the development of new actions as required on an annual basis.</td>
</tr>
<tr>
<td>Limited actions in place to make undergraduate/PGT students aware of AS</td>
<td>5.3 Plans to enhance UG &amp; PGT awareness include introduction of a lecture on AS/unconscious bias/, and Equality &amp; Inclusion training as part of induction programmes.</td>
<td>Student Education Service</td>
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<tr>
<td>5.4 Assessment of awareness/support for AS amongst UG/PGT students will be introduced, and monitored annually.</td>
<td>Student Education Service</td>
<td>Survey annually.</td>
<td>Success will be monitored by changes in awareness as shown by survey.</td>
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<tr>
<td>5.5 Improve number of high grade females and lower grade males in committees.</td>
<td>Dean, Pro Deans, Faculty HR team</td>
<td>From May 2017 all Faculty and School roles on will be advertised</td>
<td>Improved gender balance on Faculty and School committees</td>
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<td>There is an imbalance of gendered seniority on some Faculty and School committees</td>
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<tr>
<td>5.6 Do this by increasing the succession planning of membership in these committees that are not tied to specific roles within the Faculty</td>
<td></td>
<td>Within the next 3-5 years</td>
<td>Success will be monitored by changes in awareness as shown by survey.</td>
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<tr>
<td>5.7 Recruit more School level roles (e.g. DSE, DoR) and committee positions by advertisement.</td>
<td>Dean, HoS, HR</td>
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<td>Involvement in outreach activities is not gender-balanced (predominantly female).</td>
<td>5.8 Encourage all academic staff to contribute to citizenship by having 2.5% allocated on the workload model and another 2.5% evidence of “citizenship” activity.</td>
<td>Dean, HoS</td>
<td>Commence June 2017</td>
<td>Improved gender balance in staff outreach activities.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Responsible Parties</td>
<td>Timeframe</td>
<td>Status/Outcome</td>
</tr>
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<tr>
<td><strong>Some staff feel that their contributions are not recognised by the current workload model</strong></td>
<td>5.9 Ensure that all positions of responsibility are recognised within workload model, with appropriate FTE allocation. (needs rewording in application)</td>
<td>Dean, Pro Deans</td>
<td>End of 2017</td>
<td>Improved satisfaction around these issues in annual culture survey over the next 2-3 years.</td>
</tr>
<tr>
<td><strong>More positive role models for females, and for staff who have flexible working arrangements, and/or who have taken career breaks are needed.</strong></td>
<td>5.10 Expand “Footsteps” brochure and ensure that Case Studies are made available via AS website</td>
<td>ASWG</td>
<td>Commence Summer 2017</td>
<td>Long term goal to see increase in female staff at higher grades via increased recruitment and promotion.</td>
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<tr>
<td><strong>&gt;20% of female staff report instances where they feel uncomfortable because of their gender</strong></td>
<td>5.11 Continued roll-out of unconscious bias training for staff and students</td>
<td>Faculty HR team, Student Education Service</td>
<td>Ongoing in 2017</td>
<td>All staff, postdocs and PGR students to have completed unconscious bias training.</td>
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<td></td>
<td>5.12 New mandatory E&amp;I online training modules currently being developed by UoL address inappropriate behaviours</td>
<td>UoL Equality Policy Unit</td>
<td>End of 2018</td>
<td>Decreased reporting of such incidents in 2-3 years.</td>
</tr>
</tbody>
</table>