Department Application
Bronze and Silver Award

College of Life Sciences
University of Leicester
Silver Application
November 2019

Redacted Version

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Recommended	Actual
1.Letter of endorsement	500	502
2.Description of the department	500	490
3. Self-assessment process	1,000	1283
4. Picture of the department	2,000	2737
5. Supporting and advancing women's careers	6,500	6660
6. Case studies	1,000	1233
7. Further information	500	593
*Additional Words	1,500	
Total	**13,500**	**13,498**

*An additional allowance of 1,500 words was granted for this application on 14th November 2018 (see attached letter). These were used in the following sections:

Section 3	Self-assessment process	280
Section 4	Picture of the department	732
Section 5	Supporting and advancing women's careers	160
Section 6	Case studies	235
Section 7	Further information	93
	Total	1500

Dr Kate Williams
College of Life Sciences
University of Leicester
Maurice Shock Building
University Road
Leicester
LE1 7RH

7 March 2019

Re. University of Leicester, College of Life Sciences Athena SWAN application approach

Dear Dr Williams

I am writing in follow-up to our email and telephone correspondence of recent months. We have discussed the university's desire to change its Athena SWAN award strategy in the College of Life Sciences, moving from submitting individual departmental awards to a single college award, an application for which would be submitted in November 2019.

I confirmed that this proposal is acceptable to Advance HE and offered the following provisions to support this transition and the production of the submission itself:

- A 1500 word extension to the maximum word count for the submission;
- Extensions to the award validity periods relating to the two departments whose awards would otherwise expire in April 2019: Infection, Immunity and Inflammation; Cardiovascular Sciences, to the November 2019 round, on the understanding that all departmental awards would remain valid whilst the college submission, expected at Silver level in November 2019, is in review;
- If the college does not achieve a Silver award from a submission made in the November 2019, the university would be offered a year's grace on the currently held departmental awards, including if the college is deemed to meet the Bronze award criteria. (The university could choose to accept a Bronze award, but this would supersede all the departmental awards under the umbrella of the college.)

Please do not hesitate to return to me if further clarification is needed. Otherwise, I wish you well with your equality work.

Yours sincerely,

James Greenwood-Lush
Head of Athena SWAN
athena.swan@advance-he.ac.uk

Name of institution	University of Leicester
Department	College of Life Sciences
Focus of department	**STEMM**
Date of application	November 2019
Award Level	**Silver**
Institution Athena SWAN award	**Date: November 2018** **Level: Silver**
Contact for application Must be based in the department	Dr Kate Williams
Email	Ksw6@le.ac.uk
Telephone	0116 2525432
Departmental website	https://www2.le.ac.uk/colleges/medbiopsych/lmsas

List of Abbreviations

A&R	Academic and Research
AP	Action plan
ARC	(NIHR) Applied Research Collaborations East Midlands
AS	Athena SWAN
BRC	Biomedical Research Centre
CLS	College of Life Sciences
CLT	College Leadership Team
CROS	Careers in Research Online Survey
CVS	Department of Cardiovascular Sciences
DM	Departmental Manager
DoO	Director of Operations
DC	Doctoral College
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
FT	Full-Time
GEAG	Gender Equality Action Group
GEEPS	Gender Equality Engagement Project for Students
GGB	Department of Genetics and Genome Biology
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoC	Head of College
HoD	Head of Department
HoS	Head of School
HR	Human Resources
HS	Department of Health Sciences

KIT	Keeping in Touch Day
LCRC	Leicester Cancer Research Centre
LD3	Leicester Drug Discovery and Diagnostics
LMS	Leicester Medical School
LPMI	Leicester Precision Medicine Institute
LTC	Learning and Teaching Committee
MCB	Department of Molecular and Cell Biology
NHS	National Health Service
NIHR	National Institute of Health Research
NPB	Department of Neuroscience, Psychology and Behaviour
ODP	Operating Department Practice
OE	Open Ended
PDD	Performance Development Discussion
PDRSA	Postdoctoral and Research Staff Association
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PSS	Professional Services and Support
PT	Part-Time
PTES	Postgraduate Taught Experience Survey
PRES	Postgraduate Research Experience Survey
PRF	Pre-clinical Research Facility
REF	Research Excellence Framework
RLP	Researcher Leadership Programme
RS	Department of Respiratory Science
SAHP	School of Allied Health Professions
SBS	School of Biological Sciences
SPsy	School of Psychology
UB	Unconscious Bias
UG	Undergraduate
UHL	University Hospitals of Leicester
UoL	University of Leicester
UoL EDIC	University of Leicester Equality, Diversity and Inclusion Committee
WLP	Women Leading with Purpose Programme

Key to symbols:

Progress/ Impact over the past 5 years

Actions

Cross references to Sections of the document are given as e.g. (S5.1) for Section 5.1

Academic and Research Grades

We acknowledge that clinical and non-clinical grades cannot be directly compared, but for the purposes of this application, we refer to academic and research staff using the following terminology:

Generic	Grade	Non-Clinical Staff	Clinical Staff
Research Staff	Grade 6	Research Assistant Teaching Assistant	
	Grade 7	Research Associate Teaching Fellow	Clinical Research Fellow
Academic Staff	Grade 8	Lecturer Research Fellow	Academic Clinical Lecturer Clinical Educator Primary Care Fellow
	Grade 9	Associate Professor	Clinical Associate Professor
	Professor	Professor	Clinical Professor

Data Statement

All data in this submission are based upon headcount. We have used data collected in the 5 year period 2014/15-2018/19, census date 1st March (unless stated otherwise), for our application.

Benchmarking Data

For Section 4, we used the following Higher Education Statistics Agency (HESA) benchmarking resources:

UG headcount: discipline-specific JACs codes were used for each school: LMS - (101) Clinical medicine, SAHP - (103) Nursing and allied health professions, SBS - (112) Biosciences, SPsy (104) Psychology and behavioural sciences.

UG attainment: discipline-specific JACs codes were used for each school: LMS - (A3) Clinical medicine, SBS - (C0) Broadly-based programmes within biological sciences, SPsy (C8) Psychology.

PGT and PGR: the average per year of the four subject JACs codes relevant to our programmes was used: (101) Clinical medicine, (2) Subjects allied to medicine, (112) Biosciences, (104) Psychology and behavioural sciences.

Staff: HESA 2014/15-2017/18 for cost centre codes (101) Clinical medicine, (104) Psychology & behavioural sciences, (112) Biosciences.

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words| Silver: 500 words (502 words)

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

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

25th November 2019

Dear Equality Charter Manager,

I am delighted to endorse our application for a Silver Athena SWAN award for the College of Life Sciences. One of my very first meetings when I joined the University of Leicester in 2015 was with our Athena SWAN team. Since then, I have championed progress towards gender equality, mentored Aurora participants and established a clear vision for fair progression, open communication and a culture of dignity and respect. I am fortunate to have a committed College Leadership Team who share my vision of an inclusive environment for all staff and students.

We began our Athena SWAN journey as seven individual departmental applications but soon realised the strength of collective and collaborative working. Our College approach recognises Athena SWAN as a powerful vehicle for change and ensures its principles are clearly embedded in our strategic aims. Our College application draws together nine years of Athena SWAN action and achievements; combining departmental action plans into a single plan has reduced duplication and facilitated clear progress against collective challenges.

Since 2015 we have:
1. Focussed on supporting and advancing careers by:
   a. Implementing a Performance Development Discussion (PDD) process that has seen a 25% increase in completion
   b. Improving recruitment and development processes, resulting in an increase in female:
      i. Professors from 18% to 26%,
      ii. Associate Professors from 29% to 38%
      iii. Clinical Professors from 12% to 17%
      iv. Academic staff overall – with an increase of 41 females, compared to 19 males in the same period
2. Considerably improved consultation processes with all groups of staff (Hosting 22 'feedback' lunches alongside the Director of Operations, Rebecca Draper)
3. Maintained staff engagement with the Athena SWAN process reflected in our Athena SWAN survey response of 70%.
4. Made major improvements in staff communication through a regular Head of College Newsletter– our survey showed that staff considered communication to be the most improved aspect of College life.

Our Athena SWAN activity is well established, we supported the first ever Departmental Athena SWAN award at the University of Leicester (2011) and the first Silver award (2013), subsequently achieving five more silver awards. We were the first College to establish an academic lead for gender equality and an Athena SWAN team.
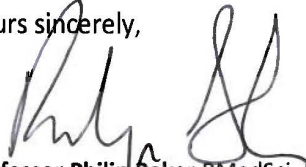
We recognise the need to reflect on the intersections of gender and other protected characteristics and my deputy, Professor Tom Robinson ably leads on all aspects of inclusivity.

While many staff have been involved in our gender-equality activity, I commend the work of our College Self-Assessment Team who have driven the work diligently, their example is an inspiration for others.

I have recently experienced the challenges of balancing work commitments alongside the support of my elderly mother. This has reinforced my belief in the importance of maintaining a healthy work-life balance, so that we all can thrive, both at work and at home.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the College, as specified on page 36 of the handbook. I am committed to working together to implement our action plan to 2024.

Yours sincerely,

Professor Philip Baker BMedSci, BM, BS, DM, FRCOG, FRANZCOG, FMedSci
Pro-Vice-Chancellor and Head of the College of Life Sciences, Dean of Medicine
(Distinguished National Professor, Chongqing Medical University, China)
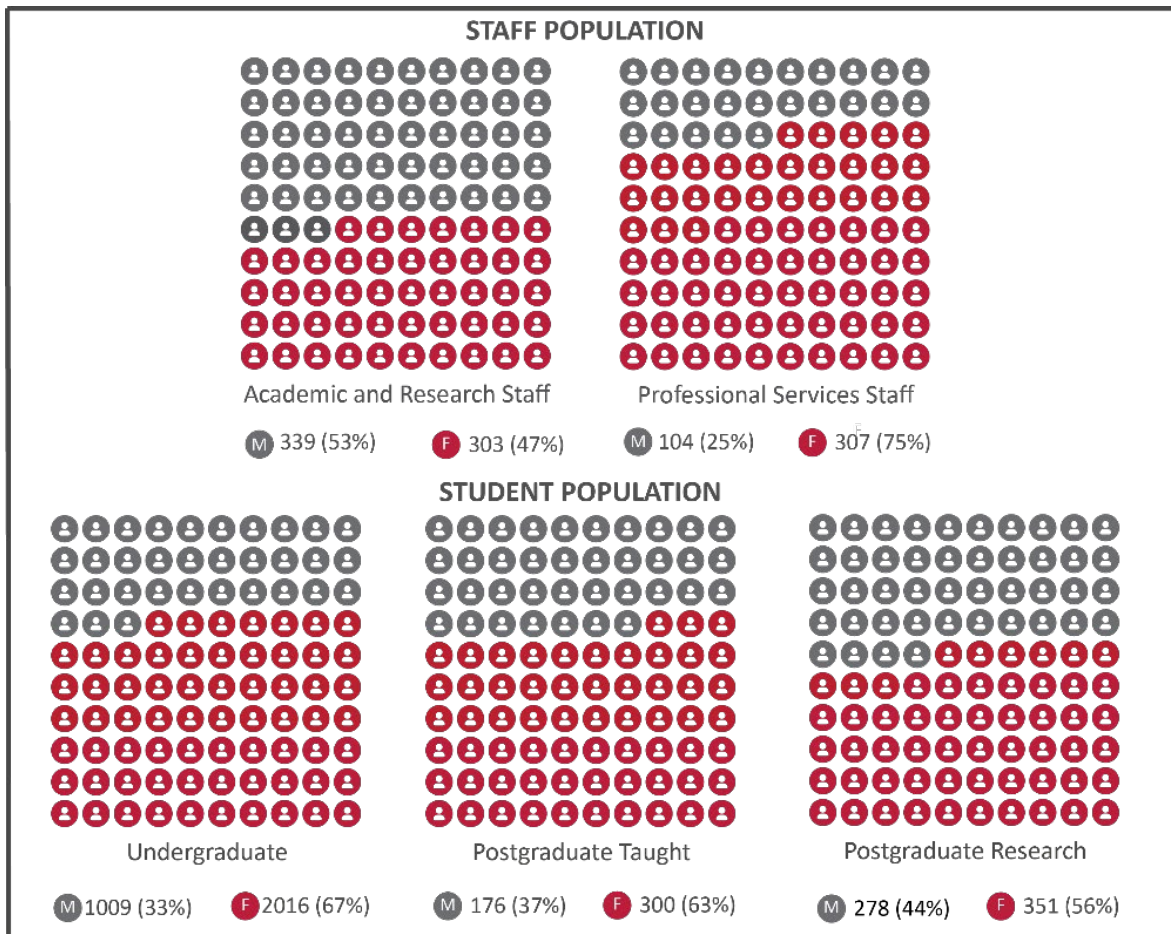
2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words (490 words)

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The College of Life Sciences (CLS) is one of three colleges at the University of Leicester (UoL), with 1053 staff and 4130 students (Figure 1). Our staff body is comprised of 335 academics (40%F), 307 researchers (55%F), 256 administrative and managerial staff (82%F) and 155 technical staff (63%F).

CLS leads teaching, research and training in biological, medical, human and health sciences. We have strong links to the NHS via our clinical staff, and our National Institute for Health Research (NIHR) Leicester Biomedical Research Centre (BRC) and Applied Research Collaboration. Of our A&R staff, 114 (18%) are clinical (31F, 83M).

Figure 1. A snapshot of staff and students in the College of Life Sciences (1st August 2019)

STAFF POPULATION

Academic and Research Staff
- M 339 (53%) F 303 (47%)

Professional Services Staff
- M 104 (25%) F 307 (75%)

STUDENT POPULATION

Undergraduate
- M 1009 (33%) F 2016 (67%)

Postgraduate Taught
- M 176 (37%) F 300 (63%)

Postgraduate Research
- M 278 (44%) F 351 (56%)

Geographically, CLS departments are located at four main locations across Leicester, including the three University Hospitals of Leicester (UHL) sites, linked by a free 'hospital hopper' bus (Figure 2). Undergraduate (UG) teaching takes place across all sites.

Figure 2. College of Life Sciences at a glance

Figure 2. College of Life Sciences at a glance

1053 staff
4130 students

Athena SWAN Silver Award

77% of eligible staff already work in a department holding a **SILVER** Athena SWAN Award

CLS Student Satisfaction 2019

TEF Silver

Biological Sciences	93%	
Medical School	92%	
ODP	100%	
Psychology	88%	

NSS

95% PTES

86% PRES

681 Articles published in Discovery/ High Impact Journals between January and September 2019

OVER THE PAST YEAR, **£38m** Research Awards

£11.5m UK Charities   **£9.5m** Central Government
£7m UK Research Councils   **£4.9m** UK Industry

39% Professional Services
32% Academic
29% Research

Our staff work in:

17% Schools
11% College
72% Departments

Grades
2-4
5-7
8-9
Prof

Clinical 18%

% Females

58% Staff

51% Full-Time Staff = WOMEN

Grades
2-4
5-7
8-9
Prof

40 Academic
55 Research
75 Professional Services

Since 2015, the College has been led by Professor Philip Baker, supported by a Deputy Head of College (our College EDI Lead) (M), Director of Operations (DoO) (F) and the College Leadership Team (CLT) (S5.6.iii). This leadership has implemented improvements in communications which are highly valued by staff:

> *'I think the level of communication in the college has improved dramatically in recent years. The Dean's newsletter is good and there feels greater openness in our conversations'.*
> *(Female Academic, CLS-Survey)*

Research evidence driven teaching is facilitated by a matrix structure, with our academic staff affiliated to one of six research departments and one of four teaching schools. The Departments lead research and postgraduate teaching whilst the Schools deliver undergraduate programmes. Embedded within this structure are research centres and overarching institutes (Figure 3).

Professional services staff are embedded within schools, departments and institutes, with additional core PSS staff managed by the College, outside the matrix structure (Partners and Facilities, Figure 3). This staff group (n=299) comprise central administrative, management and technical teams. A key strategic objective in transitioning from a Departmental to a College Athena SWAN (AS) submission approach was to ensure inclusion and engagement with this group, previously not represented in our departmental applications, in order to improve the working lives for staff universally.

Our constituent Departments are described in Figure 4, showing the breakdown of staff and students by gender. There are clear differences between the disciplines our departments reflect, in line with sector norms.

Our transition from Departmental to College Athena SWAN Award Application

Since being awarded our first Bronze (2010) and Silver (2013) departmental awards we have worked collectively across departments and schools to embed a fair, equality driven environment for the whole college (Figure 4), with seven currently held awards (5 Silver, 2 Bronze). This success reflects college wide initiatives, sharing best practice, such as mentoring and support for Early Career Researchers (ECRs). In addition, our college-wide approach enables more effective lobbying of the University to drive change, and minimises the impact of inevitable structural change on our gender equality activities. Our inclusive approach allows us to adhere even more closely to Principle 9 of the AS Charter. Furthermore, our action plan reflects our ambition to build on these areas of excellence whilst continually striving to improve our working culture across CLS.
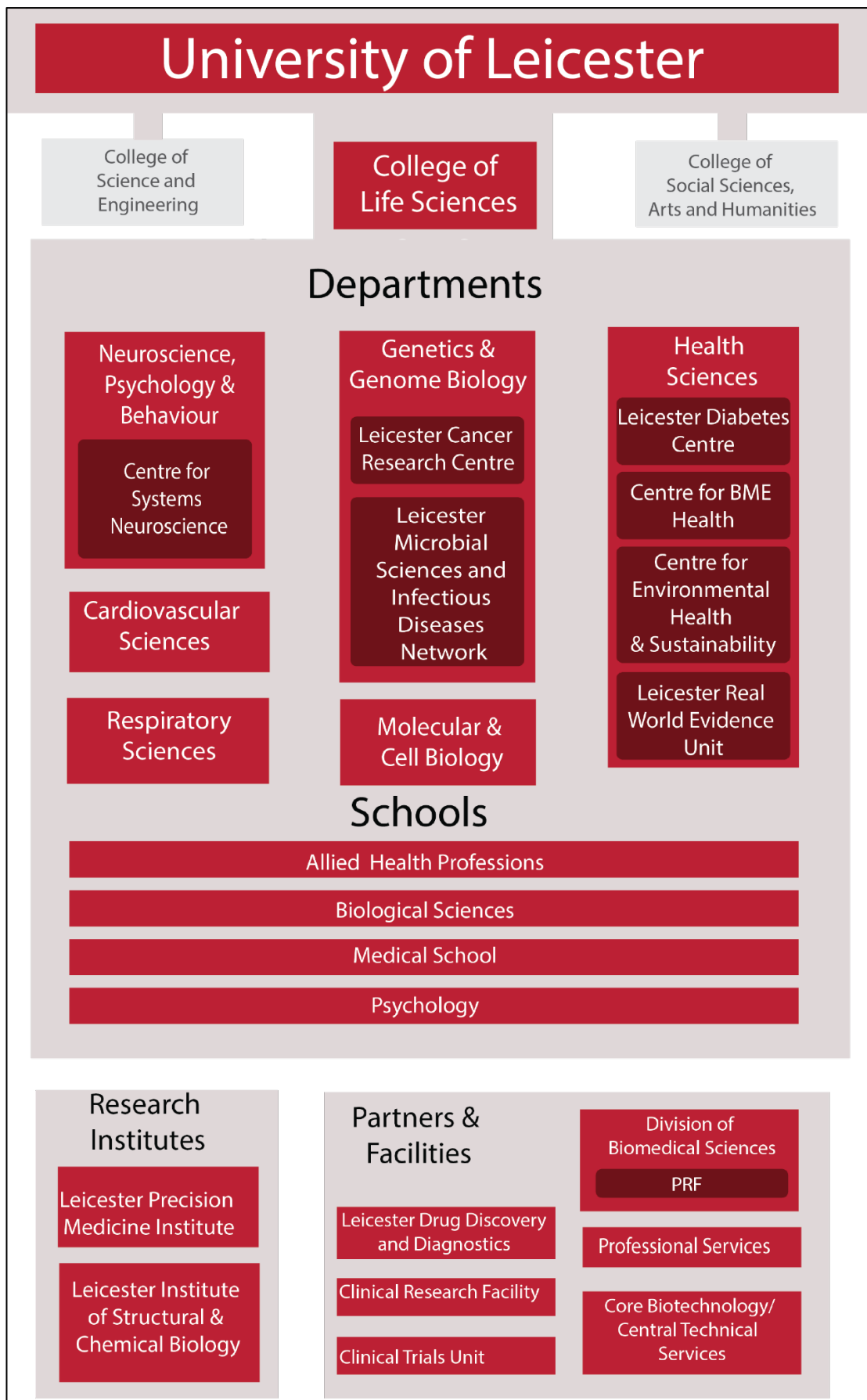
Figure 3. The operational units of CLS

University of Leicester

College of Science and Engineering

College of Life Sciences

College of Social Sciences, Arts and Humanities

Departments

Neuroscience, Psychology & Behaviour

Centre for Systems Neuroscience

Cardiovascular Sciences

Respiratory Sciences

Genetics & Genome Biology

Leicester Cancer Research Centre

Leicester Microbial Sciences and Infectious Diseases Network

Molecular & Cell Biology

Health Sciences

Leicester Diabetes Centre

Centre for BME Health

Centre for Environmental Health & Sustainability

Leicester Real World Evidence Unit

Schools

Allied Health Professions

Biological Sciences

Medical School

Psychology

Research Institutes

Leicester Precision Medicine Institute

Leicester Institute of Structural & Chemical Biology

Partners & Facilities

Leicester Drug Discovery and Diagnostics

Clinical Research Facility

Clinical Trials Unit

Division of Biomedical Sciences

PRF

Professional Services

Core Biotechnology/ Central Technical Services

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Figure 4. Department Summary including Athena SWAN Awards

Department of Cancer Studies (incorporated into GGB in 2017)

Athena SWAN Silver Award — 2016

Head:	Professor Anne Thomas (F)
Academic and Research Staff:	Included in GGB numbers
Professional Services Staff:	Included in GGB numbers
PGR Students:	Included in GGB numbers
Previous AS Awards:	Bronze 2012

Department of Cardiovascular Sciences (CVS)

Athena SWAN Silver Award — 2016

Head:	Professor Tom Robinson (M)
Academic and Research Staff:	93 (32%F)
Professional Services Staff:	62 (68%F)
PGR Students:	81 (40%F)
Previous AS Awards:	Bronze 2013

Department of Genetics and Genome Biology (GGB)

Athena SWAN Bronze Award — 2016

Head:	Professor Alison Goodall (F)
Academic and Research Staff:	118 (45%F)
Professional Services Staff:	65 (71%F)
PGR Students:	146 (51%F)
Previous AS Awards:	

Department of Health Sciences (HS)

Athena SWAN Silver Award — 2016

Head:	Professor Natalie Armstrong (F)
Academic and Research Staff:	112 (63%F)
Professional Services Staff:	48 (79%F)
PGR Students:	69 (61%F)
Previous AS Awards:	Silver 2013

Department of Infection, Inflammation and Immunity (3I's) (now Respiratory Science)

Athena SWAN Silver Award — 2016

Head:	Professor Mike Barer (M)
Academic and Research Staff:	64 (45%F)
Professional Services Staff:	35 (86%F)
PGR Students:	120 (48%F)
Previous AS Awards:	Bronze 2010, Bronze 2013

Department of Molecular and Cell Biology (MCB)

Athena SWAN Silver Award — 2017

Head:	Professor John Challis (M)
Academic and Research Staff:	58 (34%F)
Professional Services Staff:	22 (77%F)
PGR Students:	70 (60%F)
Previous AS Awards:	Bronze 2014

Department of Neuroscience, Psychology and Behaviour (NPB)

Athena SWAN Bronze Award — 2017

Head:	Professor Ian Forsythe (M)
Academic and Research Staff:	63 (44%F)
Professional Services Staff:	15 (53%F)
PGR Students:	137 (74%F)
Previous AS Awards:	Bronze 2012, Bronze 2014

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words (1283 words)

> **ACHIEVEMENTS AND IMPACT**
> - ✓ AS principles are embedded in College culture and strategy
> - ✓ 77% of college staff work in Silver departments
> - ✓ High staff engagement shown by CLS-Survey response rate of 70%
> - ✓ Robust SAT working, meeting and reporting mechanisms embedded in College structures
> - ✓ Increased EDI spend supporting 2 FTE staff (0.4FTE academic and 1.6FTE PSS AS Programme Officers)
> - ✓ Additional SATs ensure full representation e.g. Medical School and Core PSS

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

Our CLS AS SAT comprises 25 members (17F, 8M) (Figure 5) of varied job family/grade, drawn from across the College, reflecting experience of dual career partnerships, flexible/part-time working, clinical career paths, maternity/paternity leave, and promotion/progression processes. CLS SAT members are **identified through their role** (Departmental SAT chair, nominated position) or **volunteer** to represent their career group e.g. technician, Postdoctoral and Research Staff Association (PDRSA) representative.

Drawing together a representative self-assessment team, with **Departmental SATs remaining active** and forming our core CLS SAT is key to our collective working. **Participation is valued** as an important contribution with recognition in academic workload and PDDs (S5.3.ii).

Figure 5. CLS SAT Team

CLS Athena SWAN SAT

Ruth Barber

LPMI Manger and Deputy Director of LD3. SAT Co-Lead for PSS/ technical staff.

Gina Barnett

AS Delivery Team. Co-led data analysis, application writing, action plan implementation.

Lynsey Burke

Full-time, second year PhD student in LCRC.

Tim Coats

Professor of Emergency Medicine. CVS SAT Lead, Clinical Academic Representative.

David Cousins

Professor of Respiratory Science. GEAG Representative.

Rebecca Draper

CLS Director of Operations. Senior lead for PSS.

Helen Emery

PRF Operations Manager. SAT Co-lead for PSS/ technical staff.

Robin Green

Lecturer in Psychology, NPB SAT Lead,.

Emma Hayward

Senior GP Clinical Educator. LMS SAT Co-Lead. 50/50 GP and teaching academic.

Lynne Howells

Research Fellow, Translational Research Manager. LCRC SAT Lead. Cancer Reseach Strategy Board.

CLS Athena SWAN SAT

Charalambos P Kyriacou
Professor of Genetics. SAT Lead GGB. Research/ Teaching Committees.

Jayne Marshall
Foundation Professor of Midwifery. Lead Midwife for Education. University Senior Womens Network.

Faye McCarthy
Senior EDI Officer, UoL EDI Team (HR). UoL AS SAT member. GEAG, Leads Uol REC application.

James McCutcheon
Associate Professor/ Research Fellow. ECRDG Lead until 08/2019. Doctoral College ECR Group and REF Code of Practice Group

Deborah Oldham
Operations Manager, Department of HS. HS SAT Co-Lead. Induction Task Force Co-Lead.

Kay Phelps
Research Fellow. HS SAT Co-Lead. Induction Task Force Co-Lead.

Lyndsay Poore
AS Delivery Team. Co-led survey design and analysis. Supported data analysis, writing and action plan.

Tom Robinson
Deputy Head of College, CLS EDI Lead, CLS AS SAT Co-chair.

Anvesha Singh
Associate Professor. Clinical Academic.

Anastasios Stavrou
Post-doctoral Research Associate . PDRSA Chair.

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CLS Athena SWAN SAT

Nina Storey

Associate Professor. MCB SAT Lead, Mentoring Task Force Lead.

Andrew Wardlaw

Clinical Professor of Respiratory Medicine. RS SAT Lead, Clinical Academic.

Rachel Westacott

Head of Assessment, LMS. LMS SAT Co-lead.

Sarah White

ECRDG Lead (from 08/2019) Doctoral College ECR Group. Research Career Path Group.

Kate Williams

Associate Professor in Applied Health Research . CLS AS SAT Chair.

Our SAT has an over-representation of women and an under-representation of BAME colleagues, we aim to address this as a priority (**AP1**).

Key in actively **championing and communicating our initiatives** and activities are our **wider network of Diversity Champions, activists and enthusiasts** for Equality, Diversity and Inclusion (EDI), who are invited to join our monthly SAT meetings (Figure 6).

Figure 6. CLS Athena SWAN Network

AS network members: Nicola Cooper (Professor, HS), Marialuisa Crosatti (Technical Services Manager, RS), Natalie Lazar Adler (Manager, Core Biotechnology Services), Ruth Luthi-Carter (Professor, NPB), Manish Maisuria (Departmental Manager, GGB), Jenny McNair (Personal Assistant, LCRC), Karen Monger (Departmental Manager, MCB), Steph Moutrey (Operations Manager, LCRC), Sally Prigent (Lecturer, MCB), PDRSA representatives.

Our College SAT has reach and influence across key College stakeholders (Figure 7) including:

- Direct engagement from every Head of Department through College Leadership Team (CLT) with individual ownership of gender equality projects

- Facilitation of all staff to participate in cross-College Taskforces

- Advocacy of our committed Diversity Champions to promote gender equality and intersectional activity

- Direct involvement from each of our Departmental, Medical School and PSS Staff SATs (Figure 8)

Figure 7. AS SAT: reach and influence
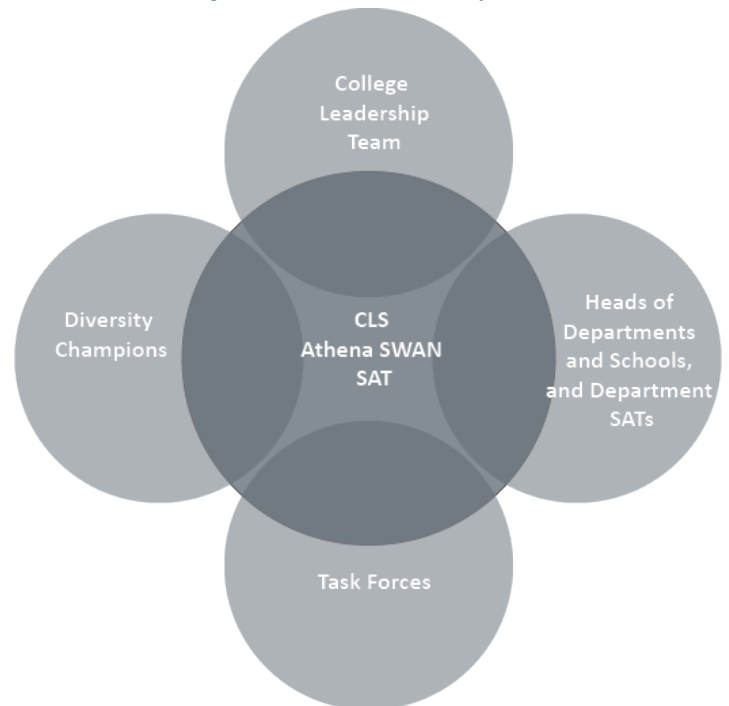
Figure 8. Our departmental SAT teams.

Image Redacted

Background 2010-2016

Our self-assessment began at departmental level achieving our first Bronze award in 2010 (RS) and Silver in 2013 (HS) (Figure 9). At this early stage the scope for cross-departmental activity was explored through the establishment of a Medical School Executive Group (2015) to promote a unified approach, sharing good practice and underpinning our commitment to understand and address gender differences in the workplace.

Figure 9. CLS AS Award Timeline [1]
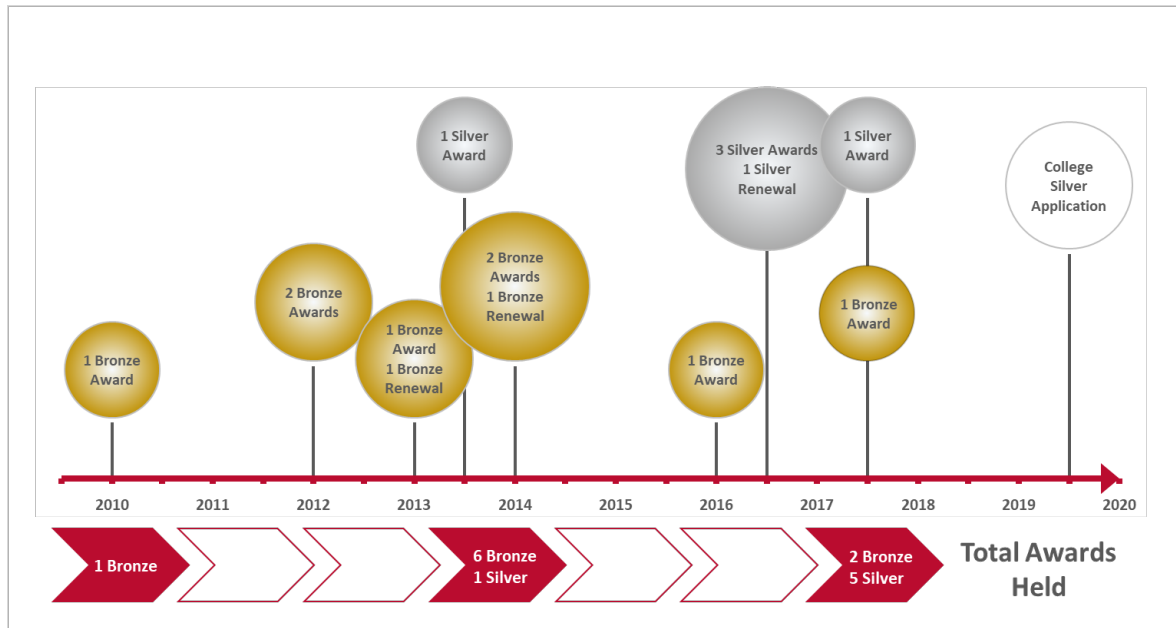
Moving from a Departmental to College approach

Formation of the College SAT – A strong case for a College-wide approach emerged from the work of the Medical School Executive Group.

Departmental SAT leads, Diversity Champions, PDRSA representatives, students and members of groups outside departments, not previously represented (Schools, Facilities and Partners, Figure 3) were invited to form the College SAT in 2018.

Face-to-face two hour meetings take place **monthly,** alongside email communication and document sharing between meetings (Figure 10). The SAT feeds directly into the College Leadership Team via the chairs, one of whom is also CLS EDI lead (Figure 11). Monthly meetings are supplemented by:

- **Taskforces** which take forward the development of cross-College activity in key areas including mentoring (S5.3), induction (S5.1), clinical academic support. Led by Departmental SAT leads, supported by colleagues meeting between SATs to progress and communicate activity.

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[1] Size of circles denotes number of awards

- **Head of Department Projects** - active involvement of senior leadership in delivery of our key actions is critical to the success of our College approach to gender equality. Led by HoDs, these projects affect real change in their department/school and College-wide. Projects include Pathway to Progression (S5.3.iii), Speaker Diversity (S5.6.vii), Challenging Stereotypes (S5.6.viii), and Male Advocates for Change (**AP2, AP24**).

Our self-assessment process draws on **nine years of departmental work embedding AS principles**. In January 2019 we reviewed all previous applications and live action plans drawing together common elements. Drop-in sessions promoted our new approach, gaining feedback at multiple sites and enabling colleagues to review achievements and share common actions to progress. This provided a **powerful strategy for rapid progress** in our Bronze departments and maintenance of momentum in our flagship Silver departments.

Data collection – We utilise a range of survey data at national (from 2015), University (2016-7), College (2019) and Departmental (2012 onwards) levels to **inform our application** and track impact (Table 1):

Table 1. Surveys informing our application, disaggregated by College/Department/School and gender where available.

National and Institutional Surveys				
Name	**Description**	**Year**	**Number of Responses (%F)**	**Response Rate (%)**
Leicester University Staff Survey (Uol-Survey)	Capita Independent survey to provide feedback from staff as the basis of change	2016 2017	2689 (50%) 2480 (46%)	66% 64%
CLS Athena Staff SWAN survey (CLS-Survey)	Bi-annual survey to gain insight into issues relevant to Athena SWAN.	2019	751 (57%)	70%
National Student Survey (NSS)	Annual Sector-wide survey for UG to voice experiences and suggest improvements (presented by School)	2018 2019	Not disaggregated.	2019 Biological Sciences 80% Medical School 83% Psychology 72% ODP 92%
Postgraduate Taught Experience Survey (HEA) (PTES)	Annual Sector-wide survey for PGT students to voice experiences	2018	37% (%F unavailable)	Unavailable
Postgraduate Research Experience Survey (HEA) (PRES)	Bi-Annual Sector Wide survey to gain insight into PGR experience	2018 2019	181 (61%) 279 (62%)	- 51%
Principal Investigators and Research Leaders Survey (Vitae) (PIRLS)	Bi-Annual Sector-wide survey of principal investigators in relation to role as managers and leaders of researcher and groups.	2019	79 (34%)	34%
Careers in Research Online Survey (Vitae) (CROS)	Bi-Annual sector-wide survey of research staff experiences, career aspirations and development opportunities	2019	104 (54%)	37%

(Table 1 continued)

Recent Departmental Athena SWAN surveys				
Name	**Description**	**Year**	**N (%F)**	**RR (%)**
Leicester Cancer Research Centre	All Staff and PGR Students	2017 2018	68 (66%) 74 (70%)	 73%
Cardiovascular Sciences	All Staff PGR Students	2013 2014 2016 2017 2015 2016 2017	83 (54%) 71 (59%) 109 (47%) 72 (37%) 37 (41%) 34 (32%) 19 (63%)	70% 56% 80% 65% 43% 45% 23%
Genetics and Genome Biology	All Staff and PhD students	2013 2016 2018	107 (49%) 81 (59%) 157 (72%)	50% 52% 68%
Health Sciences	Staff (A&R only) All Staff and PG students	2012 2013 2015 2016 2018	112 (67%) 138 (73%) 113 (59%) 152 (71%) 181 (66%)	- 90% 91% 93% 71%
Infection, Immunity and Inflammation (now Respiratory Sciences)	Staff (A&R only) All Staff PGR Students	2015 2017 2017	77 (45%) 106 (49%) 37 (40%)	95% 86% 29%
Molecular Cell Biology	Staff (A&R) Staff (PS) PGR students	2017 2017 2017	47 (36%) 19 (63%) 33 (68%)	69% 79% 54%
Neuroscience, Psychology and Behaviour	Staff (A&R) Staff (PS) PGR students All Staff PGR students	2017 2017 2017 2018 2018	59 (44%) 32 (63%) 29 (83%) 39 (44%) 16 (81%)	63% 100% 9% 24% 13%

Communication and Consultation (ongoing) - at the heart of our activity:

- National level:
  - Offering support as critical friends to a range of Universities and Departments including Warwick, Newcastle and City Universities
  - Participating in Awards Panels
  - Attending and presenting at regional and National workshops (e.g. Medical Schools AS Network – we are hosting in 2021)
  - Contact with Advance HE AS Lead
  - Working closely with our critical friends: ███████ (Nottingham) and ███ ███ (Newcastle)
- University level:
  - Presenting and sharing good practice at UoL AS Network meetings and contributing to the Gender Equality Action Group (GEAG)
  - Contributing to the development and delivery of the UoL AS review process

- College level:
  - Monthly SAT meetings, arranged to facilitate working patterns (**AP1**) reporting directly to CLT (Figure 11)
  - Weekly AS delivery team meetings and two away-days
  - SAT, network and CLT communication facilitated via Microsoft Teams, face-to-face and email contact
  - CLS AS webpages ensure dissemination of activity and includes a 'how do I get involved' button
- Department level:
  - Departmental SAT chairs are key members of the College SAT
  - Departmental SATs remain active:
    - Sharing activity on local projects
    - Ensuring subject/discipline-specific gender issues are explored
    - Feeding into collective action planning at College-level
    - Identifying and addressing local actions.

Figure 10. Focus of SAT Meetings

Figure 11. CLS Athena SWAN Governance Structure
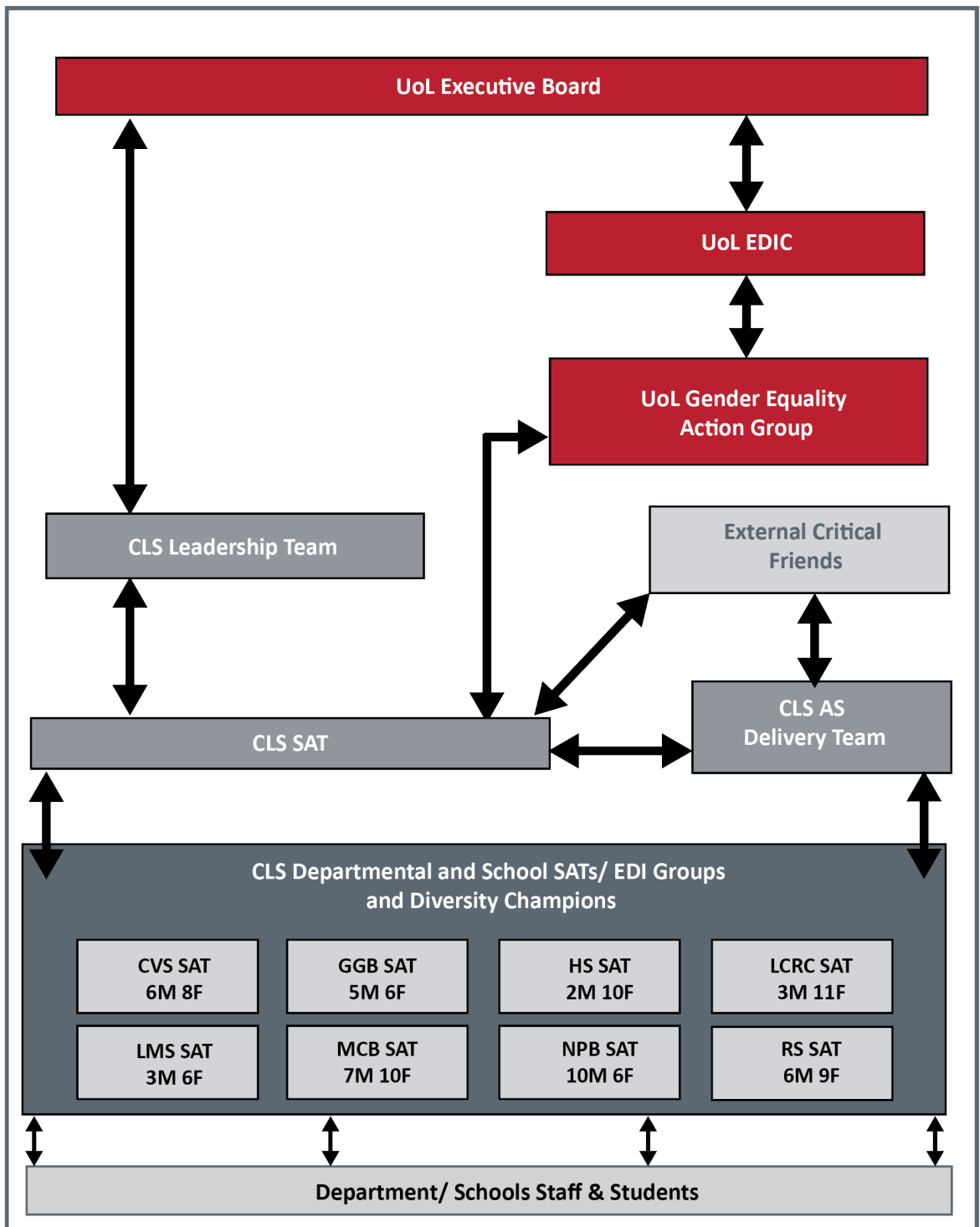
College consultation process includes three strands:

- **Surveys** (Table 2)
    - o 70% response rate (CLS-Survey). Surveys will continue bi-annually, collating data to identify impact **(AP3)**
- **Focus Groups** (including clinical academic careers and leadership)

- **Workshops**
    - Annual CLS AS workshops since 2016
    - Three pre-submission focused workshops in 2019 (Figure 12):
        1. 'Big Actions and Small Tweaks' (March, 35 attendees: 28F, 7M)
        2. 'Leading the Change' (June, 43 attendees: 31F, 12M)
        3. 'Supporting Submission & Sharing Practice' (Sept, 43 attendees: 31F, 12M)

Post-submission we will continue our schedule of events to promote the AS Principles (**AP1**, **AP4**).

Figure 12. A picture of our consultation and review activities

Athena SWAN Drop-Ins and Consultations

Athena SWAN Workshop 1 - Big Actions and Small Tweaks

Athena SWAN Workshop 2 - Leading the Change

Athena SWAN Workshop 3 - Supporting Submission and Sharing Practice

Application development and review

Our narrative was co-ordinated by the CLS Delivery Team on behalf of the SAT and wider network **who all contributed**. Our collective AS budget (drawn from each department) of £100,000 funds the Delivery Team, GE initiatives and events.

External consultation and collaboration is critical, so we work closely with AS leads at the Universities of Newcastle, Nottingham and Warwick. The Faculty of Health Science (Newcastle) have provided exceptional guidance in our transition from a Departmental to College approach. Our application has undergone review by our two external critical friends, at a 'Mock Panel' event and by our University 'buddy', in addition to UoL peer review, an independent process provided by colleagues experienced in AS applications.

Our application was **posted on our webpages** prior to submission for 7 days, allowing all college staff the opportunity to review our application. Comments were received from 23 staff, showing high levels of engagement.

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

We will convene bi-monthly SAT meetings, reporting to CLT, and the wider university via the GEAG and to staff via newsletters and webpages (**AP4**). We will continue to initiate new task forces to progress actions and facilitate involvement by all SAT members. Our AS HoD Projects will remain a key component of our progress, reviewed at SAT/CLT meetings and presented at workshops. The SAT will monitor implementation of our action plan, led by the responsible person/group, supported by the delivery team. The plan will be reviewed at alternate meetings, allowing time for actions to be implemented. Progress will be discussed at the CLT quarterly, identifying and overcoming any barriers to implementation.

We anticipate turnover of 2-3 members per year, and will continue an open call for volunteers alongside an **embedded call at induction**. We will ensure a good balance between genders, grades and work-life experience (**AP1**). We are mindful of succession planning, the SAT is currently co-chaired by a female and male colleague for three years (**AP1**). This turnover and joint leadership strategy ensures fresh ideas and perspectives are introduced whilst retaining institutional memory.

ACTIONS

1. Ensure our College SAT is representative of our College demographic and increase student engagement.

2. Embed and disseminate gender equality activity led by our Senior College Leadership.

3. Ensure that we have an accurate and sophisticated understanding of the staff and student equality demographic across the college, considering intersectionality.

4. Increase staff and student awareness of the CLS Athena SWAN SAT and gender equality work in the College.

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words (2737 words)

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

ACHIEVEMENTS AND IMPACT
- ✓ Proportion of females studying Foundation Medicine increased to Benchmark
- ✓ Student satisfaction with UG teaching continues to be high and is increasing
- ✓ Improved full-time PGT female attainment
- ✓ PGT student satisfaction is higher than sector on all areas bar one
- ✓ Part-time PGR female completion has improved year on year from 85% to 100%

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

We offer full-time foundation courses in Biological Sciences BSc and Medicine MBChB.

Population

Female students exceed males for both programmes (63% and 58%), reflecting undergraduate proportions (Figure 13) and in line with benchmarks (2017/18 HESA: Biosciences 64%, Clinical Medicine 58%).

Figure 13. Foundation Year population by gender since year of establishment. a. Biological Sciences, b. Medicine. (Please note different scales on y-axis)

	a. Biological Sciences Foundation			b. Medicine Foundation	
	2016/17	2017/18	2018/19	2017/18	2018/19
Female	18	42	68	7	21
Male	12	27	40	9	15
%Female	60%	61%	63%	44%	58%
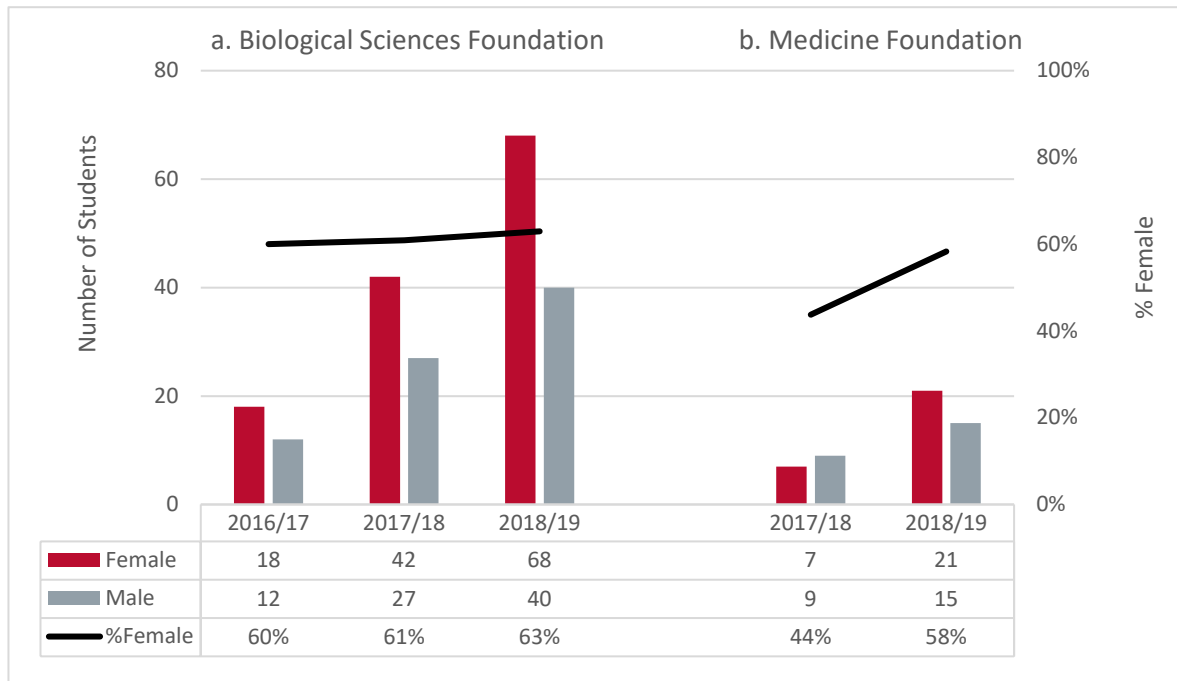
Recruitment

There is little gender difference in the proportion of offers and registrations (Figure 14). Differences between the two subjects reflects the national competitiveness to study Medicine.

The first student cohort has not yet completed, attainment information will be monitored once available (**AP3**).

Figure 14. Foundation course recruitment by gender. Tables show offer and registration rates.

a. Biological Sciences Foundation

Female	2016/17	2017/18	2018/19
Applications	25	44	43
Offers	25	44	43
Registrations	19	27	27
Offers/Apps	100%	100%	100%
Regs/Offers	76%	61%	63%

Male	2016/17	2017/18	2018/19
Applications	18	30	18
Offers	18	30	18
Registrations	12	18	11
Offers/Apps	100%	100%	100%
Regs/Offers	67%	60%	61%

b. Medicine Foundation

Female	2017/18	2018/19
Applications	76	115
Offers	13	21
Registrations	7	15
Offers/Apps	17%	18%
Regs/Offers	54%	71%

Male	2017/18	2018/19
Applications	64	69
Offers	14	8
Registrations	9	7
Offers/Apps	22%	12%
Regs/Offers	64%	88%

(ii)   Numbers of undergraduate students by gender

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

Our Undergraduate programmes run across 4 Schools. All are full-time (Table 2).

Table 2. Undergraduate Programmes

School	Degree Programme
Leicester Medical School (LMS)	Medicine MBChB with Foundation Year
	Medicine MBChB *(with intercalated option)*
School of Allied Health Professions (SAHP) (Established 2016/17)	Physiotherapy BSc
	Operating Department Practice BSc
	Midwifery with Leadership MSci
	Nursing with Leadership Dual Registration Mental Health and Adult MSci
	Nursing with Leadership Dual Registration Mental Health and Child MSci
School of Biological Sciences (SBS)	Biological Sciences with Foundation Year BSc
	Biological Sciences BSc
	Biological Sciences (Biochemistry) BSc
	Biological Sciences (Genetics) BSc
	Biological Sciences (Microbiology) BSc
	Biological Sciences (Neuroscience) BSc
	Biological Sciences (Physiology with Pharmacology) BSc
	Biological Sciences (Zoology) BSc
	Medical Biochemistry BSc
	Medical Genetics BSc
	Medical Microbiology BSc
	Medical Physiology BSc
	Natural Sciences (Life and Physical Sciences) BSc
	Natural Sciences (Life and Physical Sciences) MSci
School of Psychology (SPsy)	Psychology BSc
	Psychology with Cognitive Neuroscience BSc
	Applied Psychology BSc
	Psychology with Sociology BSc

Our College Learning and Teaching Committee (CLTC):

- meets every six weeks, addressing specific issues identified by our four schools

- reports into the University LTC, including activity on ensuring an **inclusive curriculum,** co-developing inclusive practice with staff and students

- Includes a revised, annual review as part of the Quality and Standards assessment of undergraduate data, including protected characteristics to identify EDI features of student data for action (**AP3**).

Population

Across our three established Schools, our student populations have remained fairly consistent over time, directly mirroring HESA benchmark data (Figure 15) (**AP5**). Our newer School of Allied Health Professions (SAHP) lies slightly below the benchmark, indicating that our programmes are more attractive to men than the national picture (although numbers on these emerging programmes are small) (**AP5**).

Figure 15. Undergraduate student population by gender for each school.

UG Population by School

Leicester Medical School / Allied Health Professions

	14/15	15/16	16/17	17/18	18/19		14/15	15/16	16/17	17/18	18/19
Female	642	615	597	670	690		0	0	38	69	112
Male	504	480	475	494	486		0	0	12	16	27
%Female	56%	56%	56%	58%	59%		N/A	N/A	76%	81%	81%
Benchmark (F%)	56%	56%	57%	58%			88%	88%	87%	87%	

Biological Sciences / Psychology

	14/15	15/16	16/17	17/18	18/19		14/15	15/16	16/17	17/18	18/19
Female	525	559	609	559	559		423	422	499	506	566
Male	341	321	343	320	322		98	106	115	111	119
%Female	61%	64%	64%	64%	63%		81%	80%	81%	82%	83%
Benchmark (F%)	61%	62%	63%	64%			80%	81%	81%	82%	

Legend: Female — Male — %Female — Benchmark (F%)

Recruitment

Since 2014/15 the proportion of female applicants to each school exceeds male applicants, reflecting national rates (Figure 16). There has been a roughly equal conversion rate for men and women over time (**AP3**).

Figure 16. Undergraduate applications, offers and registrations by gender and School. Tables show success rates.

a. Leicester Medical School

Female

	14/15	15/16	16/17	17/18	18/19
Applications	1720	1681	1310	1239	1407
Offers	265	294	358	415	468
Registrations	119	126	144	146	139
Offers/Apps	15%	17%	27%	33%	33%
Regs/Offers	45%	43%	40%	35%	30%

□ Applications ■ Offers ■ Registrations

Male

	14/15	15/16	16/17	17/18	18/19
Applications	1355	1325	887	898	859
Offers	239	254	223	225	251
Registrations	111	100	99	90	94
Offers/Apps	18%	19%	25%	25%	29%
Regs/Offers	46%	39%	44%	40%	37%

□ Applications ■ Offers ■ Registrations

b. School of Allied Health Professions

Female

	14/15	15/16	16/17	17/18	18/19
Applications	0	0	74	212	266
Offers	0	0	41	50	103
Registrations	0	0	38	32	57
Offers/Apps	0	0	55%	24%	39%
Regs/Offers	0	0	93%	64%	55%

□ Applications ■ Offers ■ Registrations

Male

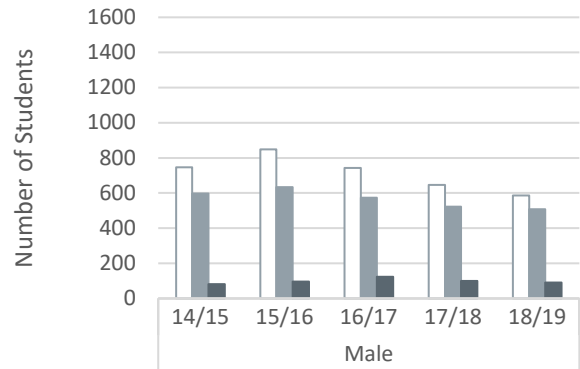|	14/15	15/16	16/17	17/18	18/19
Applications	0	0	35	67	98
Offers	0	0	17	9	33
Registrations	0	0	12	4	14
Offers/Apps	0	0	49%	13%	34%
Regs/Offers	0	0	71%	44%	42%

□ Applications ■ Offers ■ Registrations

SAHP formed 2016: 2016/17, 2017/18 Operating Department Practice BSc course only; 2018/19 Operating Department Practice BSc, Physiotherapy BSc, Nursing with Leadership MSci, Midwifery with Leadership MSci

c. School of Biological Sciences

Female
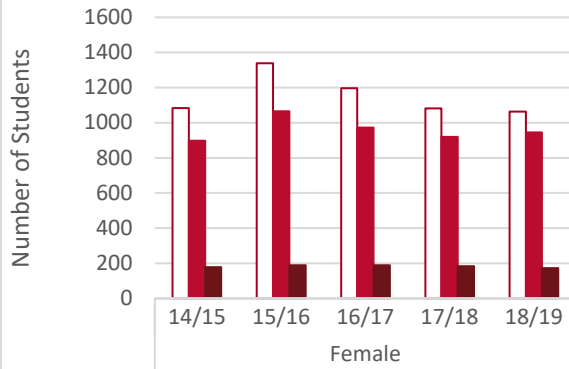
	14/15	15/16	16/17	17/18	18/19
Applications	1084	1339	1196	1082	1063
Offers	897	1066	972	919	945
Registrations	178	189	188	183	172
Offers/Apps	83%	80%	81%	85%	89%
Regs/Offers	20%	18%	19%	20%	18%

☐ Applications ■ Offers ■ Registrations

Male

	14/15	15/16	16/17	17/18	18/19
Applications	747	848	742	646	587
Offers	597	634	573	522	507
Registrations	81	96	124	99	91
Offers/Apps	80%	75%	77%	81%	86%
Regs/Offers	14%	15%	22%	19%	18%

☐ Applications ■ Offers ■ Registrations

d. School of Psychology

Female
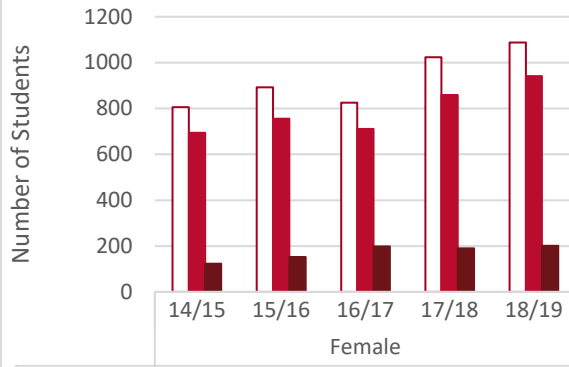
	14/15	15/16	16/17	17/18	18/19
Applications	806	892	825	1024	1088
Offers	694	756	711	859	941
Registrations	123	152	199	190	201
Offers/Apps	86%	85%	86%	84%	86%
Regs/Offers	18%	20%	28%	22%	21%

☐ Applications ■ Offers ■ Registrations

Male
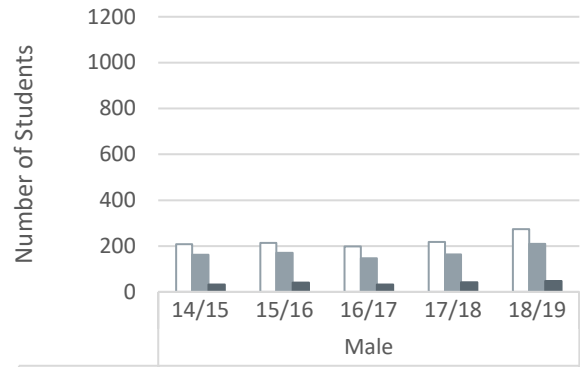
	14/15	15/16	16/17	17/18	18/19
Applications	208	214	199	218	274
Offers	162	170	147	164	210
Registrations	32	40	32	42	47
Offers/Apps	78%	79%	74%	75%	77%
Regs/Offers	20%	24%	22%	26%	22%

☐ Applications ■ Offers ■ Registrations

Attainment

Data are presented for LMS, SBS and SPsy. SAHP have not completed their first cohort.

Leicester Medical School

MBChB degree awards are similar for both males and females (Table 3). BMedSci offers an exit route for students who do not wish to complete a medical degree.

Table 3. UG attainment for Leicester Medical School by gender: unclassified degrees

Degree Classification	2014/15				2015/16				2016/17				2017/18			
	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M
MBChB	142	99%	114	97%	136	98%	83	92%	91	98%	84	100%	104	98%	82	98%
BMed Sci	2	1%	4	3%	3	2%	7	8%	2	2%	0	0%	2	2%	2	2%

We offer intercalated BSc degrees (and since 2018 an intercalated MSc). Females consistently achieve a higher proportion of Firsts than males in line with HESA benchmarks (Table 4). Project supervisors are drawn from a range of clinical and academic colleagues, both male and female (2019: 32%F).

Table 4. UG attainment for Leicester Medical School by gender: classified (intercalated) degrees.

Degree Classification	2014/15				2015/16				2016/17				2017/18*			
	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M
1	17	85%	14	58%	28	80%	14	67%	23	79%	11	69%	2	100%	1	50%
2:1	2	10%	8	33%	7	20%	6	29%	5	17%	5	31%	0	0%	1	50%
2:2	1	5%	1	4%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
3	0	0%	1	4%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%

(1 First class honours, 2:1 Upper second class honours, 2:2 Lower second class honours, 3 Third class honours).
*2017/18: Small numbers due to course reconfiguration, with most students moving to Masters

a. School of Biological Sciences

Attainment is consistent across the years, with an average of 79%F and 76%M students achieving a First or 2:1 comparable with the benchmark of 78%F and 79%M (HESA 2017/18) (Table 5).

Table 5. UG attainment for School of Biological Sciences by gender

Degree Classification	2014/15				2015/16				2016/17				2017/18			
	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M
1	32	23%	31	33%	22	15%	18	16%	37	20%	18	21%	37	23%	23	27%
2:1	81	59%	45	47%	88	60%	65	58%	110	59%	52	61%	87	54%	45	52%
2:2	23	17%	17	18%	33	23%	28	25%	37	20%	11	13%	33	21%	15	17%
3	1	1%	2	2%	3	2%	2	2%	3	2%	4	5%	3	2%	3	3%

b. School of Psychology

Women consistently achieve more Firsts and 2:1s in line with the benchmark of 82%F (HESA 2017/18) (Table 6). Our students perform above the national benchmark overall.

Table 6. UG attainment for School of Psychology by gender

Degree Classification	2014/15				2015/16				2016/17				2017/18			
	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	M	%M
1	12	10%	4	25%	27	23%	6	23%	31	21%	5	14%	38	29%	8	25%
2:1	98	83%	9	56%	88	73%	17	65%	112	76%	24	65%	91	70%	20	63%
2:2	8	7%	3	19%	4	3%	3	12%	4	3%	8	22%	1	1%	4	13%
3	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%

UG: Student Experience

High levels of satisfaction measured in the NSS-2019 increased in all schools from previous years, reflecting efforts to enhance CLS student experience (S5.3.iv):

- Biological Sciences from 87% to 96%

- Medicine from 87% to 92%

- Psychology from 86% to 88%

- Allied Health, ODP remained at 100%

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

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

CLS offers a range of 18 postgraduate taught (PGT) degree programmes (Table 7).

Part-time options are available depending on local demand; those offered are usually clinical programmes, responding to those who work in the NHS seeking part-time study

Table 7. Current CLS PGT programmes (CB: Campus based, DL: Distance learning, FT: Full-time, PT: Part-time)

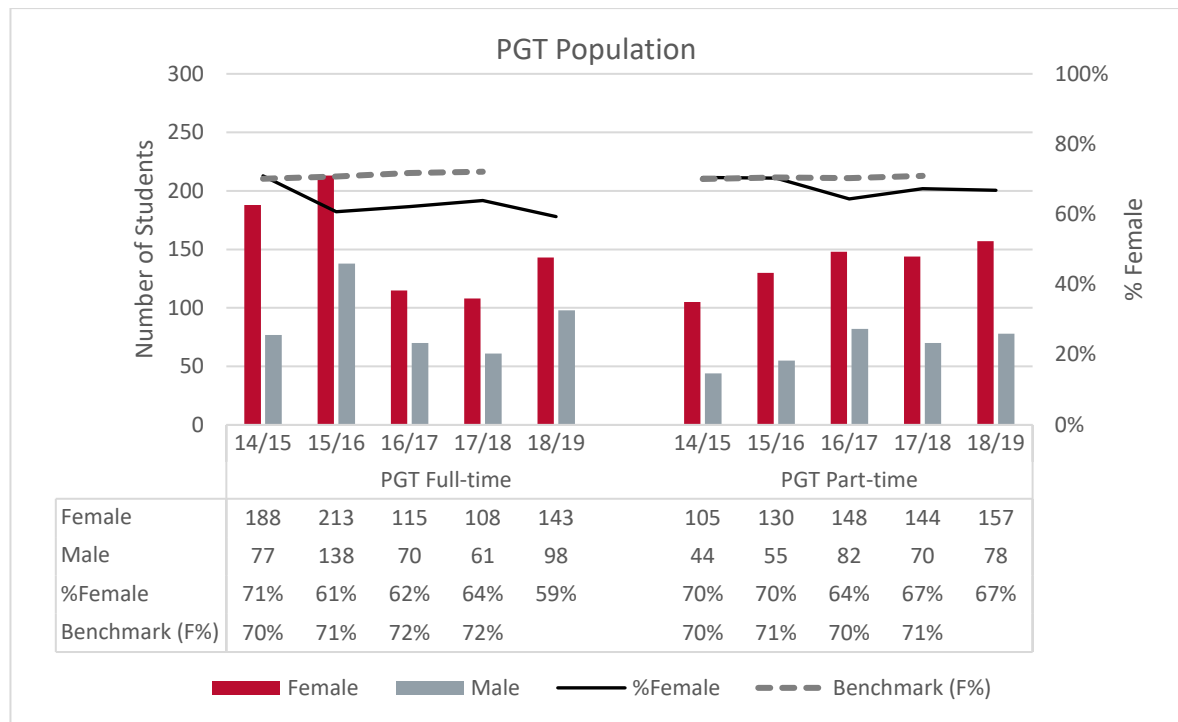| PGT Degree Programme	CB-FT	CB-PT	DL-PT
MRes in Applied Health Research	✓	✓	
MRes in Clinical Sciences	✓	✓	
MRes in Research Methods in Psychology/Neuroscience/Animal Behaviour	✓		
MSc in Bioinformatics	✓		
MSc in Bioinformatics & Molecular Genetics	✓		
MSc in Cancer Cell & Molecular Biology	✓		
MSc in Cancer Molecular Pathology & Therapeutics	✓		
MSc in Chronic Disease & Immunity	✓		
MSc in Computational Systems Neuroscience	✓		
MSc in Diabetes	✓	✓	✓
MSc in Infection & Immunity	✓		
MSc in Molecular Genetics	✓		
MSc in Medical Statistics	✓	✓	
MSc in Post-Mortem Radiology for Natural & Forensic Death Investigation	✓	✓	
MSc in Psychology of Work			✓
MSc in Psychology			✓
MSc in Occupational Psychology			✓
MSc in Quality & Safety in Healthcare	✓	✓	

Population

The difference in the proportion of male and female PGT full-time students **has narrowed since 2014/5 to 59%,** just below the benchmark (Figure 17). This coincided with a strategic review of programmes which led to the closure of some MScs, including Social Work which had a high female intake.

The number of part-time students has increased from 149 (70%F) to 235 (67%F) over the last 5 years, with the majority of these being distance-learning (DL) students. The proportion of female part-time students has remained in line with the benchmark.

The proportion of DL students has increased from 40% (2014/15) to 81% (2018/19) among the part-time population and comprises popular clinical programmes in diabetes and psychology.
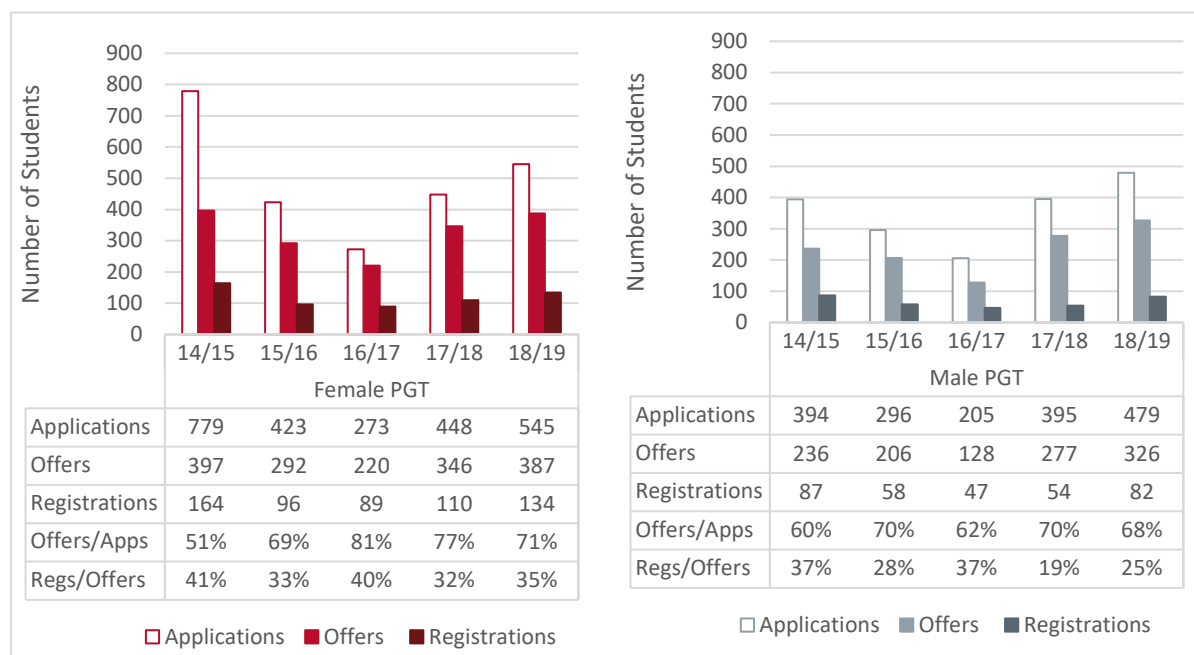
Figure 17. PGT population by gender (full-time and part-time).

PGT Full-time					PGT Part-time				
	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	18/19
Female	188	213	115	108	143	105	130	148	144	157
Male	77	138	70	61	98	44	55	82	70	78
%Female	71%	61%	62%	64%	59%	70%	70%	64%	67%	67%
Benchmark (F%)	70%	71%	72%	72%		70%	71%	70%	71%	

Recruitment

There is some annual variation in the range of PGT courses offered as programmes evolve, contributing to heterogeneity in recruitment patterns. Since 2014/15, 70%F and 66%M applicants have received offers to study a PGT programme (Figure 18). Although small, variations will be monitored (**AP3**). Registration will often be dependent upon funding.

Figure 18. PGT Registrations, offers and acceptances by gender. Table shows success rates.

Female PGT	14/15	15/16	16/17	17/18	18/19
Applications	779	423	273	448	545
Offers	397	292	220	346	387
Registrations	164	96	89	110	134
Offers/Apps	51%	69%	81%	77%	71%
Regs/Offers	41%	33%	40%	32%	35%

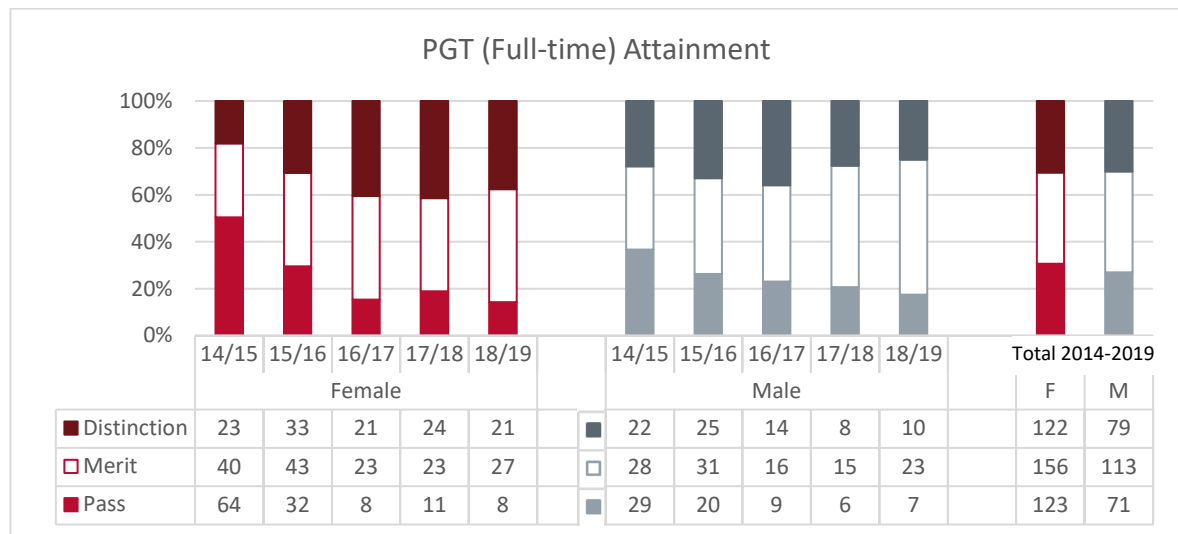| Male PGT	14/15	15/16	16/17	17/18	18/19
Applications	394	296	205	395	479
Offers	236	206	128	277	326
Registrations	87	58	47	54	82
Offers/Apps	60%	70%	62%	70%	68%
Regs/Offers	37%	28%	37%	19%	25%

Attainment

Success rates are high, with over 99% students receiving an award.

PGT Degree outcomes (both campus based and DL) see modest fluctuations, with a reduction in overall numbers (both full-time and part-time students) following strategic review of our teaching portfolio in 2015.

a. Full Time

Since 2014/15, attainment has improved, with a trend for the proportion of students achieving higher awards increasing (Figure 19).
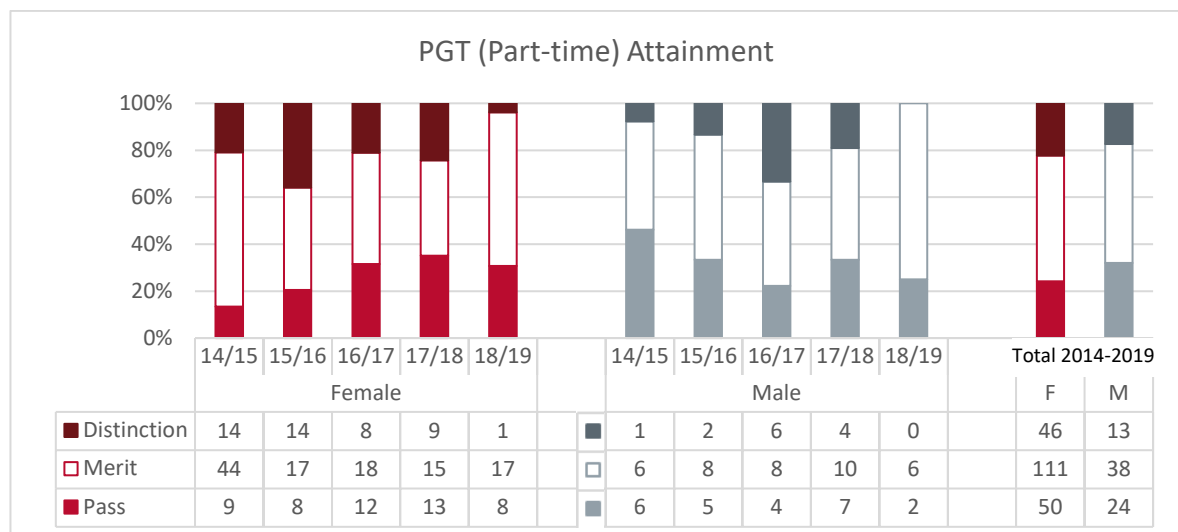
Figure 19. PGT Attainment: Full-time students

PGT (Full-time) Attainment

	14/15	15/16	16/17	17/18	18/19		14/15	15/16	16/17	17/18	18/19	Total 2014-2019 F	M
■ Distinction	23	33	21	24	21	■	22	25	14	8	10	122	79
□ Merit	40	43	23	23	27	□	28	31	16	15	23	156	113
■ Pass	64	32	8	11	8	■	29	20	9	6	7	123	71
	Female						Male						

b. Part Time

The number of part-time male PGT is small, but women achieve slightly better than men (Figure 20).

Figure 20. PGT Attainment: Part-time students

PGT (Part-time) Attainment

	14/15	15/16	16/17	17/18	18/19		14/15	15/16	16/17	17/18	18/19	Total 2014-2019 F	M
■ Distinction	14	14	8	9	1	■	1	2	6	4	0	46	13
□ Merit	44	17	18	15	17	□	6	8	8	10	6	111	38
■ Pass	9	8	12	13	8	■	6	5	4	7	2	50	24
	Female						Male						

The proportion of students receiving distinctions (both female and male) is lower for part-time than full-time. Attainment for both full-time and part-time students will form part of our annual review and in particular we will analyse any impact of the increased proportion of part-time PGT who are distance-learning (**AP3**).

Student Experience

Overall satisfaction for Biological Sciences measured in the PTES is 95% compared to 78% for the sector.

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

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

Postgraduate research (PGR) students are based within all departments across the college. Most degrees are MPhil/PhD; we also offer MD, DClinPsy and PsyD (Table 8).

Table 8. PGR Type and intake 2017/18

Degree	MPhil & PhD		MD		DClinPsy, PsyD		Total	
Registered Intake 2017/18	98	58%F	9	22%F	14	14%F	**121**	**59%F**

Population

Since 2014, full-time PGR population has increased, whilst part-time population has decreased, reflecting a reduction in NHS funding for study (Figure 21). Our College PhD Studentship scheme established in 2016 offers both full-time and part-time studentships, the former usually taken by both men and women (S5.3.iv). The proportion of female PGR is lower for part-time students than full-time. Our part-time PGR students are often clinical and male clinical staff are more likely to pursue an academic career and an MD/PhD**.**

Figure 21. PGR population by gender (full-time and part-time).
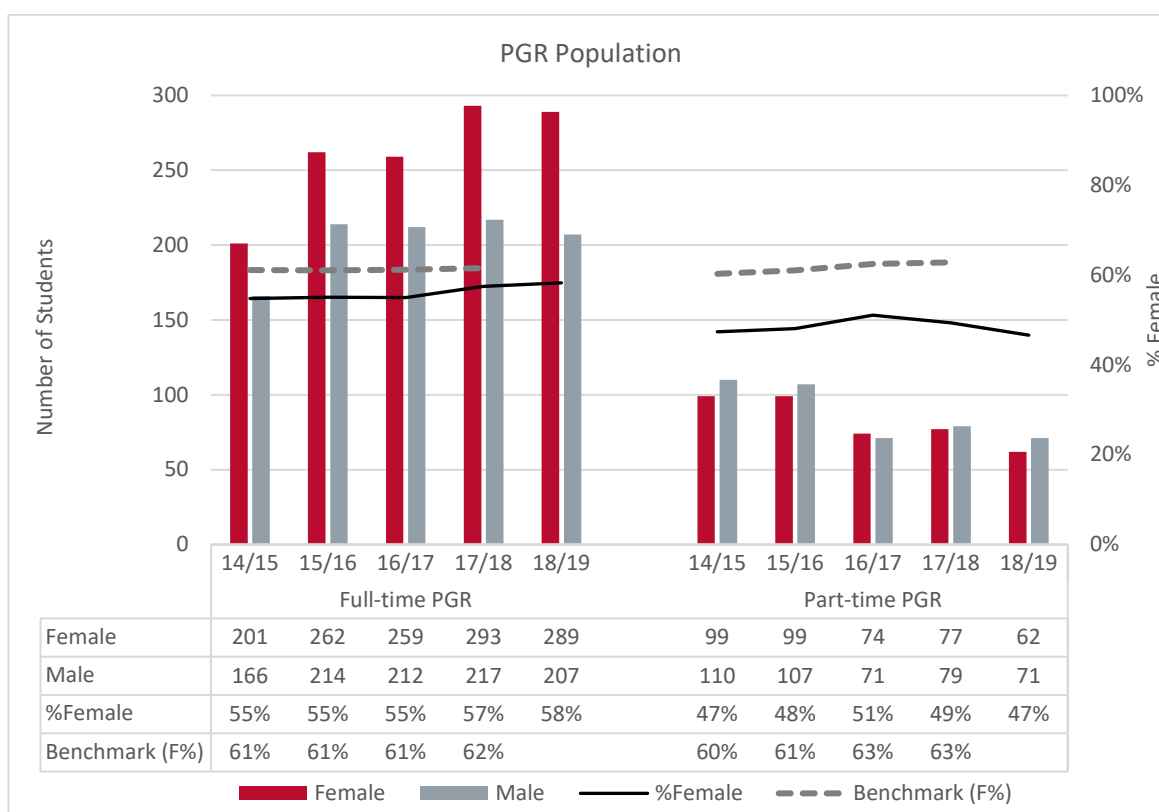
Recruitment

There are annual fluctuations in applications, depending upon studentships available. Over the last five years, for full-time PGR degrees, 29%F and 27%M applicants received an offer (Figure 22a). Registration rates are 70% for women and 67% for men.

Part-time students (Figure 22b) have a higher rate of conversion from application to offer and from offer to acceptance than full-time students, and are often 'local' funded students working in partner NHS trusts or completing study whilst employed part-time by the University.

Figure 22. PGR Applications, Offers and Registrations for a. Full-time and b. Part-time students. Tables show success rates.

a. Full-Time PGR

Full-Time Female PGR

	14/15	15/16	16/17	17/18	18/19
Applications	239	186	377	347	347
Offers	73	69	81	97	105
Registrations	54	45	64	65	68
Offers/Apps	31%	37%	21%	28%	30%
Regs/Offers	74%	65%	79%	67%	65%

Full-Time Male PGR

	14/15	15/16	16/17	17/18	18/19
Applications	229	195	315	277	260
Offers	70	62	61	67	73
Registrations	55	39	41	44	43
Offers/Apps	31%	32%	19%	24%	28%
Regs/Offers	79%	63%	67%	66%	59%

b. Part-Time PGR

Part-Time Female PGR

	14/15	15/16	16/17	17/18	18/19
Applications	18	11	23	7	9
Offers	14	8	16	6	6
Registrations	14	8	14	6	6
Offers/Apps	78%	73%	70%	86%	67%
Regs/Offers	100%	100%	88%	100%	100%

Part-Time Male PGR

	14/15	15/16	16/17	17/18	18/19
Applications	16	9	7	11	5
Offers	9	7	5	7	4
Registrations	8	7	4	6	3
Offers/Apps	56%	78%	71%	64%	80%
Regs/Offers	89%	100%	80%	86%	75%

Attainment

Completion rates fluctuate, overall female PGR (full-time and part-time) have a slightly lower completion rate than male PGR (Table 9). However, we do see a trend of improved success rates for women over 5 years, with 100% success achieved in 2018/19. PGR attainment will be assessed as part of our annual review (**AP3**).

Table 9. Full-time and Part-time PGR Completion rates by gender and year.

	Full Time PGR						Part Time PGR					
	Entrants		Completed		% Completed		Entrants		Completed		% Completed	
Year	F	M	F	M	F	M	F	M	F	M	F	M
2014/15	34	39	28	37	82%	95%	13	23	11	20	85%	87%
2015/16	48	28	42	25	88%	89%	17	21	15	17	88%	81%
2016/17	57	46	47	40	82%	87%	21	20	19	19	90%	95%
2017/18	62	49	53	45	85%	92%	21	14	20	13	95%	93%
2018/19	33	36	33	35	100%	97%	8	14	8	12	100%	86%

Student Experience

PRES results indicate that responses to questions about our research culture are consistently above national benchmarks e.g. 70%F responders in CLS reported having good access to seminar programmes in their research area compared to 65%F in the sector, although female responses were less positive than those from males (**AP6**).

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

Figure 23 shows an improvement in the progression pipeline for female students over time with an increase from 52% to 56% in our female PGR population. The peak in female PGT students in 2014/15 was associated with large programmes that attracted high proportions of often female NHS students.

Figure 23. Student pipeline - percentage of female and male students by degree for 2014/15 and 2018/19

Student Pipeline

	UG	PGT	PGR
- - - 2014/15 F	63%	68%	52%
—— 2018/19 F	67%	63%	56%
- - - 2014/15 M	37%	32%	48%
—— 2018/19 M	33%	37%	44%

Y-axis: % of Students (0% to 100%)
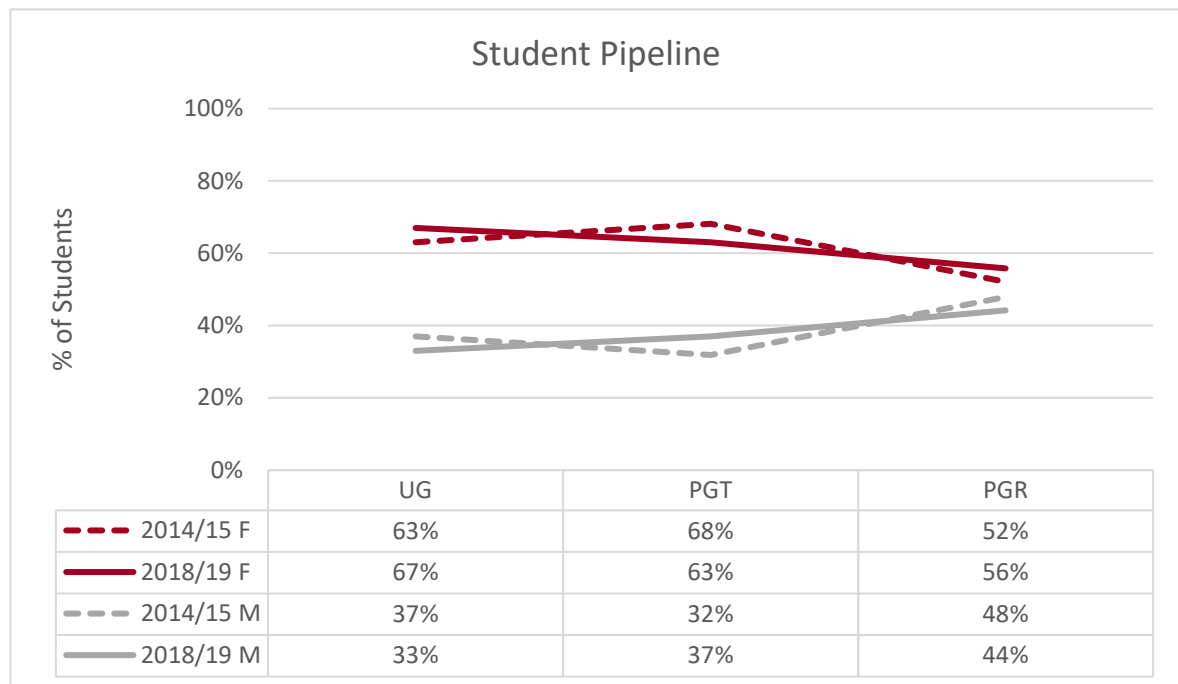
Intersection of Ethnicity and gender

An advantage of our College submission is the ability to examine the intersection of gender and ethnicity at all levels in our large student population. **50% of our current student population reports their ethnicity as BAME.**

Leicester is a culturally diverse city (BAME population 51%) and in the last five years, we have ensured that we reflect gender and ethnic diversity in all recruitment and publicity materials, and open day ambassadors. Over this period, the **proportion of BAME UG students has increased annually from 38%** (38%F, 37%M) to **51%** (52%F, 50%M) (Figure 24). The proportion of female PGT BAME students has also increased, from 36% to 43%. There has been little change in our PGR profile (**AP7**).

While we see little difference *by gender* for attainment, at UG and PGT, common to the sector, there is an awarding gap between BAME and white students. Awards will be explored by ethnicity as well as gender as part of our annual review (**AP3**).

Figure 24. CLS student population by reported ethnicity and gender at undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR)
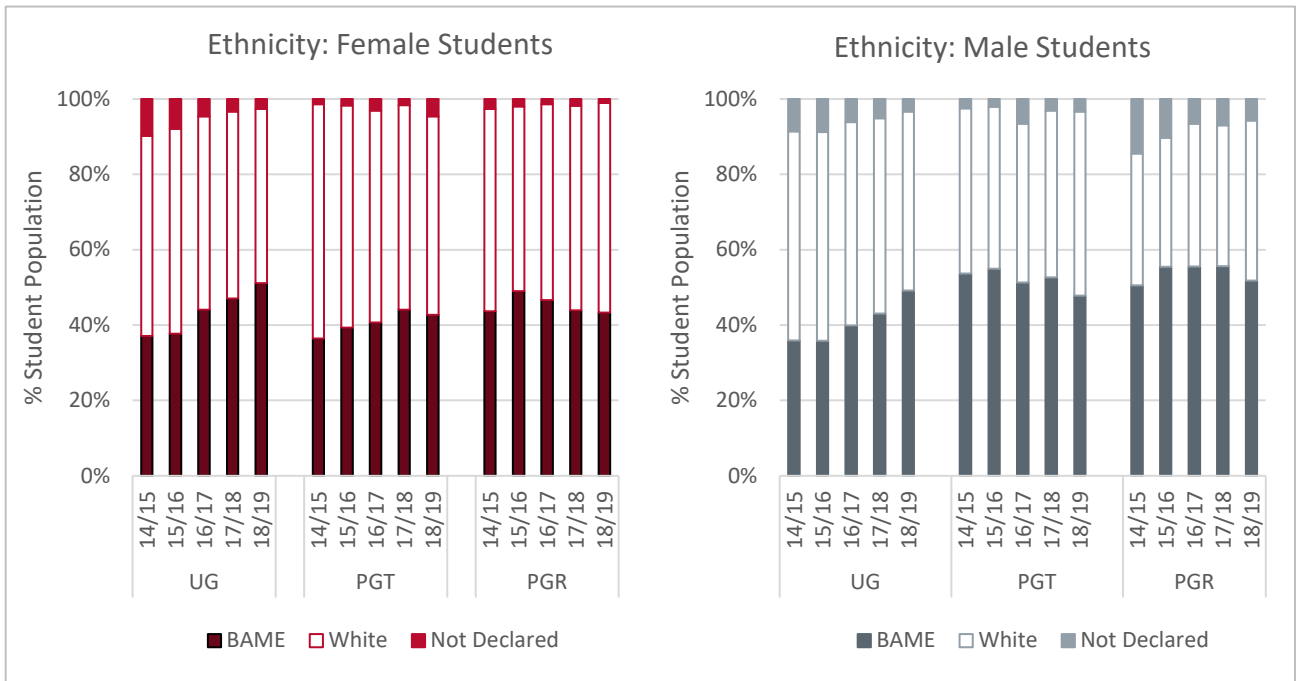
ACTIONS

5. Improve gender balance across our student population.

6. Further understand and improve the experiences of female PGR students focussing on research culture and professional development.

7. Increase our understanding of female BAME student experiences.

4.2. Academic and research staff data

ACHIEVEMENTS AND IMPACT

✓ Increased numbers of female senior staff particularly professors (clinical and non-clinical)
✓ Increase in clinical female grade 8 ensuring wider base for progression
✓ Increase in men working part-time
✓ Increased representation of BAME staff at grade 6-8

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

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

Since 2015, we have implemented an intensive programme of gender equality actions to increase female academic staff representation. Our staff pipeline shows:

- **Currently 47% of A&R staff are female** (Table 10 and Figure 25):

- Increase in the number of women in senior grades in the college including:

  o **A third** more women at **Grade 8** and above; **166 in 2018/19** versus 125 in 2014/15

  o **Nearly two thirds** more women at **Grade 9**; **46 in 2018/19** versus 29 in 2014/15

  o **Over three quarters** more women at **professorial** level; **32 in 2018/19** compared to 18 in 2014/15, with **new female professors in five of our six departments**.

- As a result the **proportion of female *academic staff* has increased** between 2014/2015 to 2018/19 from:

  o 35% to 40% at Grade 8 and above

  o 29% to 38% at Grade 9, a critical point of progression to chair

  o 18% to 26% at professorial level

The impact has been a narrowing of the gender gap, with a shift in our pipeline leak a whole grade, from 7 to 8, evidencing the effectiveness of our pathway to progression strategy (S5.3 iii) (**AP8**).

Figure 25. Staff pipeline: percentage of female and male staff by grade for 2014/15 and 2018/19 (all academic and research staff including clinical)

A&R Pipeline (all staff)

	G6	G7	G8	G9	Prof
2014/15 F	73%	55%	48%	29%	18%
2018/19 F	61%	52%	51%	38%	26%
2014/15 M	28%	45%	52%	71%	82%
2018/19 M	39%	48%	49%	62%	74%

- - - 2014/15 F ——— 2018/19 F - - - 2014/15 M ——— 2018/19 M
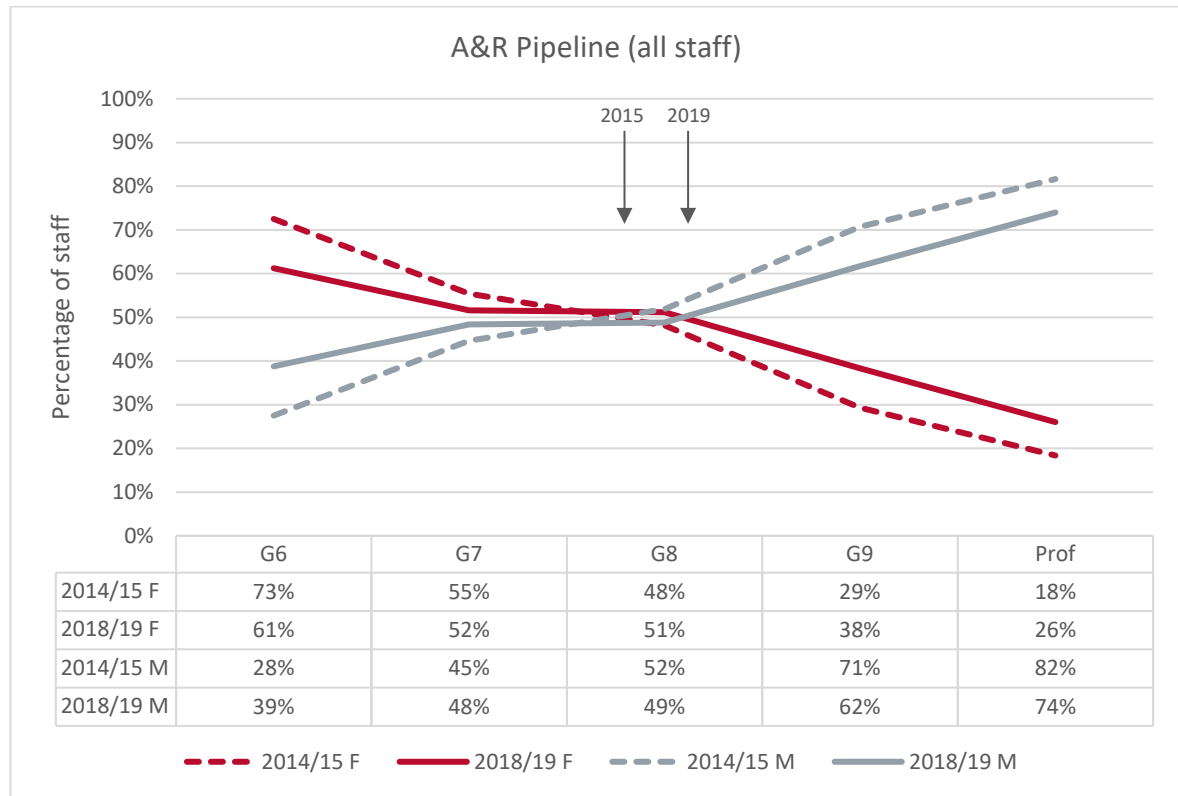
Table 10. Academic and research staff by grade and gender (including clinical staff)

All Academic & Research Staff															
Grade	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Grade 6	58	22	73%	61	26	70%	58	28	67%	63	26	71%	60	38	61%
Grade 7	139	112	55%	148	129	53%	148	120	55%	136	107	56%	128	120	52%
Grade 8	78	84	48%	82	85	49%	78	84	48%	82	82	50%	88	84	51%
Grade 9	29	70	29%	33	65	34%	41	68	38%	40	73	35%	46	74	38%
PROF	18	80	18%	19	77	20%	20	83	19%	25	91	22%	32	91	26%

This **significant and rapid impact on our academic pipeline** has been influenced by a range of actions taken since 2015 including:

- Improvements in **uptake and quality of appraisals,** with an emphasis on career development (S5.3.ii).
- Support for **focussed leadership training for females** (S5.3.i)
- Increased **support around the promotions process** (S5.1.iii)
- Enhanced recruitment processes (S5.1.i)
- Facilitated access to **mentoring** for all staff and a **peer support network** for research staff (S5.3.iii)

A picture of our Clinical and Non-clinical Staff Population

Non-clinical staff population

The majority of our staff are non-clinical and it is in this group that our progress in gender equality has been most evident (Figure 26 and Figure 27). Since 2014/15 we have:

- Increased our number of professors by 16, **11 female,** ensuring a new cohort of female professorial role models (S5.6 vii).

- Increased Grade 9 staff by 29 (18F, 11M), **nearly two thirds of these new appointments are women**.

- Increased the proportion of female non clinical staff from:

  o 40% to 45% at Grade 8 and above

  o 32% to 41% at Grade 9

  o 22% to 31% at professorial level

Excellent progress is evidenced in our non-clinical staff pipeline, shifting the leak point towards Grade 9 by 2018/19 (Figure 26) (later than the leak point for all staff (Figure 25)).

Figure 26. Non-clinical academic & research staff pipeline

Non-Clinical Staff Pipeline

	G6	G7	G8	G9	Prof
2014/15 Female	73%	58%	53%	32%	22%
2014/15 Male	28%	42%	47%	68%	78%
2018/19 Female	61%	56%	56%	41%	31%
2018/19 Male	39%	44%	44%	59%	69%

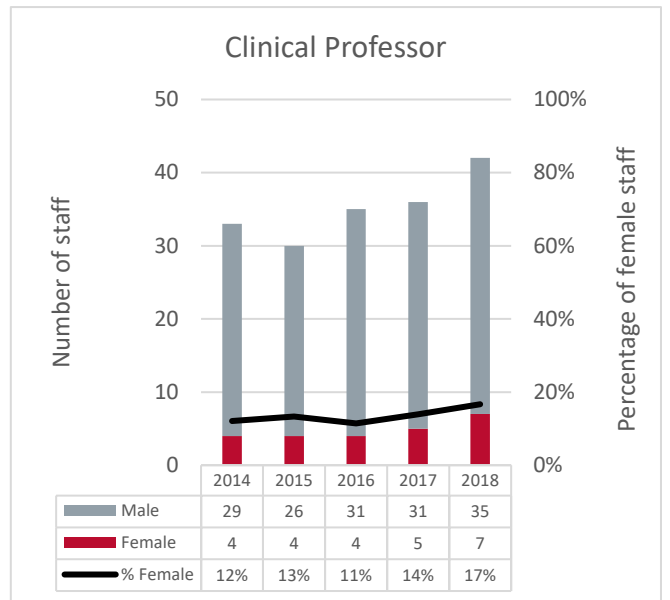- - - 2014/15 Female - - - 2014/15 Male —— 2018/19 Female —— 2018/19 Male
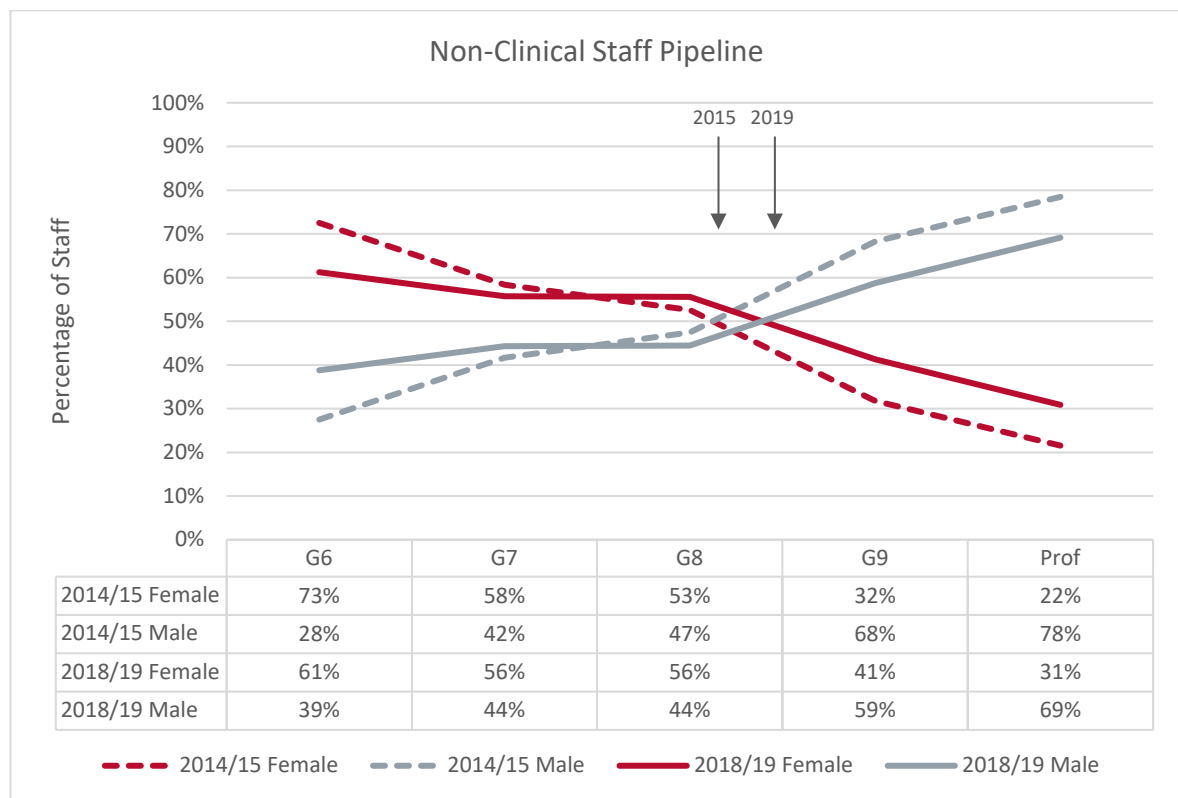
Figure 27. Non-clinical academic and research staff number by grade and gender

Grade 6

	2014	2015	2016	2017	2018
Male	22	26	28	26	38
Female	58	61	58	63	60
% Female	73%	70%	67%	71%	61%

Grade 7

	2014	2015	2016	2017	2018
Male	82	90	89	83	93
Female	115	125	124	111	117
% Female	58%	58%	58%	57%	56%

Grade 8

	2014	2015	2016	2017	2018
Male	64	64	59	56	60
Female	71	74	68	72	75
% Female	53%	54%	54%	56%	56%

Grade 9

	2014	2015	2016	2017	2018
Male	43	41	47	53	54
Female	20	24	32	32	38
% Female	32%	37%	41%	38%	41%

Professor

	2014	2015	2016	2017	2018
Male	51	51	51	59	56
Female	14	15	16	20	25
% Female	22%	23%	24%	25%	31%

Clinical Staff Population

We have seen smaller improvements in gender parity for our clinical staff (Figure 28, Figure 29), but have supported **consistent change** since 2014/15:

- Increased number of female clinical professors from 4 to 7, almost doubling the cohort of female clinical professorial role models.

- Maintained female staff numbers at Grade 9, while those for males has fallen by a quarter

- Increased female numbers from 7 to 13 at Grade 8

As a result the proportion of female clinical academics has increased across all grades from:

- 26% to 35% at Grade 8

- 25% to 29% % at Grade 9

- 12% to 17% at professorial level since 2015 (approaching the national average (19%): Medical Schools Council, 2018)

Consequently the clinical staff pipeline has narrowed from Grade 8 onwards since 2014/15 (Figure 28, Figure 29). Our data reflect the decline in women entering clinical academia at Grade 7, as identified by the Medical School Council. We have explored our clinical academic pipeline, using focus groups to determine barriers and facilitators to remaining on a clinical academic pathway (**AP9**).

Figure 28. Clinical academic & research staff pipeline

Clinical Staff Pipeline

	G7	G8	G9	Prof
2014/15 Female	44%	26%	25%	12%
2018/19 Female	29%	35%	29%	17%
2014/15 Male	56%	74%	75%	88%
2018/19 Male	71%	65%	71%	83%

- - - 2014/15 Female　——— 2018/19 Female　- - - 2014/15 Male　——— 2018/19 Male
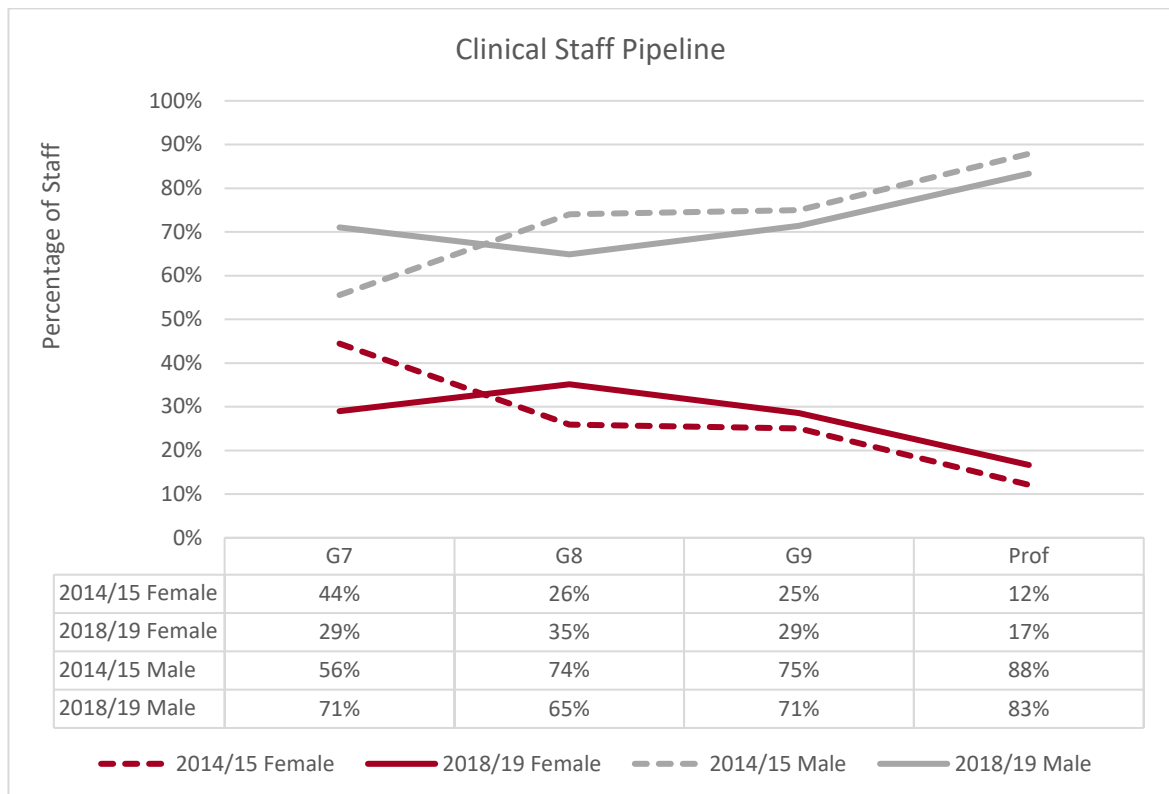
Figure 29. Clinical academic and research staff number by grade and gender

Grade 7

	2014	2015	2016	2017	2018
Male	30	39	31	24	27
Female	24	23	24	25	11
% Female	44%	37%	44%	51%	29%

Grade 8

	2014	2015	2016	2017	2018
Male	20	21	25	26	24
Female	7	8	10	10	13
% Female	26%	28%	29%	28%	35%

Grade 9

	2014	2015	2016	2017	2018
Male	27	24	21	20	20
Female	9	9	9	8	8
% Female	25%	27%	30%	29%	29%

Clinical Professor

	2014	2015	2016	2017	2018
Male	29	26	31	31	35
Female	4	4	4	5	7
% Female	12%	13%	11%	14%	17%
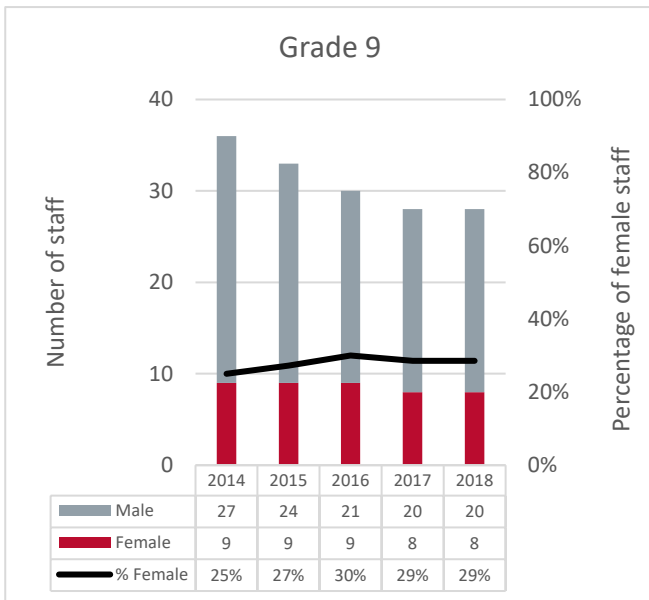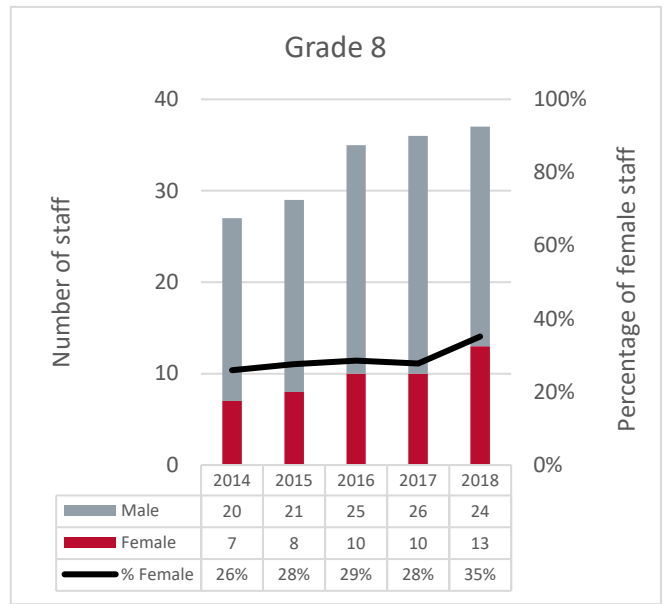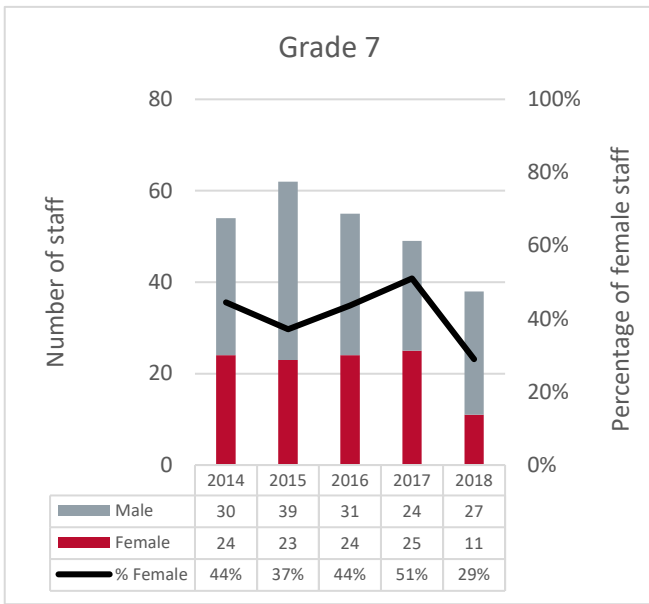
Contract Function and gender

A&R staff have one of three types of contract; **Teaching and Research (T&R)**, **Research-only, Teaching-only** (Table 11, Table 12)**.** While the number of staff on T&R contracts has remained stable over the last 5 years, there have been annual increases in the number and proportion of female clinical and non-clinical professorial staff. The number of teaching-only staff has increased since 2014, particularly at Grade 6 and 7, because of our increasing UG student number (S4.1.ii).

Table 11. Non-clinical academic and research staff by contract function, grade and gender

| | | Non-clinical Contract Function and Grade | | | | | | | | | | | | | | |
| | | 2014/15 | | | 2015/16 | | | 2016/17 | | | 2017/18 | | | 2018/19 | | |
	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
T Only	GRADE 06	3	1	75%	4	1	80%	4	0	100%	11	4	73%	11	9	55%
	GRADE 07	9	0	100%	11	1	92%	15	4	79%	16	4	80%	22	7	76%
	GRADE 08	13	14	48%	17	16	52%	17	14	55%	16	15	52%	13	15	46%
	GRADE 09	4	10	29%	4	11	27%	6	14	30%	9	18	33%	17	17	50%
	PROF	0	2	0%	0	1	0%	0	0	N/A	1	2	33%	3	2	60%
T&R	GRADE 07	4	1	80%	3	0	100%	1	0	100%	0	1	0%	0	0	N/A
	GRADE 08	39	37	51%	36	34	51%	23	31	43%	23	26	47%	23	23	50%
	GRADE 09	15	29	34%	17	26	40%	22	26	46%	19	27	41%	19	30	39%
	PROF	12	45	21%	13	45	22%	14	46	23%	16	48	25%	19	45	30%
R Only	GRADE 06	57	23	71%	59	27	69%	54	28	66%	52	22	70%	49	29	63%
	GRADE 07	111	83	57%	117	90	57%	108	84	56%	95	77	55%	95	85	53%
	GRADE 08	20	17	54%	22	17	56%	28	14	67%	32	15	68%	38	22	63%
	GRADE 09	2	6	25%	4	7	36%	4	7	36%	4	8	33%	2	7	22%
	PROF	2	4	33%	2	5	29%	2	5	29%	3	9	25%	3	9	25%

Table 12. Clinical academic and research staff by contract function, grade and gender

| | | Clinical Staff Contract Function and Grade | | | | | | | | | | | | | | |
| | | 2014/15 | | | 2015/16 | | | 2016/17 | | | 2017/18 | | | 2018/19 | | |
	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
T Only	GRADE 07	1	0	100%	1	0	100%	6	2	75%	6	2	75%	0	0	N/A
	GRADE 08	5	8	38%	3	7	30%	4	8	33%	3	6	33%	3	4	43%
	GRADE 09	6	8	43%	6	8	43%	5	9	36%	4	8	33%	3	7	30%
	GRADE 10	0	0	N/A	0	0	N/A	0	1	0%	0	1	0%	0	0	N/A
	PROF	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%
T&R	GRADE 07	1	0	100%	5	6	45%	3	6	33%	1	0	100%	1	0	100%
	GRADE 08	4	12	25%	5	13	28%	5	13	28%	5	17	23%	7	17	29%
	GRADE 09	1	19	5%	1	16	6%	2	11	15%	2	11	15%	3	12	20%
	PROF	4	27	13%	4	24	14%	4	28	13%	5	28	15%	6	30	17%
R Only	GRADE 07	22	30	42%	17	33	34%	15	23	39%	18	22	45%	10	27	27%
	GRADE 08	0	1	0%	0	1	0%	1	4	20%	2	3	40%	3	3	50%
	GRADE 09	2	1	67%	2	1	67%	1	1	50%	1	1	50%	1	1	50%
	PROF	0	0	N/A	0	0	N/A	0	1	0%	0	1	0%	1	3	25%

Part Time/Full Time Working

Since 2015, there has been a modest increase in the number of staff working PT from 16% in 2014/15 to 19% in 2018/9 with the greatest increase seen in men, often just prior to retirement (Table 13).

Table 13. Full-time and part-time working, all academic & research staff

Working Pattern											
Female				Male				All staff			
Year	FT	%FT	PT	%PT	FT	%FT	PT	%PT	FT	%FT	PT	%PT
2014/15	244	76%	78	24%	337	92%	31	8%	581	84%	109	16%
2015/16	261	76%	82	24%	349	91%	33	9%	610	84%	115	16%
2016/17	258	75%	87	25%	335	88%	47	12%	593	82%	134	18%
2017/18	246	71%	100	29%	332	88%	46	12%	578	80%	146	20%
2018/19	261	74%	93	26%	357	88%	50	12%	618	81%	143	19%

SILVER APPLICATIONS ONLY
Where relevant, comment on the transition of technical staff to academic roles.

CLS has 130 technical staff (66%F); approximately 5% have transitioned to academic roles in the last 5 years. Most commonly, such transitions arise when technicians undertake a part-time PhD and are then supported to apply for research positions. Our culture of support for technical staff includes:

- Annual PDD including career progression discussions and identification of training needs (S5)

- Attendance at research seminars and national technician conferences

- Membership of the college Postdoctoral and Research Staff Association (S5.3.iii)

- Recognition of the contribution of technicians to published research, including acknowledgement and co-authorship; an initiative driven via the UoL Technician Commitment action plan (S5.4.iii).

(ii) Academic staff by grade on fixed-term, open-ended and zero-hour contracts.

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

We have no A&R staff on zero hours contracts, with the majority on open-ended contracts (Table 14,Table 15), and in line with benchmark data. Less than one-third of our non-clinical A&R staff are on fixed-term contracts, remaining static since 2015. We have a strong track record of facilitating continuity of employment, and a consistent policy for redeployment in the College. Staff join the redeployment process six months before the end of contract, meaning they hear about job opportunities before they are widely advertised and are matched to suitable positions. We have had considerable success with our redeployment processes.

Table 14. Non-clinical academic and research staff by contract type and grade

		Female					Male				
Year	Grade	Fixed	Open	% Fixed	% Open	Total	Fixed	Open	% Fixed	% Open	Total
2014/15	Grade 06	34	24	59%	41%	58	9	13	41%	59%	22
	Grade 07	41	74	36%	64%	115	27	55	33%	67%	82
	Grade 08	6	65	8%	92%	71	5	59	8%	92%	64
	Grade 09	0	20	0%	100%	20	2	41	5%	95%	43
	Prof	3	11	21%	79%	14	7	44	14%	86%	51
	Total	**84**	**194**	**30%**	**70%**	**278**	**50**	**212**	**19%**	**81%**	**262**
2015/16	Grade 06	31	30	51%	49%	61	11	15	42%	58%	26
	Grade 07	45	80	36%	64%	125	32	58	36%	64%	90
	Grade 08	6	68	8%	92%	74	3	61	5%	95%	64
	Grade 09	0	24	0%	100%	24	2	39	5%	95%	41
	Prof	2	13	13%	87%	15	7	44	14%	86%	51
	Total	**84**	**215**	**28%**	**72%**	**299**	**55**	**217**	**20%**	**80%**	**272**
2016/17	Grade 06	27	31	47%	53%	58	15	13	54%	46%	28
	Grade 07	53	71	43%	57%	124	33	56	37%	63%	89
	Grade 08	6	62	9%	91%	68	4	55	7%	93%	59
	Grade 09	0	32	0%	100%	32	3	44	6%	94%	47
	Prof	2	14	13%	88%	16	6	45	12%	88%	51
	Total	**88**	**210**	**30%**	**70%**	**298**	**61**	**213**	**22%**	**78%**	**274**
2017/18	Grade 06	36	27	57%	43%	63	17	9	65%	35%	26
	Grade 07	54	57	49%	51%	111	35	48	42%	58%	83
	Grade 08	9	63	13%	88%	72	3	53	5%	95%	56
	Grade 09	2	30	6%	94%	32	5	48	9%	91%	53
	Prof	3	17	15%	85%	20	8	51	14%	86%	59
	Total	**104**	**194**	**35%**	**65%**	**298**	**68**	**209**	**25%**	**75%**	**277**
2018/19	Grade 06	41	19	68%	32%	60	31	7	82%	18%	38
	Grade 07	50	67	43%	57%	117	39	54	42%	58%	93
	Grade 08	9	66	12%	88%	75	3	57	5%	95%	60
	Grade 09	2	36	5%	95%	38	6	48	11%	89%	54
	Prof	2	23	8%	92%	25	6	50	11%	89%	56
	Total	**104**	**211**	**33%**	**67%**	**315**	**85**	**216**	**28%**	**72%**	**301**

Table 15. Clinical academic and research staff by contract type and grade

Year	Grade	Female					Male				
		Fixed	Open	% Fixed	% Open	Total	Fixed	Open	% Fixed	% Open	Total
2014/15	Grade 07	17	7	71%	29%	24	24	6	80%	20%	30
	Grade 08	2	5	29%	71%	7	5	15	25%	75%	20
	Grade 09	1	8	11%	89%	9	5	22	19%	81%	27
	Prof	0	4	0%	100%	4	0	29	0%	100%	29
	Total	**20**	**24**	**45%**	**55%**	**44**	**34**	**72**	**32%**	**68%**	**106**
2015/16	Grade 07	16	7	70%	30%	23	27	12	69%	31%	39
	Grade 08	2	6	25%	75%	8	6	15	29%	71%	21
	Grade 09	1	8	11%	89%	9	3	21	13%	88%	24
	Prof	0	4	0%	100%	4	0	26	0%	100%	26
	Total	**19**	**25**	**43%**	**57%**	**44**	**36**	**74**	**33%**	**67%**	**110**
2016/17	Grade 07	18	6	75%	25%	24	20	11	65%	35%	31
	Grade 08	4	6	40%	60%	10	10	15	40%	60%	25
	Grade 09	1	8	11%	89%	9	2	19	10%	90%	21
	Prof	0	4	0%	100%	4	0	31	0%	100%	31
	Total	**23**	**24**	**49%**	**51%**	**47**	**32**	**76**	**30%**	**70%**	**108**
2017/18	Grade 07	19	6	76%	24%	25	15	9	63%	38%	24
	Grade 08	6	4	60%	40%	10	14	12	54%	46%	26
	Grade 09	1	7	13%	88%	8	2	18	10%	90%	20
	Prof	0	5	0%	100%	5	1	30	3%	97%	31
	Total	**26**	**22**	**54%**	**46%**	**48**	**32**	**69**	**32%**	**68%**	**101**
2018/19	Grade 07	9	2	82%	18%	11	22	5	81%	19%	27
	Grade 08	8	5	62%	38%	13	12	12	50%	50%	24
	Grade 09	0	8	0%	100%	8	0	20	0%	100%	20
	Prof	0	7	0%	100%	7	2	33	6%	94%	35
	Total	**17**	**22**	**44%**	**56%**	**39**	**36**	**70**	**34%**	**66%**	**106**

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

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

Staff leaving the University complete a Leavers Form, and are invited to complete an online HR exit questionnaire. Since 2015:

- The majority of leavers (69%) were research staff, mostly Grade 6 or 7

- **Turnover of staff was similar** for women and men (15%F, 13%M) (Table 16)

- Profile of staff leaving was **comparable to our A&R staff population** overall, by:

  o **Gender** (leavers: 51%F; population: 47%F)

  o **Proportion clinical** (leavers: 26%; population 21%)

  o **Proportion part-time** (leavers: 26%F, 12%M; population: 26%F, 11%M)

Table 16. CLS academic & research staff leavers by grade and gender, in comparison to staff population.

A&R Leavers 2014-2019							
Year	Grade	Staff Population		Number of Leavers		% Female staff leaving	% Male staff leaving
		Female	Male	Female	Male		
2014/15	GRADE 06	58	22	13	1	22%	5%
	GRADE 07	139	112	26	22	19%	20%
	GRADE 08	78	84	2	6	3%	7%
	GRADE 09	29	70	1	8	3%	11%
	PROF	18	80	1	10	6%	13%
	Total	**322**	**368**	**43**	**47**	**13%**	**13%**
2015/16	GRADE 06	61	26	15	4	25%	15%
	GRADE 07	148	129	29	31	20%	24%
	GRADE 08	82	85	6	6	7%	7%
	GRADE 09	33	65	2	3	6%	5%
	PROF	19	77	0	6	0%	8%
	Total	**343**	**382**	**52**	**50**	**15%**	**13%**
2016/17	GRADE 06	58	28	11	7	19%	25%
	GRADE 07	148	120	35	33	24%	28%
	GRADE 08	78	84	10	9	13%	11%
	GRADE 09	41	68	1	2	2%	3%
	PROF	20	82	2	6	10%	7%
	Total	**345**	**382**	**59**	**57**	**17%**	**15%**
2017/18	GRADE 06	63	26	15	5	24%	19%
	GRADE 07	136	107	38	18	28%	17%
	GRADE 08	82	82	9	7	11%	9%
	GRADE 09	40	73	0	8	0%	11%
	PROF	25	90	1	5	4%	6%
	Total	**346**	**378**	**63**	**43**	**18%**	**11%**
2018/19	GRADE 06	60	38	17	6	28%	16%
	GRADE 07	128	120	13	21	10%	18%
	GRADE 08	88	84	9	12	10%	14%
	GRADE 09	46	74	3	8	7%	11%
	PROF	32	91	2	5	6%	5%
	Total	**354**	**407**	**44**	**52**	**12%**	**13%**
Grand Total (2014-2019)		**1710**	**1917**	**261**	**249**	**15%**	**13%**

Research Staff

The majority of researchers (96%) left due to non-renewal of contract or resignation (Table 17), which is common across the sector. Amongst full-time staff, 10% more *non-clinical* women left due to end of contract than men (55%F: 45%M), whilst for *clinical staff*, the opposite pattern was true (74%F: 82%M).

No difference by gender was observed for part-time staff but a greater proportion of PT *non-clinical staff*, left due to end of contract than FT staff (69%PT: 51%FT), with a smaller proportion of PT staff resigning (22%PT: 45%FT) (**AP3**).

Table 17. Research staff: reason for leaving by gender and FT/PT. ('Other' includes redundancy, voluntary severance and death)

	Research Staff Reasons for Leaving										
	Reason	**Full-Time**					**Part-Time**				**Total**
		Female		**Male**		**Total**	**Female**		**Male**		**Total**
Non-clinical	End of contract	72	55%	45	45%	51%	28	70%	6	67%	69%	**54%**
	Resignation	56	42%	48	48%	45%	9	23%	2	22%	22%	**41%**
	Retirement	2	2%	1	1%	1%	2	5%	0	0%	4%	**2%**
	Other	2	2%	5	5%	3%	1	3%	1	11%	4%	**3%**
	Total	**132**	**100%**	**99**	**100%**	**100%**	**40**	**100%**	**9**	**100%**	**100%**	**100%**
Clinical	End of contract	17	74%	32	82%	79%	2	33%	1	33%	33%	**73%**
	Resignation	6	26%	7	18%	21%	4	67%	2	67%	67%	**27%**
	Total	**23**	**100%**	**39**	**100%**	**100%**	**6**	**100%**	**3**	**100%**	**100%**	**100%**

Academic Staff

Most common reasons for leaving were similar for women and men; resignation, end of contract, or voluntary severance (Table 18). However:

- 20% more *non-clinical* female staff resigned, in comparison to males, perhaps reflecting increasingly positive career opportunities for women in academia (49%F:29%M FT&PT)
- 10% more women left due to end of contract compared to males (36%F:26%M)
- 10% more men left due to voluntary severance, perhaps reflecting men near to retirement (12%F: 22%M)
- 12% more men retired reflecting the population age (5%F, 17%M)

*Table 18. Academic staff: reason for leaving by gender and FT/PT.('Other' includes redundancy, voluntary severance and death) *Small sample size*

	Academic Staff Reasons For Leaving										
	Reason	**Full-Time**					**Part-Time**				**Total**
		Female		**Male**		**Total**	**Female**		**Male**		**Total**
Non-clinical	Resignation	11	46%	13	34%	39%	10	53%	3	18%	36%	**38%**
	End of contract	6	25%	3	8%	15%	6	32%	8	47%	39%	**23%**
	Retirement	1	4%	2	5%	5%	1	5%	3	18%	11%	**7%**
	Other	6	25%	20	53%	42%	2	11%	3	18%	14%	**32%**
	Total	**24**	**100%**	**38**	**100%**	**100%**	**19**	**100%**	**17**	**100%**	**100%**	**100%**
Clinical	Resignation	3	23%	14	33%	31%	2	50%*	1	50%*	50%	**33%**
	End of contract	9	69%	15	36%	44%	1	25%*	0	0%*	17%	**41%**
	Retirement	1	8%	11	26%	22%	0	0%*	1	50%*	17%	**21%**
	Other	0	0%	2	5%	4%	1	25%*	0	0%*	17%	**5%**
	Total	**13**	**100%**	**42**	**100%**	**100%**	**4**	**100%**	**2**	**100%**	**100%**	**100%**

Intersection of Ethnicity and Gender in CLS

18% (16%F, 20%M) of our A&R staff report as BAME, above the 16% (ECU, 2018) benchmark, possibly influenced by our diverse city attracting staff.

BAME staff decrease across career stages for both men and women (Figure 30, Table 19) and BAME women are underrepresented at senior grades. We work with our BAME staff and students, UoL Race Equality Charter (REC) team and BAME staff forum (chair is CLS staff) to better understand barriers to progression, in particular for BAME women (**AP10**). We hosted a beacon lecture, by Nicola Rollock (University of London) on the experiences of UK higher education for black women, which promoted debate, recognition and a call for action (S5.6.i).

Figure 30. Ethnicity of Academic and Research staff by grade and gender, 2018/19
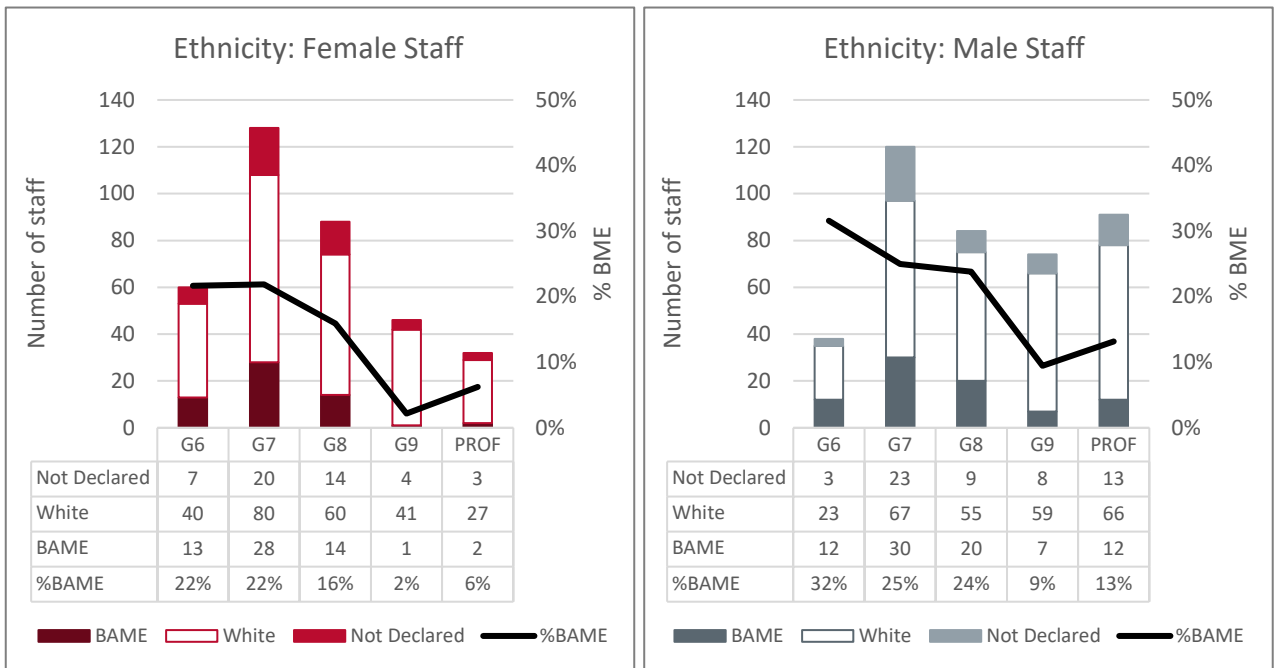
Since 2015, UoL has introduced a range of race equality initiatives, actively supported by our College:

- Mandatory EDI and unconscious bias training for all staff (S5.3.i)
- Race Awareness Training for all managers
- Annual celebration of Black History Month
- Inclusive Curriculum project (S5.3.iv)
- Increased ethnicity-focussed research, e.g. CLS Centre for BME Health

We are proud that since 2014/15, although there has been no change at senior grades, the proportion of BAME staff has **increased at Grades 6, 7 and 8** (Table 19).

Table 19. BAME Academic and Research staff by grade and gender, 2014-2019. Values are expressed as percentage of total staff.

Intersectionality (%BAME Staff)										
	GRADE 06		GRADE 07		GRADE 08		GRADE 09		PROF	
Year	% F	%M	% F	% M	% F	% M	% F	% M	% F	% M
2014/15	10%	5%	7%	12%	7%	10%	1%	7%	1%	11%
2015/16	15%	8%	7%	13%	7%	10%	1%	7%	1%	10%
2016/17	17%	10%	11%	12%	7%	13%	1%	5%	1%	12%
2017/18	13%	12%	14%	9%	7%	12%	1%	6%	1%	10%
2018/19	13%	12%	11%	12%	8%	12%	1%	6%	2%	10%

ACTIONS

8. Increase support for female mid-career academic and research staff.

9. Analyse and overcome the specific barriers to career progression for female clinical staff.

10. Increase our understanding of female BAME staff experiences and facilitate their progression.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words (6660 words)

5.1. Key career transition points: academic staff

ACHIEVEMENTS AND IMPACT

✓ 93% female staff feel that recruitment processes are fair
✓ Induction reach and satisfaction is high (90%)
✓ Increase in the number and proportion of Professorial promotion applications from women

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❖ **Case studies 1-3:** examples of promotion, progression and merit awards

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(i) Recruitment

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

UoL moved to a new recruitment software package in 2018, therefore it has only been possible to collect a full dataset for our College for the last academic year (Table 20). The software is now fully embedded and in future, we will assess College recruitment data annually (**AP3**).

In 2018/19, **162 A&R staff were appointed** (43%F, 35%M, 22% gender undisclosed). The majority (61%) were G6 and 7, mainly fixed-term, grant-funded positions. The proportion of female applicants (where gender is known) is highest at G6 and evens out at G7 and 8, **the proportion of women appointed at Grade 6-8 is greater than that of men**. Data for more senior grades are difficult to analyse as the sample size is small.

Table 20. A&R Recruitment by gender and grade 2018/19

Recruitment					
Grade	Status	Female	Male	Undisclosed	%F*
Grade 6	Applied	162	80	54	67%
	Shortlisted	42	28		60%
	Offered	21	9		70%
	Accepted	21	9		70%
Grade 7	Applied	238	294	99	45%
	Shortlisted	82	74	12	53%
	Offered	33	21	12	61%
	Accepted	33	21	12	61%
Grade 8	Applied	93	100	37	48%
	Shortlisted	22	28	6	44%
	Offered	11	7	6	61%
	Accepted	11	7	6	61%
Grade 9	Applied	6	7		46%
	Shortlisted				33%
	Offered				0%
	Accepted				0%
Professor	Applied		4	5	20%
	Shortlisted				0%
	Offered				0%
	Accepted				0%
Clinical Below Consultant	Applied	39	43	15	45%
	Shortlisted	15	27		36%
	Offered	6	15		29%
	Accepted		14		18%
Clinical at Consultant	Applied	6	16	7	27%
	Shortlisted		8		27%
	Offered				40%
	Accepted				40%

Undisclosed gender candidates have been removed from the %F calculation. An additional 7 posts appointed are not included in this table due to incomplete data.

Since 2015, we have ensured fairness and transparency in recruitment processes through a range of actions including: explicitly stating that applications from under-represented groups are encouraged; engaging search consultants to target specific groups; advocating **shortlists that comprise both men and women**; and including both female and male informal contacts for job adverts (where possible). We include our EDI credentials, logos and a **clear statement of inclusivity** on job adverts, and our webpages feature our diverse staff and student body. We promote UoL Panel Composition Guidelines.

We advertise for **part-time, flexible and job share working options** wherever possible and hold all interviews in core hours. The use of objective criteria and tests has increased. We have ensured gender representation on all shortlist/interview teams and staff conducting interviews have face-to-face Recruitment and Selection training (including EDI), in addition to mandatory training.

In our 2017 UoL-Survey, **90% (93%F: 89%M) of CLS staff felt the University acts fairly in recruitment**, compared to 87% (89%F, 87%M) of the University.

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

All staff receive a Departmental induction. Our CLS-Survey showed that **90% (93%F, 86%M)** of A&R staff joining in the last 12 months reported having had an induction, with **over 90%** of both men and women finding it helpful. Our AS **Induction Taskforce** has drawn together examples of good practice to create an integrated College induction to avoid repetition and maximise relevant and inclusive information. A review of the CLS induction will be undertaken using a post-induction questionnaire (**AP11**).

Our induction includes:

- A welcome email

- An **online induction handbook** providing relevant information and signposting to:

  o mentoring processes

  o training opportunities

  o Athena SWAN and its principles

  o Post-Doctoral and Research Staff Association (PDRSA)

- A **'buddy'** for the first few weeks; ensuring new starters feel supported and welcomed (e.g. HS, CVS)

Since 2015, we have specifically:

- Highlighted details of **maternity, paternity and parental leave** policies (S5.5).

- Emphasised on-line training packages, specifically **EDI and Unconscious Bias** (introduced in 2017).

(iii) Promotion

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

Our annual review process includes promotion (academic – Grade 8 and 9) and merit awards (all staff, except Grade 10/Professor).

Since 2015:

- A UoL **'Leicester Academic Career Map'** was launched (2016/17) recognising teaching, research, impact, leadership & citizenship (**AP12**).

- Reasonable adjustments are made for circumstances impacting on a candidate's contribution, e.g. disability, maternity/caring leave, part-time working.

- **Enhanced** EDI/UB training for staff involved in promotions.

- Professorial panels are supported by an EDI advisor

These changes have been positively received:

> *'Changes in the promotions system over the past few years have enabled teaching-based staff and those with more non-traditional roles to be promoted. I feel this has been particularly beneficial to women and to part-time academic staff.'* (Female Academic, CLS-Survey)

Since launch of the career map, college processes have been enhanced (Figure 31).

Figure 31. Annual academic promotions process in the College (highlighting support)

Considering Promotion
- Discussions held at PDD
- Discussions with mentor

Announcement of promotions round
- Email to all eligible staff, links to online resources
- Staff encouraged to discuss application with HoD
- HoDs and line managers consider all suitable candidates

Preparation of submission
- Candidates prepare application with manager support
- Invitation to attend a promotion workshop by HoC and HR business partner (with dedicated female only sessions)
- Advice from recently promoted colleagues - peer mentoring
- Mock Interviews offered
- Departmental/school management groups review draft applications & feedback to applicant

Submission to University
- HoD prepares report with relevant research/teaching group lead
- Completed application submitted to College HR

First Promotions panel meeting
- Unsuccessful applicants receive feedback from HoS/D and HoC and agree an action plan to address feedback

External review
- Supported applications sent to external assessors

Second Promotions Panel Meeting
- Ratification

Decision and feedback
- Announcement of successful applicants
- Unsuccessful candidates recieve support and feedback on future progression
- Successful applicants are **congratulated** in departmental meetings, Twitter accounts, newsletters, and HoC newsletter

There has been **an increase in the number and proportion of applications from women for promotion to Professor** (Table 21) in the last 2 years, with an equal number of applications and success for men and women in our most recent round. Whilst the proportion of applications for promotion to Associate Professor is lower for women than men, overall **women have a higher success rate** (**AP13**).

The number of applications from part-time staff is small (5%), but has **increased in the last two years, with 60% success rate (AP12).**

Table 21. Academic promotions by year and gender

Academic Promotions									
Promotion to Professor (Grade 10)									
Year	**Applications Submitted**				**Applications Successful**				
	Total	**Female**	**Male**	**%F**	**Total**	**Female**	**Male**	**% of F**	**% of M**
2014/15				25%				100%	100%
2015/16				25%				50%	67%
2016/17	Data redacted			0%	Data redacted			N/A	100%
2017/18				86%				67%	100%
2018/19				50%				60%	60%
Total 2014-19				**41%**				**64%**	**80%**
Promotion to Associate Professor (Grade 9)									
2014/15				33%				33%	67%
2015/16				52%				100%	58%
2016/17	Data redacted			0%	Data redacted			N/A	80%
2017/18				33%				83%	50%
2018/19				38%				33%	80%
Total 2014-19				**38%**				**80%**	**63%**

( ) = Number that are part-time

Other Teaching and Research Staff

While there is no direct promotion route for staff below Grade 8, they may apply for regrading at any point during the year, or progress via moving to a new position (S5.3.iii)*.*

We present regrading data for the last two years (due to process changes). 77% of teaching and research staff regraded were women (Table 22).

Table 22. A&R staff regraded 2017-2019 (up to July 2019)

A&R Staff Regraded				
New Grade	**Female**	**Male**	**Total**	**% F**
GRADE 07				92%
GRADE 08	Data redacted			60%
Total				**77%**

Survey data indicate that some research staff feel that there is insufficient information on career progression pathways open to them, an area for action (S5.3.iii-**AP16**).

Merit awards

Staff are informed via email about application rounds annually and HoDs/HoS actively identify eligible staff, or staff may self-initiate applications.

58% of applications were from women, in line with the eligible staff pool (52%F) (Table 23). There was little difference between the success rate by gender. The proportion of applications from PT staff (14%) reflects the proportion of PT A&R staff in the College (17%).

Table 23. Academic and Research staff applications for Merit Awards 2014-2019

A&R Merit Awards									
Year	**Applications Submitted**				**Applications Successful**				
	Total	**F**	**M**	**%F**	**Total**	**F**	**M**	**% of F**	**% of M**
2014/15				71%				60%	50%
2015/16				48%				50%	73%
2016/17	Data redacted			40%	Data redacted			90%	93%
2017/18				72%				100%	100%
2018/19				67%				63%	75%
Total				**58%**				**77%**	**83%**

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

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

221 staff were submitted to the RAE2008, 46 (21%) of these were female. Since then, all REF decision makers undertake EDI training and adhere to our code of practice. Subsequently, in 2014, 185 eligible staff were submitted to REF (Table 24). The proportion of eligible staff submitted was similar for women and men.

Table 24. Staff submitted for REF 2014

REF 2014 Submissions		
Number Eligible	**Number Submitted**	**% of Eligible Submitted**
Female Data redacted	Data redacted	55%
Male		53%

Our 2021 REF Code of Practice has been completed and all eligible staff will be submitted, therefore submissions will reflect the gender balance within the College. The code of practice has been widely discussed and disseminated at CLT, CLS SAT and ECRDG meetings.

(i) Induction (PSS Staff)

We have the same induction package for all staff (S5.1.ii). Integration at the earliest opportunity ensures a collegial environment where everyone's contribution is valued from the outset. PSS staff joining in the last 12 months found their induction helpful **(90%)**, but uptake was lower (78%) than for A&R staff (90%) (CLS-Survey) (**AP11**).

(ii) Promotion (PSS Staff)

We, like much of the University sector do not have a promotion framework for PSS staff that mirrors that of academic staff. However, there are a range of options for career progression including:

- **Moving** within the College/University (to a higher grade position)
- **Secondment** (to diversify and increase skills)
- **Acting Up Allowance** (additional temporary duties, e.g. covering sick leave)
- **Merit Award** (for sustained/one off exceptional contributions/achievements)
- **Re-grading** (there may be a business need that requires a specific role at a higher grade)

These processes (which also apply to researchers below G8, (S5.1.iii)) are communicated via webpages and annual briefings. Our CLS-Survey suggests this communication can be improved and is an area of action (S5.4.iii). Candidates are identified for progression as **part of their PDD**, and discuss appropriate options. **Support with applications is provided by managers** and the College HR team. Colleagues have had positive experience of the process:

'I discussed career progression at my PDD and my manager informed me about the new higher college-level role…. My managers helped me with the application, I had to do a letter explaining how I met the job expectations and had a successful interview'. (Female Admin)

'I encourage members of my team who wish to progress into different roles to seek out opportunities. As their line-manager I feel it is also important to offer my support in preparing applications and for interviews such as giving feedback on a presentation.' (Female Senior Admin)

Merit Awards

More applications were submitted for PSS women (Table 25); in line with the proportion of women in the eligible staff pool, 23% from part-time staff, lower than the proportion of PSS staff who work PT (31%). Of these 46% were successful, compared to 57% of applications from FT staff. Further analysis suggests that G2-5, which has the highest proportion of female PT staff, do not fit the current Merit Award criteria, this is being explored at University level.

Table 25. PSS Staff Applications for Merit Awards by gender and year

		PSS Merit Awards								
	Year	**Applications Submitted**				**Applications Successful**				
		Total	**F**	**M**	**%F**	**Total**	**F**	**M**	**% of F**	**% of M**
Grade 2-5	**2014/15**	Data Redacted			92%	Data Redacted			83%	100%
	2015/16				100%				53%	0%
	2016/17				72%				46%	100%
	2017/18				79%				60%	75%
	2018/19				93%				32%	0%
	Total (G2-5)				**88%**				**51%**	**75%**
Grade 6-9	**2014/15**	Data Redacted			36%	Data Redacted			25%	71%
	2015/16				84%				56%	33%
	2016/17				79%				64%	33%
	2017/18				50%				57%	29%
	2018/19				71%				80%	50%
	Total (G6-9)				**67%**				**60%**	**46%**

Regrading

A business case can be made for regrading at any time, depending on need. Our intranet provides information and a process flowchart. 78% of PSS staff regraded were female (Table 26), representative of the population of PSS staff (73%) with 17% of successful applications from part-time staff.

Table 26. Successful PSS regrading by grade and gender (2017-2019) (up to July 2019)

PSS Regrading				
New Grade	**Female**	**Male**	**Total**	**%F**
GRADE 03	Data Redacted	Data Redacted	Data Redacted	100%
GRADE 04				80%
GRADE 05				100%
GRADE 06				100%
GRADE 07				100%
GRADE 08				67%
GRADE 09				0%
GRADE 10				0%
Total				**78%**

( ) = Number that are part-time

Our CLS-Survey showed perception of the promotion/progression process were mixed, particularly for Grade 5 PSS staff, as many felt promotion was not an option for them**.** In response we have developed examples of PSS career timelines to showcase successful pathways to progression (Figure 32) (S5.4.iii).

Figure 32. PSS routes to progression in CLS

Image Redacted

> **ACTIONS**
>
> **11.** Ensure consistency in induction processes.
>
> **12.** Ensure that academic promotions processes recognise all staff contributions and are transparent and fair.
>
> **13.** Increase number of applications from females for promotion to Associate Professor and maintain equal numbers of applications for promotion to Professor.

5.3. Career development: academic staff

ACHIEVEMENTS AND IMPACT

- ✓ Over 90% A&R staff feel encouraged to take up training
- ✓ High uptake of EDI and UB training
- ✓ 64% of Leadership training places taken by women
- ✓ Increased uptake of appraisals
- ✓ Disseminated a 'Pathway to Progression' strategy
- ✓ Postdoc and Research Staff Association formed -excellent staff engagement
- ✓ Increased college-wide mentee/mentor training, doubling pool of mentors
- ✓ Introduced student support meetings around employability

❖ **Case studies 1&3:** examples of leadership training and mentoring

(i) Training

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

All staff (including PSS staff) complete a training log as part of the PDD process (S5.3.ii). Extensive face-to face and on-line training is available (Table 27). Where necessary, external training is supported. Available training is disseminated via dedicated webpages with relevant opportunities highlighted in newsletters and emails. Some on-line modules are compulsory for new starters (EDI/unconscious bias). **Training effectiveness is routinely monitored** and adapted in response to feedback. Through this process and alongside survey data and requests, new modules are introduced and others updated.

Over 90% (91%F, 92%M) A&R staff report that they **feel encouraged** to take part in career or professional development training (CLS-Survey) and uptake is good, particularly for leadership programmes (Table 28).

Table 27. A&R Staff: Number of places taken on training modules* by gender (pooled 2014/15-2018/19). (*Some programmes may incorporate several modules)

Course Type	F	M	%F
Coding/Statistics	33	41	45%
First Aid	8	4	67%
Leadership	206	158	57%
Maternity/Life Stages	13	4	76%
Career & Personal Development	908	582	61%
Recruitment & Selection	60	38	61%
Research Skills	81	43	65%
Safety	73	58	56%
Software Skills	101	45	69%
Teaching/Student Supervision	156	111	58%
Business & Finance	93	33	74%
Management Skills	45	16	74%
Total	**1795**	**1144**	**61%**

Leadership Training has been a strategic area of development for UoL, since 2015:

- Leadership training has **increased** both in the number of places and career stage (Table 28)

- **CLS departments funded Aurora Training** places as part of their action plans until the University agreed to fund all places from 2016 (Case Study 3)

- Successful engagement via CLS networks (5.3.iii) resulted in the **first RLP cohort being composed entirely of CLS staff** (6F, 4M), despite being a UoL programme

- **Course alumni share their skills -** three CLS Aurora alumni ran a successful 'Women in Leadership' event series for the College in 2016

Table 28. A&R Staff: Attendance on leadership programmes by gender (pooled 2014/15-2018/19)

Leadership Programme	F	M	%F
Leadership Excellence Programme (LEP) (2015-2017) 12 month programme for HoDs and Grade 10 PSS staff	5	7	42%
Future Leaders Programme (FLP)(since 2016) 6 month programme for Grade 9 Academic or PSS staff and new heads	11	15	42%
LFE Aurora Development Programme (2014-18) National women-only programme Grade 7-9	20	N/A	100%
Women in Leading with Purpose (WLP) (since 2018/19) Female A&R and PSS staff Grades 6-8	4	N/A	100%
VITAL Leadership Programme (VLP) (since 2017) A&R and PSS staff Grade 6-8	3	2	60%
ILM (Level 3 or Level 5) 12-18 month programmes Grade 6 and above	2	1	66%
Researcher Leadership Programme (RLP) (since 2018/19) 6 month programme for research staff Grade 6 and above	6	4	60%
Total (Excluding women-only programmes)	**51** **(27)**	**29**	**64%** **(48%)**

Since 2015 we have:

- **Increased uptake of EDI and UB Training** measured at PDD: in 2016, 60% of staff reported completion of EDI training; by 2019 87% completed EDI and 71% unconscious bias training (launched 2019) (no gender difference, CLS-Survey)

- Organised more **off-campus training** at our hospital sites, responding to departmental survey feedback; an initiative much appreciated by staff:

> *'Having training [off-campus] makes a huge difference. I think we often choose not to attend many things on offer because it means going to the main campus, which means you lose an additional hour each side of the event for travelling.'(Female Researcher)*

(ii)   Appraisal/development review

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

Actions to provide **all staff** with an annual appraisal – Performance Development Discussion (PDD) have had impact: our staff surveys report an increase in those having an annual PDD **from 58%** (60%F, 54%M) in 2016, to **78%** (75%F, 81%M) in 2017, increasing **to 84%** (81%F, 89%M) in 2019.

A&R staff PDD uptake was **89%** in 2019 (86%F, 91%M). Feedback suggests quality of appraisal can vary, but overall 75% (75%F, 75%M) of A&R staff agreed that their PDD was helpful and both women (87%) and men (83%) **thought that their objectives were SMART** (CLS-Survey) (**AP14**).

Staff recognised that they needed to really engage with the process to get the best out of it:

> *'I used the PDD to critically assess my own performance and career trajectory before the interview and so was able to formulate a productive structure to guide the section of my PDD as to where I saw my career going.' (Female Researcher).*

Some staff commented on the need to consider on-going interim career planning within the PDD process, interim meetings are not uniformly provided (**AP14**).

> *'I think the process is effective but an annual meeting isn't enough (research supports this perspective!) - appraisal should be an ongoing process and something needs to happen to PDD forms between meetings to gain greater buy in with the process.' (Female Academic)*

Annual PDD processes for all staff allow for the assessment of quality of work over quantity, with **emphasis placed on agreed goals** and support needed to achieve mutually agreed **SMART objectives**. **Career progression and promotion** are discussed in the PDD alongside balancing career development with **work-life balance**. Staff are provided with the link to **online training** for appraisers and those being appraised. Uptake of training has not been monitored (**AP3, AP14**) but survey feedback suggests that it is useful:

> *'I always go to the university PDD resources around appraisal time, I just spend 30 minutes going through them, it means both I and the people I appraise get the best out of the meetings.' (Female Academic)*

(iii)   Support given to academic staff for career progression

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

We have initiated, enhanced and embedded strategies to recruit, support, promote and retain women through a **'Pathway to Progression' strategy,** developed via a **HoD Project**, which comprises a range of interventions for research/academic staff, to ensure women receive support at critical points (Figure 33).

Figure 33. Pathway to progression, showing embedded support at each career stage.

PhD/ MD Student	**Researcher/ Teaching Fellow**	**Lecturer**	**Assistant Professor**	**Professor**
Mentoring	Mentoring	Mentoring	Mentoring	Mentoring
Coaching	Coaching	Coaching	Progression planning	Coaching
Career development	Support for fellowships	Progression planning	Study leave	College/ University roles
Teaching opportunities	Acknowledgement of contributions to grant applications	Study leave	Support from grant review process	Study leave
Support networks	Teaching opportunities	Support from grant review process	Mock Panels	Leadership training
	Leadership training	Mock Panels	Leadership training	Shadowing senior roles
	Shadowing senior roles	Leadership training	Shadowing senior roles	Senior Fellowship of HEA
	Associate Fellow of HEA	Shadowing senior roles	Committee membership	
	Support networks	Technical support	Fellowship of HEA	
		Committee membership		
		Fellowship of HEA		

Postdoctoral Researchers

Our enhanced researcher-specific support recognises the 'leaky' pipeline between postdoctoral researcher and tenured academic. UoL is a signatory to the UK Concordat to support career development of researchers and holds an HR Excellence in Research Award, recognising our commitment to researcher development. Tailored training and careers support for research staff and PGRs is provided by our Doctoral College (DC). We established our College **Early Career Researcher Development Group** (**ECRDG**) in 2013 to share best practice and embed support for ECR staff, including:

- Trained **Research Staff Advisors** within each department
- Weekly **Researcher Digest** communicating events and funding opportunities
- First **College Mentoring Scheme**, providing mentor database, mentor/mentee training, 'speed mentoring' and networking sessions (Figure 34)
- Annual researcher **career development days**
- Establishing a **Postdoc and Research Staff Association (PDRSA)**, for all CLS research staff

Our **PDRSA**, established in 2018, represents all CLS departments and promotes a sense of community and peer support, organising seminars, socials and researcher-focused training (Figure 35).

Impact of our researcher networks is demonstrated by excellent engagement with the **DC Research Staff Fund** (established 2018) to support staff towards independent research; **25 (13F) of 39 awards** to CLS researchers (Table 29).

Table 29. Applications for Doctoral College Research Staff Fund, by College

Fund Type	Number of Applications				Number Awarded				Funds Spent
	CLS	CSE	CSSAH	Total	CLS	CSE	CSSAH	Total	
Travel/Collaboration									£25.7K
Research Support			Data redacted				Data redacted		£60.7K
Bridge Funding									£18.2
Total									**£104.6K**

(CSE: College of Science & Engineering, CSSAH: College of Social Science, Arts & Humanities)

Figure 34. Examples of CLS ECRDG events

Figure 35. PDRSA Events

College A&R staff also have access to:

Daphne Jackson Trust Fellowships –supporting 5 DJT Fellowships (100%F) since 2013, two having completed and progressed to new positions (in CLS and Oxford University).

Welcome Trust Institutional Strategic Support Fund (WTISSF) Fellowships - support transition to independence. 12 awarded in CLS (5F, 7M) since 2016/17. The WTISSF **Research Returners Scheme** launched in 2019 offers £5000 to support those returning from any period of carer leave (e.g. for research/admin assistance, conference attendance); one female has received the award to date.

Researcher Leadership Programme (RLP) – launched 2019, with excellent uptake from CLS (S5.3.i).

NIHR fellowship applicant support - convening mock interviews that reflect NIHR panel composition and advice from current award-holders.

Mentoring & Coaching – CLS-Survey showed that 30% (30%F, 30%M) of A&R respondents have a mentor, and a further 26% (28%F, 23%M) would like one. In the last 18 months, we have enhanced the established College Mentoring Scheme, supported by our AS-led **Mentoring Taskforce**, delivering training to each department, **doubling our pool of mentors** (to 95 (55F, 40M) and widening the scheme to **include PSS staff** (mentors and mentees). Based on staff feedback around difficulties in choosing a mentor and making initial contact, we are finalising a **'Mentor Connect Scheme'**, originating in HS, pairing those seeking a mentor with a suitable match, launching in January 2020 **(AP15)**.

Coaching – UoL Coaching Academy was launched in 2018, and 39 A&R staff (25F, 14M) reported receiving coaching (CLS-Survey). A further 218 (122F, 92M, 4 undisclosed) would be interested in having a coach. Responses indicated that we need to increase scheme awareness (**AP15**).

Job Shadowing – we have piloted a scheme (since 2015), allowing colleagues to broaden their experience of different roles, by shadowing more senior colleagues in their day-to-day activities.

Uptake has been modest, but two (F) have **both since been promoted**. We will re- introduce more widely in CLS (for all staff) (**AP8**, **AP16, AP17**).

Teaching Qualifications - tailored support for Higher Education Academy (HEA) Fellowships to recognise teaching contribution is provided at all stages; we are continuously taking action to improve uptake (**AP16).**

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

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

In addition to UoL Careers Service support, employability skills are embedded throughout all programmes. All students have access to increasing numbers of female academic role models particularly professors. Career talks from women and men on successful careers in industry, academia, clinical/psychology practice are integral to all our programmes (UG, PGT, PGR) to enable **informed career decisions**. In addition:

Undergraduate students all undertake the **Leicester Award**, a personal development programme focussed on employability skills embedded in Year 1 programmes, alongside access to a school academic lead for careers.

PGT students receive **embedded timetabled careers preparation** sessions that include, support for CV writing, making career choices and interview skills**. Advice is given on PhD applications** including how to find PhD study opportunities and how to apply. The PGT Student handbook has a **dedicated section detailing the Career Development Service** linking to a direct login to book to attend Careers Fairs.

PGR students receive support from the DC to ensure they are 'career ready' including a **personalised training programme** focussed on transition to a **sustainable academic (or other) career**. PGR are given the opportunity to teach UG/PGT students, encouraged to sit on committees as PGR representatives (including AS SATs) and attend conferences (Case Study 3). Inspirational careers talks by leading female and male academics are key components of the PGR experience (**AP6**).

Quoted text removed

Since 2015, we have:

- Increased 1:1 support for PhD applications including mock panels

- Introduced student support meetings around employability (2018)

- Supported PGR students to undertake HEA Associate Fellowships

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

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

Encouragement, guidance and support are an integral part of the college infrastructure for obtaining external research funding, ranging from informal peer support to formal College application review. Mock interviews are arranged for fellowship applications and larger infrastructure awards. An annual Grant Writing Skills Programme is available to all research staff. Our CLS mandatory peer review processes provide formative feedback and dedicated staff offer expert support to researchers on their applications. The National NIHR Research Design Service is hosted in the College, improving the quality and success rate of applications for health-related research. Grant application plans are discussed at PDD and support processes are in place for unsuccessful applications ensuring tailored access to peer support and grant writing programmes.

ACHIEVEMENTS AND IMPACT
- ✓ PSS staff feel encouraged to take part in career development training
- ✓ College Mentoring scheme expanded to include PSS staff

❖ **Case study 2:** example of training

(i) Training (PSS Staff)

PSS staff attend a range of personal development training, broadening transferable skills and increasing career development options. PSS staff access many of the same training courses as A&R staff (S5.3i). UoL options include:

- Mandatory training (S5.3i) and leadership programmes (Table 30)
- Mentoring and Coaching
- E-learning academy and HR workshops

External qualifications are also supported e.g. PRF staff are encouraged to complete Institute of Animal Technology qualifications, or gain registration with RAnTEch professional body. Training opportunities are discussed at PDD. Our CLS-Survey shows **staff are positive about their training opportunities**: 83%F and 84%M PSS staff feel encouraged to take part in development training.

As with A&R staff, uptake of EDI/UB Training has increased from **60%** (EDI) in 2016 **to 92%** in 2019, with 73% uptake of UB training (2019) (CLS-Survey).

70% of PSS staff who have undertaken leadership programmes are female (Table 30). This is just short of our %F PSS population of 75%. The proportion of Female PSS staff attending other training courses is similar (85%) (Table 31). In 2019, UoL launched a new initiative to create more career development opportunities for PSS staff; the VITAL Professional Services Academy. We encourage staff to access the support available (**AP17**).

Table 30. PSS staff: Attendance on leadership programmes by gender (pooled 2014/15-2018/19) (see Table 28 for details of programmes)

Leadership Programme	F	M	%F
Leadership Excellence Programme (LEP) (for HoD and Grade 9)	1	0	100%
Future Leaders Programme (FLP) (for Grade 9+)	1	1	50%
LFE Aurora Development Programme (Grade 7-9)	3	N/A	100%
Women in Leadership Programme (WLP) (Grade 6-8)	3	N/A	100%
VITAL Leadership Programme (VLP) (Grade 6-8)	15	5	75%
ILM (Level 3 or Level 5) (Grade 6+)	5	6	45%
Total (Excluding women-only programmes)	**28** (22)	**12**	**70%** (65%)

Table 31. PSS staff: Number of places taken on training modules by gender (pooled 2014/15-2018/19)

Course Type	F	M	%F
Career Development	13	4	76%
Coding/Statistics	12	3	80%
First Aid	17	6	74%
Induction	29	2	94%
Leadership	47	15	76%
Maternity	17	1	94%
Personal Development	10	1	91%
Recruitment & Selection	15	2	88%
Research Skills	34	7	83%
Safety	191	65	75%
Software Skills	423	39	92%
Teaching/Student Supervision	138	26	84%
Business & Finance	236	44	84%
Life Stages	7	0	100%
Management Skills	30	6	83%
Total	**1219**	**221**	**85%**

(ii) Appraisal/Development Review (PSS Staff)

All staff are offered an annual PDD (S5.3.ii). PSS staff PDD uptake in 2019 was 75% (75%F, 78%M). 64% of PSS staff found the process helpful (67%F, 57%M), 77% of PS staff felt their PDD objectives were SMART (79%F, 71%M) and 84% (87%F, 76%M) felt well prepared for their PDD **(AP14)** (CLS-Survey).

> *'The outcome from my PDD was very useful. I spent time going through the form and felt that my appraiser was really keen to help me develop myself within my current role.'* *(Female Technician)*

(iii) Support given to professional and support staff for career progression

Many PSS staff have successfully progressed via application for new positions (S5.2ii). Secondments and 'acting-up' positions are encouraged. Career development is discussed within the PDD. Our CLS-Survey shows that PSS staff felt encouraged to undertake career development training, with female technicians feeling the most encouraged (93%F technical; 83%F administrative; 84%M technical; 80%M administrative) (**AP17**).

Our College Mentoring Scheme has been expanded to include all staff. Our CLS-Survey indicates that 11% (11%F, 12%M) of PSS respondents have a mentor, and an additional 19% (20%F, 15%M) of respondents would like one **(AP15).**

UoL is a founding signatory to the **Science Council Technician Commitment**, promoting greater visibility, recognition, career development and sustainability for technicians. Four CLS staff (2F, 2M) are members of the UoL Technician Commitment Steering Committee. 1 (M) technician supported to achieve professional registration now mentors staff, having become an IST Mentor and Science Council Assessor **(AP18).** CLS technicians are encouraged to attend local and national events, including the Higher Education Technician Summit.

The VITAL Professional Services Academy (S5.4.i) will provide more career development opportunities for PSS staff (**AP17**).

ACTIONS

14. Improve consistency in uptake and in quality of Performance Development Discussions (PDDs), across all staff groups, to improve effectiveness.

15. Increase awareness and uptake of mentoring and coaching for all staff at all career stages.

16. Extend college support for progression and career development of early career research staff.

17. Communicate, support, and facilitate career progression routes for PSS staff.

18. Enhance support for career development of technical staff.

5.5. Flexible working and managing career breaks

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

ACHIEVEMENTS AND IMPACT

- ✓ Launched monthly infant feeding café
- ✓ WTISSF Research Returners Fund established
- ✓ Increased awareness and uptake of Shared Parental Leave

❖ **Case studies 1-3:** examples of flexible working, maternity, paternity and shared parental leave

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

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

Maternity provision and support **is the same for staff on open ended and fixed-term contracts** and includes: a departmental contact; to assist with processes (**AP19**); links to parental leave policies and contacts introduced at induction; signposting to the monthly **University Parent and Carers Network;** invitation to use our infant feeding rooms as a **rest space** (Figure 36); and we hope to widen access to **maternity mentors** to provide peer support from recent leave takers (piloted in NPB) **(AP19).** CLS-Survey feedback identified that some found the process of applying for parental leave cumbersome. A College HR contact has been identified, who will lead on specialist training across the College to ensure a smoother transition for these circumstances (**AP19**).

Figure 36 Infant feeding room and rest space, with support information for users

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

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

Support initiatives for staff during leave include:

- Up to **10 paid Keeping in Touch (KIT)**, or **20 Shared Parental Leave in Touch (SPLIT)** days. Uptake has **increased,** from 6% in 2014/15 to 50% in 2017/18 (Figure 37). **(AP19)**

Figure 37. Number of staff taking one or more KIT day, by job family, 2014-2018. (Right) 2019 KIT/SPLIT Resource
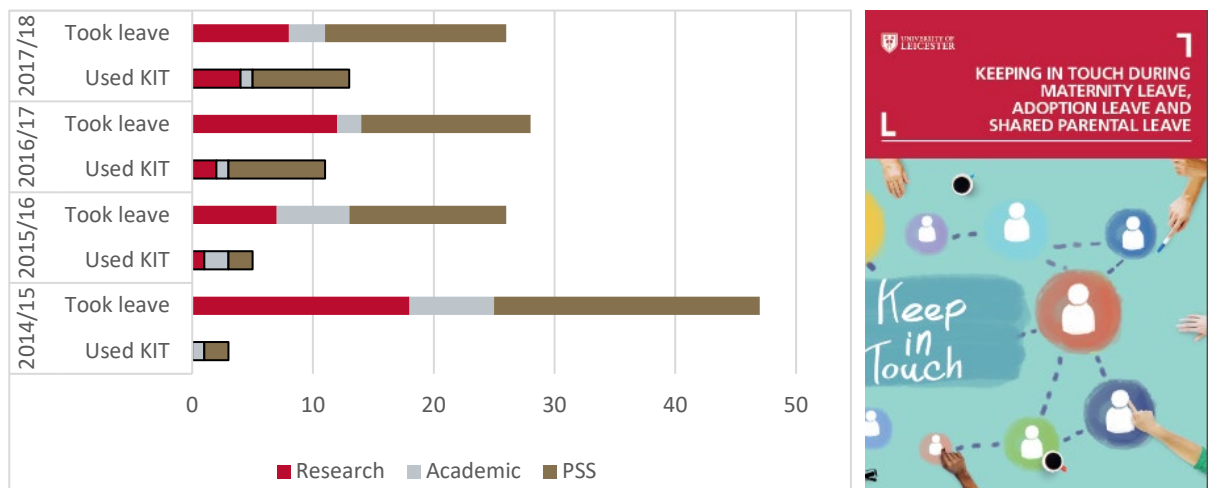
- Research momentum may falter when researchers take leave. We have **provided funded support for academic staff** for the duration of maternity leave to ensure activity is maintained. Such intervention is appreciated:

> 'Having someone cover for my role while I was on maternity leave and having a period of handover when I returned really helped. They were so organised and dedicated to the role when I was off so I didn't return to a big mess! It made a big difference in terms of the number of issues I was trying to solve!' (Female Academic)

- For staff on external funding, the **College will either cover the cost of maternity pay for the individual, or the cost of a maternity cover post**, assessed on a case-by-case basis depending on research/operational needs and the funding body

- Staff on fixed term contracts/external grant funding due to end while on leave or within 3 months of returning receive full maternity allowance throughout the duration of their leave and are prioritised for redeployment on their return

- Duration of leave is respected as a personal decision, but we observe that A&R staff often take shorter leave than PSS staff (Figure 38) **(AP19, AP20)**

Figure 38. Length of maternity leave by job family (pooled data 2014-2019)
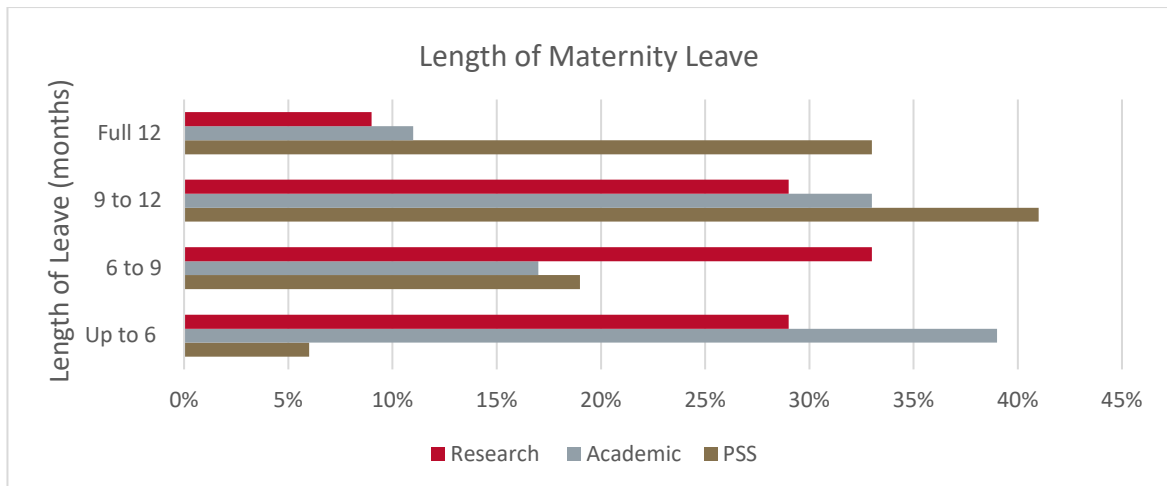
(iii) Cover and support for maternity and adoption leave: returning to work

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

Prior to returning, staff have an informal meeting with the departmental maternity contact, who assists in planning return to work, liaising with HR and line managers. Many staff use accrued annual leave to facilitate a **phased return**. Initiatives to support returners include:

- Support for returning staff requests to **reduce/'flex' hours**: since 2015, 22 women returners (3 research, I academic, 18 PSS) reduced hours

- Temporary **reduction in teaching and administrative workload** (**AP20**)

- All College sites **have dedicated rooms to support breastfeeding**, enhanced by a **new infant feeding room** (2018). Positive feedback from these rooms had **an impact** on the development of a central University infant feeding room

- **Monthly infant feeding café**, launched October 2019 by our Midwifery programme to support staff, students and the local community

- **Carers' Conference and Training Fund**, successfully piloted in the College in 2014, up to £100 to support childcare costs incurred by attending events. This was **adopted University-wide** in 2015 (an average of 2 applications annually by college staff).

- **Grants supporting returning academics** up to £5000 equipment/research support, piloted by CVS in 2015. In 2018, our WTISSF expanded this support to eligible returning researchers University-wide

(iv)   Maternity return rate

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

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Since 2014/15, 144 women have taken maternity leave (Table 32). Whilst we have an excellent return rate of 92% for this period overall, we recognise differences between staff groups; research staff have a lower return rate compared to academic and PSS staff, with end of contract being the main reason for non-return with this group (**AP21**).

Of those returning following maternity leave, the majority are still in post 18 months after return.

Table 32. Academic, Research and Professional Services staff maternity return rates (2014-2019). (Leavers as of 1st March 2019, in-post data updated 31st October 2019. Blank=not all staff returned yet for this time period).

Maternity Return Rate									
Staff	**Year**	**Took Leave**		**Returned to Post**		**In Post At:**			
						6 Months	**12 months**	**18 months**	
Research Staff	2014/15				83%	73%	73%	67%	
	2015/16	Data		Data	86%	67%	50%	50%	
	2016/17	Redacted		Redacted	92%	73%	73%	73%	
	2017/18				75%	83%	83%	67%	
	2018/19				100%				
	Total	**50**		**43**	**86%**				
Academic staff	2014/15				100%	86%	86%	71%	
	2015/16	Data		Data	100%	83%	83%	83%	
	2016/17	Redacted		Redacted	50%	100%	0%	0%	
	2017/18				100%	33%	33%		
	2018/19				100%				
	Total	**22**		**21**	**95%**				
PSS Staff	2014/15				91%	80%	80%	75%	
	2015/16	Data		Data	100%	83%	83%	83%	
	2016/17	Redacted		Redacted	100%	86%	86%	71%	
	2017/18				93%	100%			
	2018/19				100%				
	Total	**72**		**69**	**96%**				
	Grand Total	**144**		**133**	**92%**				

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

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

59 individuals took paternity leave between 2014-2019. Uptake spanned grades and job families, with the highest proportion amongst research staff (56%), reflective of the age group of this population (Table 33). The majority (71%) took the full leave entitlement.

Paternity, shared parental leave (SPL), and adoption leave processes detailed on the university intranet are highlighted at induction, emphasising that: partners can attend antenatal appointments; UoL supports an **'enhanced' Paternity Pay scheme** of one week at full pay, rather than statutory pay; **CLS extends fixed-term contracts** due to expire during paternity leave using departmental/ college funds and adds parents to the redeployment register.

Our CLS-Survey suggested that staff would like more guidance around paternity and SPL. There was also recognition that the flexibility afforded to maternity returners was not always the same for new fathers, we will take action to address this (**AP20**).

'On the first week of my return I had to lecture 5-6pm twice - outside of core hours and meaning that I had to leave my partner and child at home alone.' (Male Academic, CLS-Survey)

Table 33. Paternity Leave Uptake 2014-2019

Paternity Leave						
Staff	**Grade**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Research	GRADE 06					
	GRADE 07					
	GRADE 08					
	Total					
Academic	GRADE 06					
	GRADE 08			Data redacted		
	GRADE 09					
	Total					
PSS	GRADE 03					
	GRADE 04					
	GRADE 05					
	GRADE 06					
	GRADE 07					
	GRADE 08					
	GRADE 09					
	Total					
	Grand Total	**16**	**12**	**9**	**8**	**14**

Since its introduction in 2016/17, **10 (8M, 2F) individuals have taken SPL,** across all staff groups (Table 34), including ███████ where both parents work within the College (Figure 39). Duration of leave varied from 42-231 days. One male reduced their hours following SPL. In the last 5 years, one individual (████████) has taken adoption leave.

Table 34. Shared Parental Leave Uptake 2016-2019

Shared Parental Leave					
Staff	**Gender**	**2016/17**	**2017/18**	**2018/19**	**Total**
Research	M				
	F				
	Total				
Academic	M	Data redacted			
	F				
	Total				
PSS	M				
	F				
	Total				
	Grand Total	Redacted	Redacted	Redacted	**10**

Feedback on support for SPL is positive:

Quoted text removed

Figure 39 Examples of Shared Parental leave (SPL) in action as shared on our website. (PL: Paternity Leave).

Family 1	Female Academic	Adoption Leave: 26 weeks		Flexible Working	
	Male Academic	PL: 2 Weeks	At work	SPL: 24 weeks	Flexible Working Promoted

Family 2	Female Academic	SPL: 20 weeks		At work	
	Male Academic	PL: 2 Weeks	At work	SPL: 10 weeks	At work

Provide information on the flexible working arrangements available.

Both formal and informal flexible working are supported. University guidance, policies and procedures for all types of working arrangements are on our intranet. Flexible working opportunities are included in adverts, induction and via staff announcements. Line managers are encouraged to discuss and consider workload and working patterns when setting PDD objectives.

Formal requests for flexible working (including part-time, term-time only, condensed hours and job sharing) are submitted to University HR. Between 2014-2019, there were **32 formal flexible working requests (30F, 2M), 96% were successful.** Most requests (78%) were from PSS Staff. Reasons for request were change to FTE (52%), working pattern (16%) or both (32%).

UoL offers an **Annual Leave Purchase Scheme** (launched 2017), where staff may purchase up to 10 additional days leave per year (pro rata). 123 college staff (103F, 20M) have accessed the scheme, 85% PSS staff.

A&R staff (and PSS staff Grades 6 and above) **can work flexibly informally** with the option of working at home. Some PSS staff cannot always be afforded this flexibility, due to the nature of their work, although an established **'flexi-time' arrangement** is effectively implemented (G2-5). In our CLS-Survey, 45% females and 33% males indicated that they worked flexibly with informal local arrangements (Table 35), suggesting good staff awareness of flexible working options (**AP22**).

Table 35. Number of staff who work flexibly by local arrangement (CLS-Survey 2019)

Informal Flexible Working (Survey Data)				
Job Family	**Gender**	**Total Respondents**	**Respondents working flexibly**	
			Number	**%**
Research	F	147	73	50%
	M	94	34	36%
	Total	**241**	**107**	**43%**
Academic	F	107	42	39%
	M	146	44	30%
	Total	**253**	**86**	**33%**
PSS	F	167	73	44%
	M	52	17	33%
	Total	**219**	**90**	**40%**

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Staff returning to the workplace part-time may wish to increase their hours on an incremental/ phased basis. We have a robust system of mentoring and supporting staff when changing hours and role models who have successfully changed work pattern. We accommodate increased hours through opportunities for researchers to work on more than one grant, or for PSS staff to take on additional roles, to consolidate skills across a number of grants/activities. Agreed changes are reviewed during PDDs, and the Research Returners Scheme is available (S5.5 iii).

In 2016 it was identified that contract change (reduction of hours) was considered "final" and a new case would have to be submitted to increase the hours. This issue was raised with the University and there was agreement that a new policy would be introduced in late 2019, offering additional protection for those returning from career breaks.

ACTIONS

19. Enhance staff understanding of career breaks, maternity and paternity, and improve consistency of support.

20. Increase support and guidance for those returning to work after family leave (both male and female).

21. Support redeployment following parental leave for those on fixed term contracts.

22. Promote the use of informal and formal flexible working arrangements and career breaks for all staff across the College to ensure consistency.

5.6. Organisation and culture

ACHIEVEMENTS AND IMPACT

✓ Well attended gender equality-themed seminars and debates
✓ Achieving gender balance in external and internal seminar speakers
✓ Excellent Widening Participation reach in our outreach activity

❖ **Case studies 1&3:** examples of committee membership and role models

(i)   Culture

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

We have made and embedded structural and cultural changes that advance gender equality, creating a friendly and open culture where success is celebrated. There is consistency in **positive language, behaviour and informal interactions** between staff of all gender, grade and job-type and we ensure that all staff and students can engage with Departmental and College activities. The appointment of an **AS delivery team (2.0 FTE)** demonstrates our commitment to equality, increasing previous departmental allocation of resources to AS (**AP23**).

We are **committed to the AS principles,** actively considering them to guide our gender equality activity in developing and implementing strategy, policy and practice, providing the cornerstone of our culture. Our **communications** ensure we highlight our activity and actions for gender equality.

We have constant dialogue about gender equality, from **recognising the negative impacts of short-term contracts** (particularly for women), to identifying **how multiple identities intersect and impact on career progression**. Working closely with our PDRSA, and the College's Diversity Champions, we prioritise this dialogue through equality-themed events and seminars, open to all UoL, which attract large audiences and comment from outside the University (Table 36, Figure 40-Figure 42). International Women's Day events are celebrated across the College via seminars, fundraisers and art exhibitions. Key to progress are our **male advocates for change**, integral to all activity and led by senior colleagues (for example, our Vice-Chancellor (M) chaired one of our gender-equality debates) (**AP24**).

Table 36. Examples of CLS gender equality events (with audience number)

Date	Event	Audience
2015	Debate: 'Positive discrimination – necessary for the advancement of women in science?'	70
	Named Lecture: 'Women and medicine: the future', **Jane Dacre, Royal College of Physicians**	55
2016	Debate: 'Do women have to change in order to be successful?'	80
2017	Lecture: 'Glass ceilings or sticky feet: barriers to gender equality in academia', **Louise Kenny, University College Cork**	60
2018	Debate: 'Is it possible to have a work-life balance and a successful career in science? Chair: VC	70
	Seminar (student led): 'Inspiring women to STEM success'	60
	Seminar: 'Standing Together against gender based violence'	50
2019	Lecture: 'The gendered brain', **Gina Rippon, Aston University**	180
	Lecture: 'Survival at the intersection of gender and race: black female professors experiences of UK higher education', **Nicola Rollock, University of London**	60

Figure 40. Our beacon equality events have impact, promoting discussion and comment outside of the University.

AS activity has built an **responsive culture,** identifying problems (through surveys, drop-ins and workshops), seeking and finding solutions, in the spirit of **'You said – We did'** e.g. some areas noted poor communal spaces, we refurbished providing comfortable spaces for informal networking. The coffee-break culture is integral to developing a sense of collegiality without relying on social activities outside of core hours. Social interaction also results in robust research collaborations, and we have built research capacity through Tiger Team Awards that encourage cross-college networking.

Since 2015, we have:

- Led 9 of the University's 18 Tiger Teams (5 led by women)

- Embedded equality/work-life balance workshops in departmental conferences/away days, mainstreaming sustainable cultural change and cementing shared equality principles with all staff

- Delivered workshops and drop-ins, eliciting individual and collective contributions from staff and students, prioritising future actions, and debating new working practices

- Enabled all staff to contribute to improving culture through accessible consultation forums e.g. PDRSA, PSS staff, and academic forums

- Consistently included questions about culture in our surveys, allowing us to monitor impact and action change

- Actively championed the Leicester Women in Medicine group, supporting events and webpage development.

Staff participate in a range of social activities (often family friendly) held at a variety of times and locations to enable maximum participation (Figure 42).

Figure 41. Selection of gender equality events 2015-2019

Figure 42. Our College culture invites participation from all.

(ii)   HR policies

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

Implementation of HR policies is **overseen by CLT** through our DoO, College HR Team and DMs, supported by **training and workshops and** provides a **robust reporting mechanism** for raising issues or difficulties, ensuring consistency between policy and practice. At College level HR policy changes are communicated through CLT with clear dissemination plans to all areas.

At Departmental/School/Facility level HR policy changes are **communicated to staff via email, staff meetings and intranet sites**. New policies are disseminated at local '**launch' presentations** including question and answer sessions, this ensures consistency in knowledge of new/updated

policies. **Diversity Champions** are directly consulted over policy changes and actively disseminate new policies.

UoL has key policies that address **EDI and dignity and respect**. CVS developed a Dignity at Work statement (2014), which highlighted the need for the re-development of a UoL Policy. An updated UoL **Dignity and Respect policy** and **contact service was launched in 2019**.

(iii)   Representation of men and women on committees

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

Five key committees are responsible for governance and management of CLS (Table 37). Membership of these is *ex officio* according to the terms of reference and most roles are academic, with the exception of the Health and Safety Committee. The CLT is chaired by the HoC and membership consists of the HoDs, HoSs, Deputy HoC, DoO, College Academic Director and Director of Research, plus guests by invitation. One of **our CLS SAT AS co-leads always attends CLT and reports on EDI and AS**.

Table 37. College Management Committees

College Committee	Female	Male	%F	Total
College Leadership Team (CLT)	3	13	19%	16
Research and Enterprise Committee (REC)	9	11	45%	20
Learning and Teaching Committee (LTC)	5	9	36%	14
Health and Safety Committee (HSC)	12	10	55%	22
College Managers Committee	10	2	84%	12

Several other Committees and groups serve supportive functions across the College (Table 38).

Table 38. Other College Committees and Groups

College Committee/Group	Female	Male	%F	Total
SAT/EDIC	17	8	68%	25
Early Career Researcher Development Group	16	11	58%	26
PDRSA Committee	5	6	45%	11

We recognise that the composition of CLT does not fully reflect our staff or student population in terms of protected characteristic. We are excited to be launching a new **'Shadow/Mirror CLT'** initiative (**AP25**). Annually a Shadow CLT will be formed, comprising representative staff and students, who will meet and be set a task by CLT, reporting back on their results directly to the leadership team. This is important to ensure CLT is not isolated and is relevant for all staff groups, also providing the opportunity to contribute in a meaningful way to College strategy.

Department/School Committees

Female representation across all Department Management/Leadership Committees and School LTCs **is 48%** and is **above 30%** on each individual committee (range 33-80%) (Table 39).

Table 39. Gender representation on main Department/School Committees (2019)

Department Leadership/Management Committee	Female	Male	%F
Cardiovascular Sciences	5	10	33%
Health Sciences	4	1	80%
Genetics and Genome Biology	3	3	50%
Molecular and Cell Biology	2	2	50%
Neuroscience, Psychology and Behaviour	8	8	50%
Respiratory Sciences	5	5	50%
School Learning and Teaching Committee	**Female**	**Male**	**%F**
Leicester School of Medicine	8	8	50%
School of Allied Health Professions	4	7	36%
School of Biological Sciences	10	9	53%
School of Psychology	17	17	50%
Total	**48**	**53**	**48%**

Good practices are shared across the College:

- Terms of reference and membership are reviewed three yearly, ensuring committees are representative and overload (particularly of women) avoided. All committees aim to reflect the gender balance of the College/ Department/ School (**AP26**).

- Succession planning is discussed at PDD.

- New committee members are requested in an open call, and *ex officio* allocation e.g. all HoDs are members of the CLT.

- We have actively sought the contribution of junior and PSS staff, as well as students, on leadership committees to **diversify perspective** and **circumvent committee overload** (e.g CVS DLT), and continue to disseminate this practice cross-college (**AP26**).

(i)   Participation on influential external committees

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

Participation on committees external to the University is a recognised aspect of career development and a criterion for promotion, taken into account at PDD and in overall workload. Vacancies are widely disseminated via relevant staff group emails to maximise reach.

Staff across a range of grades (avoiding committee overload for senior women) are encouraged to represent the College on influential University, National and International Committees, fully supported by HoC. Many senior women (and men reported here in under-represented disciplines) have prominent roles, examples include:

Text removed

(ii)   Workload model

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

Since 2015, departments have used different versions of workload model, some more advanced than others. For example, HS has used a workload model since 2006, and others have developed interim tools anticipating the development of a new university model. In 2018 following extensive consultation, a university-wide model was launched following completion of an Equality Impact Assessment. Unfortunately the model did not effectively meet the diverse needs of the College and so implementation has been delayed.

Despite the lack of a unified College workload model, contribution is monitored to ensure fairness in workload allocation and transparency as far as possible, with emphasis on identifying and addressing gender bias in work allocations. Workload allocations are discussed in the annual PDD alongside discussion of promotion; for clinical academics there is an annual joint workload and appraisal process. Departmental and College tasks that carry a significant administrative load are allocated in most cases for three years (**AP27**).

(iii)   Timing of departmental meetings and social gatherings

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

Since 2015, recognising the needs of part-time staff and those with caring responsibilities we have introduced core hours for scheduling meetings and seminars (10am-4pm) (**AP23**). The use of centralised calendars and doodle polls assist in the arrangement of meetings and events to accommodate varied staff working patterns. Where meetings must take place outside core hours (e.g. to accommodate clinical colleagues at multiple sites), we give at least one month's advance notice and record sessions. Significant college events are scheduled outside school holidays and we ensure communication events held by our HoC and DoO for all staff members are scheduled at different days and times to maximise attendance.

(iv)   Visibility of role models

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

Alongside our marketing team, our SAT ensure visibility of diverse role models, reviewing outputs and publicity materials including the website and image use.

Figure 43. Wall display from the opening of the George Davies Centre 2016
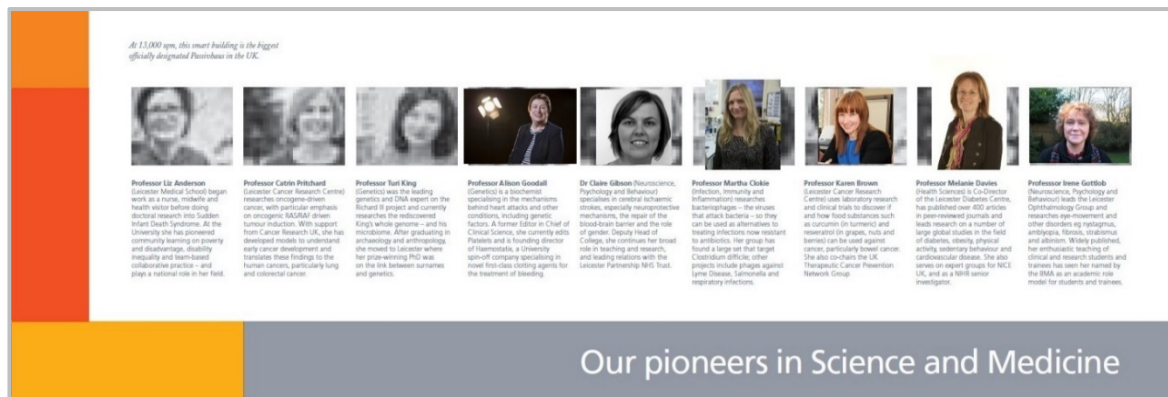
Since 2015, we have increased the visibility of role models in the College by:

- Reporting successes (all job families/grades) in newsletters, UoL newspages and Twitter

- Producing a gallery of inspirational CLS women for the opening of our new building, where most of our new students attend open days and interviews (Figure 43)

- Celebrating the achievements of our female role models in the National media (Figure 46)

- Highlighting the work of our male Foundation Professor of Nursing–as LGBT champion and role model for nursing.

- Embedding a dedicated annual lecture series in RS, the Dorothy Jones lecture, celebrating the life and contribution of a female researcher.

- Nominating and celebrating exceptional College role models for awards, e.g. University Discovering Excellence Awards (recent recognition of six female staff).

- Interviewing our role models and publishing their career timelines (Figure 45).

A key common action for our College has been to specifically consider gender balance in event organisation, of both speakers and chairs until it has become 'business as usual'. Auditing speaker profile and prospectively recording external speaker gender facilitates and monitors progress. The **HoD project**, to champion and monitor impact of our college-wide actions around **seminar speaker diversity**, identified that since 2014/15:

- 284 invited speakers have been hosted, 115 female (41%)

- 199 UoL speakers have presented, 94 female (47%)

- In the last year, 45% of external and 53% of internal speakers were female, demonstrating progress towards gender equality in this aspect of academic life.

Our actions to promote visibility of female role models have had greatest impact within disciplines where there is underrepresentation of women sector-wide, evident in positive staff survey responses (Figure 44), and progress in actions, e.g. CVS, who since departmental Bronze, **actively increased the proportion of female external speakers from 8% in 2014 to above 27%** in all subsequent years (**AP23**).

Figure 44. Departmental Staff Survey results: Female Role Models

'My Department uses women as well as men as visible role models'

RS: 74% (2017), 31% (2015), ↑ 43%
CVS: 96% (2017), 82% (2015), ↑ 14%

Percentage of staff agree
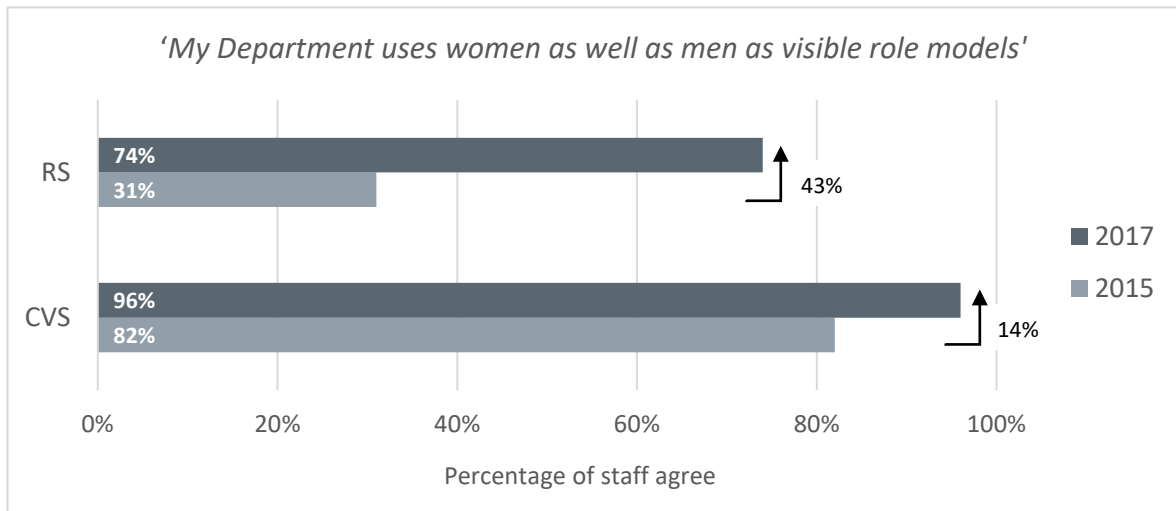
Figure 45 Walk with Women role models project

Figure 46. In the spotlight: some of our role models

(v)   Outreach activities

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

Outreach is a critical component of College activity and funding to support projects is available with good uptake (e.g. WTISSF Public Engagement grants) (**AP28**).

Our CLS-Survey showed that 251 staff (53%F, 45%M, 2% undisclosed) had taken part in outreach activities in the last year; 75% (193) of these were A&R staff (58%A, 21%R) (Table 40). Many of our students also participate in outreach events. (Figure 47-

Figure 50).

Table 40. Outreach participation by grade and gender (CLS-Survey 2019) (Excludes 5 staff who did not report gender)

Staff Outreach Participation 2019 (Survey Data)					
Job Family	**Grade**	**Female**	**Male**	**Total**	**%F**
A&R	**6-7**	26	11	37	70%
	8-9	54	55	109	50%
	Prof	14	33	47	30%
	Total	**94**	**99**	**193**	**49%**
PSS	**2-4**	5	3	8	63
	5-7	29	7	36	81
	8-9	4	5	9	44
	Total	**38**	**15**	**53**	**72%**
	Grand Total	**132**	**114**	**246**	**54%**

Since 2015, contribution to outreach has been increasingly recognised:

- Our promotion processes and career map now feature outreach/PE as crucial citizenship activity **contributing to promotion.** The first **UoL Professor of Public Engagement was appointed from our College** in 2017

- Outreach activities are **recorded and considered in workload allocation** and included in **PDD discussions.** Survey data show that no group is over-burdened (Table 40)

- Students (especially PhD students) are encouraged to become STEM Ambassadors

We are mindful of gender balance in delivery and uptake of outreach, increasingly recording provision and uptake by gender (**AP28**). One of our **HoD projects** 'Challenging Stereotypes' focussed on outreach, has integrated a series of slides into every GGB outreach event to raise awareness of gender stereotypes in science, this project is being shared with the College (**AP28**).

Figure 47. Outreach Showcase 1: Dynamic DNA

DYNAMIC DNA

- ❖ Annual genetics-themed hands-on STEM event, since 2009
- ❖ 18 Schools over 2 days
- ❖ Participants: 600 Year 9 students per year (approx. 450 WP students)
- ❖ Delivery (2018):
  - ▪ 25 staff: 1 Academic Lead (M), 13 A&R staff (9 Research (6F, 3M), 1 HoD (M), 3 Academic (M)), 11 PSS (1 male, 10 female)
  - ▪ 51 students: 41 PhD (20F, 21M), 10F UG

Impact Highlight

Text and photograph redacted

Figure 48. Outreach Showcase 2: Brain Awareness Day

BRAIN AWARENESS DAY

- ❖ Annual 1 day event since 2014
- ❖ 16 schools
- ❖ Participants (2019): 233 Key stage 4/5 students (afternoon), 156 public (evening)
- ❖ Delivery (2019): 40-50 staff including academics, research staff, PSS, and students (approx. 50%F)

Images removed

Figure 49. Outreach Showcase 3: British Science Festival WTISSF-Project

BRITISH SCIENCE FESTIVAL 2019: *'HAIR COMES THE SCIENCE BIT'*

❖ WTISSF-funded project targeted at adults who would not normally engage with science
❖ Participants: Approximately 200 public of varying ages, evening event
❖ Delivery: 1F Professor, 4 (3F, 1M) WTISSF Fellows, 1F PSS

Figure 50. Our dynamic outreach programme is facilitated by the College Public Engagement Team and involves a wide range of staff and students.

Image removed

ACTIONS

23. Further embed the AS principles into the culture of the College.

24. Increase male involvement and engagement in Athena SWAN.

25. Increase diversity in decision making through introducing a 'Shadow/Mirror CLT'.

26. Maintain gender balance on committees and increase awareness of committee make-up.

27. Contribute to further development of the University Workload Model.

28. Support, encourage and accurately record an increased range of innovative and effective outreach activity.

Advance HE has agreed that within our additional word allowance we may present THREE case studies to demonstrate the wide-spread impact of our gender equality activity across our College.

(Details have been redacted)

7. FURTHER INFORMATION

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

The strength of our College Athena SWAN submission is built on major individual commitments from all of our constituent parts. For individual departmental AS applications the HoD would provide a detailed letter of endorsement that supported the Athena SWAN Charter and its Principles. Our College Leadership Team wanted to show their personal commitment to, and active leadership of gender equality in the College through these personal statements of support:.

"The Department of Health Sciences strongly supports the principles underpinning the Athena SWAN Charter; the renewal of our Silver Award in 2016 demonstrates our longstanding commitment to these. I am proud to be the department's first female head, and of the work we have done to ensure gender equality in promotion and career progression."

Professor Natalie Armstrong, HoD HS

"Though our composition and name changed this year, we have sustained and continue to develop our commitment to gender equality. Annually we recognise and honour a late female scientist and colleague with an invited named lecture presented by a leading woman scientist and use this to energise our determination to achieve and practice equality throughout our work".

Professor Mike Barer, HoD RS

"MCB is a successful department with a greater emerging sense of community. Through our Athena SWAN action planning, we are creating an inclusive environment that celebrates all of our diverse talents. Through our shared contributions, we continue to develop a social and supportive working environment."

Professor John Challis, HoD MCB

"(Some text redacted) I firmly believe that everyone should be able to maximise their potential and realise their aspirations regardless of gender. As Director of Operations, I am absolutely committed to the principles of Athena SWAN"

Dr Rebecca Draper, College DoO

"Progressive change, improving individual opportunity and gender equality is crucial for the long term strength of our Department and College. I fully support this progress and am proud that in the time I've been Head of Department, we have recruited six new lecturers, achieving parity in gender whilst building our research excellence in strategic areas."

Professor Ian Forsythe, HoD NPB

"As a female Head of the Department - only the second in Genetics' 50 year history – I am committed to supporting our female staff at all levels. I am proud that during my tenure we have promoted three female academics, put forward another for professorial promotion, supported four female researchers to gain independent research fellowships and two to progress to academic posts."

Professor Alison Goodall, HoD GGB

"In a profession where the proportion of women entering medicine exceeds men, yet where leadership positions are still predominantly held by men, it is vital that our students know that all

medical roles are possible for them irrespective of gender or other characteristics. We are proud that three out of four of the most senior academic roles in our Medical School are held by women."

Professor Richard Holland, HoS LMS

"(Some text redacted). As the Head of the Department of Cardiovascular Sciences, I am absolutely committed to the principles of Athena SWAN."

Professor Tom Robinson, HoD CVS

8. ACTION PLAN

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

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

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

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

College of Life Sciences
Athena SWAN Action Plan - Silver
2019-2024

Our Action Plan is reflective of our progress to date and also forward-facing. We value our long-term commitment to the Athena SWAN Charter which began in the College of Life Sciences with our first Departmental Award in 2010. Our action plan reinforces our commitment to the Athena SWAN principles, specifically linking each of our actions to one of the key principles.

Our Action Plan is ordered chronologically into 7 key themes:

- Self-assessment, governance and data

- Student diversity and development

- Academic and research staff diversity and development

- Taking action at key career transition points

- Enhancing career progression for all staff

- Supporting flexible working and career breaks

- Developing and embedding an inclusive culture

Each of our actions is assigned to a SAT member (or key College Lead) who is responsible for ensuring the action is progressed according to the designated timeline. Each lead is supported by other specified staff or groups. This ensures joint ownership but also close monitoring of actions and outcomes.

Our Action Plan is closely aligned with College strategy and activity. We use a red/amber/green categorisation to indicate the urgency of each action corresponding with immediate action/within 18 months to two years/between two to four years. In addition further detail is provided to indicate priority of actions, in a **Gantt chart** of our action timeline 2019-2024.

Action Plan Abbreviations

CLT: College Leadership Team
DM: Department Manager
DoO: College Director of Operations
ECRDG: Early Career Researcher Development Group
GEEPS: Gender Equality Engagement Project for Students
HoC: Head of College
HoD: Head of Department

HoS: Head of School
LTC: College Learning and Teaching Committee
OD: Organisational Development
PDRSA: Postdoc and Research Staff Association
SAT: Self-assessment Team
W3: Walk With Women Project

College of Life Sciences Athena SWAN ACTION PLAN 2019-2024

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
			Self-Assessment, Governance and Data			
1.	**Ensure our College SAT is representative of our College demographic and increase student engagement.** *We recognise that our SAT has an over-representation of women (72% female). We aim to recruit further members from under-represented groups including BAME, male staff and students.* *Engaging and retaining student involvement in our AS SATs is also an area of focus as student members sometimes serve for shorter periods and are inevitably transient.* ❖**AS Principle 1:** We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.	Our College SAT is co-chaired by a male and female colleague. We have created additional departmental SATs for the Medical School and College Professional Services to fully represent all constituent groups on the College SAT. Our College SAT and each of our departmental SATs have at least one student member but attendance is not as consistent as it is for staff.	i. Review College and Departmental SAT membership annually, taking account of workload and diverse representation.	i. Review every **January 2021 – 2024.**	**Lead: College SAT Co-Chairs** **Support:** AS Delivery team, Department SAT leads	Our SAT will comprise >45% male, >10% BAME and 2 students by the next submission. A clearly documented succession plan will be recorded on our webpages. 10% of the SAT will have been refreshed by 2021. Our College SAT and Departmental SATs will be co-led by male and female colleagues by 2021. Increased knowledge of Athena SWAN activity amongst students will be evidenced in our bi-annual student surveys (See action 3.vi.).
			ii. We will agree a clear succession plan for the College SAT to ensure innovation and continuity, maintaining the institutional memory.	ii. Our SAT Terms of Reference will include Term of Office by **December 2019**.		
			iii. Embed a culture of co-SAT leadership in departments by both a male and female colleague to ensure a fair distribution across genders. Launch as part of SAT Away Day.	iii. Initiate our co-leadership culture post submission. SAT away day in **March 2020**. Achieve consistent co-leadership by **January 2021**.		
			iv. Develop and Include short video clips of SAT members on our website talking about why they became involved in CLS Athena SWAN, focussing initially on men, BAME colleagues and students.	iv. Produce four video clips by **December 2020**. Website updated with accessible video links **January 2021**.		
			v. Departmental SAT leads to encourage staff members to become involved in SAT activity, convening termly 'lunch and learn' sessions to engage with our college community.	v. Convene 3 'lunch and learn' sessions every year beginning in **April 2020**.		
			vi. Convene annual succession planning review discussions between the AS Delivery Team and all departmental SAT leads, to review departmental SAT membership, departmental action plans and succession of leaders.	vi. Annual discussions scheduled **every July** from **2020**.		

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
			vii. We anticipate turnover of 2-3 SAT members per year. We will re-invigorate membership through an open call for volunteers and an embedded call at induction. We will actively monitor and address balance between genders, grades and work-life experience.	vii. Open calls for volunteers twice a year – **June and December from 2020**.		
			viii. We will initiate a Gender Equality Engagement Project for students (GEEPS) to include: an open call email for student volunteers; a focus group with current student departmental SAT members to discuss barriers and facilitators to engagement; act on the evidence we identify from the focus group, developing a short plan of action to increase student knowledge and engagement; raise awareness of gender equality issues through student-led talks such as 'what can Athena SWAN do for me'.	viii. Open Call to be emailed annually from **January 2020.** Focus group to be held **April 2020.** Talk to be held annually from **May 2020**.		
2.	**Embed and disseminate gender equality activity led by our Senior College Leadership.** *We know that in order to become fully embedded 'business as usual', gender equality initiatives must be authentically led by our most senior leaders. Qualitative evidence in our AS survey suggested that staff feel this could be improved.* ❖ ***AS Principle 8:*** We acknowledge that advancing gender equality	This year, each of our Departmental Heads identified a gender equality project that could begin in their department and be shared across the College (AS HoD Projects). This successful initiative resulted in a range of projects detailed in our	i. We will track progress of our AS HoD projects and facilitate the sharing of good practice by showcasing them in our College AS workshops and away days, featuring them on our webpages and HoC communications and reviewing progress twice yearly at CLT.	i. Progress tracked by the College SAT every 6 months from **April 2019**. Showcase at away day and on the webpages and the HoC communication email in **March 2020**.	**Lead: HoC** **Support:** members of the College Leadership Team including all HoDs, Deputy HoC, College EDI Lead, College AS Chair.	Recognition of the contribution of our leadership team to our Athena SWAN objectives will be reported in our Athena SWAN survey with an increase in awareness and perceived benefit of the projects by staff. A baseline question will be
			ii. HoDs will initiate new projects and will offer active leadership on actions in our action plan.	ii. HoDs will begin to lead on new projects from the Action Plan in **January 2020**. Progress will be monitored every 6 months by the College SAT and CLT.		

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
	demands commitment and action from all levels of the organisation	application (See Section3.ii)	iii. Our leadership will embed gender equality in day to day activity within their departments/schools/units by explicitly offering prompts and reminders e.g. reiterate the importance of equal representation in meeting chairs and seminar speakers, timing of meetings in core hours, at the start of meetings and in communications. In addition, gender equality will continue to be a standing item at CLT meetings.	iii. AS remains an active item at CLT meetings. New survey question initiated on the activity of the Leadership team in **2021** with follow up surveys in **2023 and 2025**.		designed and recorded in 2021 and subsequently recorded to determine impact.
3.	**Ensure that we have an accurate and sophisticated understanding of the staff and student equality demographic across the college, considering intersectionality.** *Our first College-wide data review has identified:* *Insufficient centrally-held recruitment data, leading to difficulties with analysis.* *Whilst our College survey achieved a high response rate and increased our understanding of staff views, it requires further development, specifically for some staff groups, e.g. PSS* *National surveys are important to benchmark our progress but will*	We have collected and reviewed one complete set of College demographic data (previously individually reviewed by departments and schools). We developed and conducted a College wide Athena SWAN survey in 2019 with a 70% response rate (64%M, 70%F). Analysed responses were reviewed by our SAT and disseminated to the College and helped to guide the development of a range of actions based on staff feedback.	i. Annual collection, monitoring and analysis of all staff and student data, by gender, ethnicity, and other protected characteristics with action to address perceived imbalances. ii. Continue on-going programme to improve collection of local data not routinely collected centrally (e.g. destination of leavers, recruitment). iii. Work with UoL to develop an accessible leavers data pool so that we can identify whether staff are leaving for positive reasons (e.g. promotion elsewhere) or negative reasons, where we could have opportunities to address the issues. Leavers' data should be analysed by College HR quarterly from January 2020. iv. Expand our survey sub-group to ensure continuous improvement of our survey methods and dissemination.	i. Annually from **March 2020** (census date). Annual report produced for discussion at CLT meeting every **June.** ii. Annually from **March 2020** (census date) iii. Discussions with HR **July 2020**. iv. Updated survey sub group convened in **July 2020**.	**Lead: College EDI Lead (Deputy HoC)** **Support:** AS Survey Sub-group, Delivery Team, College SAT, HR Business Partner, Doctoral College	Run bi-annual culture surveys in the College focussing on evidencing impact and areas for improvement with a total response rate of 80% (>70%M and >75%F) in 2021 and 87% in 2023. We will have increased the response rate for PRES, PTES, CROS and PIRLS surveys by >15% by 2023. Strategic decisions regarding gender balance amongst

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	only be relevant if we achieve higher response rates. Currently our response rates are: PRES 51%, CROS 62%, PIRLS 38% which is representative of the sector. ❖ *AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.	Departments had robust exit interviews and questionnaires in place. In 2017 the University centralised collection of this data, but this central data does not allow a detailed analysis. The University have initiated a new exit survey process from November 2019.	v. Run bi-annual College wide surveys to collect data to help us better understand local and college culture, and to assess impact of initiatives.	v. Administer survey in **January 2021**, **January 2023**.		staff will be informed by clear, quantifiable data. Analysis of recruitment data for a three year period will be possible by our next submission
			vi. Ensure survey questions accurately record responses from professional services staff	vi. New piloted PSS questions included in our **January 2021** survey.		
			vii. Work with other University survey administrators (e.g. for PRES, PTES, CROS, PIRLS) to improve participation and response rates by holding College events and survey sessions and ensuring results are disseminated in a timely manner.	vii. Increase college response rates to PRES, PTES, CROS, PIRLS by 5% each year starting in **2020** through targeted promotion, running events and prompt feedback		
			viii. Embed a culture of AS staff survey briefing sessions to share feedback and actions 3 months after closure of the AS survey.	viii. Survey feedback convened within 3 months of survey close and evaluation data recorded (**May 2021, and 2023**)		
4.	**Increase staff and student awareness of the CLS Athena SWAN SAT and gender equality work in the College.** *We recognise that ensuring staff and students are fully engaged with gender equality activities is essential for success.*	Our College level SAT with a full range of satellite departmental SATs ensures reach and clear dissemination channels. We have developed our College Gender Equality	i. Our CLS AS webpages will be continually updated (at two monthly intervals) to feature our ongoing Athena SWAN activity and include interactive features (see **AP1**). Departmental and College newsletters will continue to feature our Athena SWAN activity to ensure dissemination of our work.	i. **Jan 2021** – website updated, Athena SWAN feature included in the College Newsletter. Between **2021** and **2023** an average of 8 staff per year will have registered their interest on the website to be more involved in AS activities (reviewed every **July**).	**Lead:** AS Delivery Team **Support:** CLT, College Marketing Officer, Departmental SAT teams, College Public	2021 Survey will show that 40% of college staff have attended an Athena SWAN event (50% by 2023, both women and men). Event feedback will demonstrate

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	Our survey showed that 30% of staff (30%F, 30%M) had attended at least one Athena SWAN event in the last year. *We recognise the need to ensure our Athena SWAN work is relevant and understood by students.* ❖*AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.	Webpages to include how to get involved. We have convened a series of workshops, events and activities open to all College staff (See Section 3.ii.) which have secured high levels of engagement.	ii. We will continue to convene termly engagement and awareness events, sharing successes and challenges with the college community, with our CLT central to both delivery and participation. Subsequently our survey will closely monitor staff awareness of Athena SWAN activity and endeavour to understand what activities increase awareness and engagement most.	ii. 1 event convened termly from **Spring 2021**. 'Snapshot' staff views in **February 2020** - to rate awareness of Athena SWAN SAT/ activities. Subsequently take repeated measures in surveys to evaluate impact. **March 2020 – January 2022** – Support departmental SATs to hold tailored events recorded by the Delivery Team.	Engagement team	impact for students and staff.
			iii. We will convene an Annual College-wide equality week.	iii. Successfully convene an Annual equality week from **2021** onwards.		
			iv. Use the knowledge generated from GEEPS (see **AP1**) to host a bi-annual student event to raise awareness of Athena SWAN Activity.	iv. Successfully convened 2 student events by **2023**.		
			v. Continue to work closely with our College Public Engagement Team and marketing to ensure that Athena SWAN events are widely publicised.	v. Termly meetings from **Summer 2020** with the College Public Engagement Team to ensure effective and innovative communication on events.		

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			Student Diversity and Development			
5.	**Improve gender balance across our student population.** *UG: Although we are in line with National Benchmarks, we seek to address gender imbalance within student populations, e.g. Psychology UG population 83%F. We recognise that equality would mean a figure closer to 50%, but are mindful of the individual impact we can make on National trends.* *PG: our proportion of male students is greater than the benchmark, but it is unclear whether this is because our programmes are more attractive to men, or less attractive to women.* ❖*AS Principle 3:* We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences.	Ongoing monitoring and understanding of data trends inform our recruitment and retention processes and identify areas for action. Data reviews are an integral component of our LTC and PGR committees. Leicester is a culturally diverse city (BAME population 51%) and in the last five years, we have ensured that we reflect gender and ethnic diversity in all recruitment and publicity materials, and open day ambassadors. Our College is part of a UoL inclusive curriculum project. Its aim is to deliver inclusive access, delivery and award for all students.	i. Conduct an annual equality audit of recruitment materials. ii. Undertake a focus group with a diverse range of students to identify what attracted them to UoL and how schools/departments can improve recruitment processes and materials. iii. Ensure gender balance of representation at our open days and recruitment fairs. iv. Continue our involvement with the Inclusive curriculum project and actively review our curriculum for inclusivity. v. Work with the Doctoral College to develop a catalogue of funding opportunities for female PGR students e.g. travel bursaries, studentships, awards. Provide information on this on the website and link students to mentors to help with applications.	i. Equality audit annually from **July 2020.** ii. Focus groups **begin February 2020.** iii. Monitored at each open day from **2019** onwards. iv. **Ongoing**, began in 2018. v. Catalogue posted on the website by **December 2020.**	**Lead: College Dean of Education.** **Support:** LTC, PGRC, College EDI Lead (Deputy HoC), Doctoral College	Strategic decisions regarding gender balance on student programmes will be informed by clear, quantifiable data. Where we are currently in line with the HESA benchmark, the gender balance of applications will be improved by >5% at foundation, UG and PG level by September 2023 The gender balance of our PG population will be at or above benchmark by 2023.
6.	**Further understand and improve the experiences of female PGR students focussing**	Increased 1:1 support for PhD applications with specific funders e.g. NIHR, including	i. Conduct 2 focus groups with 6-8 female research students on the areas of supervision, research culture and professional development.	i. Focus groups conducted **January 2022.**	**Lead: College Director of Postgraduate Research**	Gender differences on the PRES will be reduced by 2024. Female students will feel integrated

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	on research culture and professional development. *PRES 2019 showed gender differences in the areas of supervision, research culture and professional development with females less positive than males.* ❖*AS Principle 5:* We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.	multidisciplinary mock panels. Made key improvements to space for writing up, where this was highlighted as an issue Introduced competitions that enhance skills useful for progression e.g. '3 minute thesis'. Supported PGR students to undertake Higher Education Academy (HEA) associate fellowships	ii. Work with the Doctoral College to encourage more responses on the PRES survey by holding events and promotion sessions. (See **AP3**) iii. Work with the Doctoral College to create a gender sensitive PhD supervision tool to provide information to PhD supervisors and students around gender and diversity issues that may be important at various stages of a PhD project e.g. managing career interruptions, supporting networking, integration into the research community.	ii. Bi-annually March to May from **2020**. iii. **January 2022- November 2024**	**Support:** Head of Doctoral College, AS Delivery Team	in their research community and motivated for an academic career.
7.	**Increase our understanding of female BAME student experiences.** *Female BAME students are less likely to continue on to further study: UG: 52%, PGT: 43%, PGR: 43% F BAME.* *Nicola Rollock's lecture and informal discussions have highlighted the difficulties at the intersection of gender and race.* ❖ *AS Principle 10:* All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.	As part of Black History Month 2019 the School of Psychology conducted focus groups to seek feedback from black students. We have funded the analysis from this project through our Athena SWAN budget. Inclusion of diversity statement in recruitment material. Increased focus on cultural seminars and themed events (e.g. Black History Month).	i. Capture the momentum initiated by Nicola Rollock's lecture on black female professors by proactively engaging with the Equality Challenge Unit's Race Equality Charter Mark to uncover and address barriers to access, progression and success for students.(See **AP10**) ii. Explore opportunities for a student project to investigate the barriers to progression for female BAME students with School of Psychology/Department of Neuroscience, Psychology and Behaviour (NPB). iii. Analyse focus group data (already collected), exploring barriers and experiences of female BAME students.	i. Contribute to University REC submission **February 2020**. Continue working on actions from this and assess annually. ii. Hold talks with relevant Schools and Departments in **Spring 2020**, Explore external funding opportunities for these projects by **September 2020**. iii. **Focus** Groups for students initiated **October 2019.** Analysed and reported on by **March 2020.**	**Lead:** College EDI Lead (Deputy HoC) **Support:** PGRC, HoC, Delivery Team, School of Psychology, Department of Neuroscience, Psychology and Behaviour	We will have an increased understanding of the experiences of female BAME students and any barriers to progression. We will have created actions to address this by the next submission, effectively feeding in to University level activity and the Race Equality Charter.

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			iv. Academic and Research Staff Diversity and Development			
8.	**Increase support for female mid-career academic and research staff.** *The leak in our pipeline has shifted from grade 7 (2015) to grade 8 (2019), with a third more women at grade 8 and above in 2019. The proportion of female academic staff at grade 8 and above is currently 40%.* *Support for mid-career women is often less visible as key areas of focus are often early career researchers and senior leaders. We know that females are less likely to be successful on their grant applications (2019 – 26%F, 32%M) and this should form a key area of focus.* *Commitment to developing female successors for our senior leadership roles is a priority.* *33% of males at grade 7 and 8 have a mentor. 28% of females at grade 7 and 8 have a mentor.* *20% of females at grade 7 and 8 and 24% of males at grade 7 and 8 feel there is good support for promotion.*	As part of our Pathway to progression strategy (a HoD project that focussed on outlining support at every stage of the career path) we have identified specific support at every point of the career journey (See 5.3.iii). Assigning mentors at induction. A focussed drive to complete meaningful PDDs: 82% researchers had a PDD in the last year (81%F, 83%M) and 87% (87%F, 87%M) agreed they had SMART PDD objectives Increased support around the promotions process. Increased access to leadership programmes for women (51 A&R staff since 2015)	i. Our HoD Pathway to Progression project will be rolled out across the college and will form a key component of discussion at our next workshop.	i. February **2020** – roll out of HoD project – pathway to progression.	**Lead: Health Sciences HoD** **Support:** College SAT, Delivery Team, Career support subgroup.	The gender balance at grade 8 will be more even with >45% female academics. An increase in the success rate for female led grant applications to >30% by 2024. Number of Grade 7 and 8 female staff reporting that they have a mentor in 2024 staff survey will be >30% Our survey will show increased support for promotion in women at grades 7 and 8 with >30% feeling there is good support for promotion. The proportion of applications for promotion to Grade 9 is equal between male and
			ii. Conduct two focus groups to explore the specific issues faced by mid-career academic women in order to build on existing and increase effective interventions.	ii. Conduct focus groups (pre-intervention) **February 2021. May 2021 – January 2023** – implement intervention actions. **February 2023** – Survey staff and evaluate impact (post-intervention)		
			iii. Provide targeted support for the mid-career stage, including mentoring (See **AP15**), coaching, shadowing opportunities, career planning, role definition and clear pathways to progression, facilitated by PDD (See **AP14**).	iii. **May 2021 – January 2023**		
			iv. Assist in the navigation of colleagues to appropriate support initiatives, including WTISSF Research Returner Funds.	iv. **May 2021 – January 2023**		
			v. Continue to embed supportive 1:1 meetings with staff following more than one unsuccessful grant application (See **AP16.v.**).	v. **May 2021 – January 2023**		
			vi. Identify Female Academic Ambassadors to support fellow female academics in their professional development and to work with senior staff on events and activities for women – link in with the University Senior Women's Network.	vi. **May 2021 – January 2023**		

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
	❖ *AS Principle 5:* We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.		vii. Work with ECRDG-led 'New Researchers on Academic Contracts' network to develop more focussed support	vii. **May 2021 – January 202**		female staff by 2023.
9.	**Analyse and overcome the specific barriers to career progression for female clinical staff.** *Our clinical staff pipeline has narrowed at Grades 8 (35%F), 9 (29%F) and Professor (17%F) since 2015 although pace of change is slow. (See 4.2.i.)* *This is a national issue (Medical Schools Council, Survey of Clinical Academic Staffing Levels, 2018), but we recognise that local action is necessary to support change* *40%F, 37%M clinical A&R staff have a mentor, but a further 33%F and 26%M do not have one and would like one (CLS-Survey). Currently we have 13 CA mentors on the CLS Mentor Database. Clinical academics have informal mentoring via University Hospitals of Leicester NHS (UHL) but this is not a well- defined or accessible system.*	We explored our clinical academic pipeline by gender. Undertaken focus groups to determine barriers and facilitators to remaining on the clinical academic pathway. Assessed gender in our intercalating students this is often the first step on the pathway to a clinical academic career. Identified difficulties faced by clinical staff in securing maternity/ paternity/ shared leave payment and explored solutions. We have engaged with the East Midlands Clinical Academic Career Groups to discuss	i. Further develop taskforce to re-instate a Clinical Academic Network (CAN) and map a supportive Pathway to Progression specifically for clinical academic colleagues.	i. CAN developed by: **December 202**	**Lead: CAN lead (Associate Dean of Clinical Affairs)** **Support:** Mentoring Lead, AS Delivery Team, HR Business Partner, HEEM, EMCAPG	By our next submission, we will see further increase in numbers of women at Grades 8, 9 and Professor by >10% overall. The %F Clinical Professors will be ≥ the national average of 19%. Each College Department to have a specific Clinical Academic workstream within their AS processes by **2024.** Pool of mentors increased to >20 by 2021. Percentage of staff who would like a mentor but do not
			ii. Increase links with the East Midlands Clinical Academic Pathways Group (EMCAPG) in order to understand their research into the clinical academic pathway.	ii. Discussions with HR **December 2022**		
			iii. Improve links with the Clinical Academic School of Health Education East Midlands (HEEM) by re-instating a Leicester Athena SWAN representative on the HEEM Academic School Board. Invite the Leicester HEEM Clinical Academic Training Program Director to be a member of the College AS SAT. Invite the UHL deputy medical director with responsibility for gender equality to be part of the College AS process.	iii. Leicester AS representative on the HEEM board; member of HEEM on the SAT and UHL deputy medical director involved by **April 2023.**		
			iv. Provide signposting to the HEEM clinical academic careers advice on the College website.	iv. Signposting by **January 2021**		
			v. Increase pool of local clinical academic mentors. Identify a named lead for academic mentorship in every academic training specialty in Leicester.	v. Pool increased to >20 by **December 2021.** Named lead by start academic year **2020/21.**		

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AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
	Our AS link on the HEEM Academic clinical Schools Board has lapsed. *Links between AS and clinical academic trainees need to be improved.* ❖ ***AS Principle 2:*** *We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.*	common barriers to progression. We have co-funded events with the Leicester Women in Medicine group and continue to promote and support activity. Improved retention rate from MBCHB to Clinical Foundation year. We provide a £500 bursary to foundation doctors in order to enable them to present their research or attend a conference.	vi. Ensure Academic Foundation doctors are provided with support to maximise their chances of success. Allocate an experienced academic mentor to advise on opportunities for networking, publishing, bridging funding, travel grants and practical support. vii. Present academic careers as a topic at a LWIM (Leicester Women in Medicine) meeting. viii. Promote a range of case studies and career pathways on our website and a printed booklet to be shared with Clinical Foundation Doctors. (See **AP27.iv**.)	vi. >2 individuals identified per year and successfully mentored. Case studies written about this by **November 2024.** vii. Academic Careers presented as a topic in **2021** and **2023.** viii. Career pathways presented on the website by **July 2021**. Printed booklet produced **2024**.		have one reduced to <15% M and F.
10.	**Increase our understanding of female BAME staff experiences and facilitate their progression.** *Our more inclusive College application enables us to review our staff data by ethnicity.* *Although the overall proportion of BAME staff has increased since 2015, it is well below our student population and decreases across*	Engagement in the Race Equality Charter Inclusion of diversity statement in recruitment material. Cultural seminars and events (e.g. Black History Month).	i. Review the profile of senior female BAME staff at department level and identify actions to increase the percentage of professorial and senior female staff who are BAME. ii. Actively encourage BAME staff to take up leadership training and promotion opportunities, including BAME leadership programmes. E.g. WTISSF funded fellows to go on advance HE BAME leadership programme	i. Work with the University REC to recruit to focus groups exploring female BAME experience of career progression **June 2020.** ii. >2 staff take up promotion and leadership opportunities by **2023.**	**Lead:** College EDI Lead **Support:** Departmental SATs, University Race Equality Charter Lead.	By our next submission, we will see an increase in numbers of BAME women, particularly at Grades 8, 9 and Professor to at least 6.

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	career stages, most notably for women (3 BAME at Grade 9 and Professor), resulting in few BAME staff role models in the College. ❖*AS Principle 10:* All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.		iii. Address the lack of diversity on committees and boards by inviting specific candidates.	iii. Improved representation of female BAME staff on Committees and Boards, leading to increased contributions of BAME staff in decision making **by 2024.**		
			iv. Promote a diverse range of role models and 'people like me' through the Walk With Women (W3) project (See **AP27.iv.**).	iv. Diverse representation on W3 project, in line with our staff population **by 2023.**		
			v. Actively encourage the Female BAME staff voice to be heard through intersectional analysis of our surveys and focus groups of 6-8 staff.	v. Bi-annual surveys. Focus groups held **June** 2023**.**		
<td colspan="7" align="center">**Taking Action at Key Career Transition Points**</td>

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
11.	**Ensure consistency in induction processes.** *Induction practices vary across the College. There are many areas of good practice that can be shared.* *Our staff survey showed that staff moving within the College do not always receive induction information for their new department.* *Uptake of induction was lower for PSS staff (80% both F&M) than A&R staff (90%: 93%F, 86%M). (CLS-Survey)*	Over the last 4 years we have actively shared induction materials across departments. In 2019 a review of induction materials used within the college was undertaken, as part of the AS-led Induction Taskforce activity. This identified that a common college induction supplemented by local workplace materials would reduce	i. Create a College induction pack to ensure consistency of good practice (departmental specific information can be added to the 'core' pack. ii. Introduce a process so that staff moving from one area of the College to another/ staff on Unitemps receive a mini-induction for their new workplace.	i. College induction pack created by **November 2020**. All new staff members will receive a robust college induction by **November 2020.** ii. All staff moving within the College will receive a mini-induction within 6 months by **April 2021.** All staff will be able to access induction materials online throughout their employment by **November 2020.**	**Lead: Induction Taskforce Lead** **Support:** DMs, DoO, Delivery Team	The induction process will be highly rated across the College increasing to: >90% of all staff will report having had an induction in the 2023 survey >95% of all staff will report having found their induction helpful in the 2023 survey

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	Whilst helpfulness of inductions was rated highly overall, the proportion of women who agreed (92%) was lower than men (100%). *Post-induction information is not collected by all departments* ❖ *AS Principle 5:* We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.	duplication and ensure consistency.	iii. Conduct a focus group of 6-8 people to identify what PSS staff specifically would like to see in their induction.	iii. Focus group conducted and analysed **August 2020.**		
			iv. Some departments have reviewed their induction processes, we will formalise this process once the college induction process has been in place for 6 months using a post-induction questionnaire.	iv. Post-induction questionnaire will be included within 1 month of induction by **April 2021.**		
12.	**Ensure that academic promotions processes recognise all staff contributions and are transparent and fair.** *Promotion criteria, transparency and feedback were raised at staff consultation (CLS-Survey and drop-ins).* *The number of applications from part-time staff is small (5%), but has increased in the last two years, with 60% success rate. This is important given that 55% of our part time academics are female.* *26% (29%F; 24%M) academic staff do not find the promotions process transparent. 19% (21%F; 17%M) do not find the promotions process fair (CLS-Survey).*	We have a range of senior part-time role models and we have supported an increase in part-time academic staff (from 16% in 2015 to 19% in 2019). The HoC has run promotion workshops. Comments in the survey suggested these were popular.	i. Hold enhanced promotions workshops for women (See **AP13**).	i. Hold annual sessions with good attendance during every promotion call from **January 2018**. Enhanced workshops from January 2020.	**Lead: HoC** **Support:** CLT, DoO, HR Business Partner, Delivery team.	Increase in academic staff reporting the promotions process as fair and transparent. 85% will report the promotions process is fair and transparent in our 2023 staff survey.
			ii. Ensure feedback is provided for unsuccessful promotion applications, allowing the manager to support staff in areas that require additional strengths (See **AP13).**	ii. Unsuccessful candidates report receiving robust feedback by **December 2020** (90% report useful feedback received).		
			iii. Convene a specific workshop that explores progression for part-time colleagues in order to Increase applications for promotion from part-time staff.	iii. First workshop convened **December 2020** then annually thereafter with consistently good attendance.		

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	❖ *AS Principle 5:* We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.		iv. Share example case studies on webpages of part-time success including established part-time professors.	iv. Case studies collated by **November 2020** uploaded onto the webpage **January 2021.**		
13.	**Increase number of applications from females for promotion to Associate Professor and maintain equal numbers of applications for promotion to Professor.** *Whist the proportion of applications for promotion to Associate Professor is lower for women (38%) than men, overall women have a higher success rate (80%F: 63%M).* ❖ *AS Principle 5:* We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.	The HoC has run promotion workshops. Comments in the survey suggested these were popular.	i. Continue to hold the HoC promotion workshops, collecting feedback in order to respond to needs of participants. ii. Hold a female only promotion workshop which includes recently promoted female role-models. iii. Collect feedback from both successful and unsuccessful candidates on the promotions process to inform workshops. iv. Coach academic staff through promotion by creating links through the coaching academy and College mentoring team. (See **AP15**)	i. Hold annual workshops during the promotion **ongoing** from **2018**. Enhanced from January 2020. ii. September **2021** iii. Feedback form created and disseminated by December **2020** with a 90% response rate iv. Systematically offer coaching and mentoring for all promotion candidates by **September 2023**.	**Lead: HoC** **Support:** Delivery Team, College Mentoring Lead, HoD	We will have increased the proportion of female applications for AP to 50% annually, We will have a success rate for both AP and Prof females of >50% by 2024. We will continue to achieve on average over 3 years an equal proportion of applications to professor by all genders.

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			Enhancing All Staff Career Progression			
14.	**Improve consistency in uptake and in quality of Performance Development Discussions (PDDs), across all staff groups, to improve effectiveness.**	There has been a successful University initiative to increase uptake of PDD, including updated training for both appraisers and appraisers.	i. Work with PDRSA to facilitate a seminar around PDD and the importance for career development targeted at research staff.	i. Seminar held **April 2021**.	**Lead: HoC** **Support:** HoDs, HoSs, DoO, Delivery Team. ECRDG Lead/PDRSA	Data available on staff uptake and experience of appraisal training with a target of 80% of appraisees and 80% of appraisers reporting completion of PDD training in the next staff survey.
	CLS staff survey revealed inconsistency in PDD uptake between staff groups; PSS staff being least likely to have had a PDD in the past year, with a slightly lower uptake for women in all groups. (Those having had a PDD in the last year: Academics: 91%F, 96%M, Researchers: 81%F, 83%M, PSS: 75%F, 78%M).	All HoD/HoS now 'grandparent' the PDD Forms providing feedback at the most senior level.				All staff groups equally likely to have had a PDD in the last year >95% (no gender difference).
	71% of staff found the PDD process helpful (no gender difference)					
	Survey comments suggested variation in the quality of PDDs but that meaningful ones were valued. Some staff felt that interim career development meetings would be useful.		ii. Departments with >98% completion will support other departments in ensuring meaningful PDDs are completed by sharing best practice through workshops and mentoring, including check-in points. We will hold a 'meaningful PDD' workshop with the SAT Leads and HoDs to facilitate this. Meaningful PDDs include capturing additional work such as outreach, citizenship etc.	ii. Workshop held **February 2022**		>80% staff find the PDD process helpful (measured in staff survey 2023)
	Staff comments suggest both appraiser and appraisee needed to be prepared for and engaged with the PDD and some were unaware of on-line training (8 comments). PDD training will allow staff to appraise colleagues more effectively and appraisee training					

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	allows individuals to get the best out of their appraisal ❖ ***AS Principle 5:*** *We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.*		iii. Publicise on-line training sessions for PDD appraisers and appraisees before the next PDD round.	iii. Publicised annually **May** and **November** from **2020.**		
15.	**Increase awareness and uptake of mentoring and coaching for all staff at all career stages.** *Our staff survey shows that: 24% of staff (A&R: 28%F, 23%M; PSS 20%F, 15%M) don't have a mentor but would like one. Some staff are unaware of mentoring (6 comments) and coaching opportunities (59%F and 69%M unaware of coaching). We are building coaching capacity in the College with one trained coach, 4 currently training and 3 on the next cohort.* ❖ ***AS Principle 5:*** *We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.*	We have well established College Mentoring Leads. We have enhanced the College Mentoring Scheme by developing our AS-led Mentoring Taskforce. Mentoring training has led to a doubling of our pool of mentors (to 95 (55F, 40M) We have widened the scheme to include PSS staff (mentors and mentees). In the last year our Mentoring Taskforce lead has visited every department to deliver	i. Continue programme of mentoring training/information sessions to every department including satellite sites by operating a train the trainer approach for local contacts to deliver sessions. ii. A launch event will be convened for the Mentor Connect programme in January 2020. iii. College mentoring task force will work to ensure that those requesting a mentor are matched with a suitable mentor. iv. Continue to introduce our mentoring scheme to all new staff at induction (See **AP15**).	i. Each department will have received local training by **November 2019.** Local trainers will be in place by **November 2020.** 15 staff will have been trained by **November 2020.** ii. Mentor Connect will be launched with an event in **January 2020.** iii. Successfully match >10 mentor pairings per year **January 2020 – January 2024.** iv. From **October 2019.**	**Lead: Mentoring Taskforce Lead.** **Support:** College Mentoring Lead	2023 Survey results will show that most staff who would like a mentor have one (<15% will answer yes to I would like a mentor but don't have one currently). All staff will have the option of mentoring or career coaching as part of their professional development. The offer, perceived suitability and take-up of coaching will be recorded in our annual survey with

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		mentee/mentor training, reaching 124 staff. Central coaching opportunities are well publicised in the College.	v. Link into University coaching provision by encouraging staff to train as coaches or register their interest in being coached.	v. We will have trained >10 coaches in the College and >70% M and F will be aware of coaching opportunities on our staff survey in **2023**.		100% of staff in post for one year or more being **offered** mentoring or career coaching.
16.	**Extend college support for progression and career development of early career research staff.** *Qualitative responses in the survey suggested that A&R staff felt progression from grade 7 to 8 was difficult (10% researchers commented on this).* *1/3 of research staff discussed promotion at their PDD (24%F, 36%M). ¼ (29%F, 21%M) felt it was not an option – many of these were grade 7 and 8.* *Qualitative feedback from our staff survey indicates that many research staff feel that there is inadequate information on career progression pathways open to them (10% researchers commented on this).* *More women than men (54%F, 44%M), reported end of contract as their reason for leaving and this*	Well established ECRDG with Research Staff Advisors in each department. Formed the PDRSA, to facilitate peer support and networking, and events Annual Research Staff career and networking events. Launched Pathway to Progression Strategy in Health Sciences The Department of Health Sciences held a workshop with the HR business partner September 2019 outlining the career progression process. The ECRDG have held a range of workshops on career progression for researchers.	i. Improve visibility of information about career progression for research staff by sharing the Pathway to Progression project across the College via our website, the ECRDG, PDRSA. Provide targeted support such as job shadowing (See AP8.iv). ii. Hold a College workshop building on the success of the Health Sciences pilot to inform research staff of career progression routes (disseminating the outcomes of the task and finish group). (See **AP17**) iii. Publish research career pathways to progression on the website. iv. Develop a mock grant/fellowship Board for ECRs to serve on, to improve insights into successful grant writing. v. Establish supportive 1:1 meetings with staff with 4 consecutive unsuccessful grant applications **(**See **AP8).** vi. Extend our active processes to ensure we reach all staff with details of redeployment opportunities in a timely manner.	i. November **2019 – June 2020** ii. We will have held >1 workshop per year from **2020 – 2023.** iii. Career progression routes collated and published on the research staff webpages by **January 2021** iv. Established: **July 2020 – July 2021** then every 6 months v. See **AP8** vi. **May 2021**	**Lead: HoD Health Science – project lead.** **Support:** Health Sciences Departmental SAT, PDRSA, ECRDG, HR Business Partner, PDRSA, Delivery Team, PIs	Early career researchers will feel more positive about progression with 80% discussing promotion at their PDD. 80% feel that promotion is an option in 2024. 2023 Staff survey will demonstrate that awareness of career progression has increased for research staff (<10% staff comments). >40% of A&R staff will hold an HEA qualification.

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	was more common for part-time than full-time staff. *33% of A&R staff hold an HEA qualification. Recognition of teaching is an important step in the progression from researcher to lecturer and is in the promotion criteria.* ❖ ***AS Principle 5****: We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.*	A University task and finish group is currently meeting to agree clear career progression pathways for research staff with significant representation from research colleagues in the College. We have a well-established re-deployment register for staff who reach the end of a funding term.	vii. Establish a teaching information resource to improve matching between individual ECRs and teaching opportunities to allow them to gain experience.	vii. Established: **July 2021**		
			viii. Extend departmental support for applications to Higher Education Academy (HEA) fellowships to research staff as well as academic staff through a targeted approach.	viii. June **2020 – June 2022**		
			ix. Establish interest in HEA fellowships from research staff via the PDRSA group.	ix. PDRSA Group focus **June 2020- November 2020.**		
			x. Monitor the gender balance of staff applying for HEA Fellowships, and assess any particular barriers to uptake for female staff (2019 – 211 CLS staff have HEA Qualifications).	x. Monitor from **November 2019 ongoing.**		
17.	**Communicate, support, and facilitate career progression routes for PSS staff.** *Qualitative feedback in our CLS 2019 Staff Survey suggests that communication of promotion and progression routes for PSS staff could be improved 30% of PSS felt that promotion was not an option (27%F, 39%M). 13% F and 10% M PSS felt the promotion process was transparent. 14% F and 8% M PSS felt there was good support for promotion. Some of these results were due to the wording of the question as promotion is not available to PSS.*	Progression processes are communicated to staff via the departmental and college websites, DoO lunches and annual reminder briefings. The Walk with Women project has piloted creating a booklet, template for timeline creation and placing transcripts of interviews with a variety of women in the College on our Athena SWAN website showing progression in a	i. Convene an event to identify interest in a professional services network in the College.	i. College Professional Services event convened by **December 2021.**	**Lead: DoO** **Support**: DMs, HR Business Partner, Delivery Team, College Mentoring Lead, University Organisational Development. Coaching Academy	2021 Survey will show an improvement in Staff awareness of and satisfaction with progression routes available. 30% of PSS staff (gender balanced) will have received mentoring or coaching by 2023.
			ii. Hold College wide workshops building on the success of the Health Sciences pilot to inform Professional Services staff of career progression routes. (See **AP16.ii**)	ii. We will hold >1 workshop annually from **January 2020 to January 2023**		
			iii. Publicise the various routes to career progression taken by staff in our College by publishing career timelines and interviews – the Walk With Women (W3 Project)	iii. 8 career journeys published on our website in **May 2020**		
			iv. Link PSS staff with career mentors or coaches (See **AP15**).	iv. Mentor Connect launched **January 2019.** 3 successful pairings per year.		
			v. Adapt survey questions on promotion for PSS staff to gain more accurate answers (See **AP3**).	v. Survey to be ready by **January 2021**		

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	Some PSS staff felt that the questions on promotion were not relevant to them as there is no official route to promotion for this staff group. This led to answers which did not give us the information we needed to create meaningful actions. *Qualitative data on our survey showed that staff at Grade 5 particularly felt promotion was difficult. There is a high proportion of women at Grade 5 (81%F)* 11% PSS have a mentor and an additional 19% would like one (20%F, 15%M). ❖ *AS Principle 2:* We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.	clear and accessible format. The University is piloting a professional services academy (VITAL). This now includes training for grade 5 PSS staff.	vi. Gain more insight into PSS attitudes and experiences of career development and progression (promotion) by conducting qualitative interviews with staff at grade 5 to understand identified issues and create areas of focus for initiatives. vii. Host OD at our AS Network event to present the provision of training for professional services staff. viii. Following the pilot we will liaise with OD to promote the next steps and encourage staff to engage with Vital Academy. ix. Support PSS to take advantage of secondment opportunities in areas across the College and University by including these in departmental and College newsletters. Provide targeted support such as job shadowing (See AP8.iv). x. Promote Modern Apprenticeships by working with University Organisational Development Officer –Apprenticeships.	vi. Interviews and analysis completed by **March 2021** vii. The University OD team will present the training available at the network event in **March 2020**. viii. We will measure engagement of College PSS with the VITAL academy annually from **March 2020** ix. We will measure offer and uptake of secondment opportunities available to CLS PSS annually from **March 2020.** x. Departmental Managers will send information about Modern Apprenticeships in their departmental newsletters from **January 2020.**		

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18.	**Enhance support for career development of technical staff.** *Some College technical staff, e.g. in the PRF are already encouraged to take external qualifications or professional registration; this active support needs to be applied consistently across the College.* *Uptake of registration with Professional bodies is currently low and not formally recorded.* ❖ *AS Principle 2:* We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.	Four CLS staff sit on UoL Technician Commitment Steering Group whose objective is to enhance support for career development. 1 staff member is currently undertaking a Modern Apprenticeship. Staff have been supported to independently complete registration with professional bodies. We have actively supported recognition awards for technicians with 2 technicians winning National awards.	i. Ensure that all line managers of technicians are aware of the qualifications available and that these are discussed at PDD.	i. Training opportunities communicated via the fortnightly College managers meetings from **November 2019**.	**Lead: Head of Technical Services** **Support:** DoO, DMs, Delivery Team, Technical Services Managers	Survey results will show that technical staff feel well supported in their career development (>90%) At least three technicians complete professional registration annually. This will be recorded in order to provide a data set for the next submission.
			ii. Work with the Technician Commitment Steering Group and HR to develop the 'Technical and Experimental Job Family Pathway' detailing clear dissemination plans.	ii. Disseminated by **January 2021**.		
			iii. Provide a link to the qualifications and training available on the UoL Technician Commitment website.	iii. Link published **January 2020**.		
			iv. Form a College Technician's peer support group to contribute to the University Technician Commitment activity.	iv. Group active by **September 2020**.		
			v. Promote Modern Apprenticeships (See **AP17.x**.) and professional registration opportunities.	v. 10 technicians will have completed the training by **January 2023**.		
			vi. Promote awareness of technician's awards in the College newsletter, including the WISE Technician Award and Papin Prize, to all staff.	vi. Ongoing via College and departmental newsletters from **January 2020**.		
			vii. Trial monthly peer support 'writeshops' for technicians wishing to complete registration with professional bodies	vii. Pilot workshop completed **July 2020**.		
			viii. Recognise technicians' contribution to teaching, providing support for those who wish to apply for Associate HEA fellowships.	viii. Clear process for HEA applications communicated and evaluated January 2021.		

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			Supporting Flexible Working and Career Breaks			
19.	**Enhance staff understanding of career breaks, maternity and paternity, and improve consistency of support.** *Survey comments indicate that information about paternity, shared parental and maternity leave is not always clear and colleagues find it difficult to navigate.* *Researchers are less likely to take KIT days. A smaller proportion of research staff (16%) used a KIT day than either Academic (28%) or PSS (31%) staff.* ❖ *AS Principle 9: We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality*	Maternity provision and support includes: a departmental contact; to assist with processes; links to parental leave policies and contacts introduced at induction; signposting to the monthly University Parent and Carers Network and invitation to use our infant feeding rooms as a rest space. NPB piloted a maternity mentor scheme.	i. Run a communication campaign that profiles examples of the different types of leave taken by colleagues and how it worked for them.	i. Communication campaign launched in **February 2020.**	**Lead: HoD RS (HoD project)** **Support:** Delivery team and HR business partner, PDRSA, ECRDG	The survey indicates increased awareness and understanding of career break, maternity, paternity and shared parental leave. We will have a greater understanding of inequalities in KIT days and uptake will increase by 5%.
			ii. Identify 'family leave' advisor in each department and within the College PSS team and extend the maternity mentor initiative to all departments.	ii. Family leave advisors and maternity mentors in place by **January 2024.**		
			iii. Convene a Q&A session on leave and record it for our CLS AS website, noting it in our induction materials (see **AP11**). Investigate the differences in patterns of leave taken, uptake of KIT days and experiences of staff to identify any inequalities in uptake.	iii. Q&A session piloted in **April 2020.** Q&A session run successfully reaching 15 people.		
			iv. Work with the PDRSA group to explore leave uptake, convene a 'co-owned' focussed discussion and Q&A exploring barriers and facilitators to using KIT days by research staff. Produce a report for the ECRDG with recommendations for inclusion by PIs and research group leads.	iv. Convene discussions in **May 2020**. Produce report by **January 2021.**		
20.	**Increase support and guidance for those returning to work after family leave (both male and female).** *Return to work experience after maternity and paternity leave was*	We have created a new Infant feeding room in the College to supplement existing facilities, and have a monthly infant feeding café.	i. Continue to promote the Carer's Conference and Training Fund, and WTISSF Research Returners' Fund, monitoring uptake.	i. Termly inclusion of a statement about the Carer's Conference and Training Fund and WTISSF Returners Scheme in departmental newsletters, starting in **January 2020.**	**Lead: HoD NPB (HoD project).** **Support:** NPB Departmental SAT, Delivery team, CLT, HoDs, delivery	Reduced teaching and admin workloads on return from a career break/ maternity/ paternity or SPL to

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	variable with some staff reporting high workloads. PSS staff and men were more likely to have negative experiences. *Our survey showed that high proportions of men have a caring responsibility and that they feel less supported in their caring roles than their female counterparts.* *1 female has received the WTISSF research returners' award. An average of 2 members of staff per year access the carers' conference and training fund.* ❖ *AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality	A maternity mentor scheme has been piloted in one department. An infant feeding café was established in 2019. Uptake of the Carers' Conference Fund – averages 2 per year in the College.	ii. Convene a pilot College Return to Work workshop following family leave, covering childcare, breastfeeding, etc. Monitor attendance.	ii. Pilot a CLS Return to Work workshop **June 2020.** Positive feedback from the return to work workshop	team, HR business partner, PDRSA group, Delivery team	allow staff to build up their research profile. Paid paternity leave will change from one week to two weeks Survey demonstrates increased satisfaction with return to work experience. Increased number of applications to the Carer's Conference and Training Fund >2 per year and a further success on the WTISSF returners scheme.
			iii. Develop with Our Deputy Head of College an agreed set of 'good practice' principles for reduced teaching and administrative workloads on return from a career break/ maternity/ paternity or SPL to allow staff to maintain and build their research profile alongside their teaching commitments.	iii. Develop principles in **June 2020**, for approval and implementation by **September 2020**		
			iv. Lobby the University via our links with GEAG to provide 2 weeks paid paternity leave rather than the one week currently provided.	iv. October 2019 ongoing		
			v. Launch webpages that promote patterns of leave to demonstrate different configurations of leave incorporating case studies of staff successfully balancing caring roles and work.	v. Project launched January 2020.		
21.	**Support redeployment following parental leave for those on fixed term contracts.** *End of fixed term contract is the most common reason for non-return of research staff after maternity leave (4 out of 7). It is not always clear to staff and*	Staff join the redeployment process six months before the end of contract, meaning they hear about job opportunities before they are widely advertised and are matched to suitable	i. Publicise redeployment processes to contract staff and line managers, including Departmental and College newsletters.	i. Include information on redeployment in newsletters from **March 2020**.	**Lead: DoO** **Support:** DMs, AS Delivery team and PDRSA	Increase rate of redeployment by 15% by 2022
			ii. Record and review adherence to redeployment processes by line managers and research leads. Monitor and publicise numbers of staff redeployed, providing case studies on our website.	ii. Annual report of staff redeployed promoted on our AS and college webpages from **July 2020**		

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	managers how to navigate the redeployment process. *27 staff left within 18 months after returning from maternity leave, 12 of these due to end of contract.*	positions. We have had considerable success with our redeployment processes.	iii. Work with PDRSA group to develop a session on redeployment opportunities more widely.	iii. Include information and recent reports of redeployment in PDRSA communications from **August 2020**		
	❖ *AS Principle 6:* We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.		iv. Include information on redeployment at induction, so that staff are aware of the University policy to redeploy staff at end of contract when possible. (See **AP11**)	iv. See **AP11**		
22.	**Promote the use of informal and formal flexible working arrangements and career breaks for all staff across the College to ensure consistency.** *There are a range of informal flexible working arrangements across the college. The sharing of innovative examples of flexible working would allow all colleagues to better understand options available.* ❖ *AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality	Flexible working mentor pilot has been undertaken in NPB with some success. 'Walk with Women' project (W3) brochure documents experiences of working effectively alongside caring responsibilities.	i. Extend the flexible working 'mentor' pilot in NPB to the whole College. This enables staff with experience of flexible working arrangements to support those who would like to better understand how flexible working arrangements could work for them in practice. Formalise through a 'Flex-connect' programme initiative. ii. Publicise existing flexible working agreements and career breaks with simple photos and examples from across the college. Male and female examples will highlight how equality benefits all. Disseminate on website, posters, screens, around the departments, on departmental emails.	i. Launch a flex-connect initiative as part of our existing College mentoring programme **December 2021** ii. Flexible working arrangements will be widely disseminated with examples by **May 2021**	**Lead: Family Leave Taskforce Lead** **Support:** SAT leads, College SAT	Increase in use of flexible working arrangements by at least 15% across the college within 3 years. Increased understanding of flexible working arrangements will be reported in our staff survey.

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			Developing and Embedding an Inclusive Culture			
23.	**Further embed the Athena SWAN principles into the culture of the College.** *We have been embedding gender equality into the culture of the College since 2010. Following the expansion of AS in 2015 we recognise the importance of embedding the extended principles.* *Our departmental surveys have always demonstrated that meetings were held in core hours.* ❖*AS Principle 1: We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.*	We currently hold 2 bronze and 5 silver AS Awards. We have appointed an Athena SWAN delivery team (2FTE). Key in actively championing and communicating our initiatives and activities in the College are our wider Athena SWAN network of activists and enthusiasts for Equality, Diversity and Inclusion (EDI), who are invited to join our monthly SAT meetings. We have created and promoted a wide range of events with intersectional focus. We have supported a range of HoD gender equality projects which include exploring the gender balance of speakers.	i. Maintain practices and increase visibility of meeting timings, especially for those who do not fall into our original AS award departments (see **AP2**).	i. All College events and meetings will take place in core hours and rationale will be explicitly stated from **January 2020**.	**Lead: HoD MCB (HoD project)** **Support:** MCB Departmental SAT, Delivery Team, College Events Team, College Marketing Officer.	Survey responses will indicate that good practices around meeting timings are well established College wide by 2023. Feedback from IWD and Black History Month will demonstrate that these events have impact on staff thinking and practice. Record of increasingly wide ranging audiences which include senior attendance.
			ii. Continue to celebrate International Women's day and Black History Month annually. Hold celebratory, showcase lectures annually, with good attendance, for each of these.	ii. Annually **March 2020** and **October 2020**. Attendance of >25 people.		
			iii. Continue to actively monitor, record and disseminate gender balance of event speakers.	iii. Annually **November 2020.**		

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24.	**Increase male involvement and engagement in Athena SWAN activities.** *We know that the proportions of men directly involved in Athena SWAN activity in the College is less than women. We would like to encourage more men to engage with and champion gender equality. Our data shows that men hold the majority of senior roles in the College, and therefore their direct involvement is imperative to the success and progression of gender equality activity.* ❖*AS Principle 8:* We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.	Our College SAT co-lead is male and three of our Departmental SAT leads are male. We have good male involvement in all of our Athena SWAN activities and events. Our survey showed that 29%M and 30%F had been to an Athena SWAN event in the last 12 months.	i. Review the level of men's engagement in gender equality activity in the College.	i. Review undertaken by **January 2020**	**HoD CVS (HoD Project)** Support: Male SAT leads Delivery Team	An established Male Advocates for change network. Evidence of increased male engagement in key activities including mentoring. Good engagement and feedback from first MAC event. >40%M will have attended an AS event in our 2021 survey.
			ii. Use networks and resources such as: 'Men Advocating Real Change by Catalyst' (MARC) to explore ways we can empower men to engage in workplace inclusion.	ii. Explore established successful initiatives **January 2020**		
			iii. Initiate a Male Advocates for Change (MAC) network meeting. Explore how men can appropriately advocate and champion for women through mentoring, calling out sexism, and advocating for fairer workplace policies.	iii. Convene network by **October 2020**		
			iv. Convene a MAC event open to the University showcasing activity.	iv. Event held **June2022**		
			v. Increase mentoring opportunities (see **AP15**)	v. (See **AP15**)		
25.	**Increase diversity in decision making through introduction of a 'Shadow/Mirror CLT'.** *Currently our College Leadership Team (CLT) is not as diverse as our student and staff body. Increasingly organisations are convening 'shadow boards' or leadership groups to diversity thinking. Introducing a shadow CLT will increase diversity of thought,*	The Shadow/Mirror CLT project has been outlined to our HoC and CLT. Agreement has been reached that this project can be implemented as a 'pilot' in September 2020.	i. Shadow/Mirror CLT will be formed annually.	i. First shadow CLT will be formed by **September 2020**	**Lead: HoC** **Support:** CLT, SAT Chairs, PDRSA, Dean of Education	A functioning shadow CLT will be initiated and a cycle of three shadow tasks will be completed. The process will be evaluated and reported to CLT and the wider college for adaptation and
			ii. Representative staff and student volunteers and nominees (N=10), will be identified and will meet and be set a leadership task by CLT, reporting back on their results directly to CLT.	ii. First shadow task completed by **January 2021**		
			iii. Membership and terms of reference will be published on the College webpages.	iii. ToR posted on our website by **October 2020**		

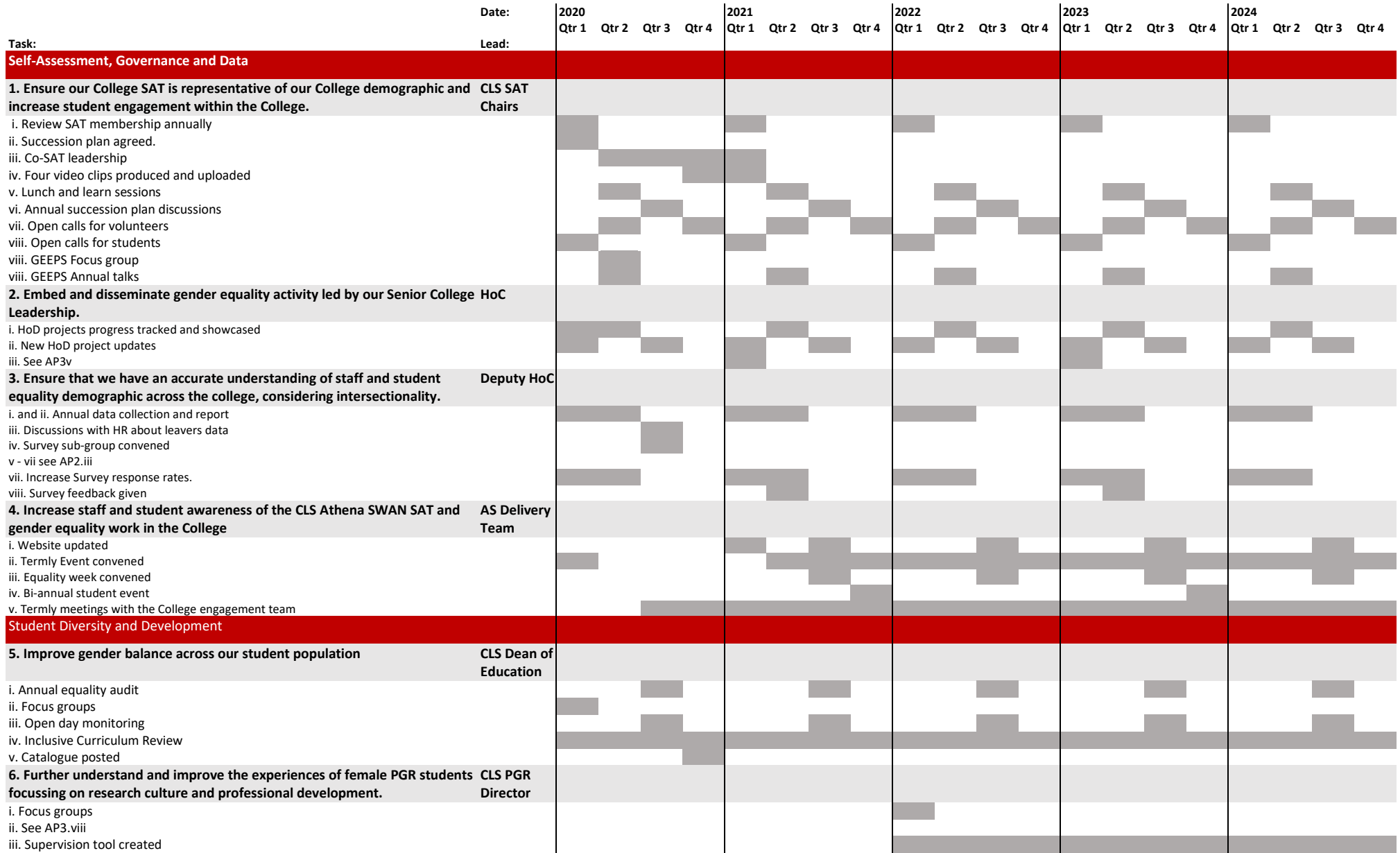| AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
	offering fresh perspectives and ideas for the culture of our college and provide career development opportunities for junior staff. ❖*AS Principle 8:* We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.		iv. Meetings will take place bi-monthly and three 'tasks' will be completed over the year.	iv. A short report of the 'Pilot' shadow CLT will be produced by **September 2021**		long term implementation.
			v. Completed tasks will be presented on our webpages and disseminated at events and workshops	v. First years tasks will be presented by **October 2021**		
26.	**Maintain gender balance on committees and increase awareness of committee make-up.** *Balanced committees ensure that all talents are utilised and all groups are able to shape the college culture: female representation across all Department Management/ Leadership Committees is 48% and is above 30% on each Department Management Committee (range 33-80%).* ❖*AS Principle 1:* We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.	Since 2015 we have reviewed all of our college committees to ensure they better reflect the gender make-up of the discipline/area. Gender balance of College committees is measured by individual departments.	i. Monitor the gender balance of College committees and decision-making groups, and review data to prevent both committee overload and gender imbalance.	i. Gender balance of College committees has been monitored since **November 2019.**	**Lead: DoO** **Support:** CLT, AS SAT	Year on year progression in gender balance of representation on college committees to fully reflect our academic staff gender ratio (40%F in 2019), while being sensitive to the issue of committee overload. Publish the gender balance of all our committees on the college webpages annually.
			ii. Continue to advertise vacant committee posts widely across all relevant staff in the College and ensure line managers continue to encourage all staff to consider these opportunities.	ii. From **January 2020**		
			iii. Encourage increased representation of women on committees by actively reviewing and revising selection processes. Formalise recruitment processes to include: inviting all eligible female staff to apply for committee roles, encouraging committee members to nominate a woman deputy, identify and continuously revise a list of women interested in applying for lay positions, ensure existing committee members buddy new members and continue to monitor committee membership annually.	iii. From **February 2020**		

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
27.	**Contribute to further development of the University Workload Model.** *Traditionally workload has been allocated locally using local work-load models. The need for a central common model has been identified but it not yet in place.* ❖*AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.	Some local workload models have been in place since 2006 and have been analysed by gender. The University is currently undertaking a review of all workload models with a view to finalising a common model.	i. Contribute to workload model working groups developed in the College. ii. Evaluate current departmental workload models to establish the positive components of models that work well. iii. Contribute to modification to the University workload model taking account of CLS staff needs. iv. Monitor workload and domains of workload by gender and interpret findings.	i. By **January 2021** ii. Models evaluated by **December 2021.** iii. University discussions held **2022.** iv. Workload monitored by gender and findings reported in time for our next AS submission **November 2024.**	**Lead: Deputy HoC** Support: DoO, HoDs, DMs, HoC.	Workload model to include all contributions with improved transparency. Gendered analysis of workload completed and recommendation made to inform future actions.
28.	**Support, encourage and accurately record an increased range of innovative and effective outreach activity.** *Engaging in outreach activity will ensure we reach out to diverse communities to widen interest and understanding of Life Sciences. It encourages students to pursue careers in Life Sciences but also ensures our research is widely disseminated using innovative methods in the local and national community.*	We have an extensive range of outreach activity already embedded across the college (S5.6.viii) A HoD project (Genetics & Genome Biology (GGB)) focussed on outreach and introduced a short presentation on understanding stereotypes into every outreach event in 2019.	i. Systematically improving our recording of outreach and public engagement events to include gender, grade and job family of staff and students involved. Record type of school that took part and uptake by gender. ii. Increase number of gender–focussed outreach events, initiating a showcase projects for submission to the WISE Campaign Outreach and Engagement Award. iii. Invite all female SET staff to join the 'GetSET' database run by the UK Resource Centre for Women in SET and the University Public Engagement list to have their details available for media appearances, public appointments, training etc.	i. Ongoing from January 2020 to November 2024. ii. At least 3 events per year, from **January 2020** iii. >5 staff registered by **February 2022**	**Lead: HoD GGB (HoD project)** **Support:** GGB Departmental SAT, College Outreach Team, College Marketing Officer, AS Delivery Team.	Accurate records of outreach activity by gender available for our next submission in 2024. We will have detailed records for >12 events by the next submission in 2024. We will have supported >6 schools in gender equality and

AP	Objective and Rationale	Actions to date	Planned action to address issue	Key outputs and milestones	Person/ team responsible	What success will look like/ Impact
	In 2018/19 we organised 3 specific gender focussed outreach events. ❖*AS Principle 9:* We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.		iv. Expand the Walk with Women (W3) project to include a wide range of role models from a variety of staff groups that can be shared publicly to showcase science careers for women.	iv. W3 website updated annually from **July 2020**. Second edition of the booklet published in **2023**.		challenging stereotypes work by 2024.
			v. Expand HoD Project 'Challenging Stereotypes Through Outreach' across the College by: a. Expand our network of schools, increasing interest in collaborating to further gender equality (develop and share web resources). b. Work collaboratively with schools to apply for a 'Gender Action Schools Award', starting with the University nursery (genderaction.co.uk).	v. Launch Project **April 2020** with a web page resource completed and schools invited to join our network. First gender action award received by **September 2022.**		

CLS Athena SWAN Action Plan Gantt Chart 2020-2024

Task	Lead	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4
Self-Assessment, Governance and Data																					
1. Ensure our College SAT is representative of our College demographic and increase student engagement within the College.	CLS SAT Chairs																				
i. Review SAT membership annually		X				X				X				X				X			
ii. Succession plan agreed.																					
iii. Co-SAT leadership			X	X	X	X															
iv. Four video clips produced and uploaded																					
v. Lunch and learn sessions			X				X				X				X				X		
vi. Annual succession plan discussions				X				X				X				X			X	X	
vii. Open calls for volunteers			X			X			X				X				X				X
viii. Open calls for students		X				X				X				X				X			
viii. GEEPS Focus group			X																		
viii. GEEPS Annual talks										X				X				X			
2. Embed and disseminate gender equality activity led by our Senior College Leadership.	HoC																				
i. HoD projects progress tracked and showcased		X				X				X				X				X			
ii. New HoD project updates		X		X		X								X				X			
iii. See AP3v																					
3. Ensure that we have an accurate understanding of staff and student equality demographic across the college, considering intersectionality.	Deputy HoC																				
i. and ii. Annual data collection and report		X	X			X	X			X				X				X			
iii. Discussions with HR about leavers data				X																	
iv. Survey sub-group convened																					
v - vii see AP2.iii																					
vii. Increase Survey response rates.		X	X			X	X							X				X			
viii. Survey feedback given																					
4. Increase staff and student awareness of the CLS Athena SWAN SAT and gender equality work in the College	AS Delivery Team																				
i. Website updated						X				X				X				X			
ii. Termly Event convened		X	X																		
iii. Equality week convened						X				X				X				X			
iv. Bi-annual student event										X											
v. Termly meetings with the College engagement team					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Student Diversity and Development																					
5. Improve gender balance across our student population	CLS Dean of Education																				
i. Annual equality audit		X								X								X			
ii. Focus groups			X				X				X				X				X		
iii. Open day monitoring			X				X				X				X				X		
iv. Inclusive Curriculum Review		X	X	X	X																
v. Catalogue posted					X																
6. Further understand and improve the experiences of female PGR students focussing on research culture and professional development.	CLS PGR Director																				
i. Focus groups										X											
ii. See AP3.viii																					
iii. Supervision tool created										X	X	X	X	X	X	X	X	X	X	X	X

Task	Lead	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4
7. Increase our understanding of female BAME student experiences.	**Deputy HoC**																				
i. Contribute to REC		X																			
Student project			X	X																	
iii. Focus groups analysed.		X	X																		
Academic and Research Staff Diversity and Development																					
8. Increase support for female mid-career academic and research staff.	**HS HoD**																				
i. HoD project roll out		X																			
ii. Recruitment data analysed (See AP3ii)																					
iii. - vii. Conduct Focus groups and interventions (See AP8.iv.-vii.)						X	X	X	X	X	X	X	X	X							
9. Analyse and overcome the specific barriers to career progression for female clinical staff.	**Assoc.Dean Clin. Affairs**																				
i. Develop CAN				X																	
ii. Work on the Clinical Academic Career Map										X	X										
iii. Improved links between AS, HEEM and NHS														X	X						
iv. Signposting						X															
v. Pool of mentors increased.							X														
vi. Case studies completed.														X	X	X	X	X	X	X	X
vii. Academic careers presented at LWIM							X	X								X					
viii. Career pathways promoted on website and booklet.								X													
10. Increase our understanding of female BAME staff experiences and progression.	**Deputy HoC**																				
i. Focus groups initiated and presented			X								X										
ii Promotion and uptake of leadership											X			X							
iii. Improved diversity on committees																		X	X	X	
iv. See AP27																					
v. Focus groups held														X							
Taking Action at Key Career transition Points																					
11. Ensure consistency in induction processes.	**Induction Taskforce**																				
i. College induction pack created				X																	
ii. Mini-inductions in place					X																
iii. Focus groups and feedback.			X																		
iv. Post-induction questionnaire																					
12. Ensure that academic promotions processes recognise all staff contributions and are transparent and fair.	**HoC**																				
i. Enhanced promotions workshops		X				X				X				X				X			
ii. Feedback for unsuccessful promotions					X								X							X	
iii. Part-time promotions workshop								X								X					X
iv. Case studies shared						X															
13. Increase number applications from females for promotion to Assoc Prof and maintain equal numbers applications for promotion to Professor.	**HoC**																				
i. See AP12i																					
ii. Female only workshop					X					X											
iii. Collect feedback from candidates.					X				X												
iv. Systematically offer coaching and mentoring for promotion												X				X					

Enhancing Career Progression for all Staff

Task	Lead	20 Q1	20 Q2	20 Q3	20 Q4	21 Q1	21 Q2	21 Q3	21 Q4	22 Q1	22 Q2	22 Q3	22 Q4	23 Q1	23 Q2	23 Q3	23 Q4	24 Q1	24 Q2	24 Q3	24 Q4
14. Improve consistency in uptake and in quality of Performance Development Discussions, across all staff groups, to improve effectiveness.	HoC																				
i. PDRSA Seminar							▓														
ii. PDD workshop										▓											
iii. Publicised PDD training			▓		▓	▓		▓		▓		▓		▓		▓		▓		▓	
15. Increase awareness and uptake of mentoring and coaching for all staff at all career stages.	Mentoring Taskforce																				
i. Mentoring training in place						▓															
ii. Mentor Connect launch event		▓																			
iii. >10 Pairings matched		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				
iv. See AP11.i																					
v. Coaches trained and awareness measured.										▓	▓	▓	▓	▓	▓	▓	▓				
16. Extend college support for progression and career development of early career research staff.	HoD HS																				
i. Improve visibility		▓	▓																		
ii. Hold workshop				▓			▓				▓					▓			▓		
iii. Publish progression routes on website				▓	▓																
iv. Establish mock grant and fellowship boards				▓	▓	▓	▓	▓													
v. See AP8																					
vi. Establish teaching information resource																					
vii. - ix. HEA fellowship focus			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓									
x. Monitor gender balance			▓					▓				▓				▓			▓		
17. Communicate, support, and facilitate career progression routes for PSS staff.	DoO																				
i. Professional Services network event convened						▓															
ii. Career progression workshop convened		▓				▓				▓				▓				▓			
iii. Career journeys published			▓																		
iv. See AP15																					
v. See AP3																					
vi. Interviews and analysis completed						▓															
vii. See 17.i																					
viii. Engagement with VITAL Academy measured		▓				▓				▓				▓				▓			
ix. See 17. viii																					
x. Apprenticeship information sent		▓				▓				▓											
18. Enhance support for career development of technical staff.	Head Tech. Services																				
i. Training opportunities communicated		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
ii. Technicians commitment disseminated		▓	▓	▓	▓	▓															
iii. Link to training published		▓																			
iv. Peer support group active						▓															
v. See AP17x.																					
vi. Promote technicians award		▓				▓				▓				▓				▓			
vii. Pilot 'writeshop'				▓																	
viii. Clear process for HEA applications communicated						▓															

Supporting Flexible Working and Career Breaks

Task	Lead	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4
19. Enhance staff understanding of career breaks, maternity and paternity, and improve consistency of support	HoD RS																				
i. Communication campaign		■	■	■	■																
ii. Family leave advisors and mentors in place.																■	■	■			
iii. Q&A session			■																		
iv. Discussions and report produced				■	■																
20. Increase support and guidance for those returning to work after family leave (both male and female).	HoD NPB																				
i. Promote carers funds and monitor uptake.		■				■				■				■				■			
ii. Pilot return to work workshop.				■																	
iii. Good practice principles in place				■																	
iv. Lobby university - ongoing from 2019																					
v. Patterns of leave project.		■	■	■	■	■	■	■	■												
21. Support redeployment following parental leave for those on fixed term contracts.	DoO																				
i. Publicise redeployment process			■	■																	
ii. Annual report of staff redeployed								■				■				■				■	
iii. Session on redeployment				■																	
iv. See AP11																					
22. Promote the use of informal and formal flexible working arrangements and career breaks for all staff across the College to ensure consistency.	Fam. Leave Taskforce																				
i. Extend flexible working mentor pilot					■																
ii. Publicise flexible working			■																		

Developing and Embedding an Inclusive Culture

Task	Lead	2020 Q1	Q2	Q3	Q4	2021 Q1	Q2	Q3	Q4	2022 Q1	Q2	Q3	Q4	2023 Q1	Q2	Q3	Q4	2024 Q1	Q2	Q3	Q4
23. Further embed the AS principles into the culture of the College.	HoD MCB																				
i. Increase visibility of meeting timings		■																			
ii. Celebrate IWD and Black History month						■	■		■	■			■	■			■	■			■
iii. Gender balance of event speakers																					
24. Male advocates for Change	HoD CVS																				
i. Review of engagement undertaken		■																			
ii. Resources evaluated																					
iii. Network convened						■															
iv. MAC showcasing event										■											
v. Increased mentoring (See AP15)																					
25. Increase diversity in decision making through introducing a 'Shadow/Mirror CLT'.	HoC																				
i. Shadow/ mirror CLT will be formed annually						■			■				■				■				■
ii. First shadow task completed							■														
iii. Report of the pilot.									■												
iv. ToR posted						■															
v. Task presented									■												
26. Maintain gender balance on committees and increase awareness of committee make-up.	DoO																				
i. Monitor gender balance - ongoing from 2019																					

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Task:	Lead:	2020 Qtr 1	Qtr 2	Qtr 3	Qtr 4	2021 Qtr 1	Qtr 2	Qtr 3	Qtr 4	2022 Qtr 1	Qtr 2	Qtr 3	Qtr 4	2023 Qtr 1	Qtr 2	Qtr 3	Qtr 4	2024 Qtr 1	Qtr 2	Qtr 3	Qtr 4
ii. Vacant post advertised		█				█				█				█				█			
iii. Specific actions to increase representation			█	█	█	█															
27. Contribute to further development of the University Workload Model.	**Deputy HoC**																				
i. Establish working group						█	█														
ii. Models evaluated							█	█	█												
iii. University discussions										█	█										
iv. Workload model monitored													█	█	█	█	█	█	█	█	█
28. Support, encourage and accurately record an increased range of innovative and effective outreach activity.	**HoD GGB**																				
i. Systematically record outreach		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
ii. Increase gender focussed outreach		█				█				█				█				█			
iii. Staff registered on GETSET										█											
iv. W3 expanded and booklet produced.				█												█	█				
v. HoD project			█	█	█	█	█	█	█	█	█	█	█	█							