



**Institution Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE INSTITUTION AWARDS**

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## **ATHENA SWAN SILVER INSTITUTION AWARDS**

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## **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 institution 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.

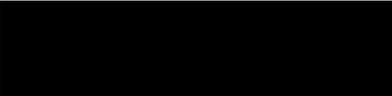
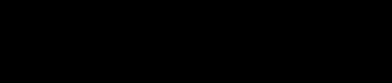
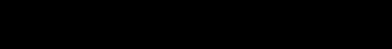
## **WORD COUNT**

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 recommended word counts as a guide.

<b>Institution application</b>	<b>Our word count</b>	<b>Silver</b>
<b>Word limit</b>	<b>12,370</b>	<b>12,500</b>
<i>Recommended word count</i>		
1. Letter of endorsement	<b>543</b>	500
2. Description of the institution	<b>497</b>	500
3. Self-assessment process	<b>889</b>	1,000
4. Picture of the institution	<b>3,115</b>	3,000
5. Supporting and advancing women's careers	<b>6,377</b>	6,000
6. Supporting trans people	<b>509</b>	500
7. Further information	<b>440</b>	500

<b>Name of institution</b>	University of Leicester	
<b>Date of application</b>	April 2018 (May 18 <sup>th</sup> 2018 extension)	
<b>Award Level</b>	<b>Bronze</b>	<b><u>Silver</u></b>
<b>Date joined Athena SWAN</b>	2006	
<b>Current award</b>	<b>Date: November 2014</b>	<b>Level: Bronze</b>
<b>Contact for application</b>		
<b>Email</b>		
<b>Telephone</b>		

## List of Abbreviations

<b>AP</b>	Action plan
<b>AS</b>	Athena SWAN
<b>AHSSBL</b>	Arts, Humanities, Social Sciences, Business and Law
<b>CAMEo</b>	Research Institute for Cultural and Media Economies
<b>CROS</b>	Careers in Research Online Survey
<b>CSSAH</b>	College of Social Sciences, Arts and Humanities
<b>CSEN</b>	College of Sciences and Engineering
<b>CLS</b>	College of Life Sciences
<b>CLT</b>	College Leadership Team
<b>EDIC</b>	Equality Diversity and Inclusion Committee
<b>E-PLOY</b>	New Recruitment System
<b>FLP</b>	Future Leaders Programme
<b>GEAG</b>	Gender Equality Action Group
<b>GEEG</b>	Gender Equality Executive Group
<b>GEWG</b>	Gender Equality Working Group
<b>GPG</b>	Gender Pay Gap
<b>HEA</b>	Higher Education Academy
<b>HoC</b>	Head of College
<b>HoD</b>	Head of Department
<b>HoS</b>	Head of School
<b>HRTU</b>	Human Resources and Trade Union Meeting
<b>IWD</b>	International Women's Day
<b>KIT</b>	Keeping In Touch Days
<b>LLI</b>	Leicester Learning Institute
<b>NB</b>	National Benchmark
<b>NCOP</b>	National Collaborative Outreach Programme
<b>OD</b>	Organisational Development

<b>UoL</b>	University of Leicester
<b>UG</b>	Undergraduate
<b>PDD</b>	Personal Development Discussion
<b>PDRA</b>	Postdoctoral Research Assistant
<b>PGT</b>	Postgraduate Taught
<b>PGR</b>	Postgraduate Research
<b>PI</b>	Principal Investigator
<b>REAG</b>	Race Equality Action Group
<b>RED</b>	Research Enterprise Division
<b>REF</b>	Research Excellence Framework
<b>SAT</b>	Self-Assessment Team
<b>STEMM</b>	Science, Technology, Engineering, Mathematics and Medicine
<b>UB</b>	Unconscious Bias
<b>UEB</b>	University Executive Board
<b>ULT</b>	University Leadership Team
<b>VLP</b>	Vital Leadership Programme
<b>WP</b>	Widening Participation

### **Data Note**

ECU's 2017 Equality in higher education: statistical report has been used for certain benchmarking data (BM), clearly referenced by ECU, 2017. A tailored benchmark was developed for the academic staff in College of Science and Engineering, this only includes relevant academic STEMM/SET disciplines. In addition, HESA data was accessed through Heidi Plus. All data presented is based on Headcount

### **Structure of the Institution**

There have been various departmental mergers since our last submission, our Athena SWAN awards Table will demonstrate where departments have restructured and merged.

### **Academic Grading Structure**

- Grade 8- Lecturer
- Grade 9- Associate Professor, formerly known as Senior Lecturer or Reader
- Grade 10- Professorial

**1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION**

Recommended word count: Silver: 500 (543 words)



UNIVERSITY OF  
**LEICESTER**

9<sup>th</sup> May 2018

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

**Vice-Chancellor's Office**

University of Leicester  
Fielding Johnson Building  
University Road  
Leicester LE1 7RH  
UK

President and Vice-Chancellor  
**Professor Paul Boyle CBE**

**t** +44 (0)116 252 2322  
**e** [vc@le.ac.uk](mailto:vc@le.ac.uk)

Dear Equality Charter Manager,

It is a pleasure to endorse the University of Leicester's submission for a Silver Athena SWAN award. Since my appointment as Vice Chancellor in 2014 I have strived to develop a fair and equality driven university in which our staff and students can thrive. I am fortunate to have such a committed team of colleagues who share my passion for equality and who have championed and enacted our drive to advance gender equality unequivocally. The commitment across the organisation to this agenda shows tenacity and maturity and I am delighted that our commitment to shared ownership in embedding culture change is achieving progress in our gender equality objectives.

I am fully committed to gender equality and the Athena SWAN principles both personally and professionally. In 2015 I made a personal and visible commitment to provide leadership in equality, as one of only 10 universities in the world invited to participate in the UN Women's HeForShe IMPACT 10x10x10 campaign alongside governments, and global businesses. Joining HeForShe was an important step because it provided us with the opportunity to share learning with international partners, replicating good practice initiatives and maximising our focus on gender equality. This links to our University strategy, which emphasises developing a culture of equality where everyone is valued, and our commitment to this through the appointment of a new role of DPVC for Equality, Diversity and Inclusion.

This application comes three years after our Bronze renewal, a time in which we reflected on our practice, gathered a clear picture of what we were doing and where we could improve, and initiated work to improve our structure, processes and culture. Our achievements include:

- An increase in the number of applications for professorial promotions by women from 36% to 53% following introduction of our new academic career map.
- Our established Women's Forum has been supplemented by a Senior Women's Network which provides opportunities for networking, informal support and sharing of good practise.
- An increase in the proportion of female academic staff from 38% to 43% and achievement of 50:50 gender balance on our University Council in 2017.

- Development of a transparent University wide Workload Allocation Model to ensure consistent application of workload tariffs.
- A suite of initiatives that have seen: women celebrated through art on our walls; leadership programmes that have gender equality embedded throughout and the launch of a new Menopause Policy.

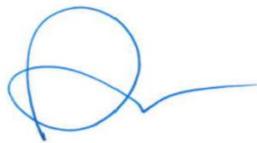
We recognise that we have more to do and our action plan details a range of further initiatives including:

- Advertising all professorial posts as part-time or job-share with the *option* of working full-time.
- Increasing our proportion of female professors, aiming for 30% by 2020 whilst increasing our representation of BAME staff at this level.
- Achieving equal involvement by men and women in all our gender equality activities by 2021.

Our progress in gender equality has not happened in isolation, this year we rose 234 places in the Stonewall index to 44th, signed up to the race equality charter and are working across the intersections of inequality. Our equality activity is constant and unwavering and we look forward to continuing our journey.

I confirm that the information provided in this application is an honest, accurate and true representation. I look forward to working together to implement our action plan to 2022.

Yours sincerely



**Professor Paul Boyle**

**President and Vice-Chancellor**

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Silver: 500 words (497 words)

Please provide a brief description of the institution, including any relevant contextual information. This should include:

### (i) Information on where the institution is in the Athena SWAN process (258 words)

Our vision for EDI is embedded in our University's strategy and is visibly championed by our VC to all staff and students.

The University of Leicester comprises a range of STEM and AHSSBL disciplines within three research intensive Colleges:

1. College of Life Sciences (CLS)- STEM
2. College of Science and Engineering (CSEN)- STEM
3. College of Social Sciences Arts and Humanities (CSSAH) - AHSSBL

We currently hold **12 Departmental AS awards** within STEM (6 Silver, 6 Bronze out of 14 departments/units, **86%**) (**ACTION 2.1**) and 1 Departmental award (Bronze) within AHSSBL. We have reached a number of key milestones in the Athena SWAN process (Figure 1), including:

- Achievement of our **first Institutional AS Bronze Award in September 2008**, renewed in 2011 and 2014.
- Our **first departmental award in 2010** for the Department of Infection, Immunity and Immunology.
- Our **first departmental Silver award in 2013** in the Department of Health Sciences.
- **Full commitment of PS staff to the AS process since 2008**, through consistent SAT representation.
- Once the charter expanded to include AHSSBL, we held an event in CSSAH to promote involvement and share good practice (**ACTION 2.2**). Of 9 Departments in CSSAH: 1 has an award; 3 are applying in November 2018 and all remaining departments have established SATs, aiming for awards in 2019/2020 (Table 1) (see Section 5.6xii) (**ACTION 2.3**).
- **Celebrating AS success publicly**, with celebratory events, news items, and University announcements commending contribution and achievement.
- **AS has been a key contributor to culture change** within our Institution, acknowledged in funding applications and REF.

Figure 1 AS Award Status by Department

Key: Current Award Status			
Silver	Bronze	Working towards an award	SAT established
College of Life Sciences (STEMM)	College of Science & Engineering (STEMM)	College of Social Science, Arts and Humanities (AHSSBL)	
<u>Cardiovascular Sciences</u> Bronze (2013) Silver 2016	<u>Chemistry</u> Bronze (2013) Silver Award 2017	<u>Archaeology &amp; Ancient History</u> Bronze submission 2016 unsuccessful; reapplying Nov 2018	
<u>Genetics &amp; Genome Biology</u> : Bronze 2016 + <u>Leicester Cancer Research Centre</u> Silver 2016	<u>Engineering</u> applying for Bronze Nov 2018	<u>School of The Arts</u>	
<u>Health Sciences + Leicester Diabetes Centre</u> Silver (2013) renewed 2016	<u>School of Geography, Geology (Bronze 2017) &amp; the Environment</u> Joint Bronze submission Nov 2018	<u>School of Business</u> Bronze application planned April 2019	
<u>Infection, Immunity &amp; Inflammation</u> Bronze (2010) Silver 2016	<u>Informatics</u> Bronze 2013 renewal April 2018 pending	<u>Criminology</u> Bronze application planned Nov 2018	
<u>Molecular &amp; Cell Biology</u> Bronze (2014) Silver Nov 2017	<u>Mathematics</u> Bronze 2014 renewal April 2018 pending	<u>Education</u>	
<u>Neuroscience, Psychology &amp; Behaviour + Centre for Systems Neuroscience</u> Bronze (2013/14) renewed Nov 2017	<u>Physics &amp; Astronomy</u> Bronze (2012) renewed Nov 2017	<u>History, Politics &amp; International Relations</u>	
		<u>Leicester Law School</u> Nov 2017 Bronze award unsuccessful planned reapplication Nov 2018	
		<u>School of Media, Communication &amp; Sociology</u> Bronze application planned Nov 2018	
		<u>Museum Studies</u> Bronze GEM 2014 extended to April 2019	

Table 1 Timeline of AS Awards

Achieved		Planned	
<b>&lt; 2012:</b> Institutional and departmental engagement from STEMMM departments.			
<b>2012</b>	<ul style="list-style-type: none"> <li>• Physics and Astronomy- Bronze</li> <li>• Cancer Studies &amp; Molecular Medicine- Bronze</li> <li>• Psychology- Bronze</li> </ul>	<b>2018</b>	<ul style="list-style-type: none"> <li>• Institutional- Silver</li> <li>• Informatics- Bronze</li> <li>• Mathematics- Bronze renewal</li> <li>• Criminology- Bronze</li> <li>• Media, Communication and Sociology- Bronze</li> <li>• Archaeology &amp; Ancient History- Bronze</li> <li>• Geography &amp; Geology- Bronze</li> <li>• Genetics and Genome Biology- Silver</li> <li>• Law- Bronze reapplication</li> </ul>
<b>2013</b>	<ul style="list-style-type: none"> <li>• Infection, Immunity and Inflammation- Bronze renewal</li> <li>• Computer Science- Bronze (now Informatics)</li> <li>• Health Sciences- Silver</li> <li>• Cardiovascular Sciences- Bronze</li> <li>• Chemistry -Bronze</li> </ul>		
<b>2014</b>	<ul style="list-style-type: none"> <li>• Psychology- Bronze renewal (now NPB)</li> <li>• Cell Physiology and Pharmacology- Bronze (now MCB and NPB)</li> <li>• Biochemistry- Bronze (now MCB)</li> <li>• Institutional- Bronze renewal</li> </ul>	<b>2019</b>	<ul style="list-style-type: none"> <li>• Museum Studies- Bronze renewal</li> <li>• School of Business- Bronze</li> <li>• Engineering- Bronze</li> <li>• Cardiovascular Sciences- Silver renewal</li> <li>• Cancer Studies- Silver renewal</li> <li>• Infection, Immunity and Inflammation- Silver renewal</li> </ul>
<b>2015</b>	<ul style="list-style-type: none"> <li>• Pledged commitment to the post-May 2015 principles</li> <li>• Embraced expansion of the award to include AHSSBL and professional staff</li> </ul>	<b>2020</b>	<ul style="list-style-type: none"> <li>• School of Arts- Bronze</li> <li>• Education- Bronze</li> <li>• Chemistry- Silver renewal</li> <li>• Health Sciences- <b>Gold</b> application</li> <li>• History, Politics &amp; International Relations- Bronze</li> </ul>
<b>2016</b>	<ul style="list-style-type: none"> <li>• Geology- Bronze</li> <li>• Chemistry- Silver</li> <li>• Cardiovascular Sciences- Silver</li> <li>• Health Sciences- Silver</li> </ul>	<b>2021</b>	
<b>2017</b>	<ul style="list-style-type: none"> <li>• Museum Studies- bronze extension</li> <li>• Neuroscience, Psychology &amp; Behaviour (NPB) – Bronze renewal</li> <li>• Molecular &amp; Cell Biology (MCB)- Silver</li> <li>• Physics- Bronze</li> </ul>	<b>2022</b>	<ul style="list-style-type: none"> <li>• Neuroscience, Psychology &amp; Behaviour (NPB) – Bronze renewal</li> <li>• Molecular &amp; Cell Biology (MCB)- Silver renewal</li> <li>• Physics- Bronze renewal</li> <li>• University Renewal</li> </ul>



*Collective Working at our EDI Summit in 2017*

**(ii) information on its teaching and its research focus (148 words)**

As a leading institution in both research and teaching, our expertise spans a range of disciplines including medicine. In terms of research, 84% of our staff were submitted to REF2014 with 75% of our research being assessed as internationally excellent. We are in the top 25 UK universities in the Times Higher Education Research Power rankings. Assessment of the quality of research outputs placed 14 of Leicester's departments in the top 20 within their Unit of Assessment with Biological Sciences, Geology, Archaeology, Criminology, Sociology, History, Media and Museum Studies each ranked in the top 15. In terms of teaching we offer a wide breadth of programmes organised into 3 Colleges, and have recently established a strong partnership with Dalian University of Technology in China. We have a strong national profile for widening participation and inclusivity and provide a range of programmes which attract students from diverse educational backgrounds.

**(iii) the number of staff. Present data for academic and professional and support staff separately**

**(iv) the total number of departments and total number of students**

**(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately (58 words)**

We employ 3854 staff: 1638 (732F, 906M) academic staff and 2216 (1,327F, 889M) professional and support staff. Core activities are delivered through 21 academic departments and 5 units/institutes organised into 3 colleges where 23,549 students (12,371F, 11,178M) undertake UG, PGT and PGR programmes. The distributions of these are given below with summaries of total numbers in Figure 2.

**\*Departmental Structure & Makeup**

**Key**

**\*Headcount snapshot as of 3<sup>rd</sup> January 2018**

Number of academic & research staff	Number of PS staff	Total number of students
-------------------------------------	--------------------	--------------------------

**College of Life Sciences (CLS-STEMM)**

**Academic Staff: 600 (282F, 47%F)**

**PS Staff: 443 (336F, 76%F)**

**College Level Staff/Clinical Trials Unit/Core Biotechnology Services Staff/Biomedical Services: 120 (77 F, 64%F)**

Leicester Cancer Research Centre			Genetics			Infection, Immunity and Inflammation		
22(77%F)	14 (64%F)	80 (65%)	68 (32%F)	25 (76%F)	111(50%F)	75 (43%F)	41 (68%F)	168(53%F)
Cardiovascular Sciences			Health Sciences			Molecular & Cell Biology		
74(31%F)	45(78%F)	80 (40%F)	80(66%F)	35(89%F)	213(68%F)	113(42%F)	67(82%F)	73(42%F)
Medical School			Diabetes Research Centre			Neuroscience, Psychology and Behaviour		
61(56%F)	44 (68%F)	1307(59%F)	25(52%F)	16 (81%F)	N/A	82 (49%F)	36 (63%F)	929 (78%F)

### College of Science and Engineering (CSEN-STEMM)

Academic Staff: 340 (87F, 26%F)

PS Staff: 156 (70F, 45%F)

Cluster staff: 56 (42F, 75%)

Chemistry			Engineering			Geography & Geology		
43(40%F)	14 (43%F)	564(48%F)	47 (13%F)	26(33%F)	1024(14%F)	70 (40%F)	20 (50%F)	811 (41%F)
Informatics			Mathematics			Physics and Astronomy		
38 (13%)	3 (0%F)	665(19%F)	38(21%F)	3 (33%F)	728 (41%F)	102(22%F)	34(32%F)	561(25%F)

### College of Social Sciences, Arts & Humanities (CSSAH-AHSSBL)

Academic Staff: 701 (355F, 51%F)

PS Staff: 245 (165F, 67%F)

Cluster Staff: 50 (42F, 84%F)

Archaeology & Ancient History			Criminology			Education		
34(44%F)	41(44%F)	792(60%F)	34(62%F)	9 (78%F)	826 (49%F)	29(79%F)	16(88%F)	787(73%F)
History, Politics and International Relations			Leicester Law School			Media, Communication & Sociology		
74(43%F)	18(83%F)	1589(54%F)	73(58%F)	15(87%F)	1505(67%F)	74(41%F)	11(55%F)	1190(78%F)
Museum Studies			School of The Arts			School of Business		
21(76%F)	5 (40%F)	616 (87%F)	76(58%F)	5 (80%F)	1004(41%F)	197(42%F)	58(57%F)	4091(54%F)
English Language Teaching Unit						Lifelong Learning		
76(55%F)	11(55%F)	n/a				13 (54%F)	6 (83%F)	209 (74%F)

<b>Professional Services</b>		
<b>Total Staff: 1407 (615 M: 792F)</b>		
Campus Services	Human Resources	External Relations
530 (47%F)	75 (91%F)	170 (65%F)
Finance	IT Services	Library
69 (62%F)	151 (23%F)	126 (67%F)
Research & Enterprise Division (RED)		Student & Academic Services
92 (73%F)		194 (68%F)

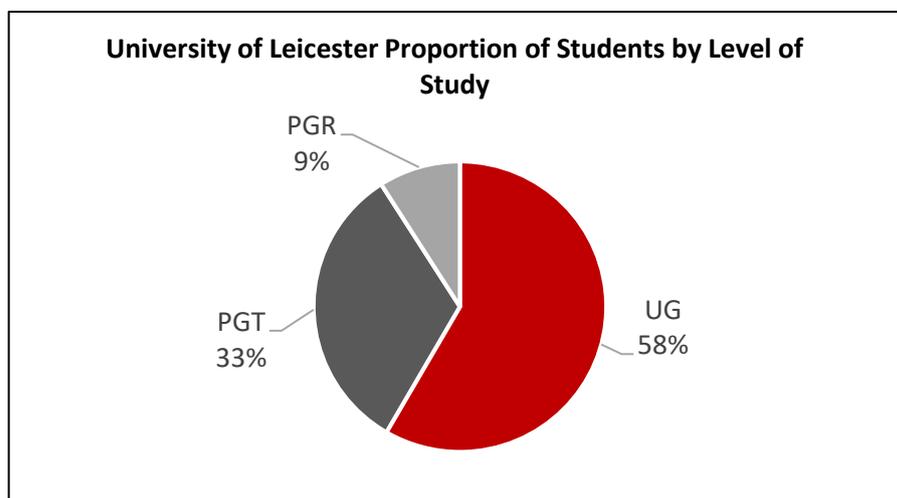


Figure 2 University of Leicester: proportion of students by level of study (2017/18)

**Silver Action Points:**

**ACTION 2.1:** Increase the number of remaining STEMM departments to mature to Silver AS awards.

**ACTION 2.2:** Increase the sharing of good practice of gender equality, and all EDI activity, between departments.

**ACTION 2.3:** Following substantial AS progress in the CLS and CSEN, we will support the remaining AHSSBL departments to effectively engage in AS activity.

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: Silver: 1000 words (889 words)

Describe the self-assessment process. This should include:

**(i) a description of the self-assessment team (384 words)**

Leicester signed up to the AS Charter in September 2006, established its AS Working Group (ASWG) in early 2007 and achieved its institutional Bronze award in May 2008.

A major strategic review in 2016 replaced the ASWG with the **Gender Equality Action Group (GEAG, SAT)**. Responsibility for managing and promoting AS, implementing our institutional action plan, and approval of departmental AS submissions is overseen by the GEAG, which acts as our SAT. It provides central governance for AS, supports departments with their activities through sharing good practice, assistance with developing action plans and using meetings to find solutions to any institution-wide barriers.

Preparation of the Institutional Silver application and reviewing of draft departmental AS submissions is overseen by the **Gender Equality Working Group (GEWG)** with input from subgroups drawn from the GEAG and elsewhere as appropriate. A number of people sit on both GEAG and GEWG enabling close communication particularly on action plan development and delivery.

The GEAG comprises 29 members (20F, 9M) (Figure 3), including representatives from all colleges and professional services, UG and PG students and staff from all the different academic career grades, many active in departmental AS activity. Together, we have experience of dual-career partnerships, flexible/part-time working, maternity/paternity leave and promotion. To help with our understanding of intersectionality and analysis of the different issues facing professional services, we aim to recruit members currently underrepresented on GEAG including BAME, male, and Technical staff (**ACTION 3.1**). We recognise our GEAG SAT has an over representation of females and are making efforts to encourage greater male participation through our recommendation that all departmental SATs should be co-chaired by a female and male. The Director of HR is a member of GEAG, providing the crucial bridge to the University Leadership Team (ULT), ensuring that institution-wide changes can be implemented.

Kate Williams was appointed to the role of **DPVC for EDI in 2016 and chairs the GEAG and GEWG**. She was the academic lead for our first departmental Silver award in Health Sciences and has been a powerful advocate of gender equality both locally and nationally. Kate works closely with Paul Cullis from the Chemistry Department who was the AS academic lead from 2006-2016. He was lead applicant on the previous Institutional AS application and renewals and is a member of both **GEAG** and **GEWG**.

Table of GEAG removed

*Figure 3 GEAG (SAT) Members*

(ii) An account of the self-assessment process (347 words)

**Meetings**

- GEAG meets 6 times a year, on different days to facilitate different working patterns, chaired by our DPVC for EDI.
- GEWG met twice a month in the six months prior to submission, chaired by our DPVC for EDI (meeting monthly when not in the submission phase).

**Communication**

- GEAG reports directly to the EDIC and via membership to the ULT (Figure 4) (ACTION 3.4).
- Internal communication of the GEAG takes place specific projects/sub groups. We use Trello, Yammer, and Blackboard to share information in addition to face-to-face and email contact (ACTION 3.3).

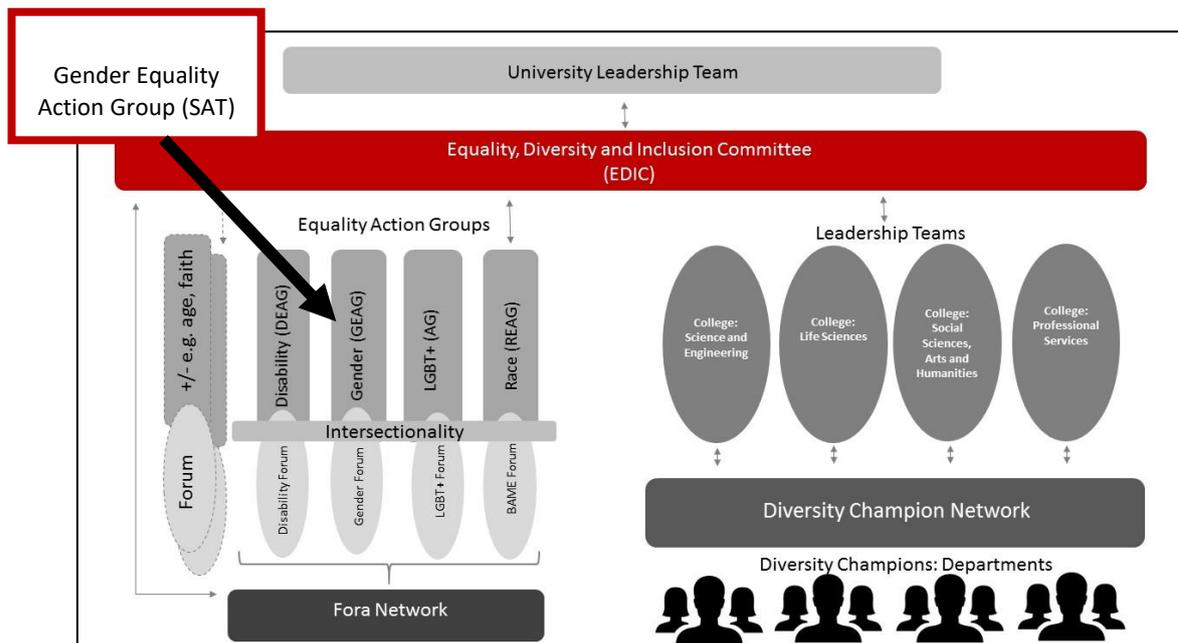


Figure 4 Our EDI Governance Structure

The GEAG (SAT) undertook specific tasks including:

- Commenting on data and deriving collective actions related to the data analysis.
- Formulating key actions for the action plan, using a range of methods including focussed small group work and ‘padlet’ to collect suggestions.
- Sharing good practice between departments and from across the sector.
- Contributing to relevant workshops e.g. promotion workshops for women.
- Data analysis and external consultation to inform the application and action plan.
- Contributing to writing the application and action plan.

Our **internal consultation** process comprised three strands:

1. University **Staff surveys** of working lives

2016: 66% response rate

- 2017: 64% response rate, 1026 academic staff, 870 PS staff

CROS Survey 2015: 25% response rate

CROS Survey 2017: 18% response rate

2. **Focus groups** on targeted areas e.g. maternity/paternity.
3. University-wide **consultation** including:
  - Prioritisation events and activities at EDI Summit, IWD and networks.
  - Consultation with Women’s Forum and Senior Women’s network on aspects of gender equality that they prioritised for action.
  - Contribution from chairs of our EDI Action groups and networks for Race, LGBT and Disability.

Our **external consultation** included GEAG members visiting the University of Warwick and Sheffield Women’s Networks, attending national and regional workshops, and joining the ECU AS award panels. We have received expert advice from the ECU through telephone consultations. Our application was expertly reviewed by a critical friend at the University of Nottingham, [REDACTED] and by an internal panel, including our VC.

**(iii) Plans for the future of the self-assessment team (158 words)**

GEAG meetings will continue, reporting to the EDIC and University via webpages. We will establish new task-specific sub-groups specified in our action plan and facilitate staff and student involvement to prioritise and generate new ideas. The GEAG will remain responsible for implementation of our Action Plan and we have developed a dashboard (green/amber/red and responsible person/group) for driving progress; the Plan will be reviewed at each meeting (**ACTION 3.2**).

We will review and refresh the GEAG annually, replacing 2-3 members each year through an open call for volunteers, with the aim of ensuring a good balance between genders, grades, specialisms, and work-life experience (**ACTION 3.1**). We have been mindful of succession planning; in 2016 Paul Cullis stepped down as chair and Kate Williams took on the role as DPVC for EDI. At submission, we will seek a co-chair to move forward our GE activity. These strategies ensure that fresh ideas and perspectives are introduced whilst ensuring institutional memory.

**Silver Action Points:**

**ACTION 3.1:** In response to changes in the AS awards and our new actions, we will ensure the GEAG remains effective, and will increase representation by annually reviewing membership and recruiting members of staff to the GEAG where staff are currently underrepresented including BAME staff and Technical staff.

**ACTION 3.2:** The GEAG will continue to oversee the implementation and progress of the AS action plan.

**ACTION 3.3:** Increase communication of the AS principles throughout the Institution until they are fully embedded and ‘business as usual’.

**ACTION 3.4:** We will continue to improve and embed our internal and external AS consultation processes.

#### 4. A PICTURE OF THE INSTITUTION

Recommended word count: Silver: 3000 words

##### 4.1. Academic and research staff data (1,665 words)

###### (i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Academic and research staff fit into three career pathways;

1. **Academic**- employed on teaching-only or teaching and research contracts (Grades 6-9 and Professorial) = 1104 (42%F: 58%M).
2. **Research**- employed on research-only contracts, including PDRA's = 391 (54%F: 46%M).
3. **Clinical**- (Grades-Clinical Educator, Clinical Lecturer, Senior Clinical Lecturer or Clinical Professor) only present in the College of Life Sciences = 124 (31%F: 69%M).

Figure 5 presents the staff pipeline from 2012. We have explored patterns over time by academic grade, differentiating between academic, research and clinical staff. **The gender gap has narrowed along the pipeline (Table 2, 3), with an increase in Grade 9 female academic staff from 76 (2012/13, 32%F) to 104 (2016/17, 37%F) and an increase in female Professorial staff from 65 (2012/13, 20%) to 71 (2016/17, 22%).** We remain under BM of 23.9% female Professors (ECU, 2017), however, these pipelines take considerable time to alter, and the modest but consistent improvement in female representation in grade 9 offers a pipeline to increase our professorial numbers in the next 2-3 years.

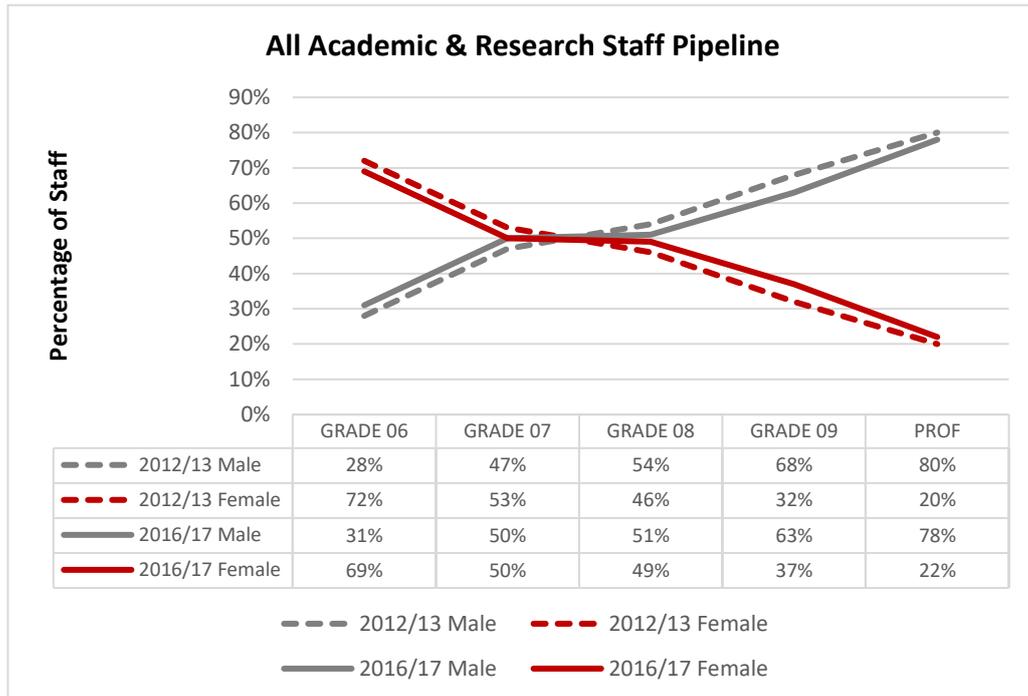


Figure 5 All Staff pipeline- percentage of female and male staff by grade 2012/13 and 2016/17 (all academic and research staff including clinical)

Since Bronze we have:

- Increased emphasis on career development discussion within the PDD (Section 5.3ii) **Staff Survey 2016:** 59% (58%F: 60%M) responded YES to 'have you had a performance development discussion in the last 12 months'. **Staff Survey 2017:** 82% (78%F: 85%M) answered YES.
- Provided focused leadership training for females: **65F have completed Aurora training in the past 3 years** (Section 5.3i) and 41 internal Leadership training.
- Transformed our promotion processes and career map to reflect contributions to leadership, engagement and citizenship as well as teaching and research (Section 5.1iii). **Our 2017/18 promotion round for chair saw 17/32 (53%) applications for Chair from females compared to 3 (14%) in 2016/17.**
- Taken account of periods of part time working or carer leave in promotion cases.
- **Tailored Promotions workshops for women**, attended by 20F academics in 2017.

#### Career Pipeline for Academic and Research staff

We will present academic and research staff data separately for the whole institution to identify key areas of progress, against NB data. Then presenting data for these categories by STEM and AHSSBL. STEM data will include clinical staff, only present in CLS.

The overall **Academic** picture (Figure 6, Table 2) shows;

- Between 2012 and 2017 there has been an **increase in the proportion of female academic staff from 38% to 41%**, close to the NB of 45% (ECU, 2017).
- The **gender gap has narrowed along the pipeline** with a convergence on parity at Grade 7 (49%F) and Grade 8 (49%F).
- More importantly – and we think related to actions taken since our bronze award we have seen an **increase in our proportion of Grade 9 staff, from 76 (32%) to 104 (38%)** the crucial ‘feeder’ grade to professorial promotion.

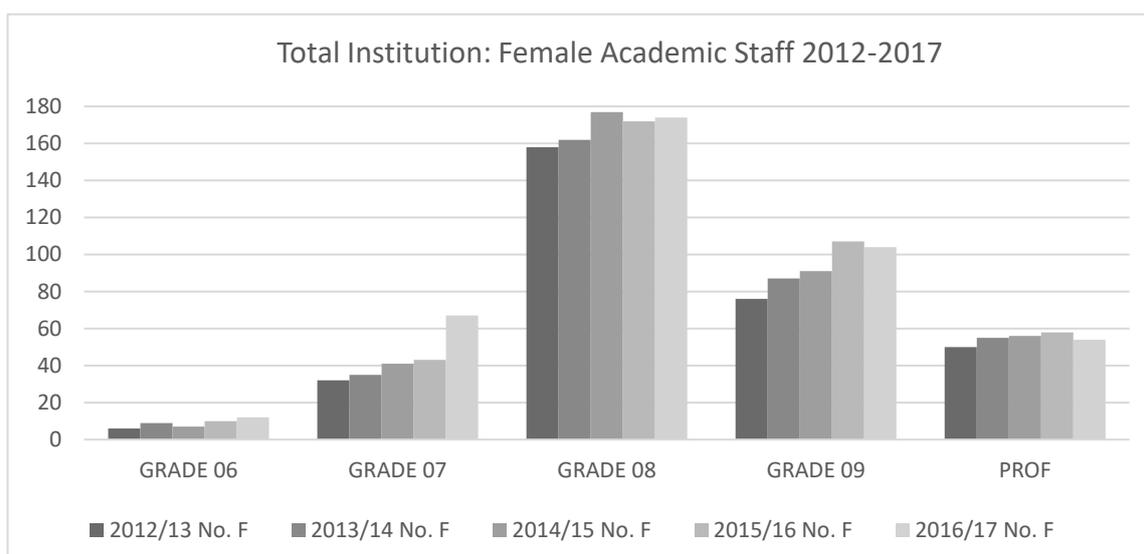


Figure 6 Total Institution: Female Academic Staff by Grade 2012-2017

Total Institution: Academic Staff															
Academic (T&R)	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06	5	8	38%	8	10	44%	10	12	45%	12	15	44%	15	18	45%
GRADE 07	32	22	59%	35	25	58%	41	25	62%	43	40	52%	67	70	49%
GRADE 08	158	176	47%	162	179	48%	177	180	50%	172	177	49%	174	178	49%
GRADE 09	76	161	32%	87	163	35%	91	174	34%	107	182	37%	104	171	38%
PROF	50	178	22%	55	185	23%	56	182	24%	58	185	24%	54	178	23%
<b>Total</b>	<b>322</b>	<b>538</b>	<b>37%</b>	<b>348</b>	<b>553</b>	<b>39%</b>	<b>372</b>	<b>564</b>	<b>40%</b>	<b>390</b>	<b>585</b>	<b>40%</b>	<b>411</b>	<b>597</b>	<b>41%</b>

Table 2 Total Institution: Academic Staff by Year, Grade and Gender

## Research

At 54% (2016/17), Leicester has exceeded the benchmark of 47% for female research staff (Figure 7, Table 3) (ECU, 2017). G7 has seen a slight decline in the numbers of female researchers to 52%F, whilst we have seen the proportion of **G8 women increase from 45% to 52%**. There are very small numbers of total research staff at G9 which has remained static. Research staff are dominated by research associates, often PDRAs. We have an institutional ECR and Research Staff Career Enhancement Group, and each college has a Research Staff Committee. We have an established programme of support for this group in our Doctoral College (5.3ii) (**ACTION 5.2**).

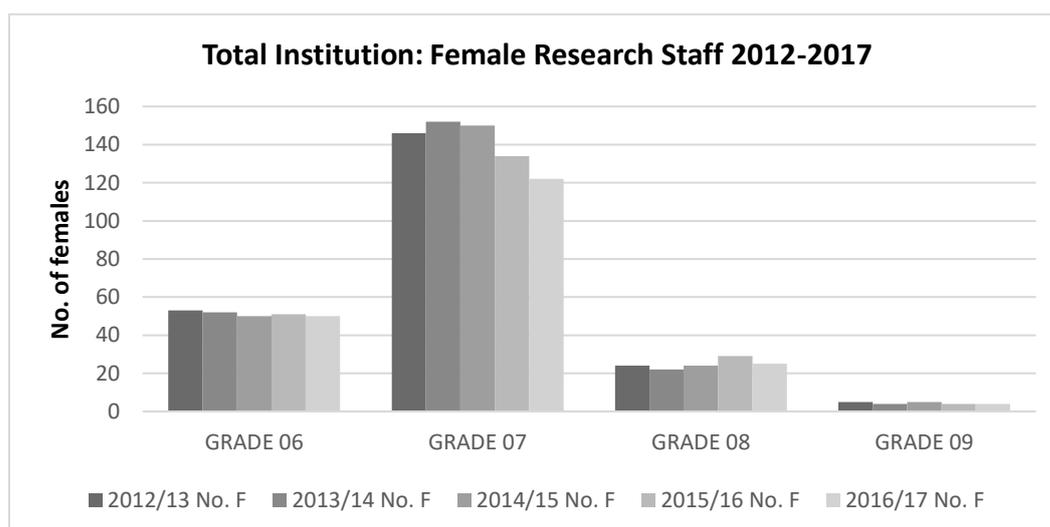


Figure 7 Total Institution: Female Research Staff by Grade 2012-2017

Total Institution: Research Staff															
Research	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06	53	22	71%	52	19	73%	50	27	65%	51	27	65%	50	28	64%
GRADE 07	146	137	52%	152	116	57%	150	131	53%	134	119	53%	122	113	52%
GRADE 08	24	29	45%	22	30	42%	24	27	47%	29	28	51%	25	23	52%
GRADE 09	2	2	50%	2	2	50%	2	2	50%	2	2	50%	2	2	50%
<b>Total</b>	<b>228</b>	<b>193</b>	<b>54%</b>	<b>230</b>	<b>170</b>	<b>57%</b>	<b>229</b>	<b>192</b>	<b>54%</b>	<b>218</b>	<b>182</b>	<b>55%</b>	<b>201</b>	<b>173</b>	<b>54%</b>

Table 3 Total Institution: Research Staff by Year, Gender and Grade

The data will now be split by College to detail individual pipelines.

## CLS: Academic, Clinical and Research

Departments within CLS have significant engagement with AS and each has analysed their pipeline data and developed a detailed action plan based on their “leak points”, our data reflects activities taken to address these leaks (**ACTION 5.3, 10.1**).

### CLS Academic

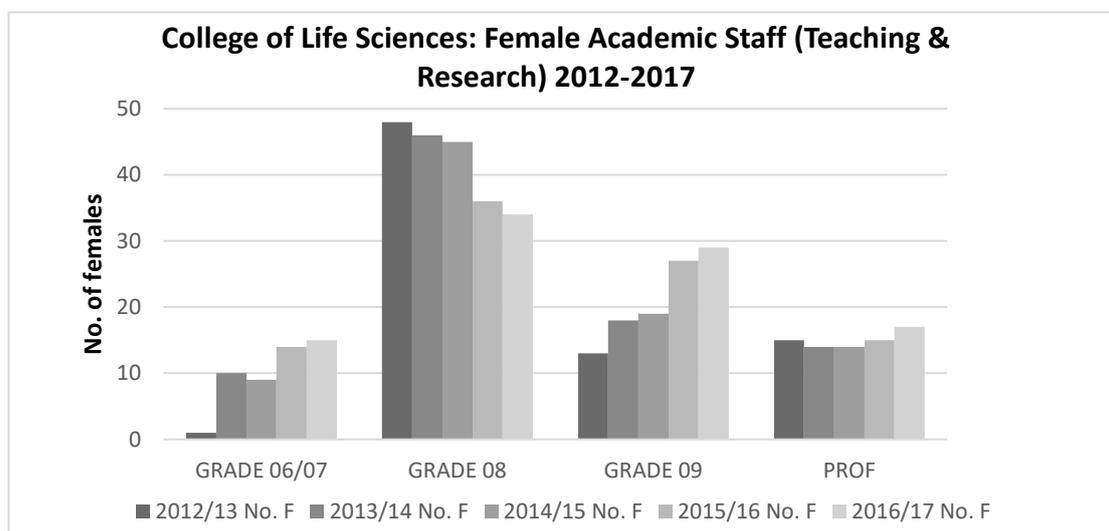


Figure 8 College of Life Sciences: Female Academic Staff by Grade 2012-2017

Life Sciences: Academic Staff															
Academic (T&R)	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06/07*	1	10	10%	1	10	10%	1	10	10%	1	10	10%	1	10	10%
GRADE 08	48	47	51%	46	49	48%	45	46	49%	36	41	47%	34	42	45%
GRADE 09	13	40	25%	18	36	33%	19	33	37%	27	41	40%	29	39	43%
PROF	15	46	25%	14	46	23%	14	50	22%	15	49	23%	17	49	26%
<b>Total Academic</b>	<b>77</b>	<b>137</b>	<b>36%</b>	<b>88</b>	<b>131</b>	<b>40%</b>	<b>87</b>	<b>130</b>	<b>40%</b>	<b>92</b>	<b>133</b>	<b>41%</b>	<b>95</b>	<b>133</b>	<b>42%</b>

Table 4 College of Life Sciences: Academic Staff by Year, Grade and Gender \*Grades 6 and 7 have been combined

Positive change can be seen in our CLS academic pipeline especially in senior grades (Figure 8, Table 4). **Female staff at G9 have increased from 13 (25%, 2012/13) to 29 (43%, 2016/17)**. This change reflects increased activities in supporting staff progression (detailed in 5.3) and can explain our decrease in female academic staff at Grade 8. **Female Professors increased from 15 (25%) in 2012/13 to 17 (26%) in 2016/17, above 25% NB (ECU, 2017)**.

### CLS Clinical (only present in CLS)

Clinical staff represent a small proportion of staff across the whole institution and all are located within CLS. Whilst numbers have fluctuated, we **now have the highest number of female clinical staff for the last five years** (Figure 9) and are seeing a **year on year increase in the number of senior clinical lecturers** which we anticipate will feed our pipeline to professor over the next 2-5 years.

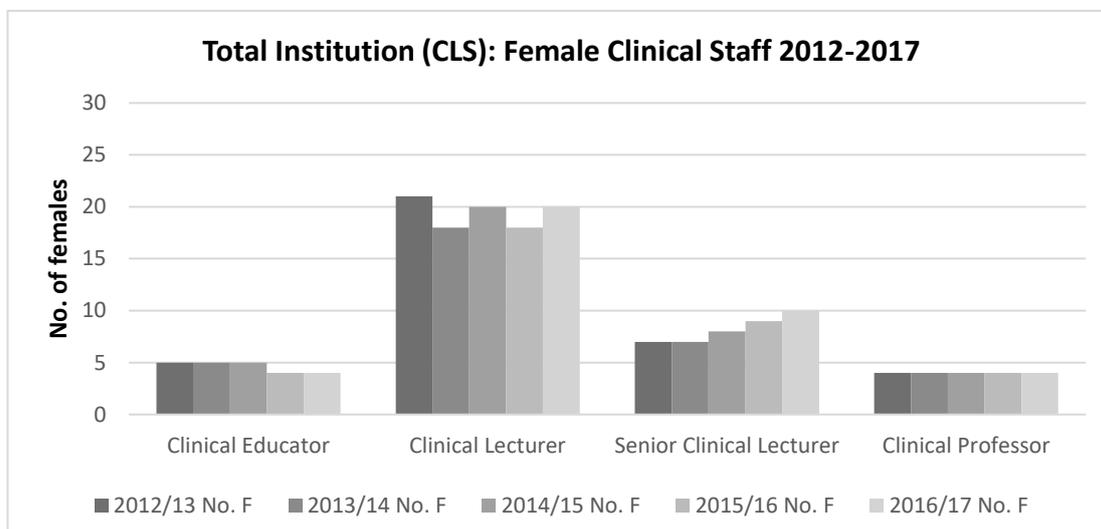


Figure 9 College of Life Sciences: Female Clinical Staff by Grade

Table 5 College of Life Sciences: Clinical Staff by Year, Grade and Gender 2012-2017

Total Institution (CLS): Clinical Staff																
Clinical	2012/13			2013/14			2014/15			2015/16			2016/17			
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	
Clinical Educator	5	5	36%	5	5	34%	5	5	36%	4	4	35%	4	4	42%	
Clinical Lecturer	21	38	36%	18	35	34%	20	35	36%	18	34	35%	20	28	42%	
Senior Clinical Lecturer	7	24	23%	7	25	22%	8	24	25%	9	23	28%	10	24	29%	
Clinical Professor	4	4	33%	4	4	33%	4	4	33%	4	4	33%	4	4	33%	
<b>Total</b>	<b>37</b>	<b>100</b>	<b>27%</b>	<b>34</b>	<b>94</b>	<b>27%</b>	<b>37</b>	<b>88</b>	<b>30%</b>	<b>35</b>	<b>89</b>	<b>28%</b>	<b>38</b>	<b>86</b>	<b>31%</b>	

CLS has just over 100 clinical staff. Overall proportions of **female Senior Clinical Lecturers have increased from 23% in 2012/13 to 29% in 2016/17**. This point in the pipeline directly feeds into our future Clinical Professors and our aspiration to exceed the UK benchmark of 18% for Clinical Professors by 2022. There is a slight decrease in overall numbers which is reflected across the sector. We have identified specific challenges for female clinical colleagues, around work-life balance, combined clinical and academic duties can pose challenges for those with caring responsibilities with duties often taking place at different locations which can mean finding a sustainable work-life balance is challenging (**ACTION 5.4**). Undergraduate medical training is dominated by women so alongside national initiatives, local initiatives are also vital to ensure equality in progression. We will continue to work closely with clinical colleagues at UHL to support our **Leicester Women in Medicine Network** which hosts networking events to maximise opportunities for **role modelling, mentoring, career progression and work life balance** for women across NHS and University settings (**ACTION 10.2**).

## CLS Research

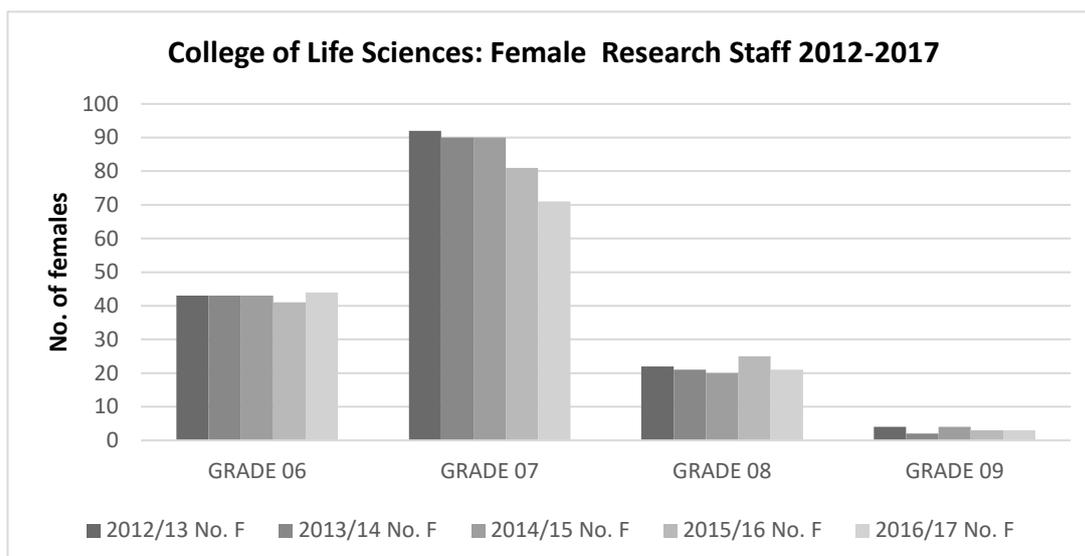


Figure 10 College of Life Sciences: Female Research Staff by Grade 2012-2017

<b>Life Sciences: Research Staff</b>															
Research	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
GRADE 06	43	18	70%	43	15	74%	43	24	64%	41	20	67%	44	21	68%
GRADE 07	92	67	58%	90	57	61%	90	65	58%	81	68	54%	71	63	53%
GRADE 08	22	15	59%	21	14	60%	20	11	65%	25	13	66%	21	11	66%
GRADE 09	2	2	50%	2	2	50%	2	2	50%	2	2	50%	2	2	50%
Total Research	161	103	61%	156	89	64%	157	105	60%	150	106	59%	139	101	58%

Table 6 Colle of Life Sciences: Research Staff by Year, Grade and Gender 2012-2017

Since 2012/13 the total proportion of female research staff has decreased whilst the proportion of female academics (T&R) has increased. CLS has seen an **increase in female research staff at Grade 8 from 59% to 66%**. There are very small numbers of research staff at G9. **CLS has evidence of research staff at G9 moving over to an academic contract at G10**. This type of progression is uncommon across the sector and has been featured as case studies on our webpages highlighting the opportunities afforded research staff at Leicester.

**Silver Action Points for Life Sciences:**

**ACTION 4.2:** Increase visibility of role models by developing a series of online profiles of members of staff from underrepresented groups e.g. Female staff in engineering, male clerical staff, BAME academic staff.

**ACTION 5.2:** Support and facilitate career progression for research staff, particularly female research staff.

**ACTION 5.3:** Increase the number of senior female academics through career development including: mentoring, leadership training and networking events.

**ACTION 5.4:** Further support and facilitate career progression for female *clinical staff* through role modelling, leadership training, mentoring and coaching.

**ACTION 10.1:** Continue to conduct outreach activity to address the unequal gender representation across disciplines at student level.

**ACTION 10.2:** Support and enhance the Leicester Women in Medicine network.

## CSEN- Academic and Research Staff

We are making progress in CSEN although the historic gender imbalance in this sector has meant that it is taking longer to see impact. Since Bronze we have introduced a range of initiatives including:

- Girls Who Code initiative launched in Informatics (see Section 7).
- Leicester Women in Physics and Women in Chemistry Group (**ACTION 9.1**).
- Coaching and Mentoring Academy, leadership training (Section 5.3i) and visible role models (**ACTION 4.2**)
- Increased transparency and support in the promotions processes,

There has been an increase in the number of female academic staff since 2012/13, **from 31 to 38 (15% to 18%)**. A tailored NB (see data note) was 25% in 2015/16. The **percentage of female academic staff at G8 has increased from 11% in 2012/13 to 18% in 2016/17** (Figure 11, Table 7). A small increase in female academic G9 staff has been achieved (14% in 2012/13 to 16% in 2016/17).

### CSEN Academic

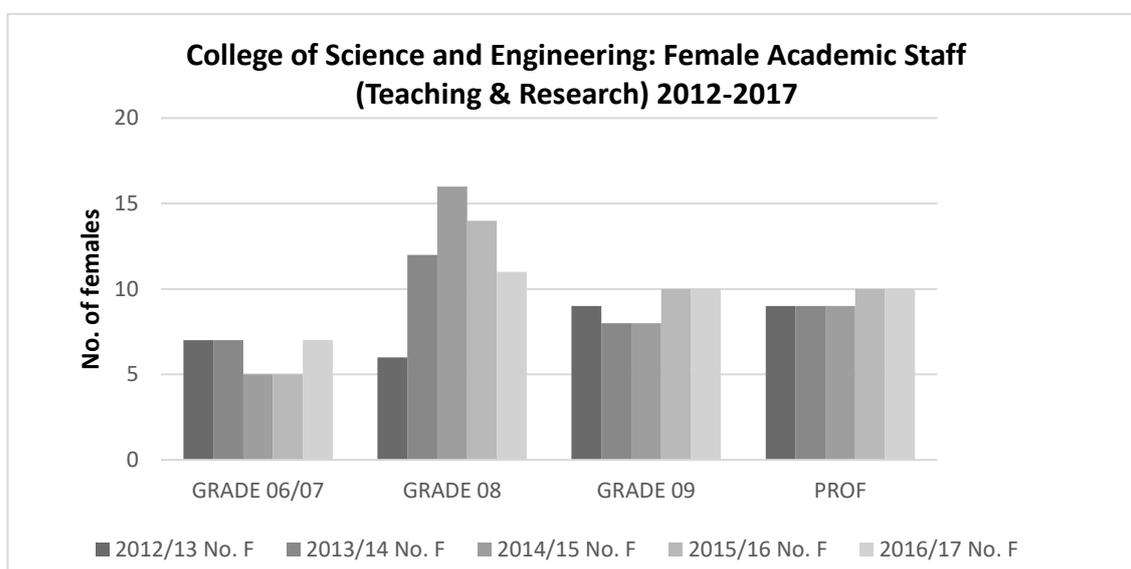


Figure 11 College of Science and Engineering: Female Academic Staff by Grade 2012-2017

Science and Engineering: Academic Staff															
Academic	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06/07*	1	1	50%	1	1	50%	1	1	50%	1	1	50%	1	1	50%
GRADE 08	1	11	8%	12	47	20%	16	48	25%	14	55	20%	11	51	18%
GRADE 09	1	7	12%	1	7	12%	1	7	12%	1	7	12%	1	7	12%
PROF	1	8	11%	1	8	11%	1	8	11%	1	8	11%	1	8	11%
<b>Total Academic</b>	<b>31</b>	<b>174</b>	<b>15%</b>	<b>36</b>	<b>177</b>	<b>17%</b>	<b>38</b>	<b>172</b>	<b>18%</b>	<b>39</b>	<b>181</b>	<b>18%</b>	<b>38</b>	<b>175</b>	<b>18%</b>

Table 7 College of Science and Engineering: Academic Staff by Year, Grade and Gender 2012-2017

## CSEN Research

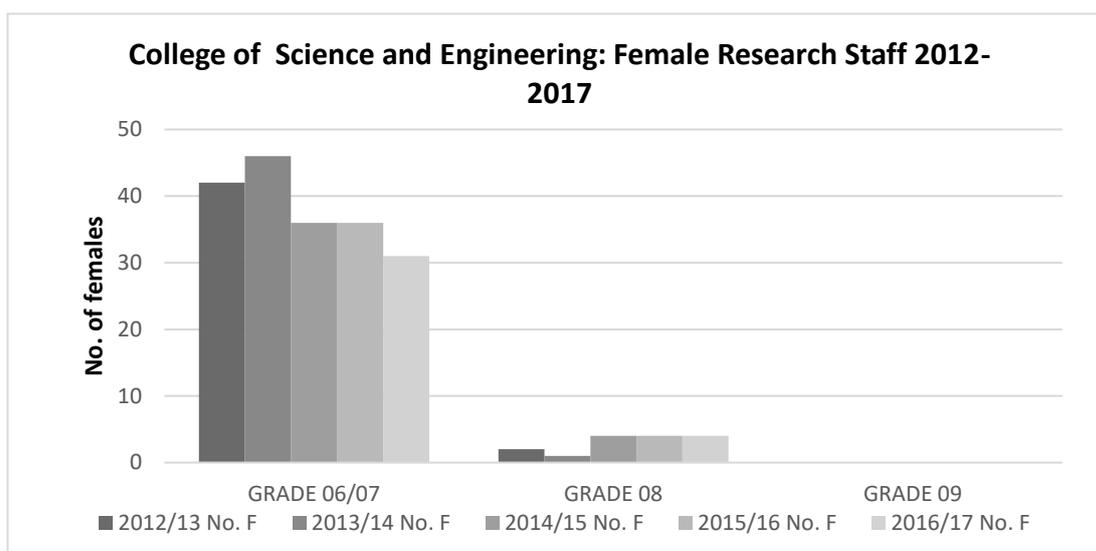


Figure 12 College of Science and Engineering: Female Research Staff by Grade 2012-2017

Science and Engineering: Research Staff															
Research	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06/07	42	50	46%	46	44	51%	36	52	41%	36	41	47%	31	46	40%
GRADE 08	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
GRADE 09	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Total Academic	44	66	40%	47	61	44%	40	69	37%	40	58	41%	35	61	36%

Table 8 College of Science and Engineering: Research Staff by Year, Grade and Gender 2012-2017

The proportion of female research staff at G6/7 is higher than the tailored NB of 25% (ECU, 2017). **Female research staff at G8 have doubled from 2 to 4 (13% in 2012/13 to 25% in 2016/17).** The need to nurture our research staff is recognised as a key factor in building our pipeline and links to our research staff actions (Section 5.3iii) (**ACTION 4.3**). There are few research staff in the College at G9, although the opportunity for promotion to G9 is open to G8 staff.

**Silver Action Points for Science and Engineering:**

**ACTION 4.2:** Increase visibility of role models by developing a series of online profiles of members of staff from underrepresented groups e.g. Female staff in engineering, male clerical staff, BAME academic staff.

**ACTION 4.3:** Continue to promote and fund Daphne Jackson Fellowships.

**ACTION 5.2:** Support and facilitate career progression for research staff, particularly female research staff.

**ACTION 5.3:** Increase the number of senior female academics through career development including: mentoring, leadership training and networking events.

**ACTION 10.1:** Launch the WISE 'People like Me' Outreach activity.

**ACTION 10.2:** Continue to support female students in CSEN through support networks

### CSSAH-Academic and Research Staff

This College is led by one of our female PVC's.

### CSSAH Academic

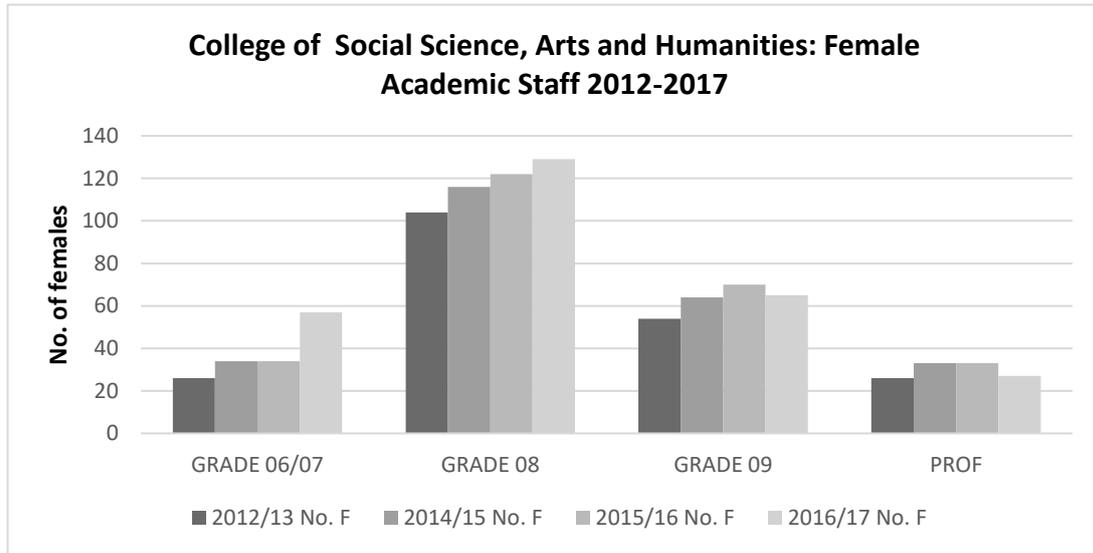


Figure 13 College of Social Science, Arts and Humanities: Female Academic Staff by Grade 2012-2017

Social Science, Arts and Humanities: Academic Staff															
Academic	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06/07	26	10	72%	27	14	66%	34	18	65%	34	27	56%	57	54	51%
GRADE 08	104	82	56%	104	83	56%	116	86	57%	122	81	60%	129	85	60%
GRADE 09	54	66	45%	61	69	47%	64	84	43%	70	87	45%	65	81	45%
PROF	26	73	26%	32	79	29%	33	74	31%	33	76	30%	27	69	28%
<b>Total Academic</b>	<b>210</b>	<b>231</b>	<b>48%</b>	<b>224</b>	<b>245</b>	<b>48%</b>	<b>247</b>	<b>262</b>	<b>49%</b>	<b>259</b>	<b>271</b>	<b>49%</b>	<b>278</b>	<b>289</b>	<b>49%</b>

Table 9 College of Social Science, Arts and Humanities: Academic Staff by Year, Grade and Gender 2012-2017

We have had a consistent pipeline for female academic staff in CSSAH since 2012, with 48-49% female academic staff, exceeding the NB for 2015/16 of 45% in Non-STEMM subjects (Figure 13, Table 9). 60% of G8 staff are female, providing an excellent pipeline for progression, with 45% at G9 which with annual PDD, coaching, mentoring and development support will feed our pipeline to a target of 32% female professors by 2022 (ACTION 5.3).

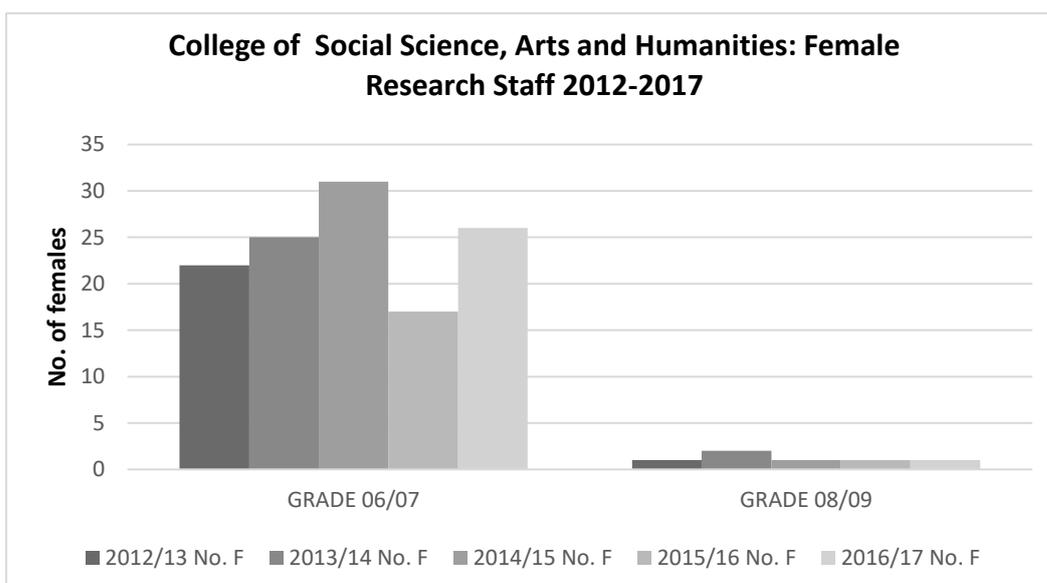


Figure 14 College of Social Science, Arts and Humanities: Female Research Staff by Grade 2012-2017

Social Science, Arts and Humanities: Research Staff															
Research	2012/13			2013/14			2014/15			2015/16			2016/17		
	F	M	%F												
GRADE 06/07	22	24	48%	25	19	57%	31	17	65%	17	27	39%	26	11	70%
GRADE 08	1	1	50%	1	1	50%	1	1	50%	1	1	50%	1	1	50%
GRADE 09	1	1	50%	1	1	50%	1	1	50%	1	1	50%	1	1	50%
Total Research	23	24	40%	27	20	44%	32	18	37%	18	28	41%	27	11	36%

Table 10 College of Social Science, Arts and Humanities: Research Staff by Year, Grade and Gender 2012-2017

Most of the research staff in CSSAH are in G6 or 7 posts, with the exception of 1 female in 2016/17 (Table 10). Whilst the number of female research staff at G6/7 has been fairly static, there has been a significant reduction in the number of men from 24 (2012/13) to 11 (2016/17). We will explore why this is the case (ACTION 4.3).

**Silver Action Points for Social Science, Arts & Humanities:**

**ACTION 4.2:** Increase visibility of role models by developing a series of online profiles of members of staff from underrepresented groups e.g. Female staff in engineering, male clerical staff, BAME academic staff.

**ACTION 4.3:** Address the low numbers of male research staff in CSSAH.

**ACTION 5.2:** Further support for research staff career development.

**ACTION 5.3:** Increase the number of senior female academics through career development including: mentoring, leadership training and networking events.

## Intersectionality

Working closely with our Race Equality Action Group (REAG) (which overlaps some membership with the GEAG) we are undertaking detailed analysis to explore, benchmark and understand experiences of BAME staff and students. BAME academic staff make up a small proportion at all grades (Table 11, Figure 15), **13% of academics, 2015/16 NB is 14.6%** (ECU, 2017). There is much work needed and we are excited about working at the boundaries of intersectionality (**ACTION 8.1, 8.2**).

At Leicester:

- White men increase in proportion at higher grades, BAME men decrease.
- BAME females are under-represented at all grades, although their career pipeline follow the same pattern as non-BAME women.
- More BAME staff hold Clinical academic roles, which reflects the UK clinical workforce- BAME clinical male representation has remained consistent.
- 3% of our BAME Clinical Professors are female compared to 0.5% NB (ECU, 2017).

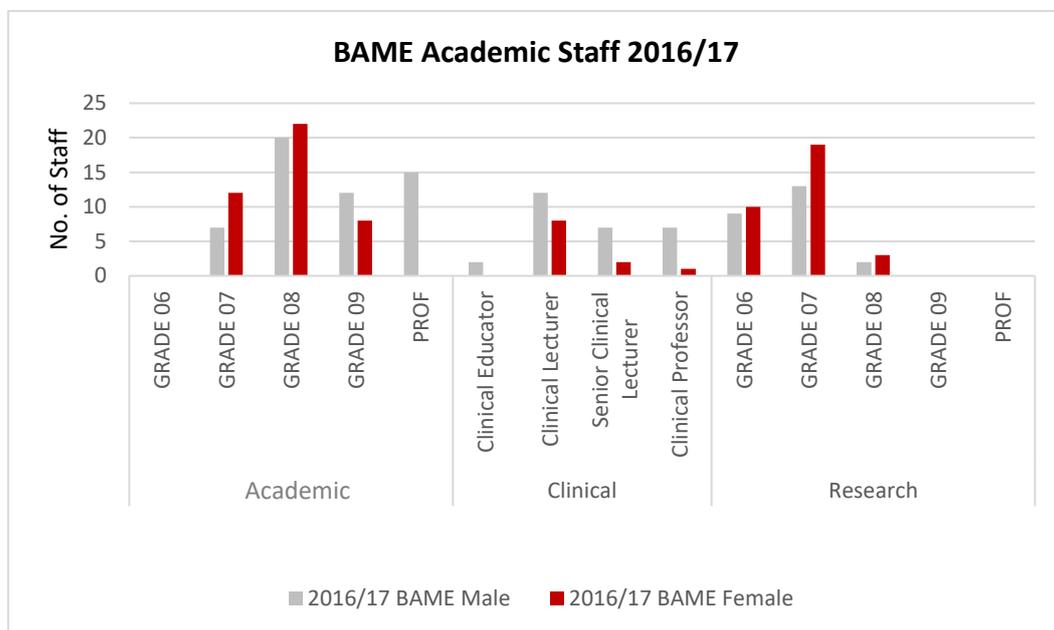


Figure 15 Total Institution: BAME Academic Staff by Gender, Grade and Year 2016/17

	Intersectionality	2016/17				
		Total Staff	BAME F	BAME M	% BAME F	% BAME M
Academic	GRADE 06	12				
	GRADE 07	137				
	GRADE 08	352				
	GRADE 09	275				
	PROF	232				
Clinical	Clinical Educator	11				
	Clinical Lecturer	48				
	S. Clinical Lecturer	34				
	Clinical Professor	31				
Research	GRADE 06	78				
	GRADE 07	235				
	GRADE 08	48				
	GRADE 09	13				
	PROF	1				
	<b>Total</b>	<b>1507</b>				

Table 11 Total Institution: BAME Academic Staff by Grade 2016/17

We have research units and projects that focus on BAME employment and health issues, we work closely with them to inform and progress our race equality and intersectionality work and they play a key role in our REC and AS work.

**Silver Action Points for Intersectionality:**

**ACTION 4.2, 7.6:** Increase visibility of role models by developing a series of online profiles of members of staff from underrepresented groups e.g. Female staff in engineering, male clerical staff, BAME academic staff.

**ACTION 8.1:** Establish an Intersectionality Working Group, alongside the existing action groups.

**ACTION 8.2i:** Analyse the Race Equality Charter survey by gender and discuss with the GEAG.

**ACTION 8.2ii:** Encourage BAME leaders to share their career pathway stories.

**ACTION 8.2iv:** Commit to a BAME leadership and/or career development programme.

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender (240 words)

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.

The proportion of staff on permanent and fixed term contracts has remained almost static since our bronze award (Table 12, Figure 16), with a small increase in the proportion of females on both contract types. In 2016/17, females make up 42% of open ended contracts, NB is 43.7% (ECU, 2017). We have a higher proportion of female staff on fixed term contracts (54%), above the NB of 48% (ECU, 2017).

Total Institution: Academic and Research Staff by Contract Type									
Year	Total Staff	Open-Ended				Fixed			
		Total	F	M	%F	Total	F	M	%F
2012/13	1535	1130	439	691	39%	405	200	205	49%
2013/14	1555	1204	490	714	41%	351	181	170	52%
2014/15	1622	1314	544	770	41%	308	169	139	55%
2015/16	1645	1335	562	773	42%	310	163	147	53%
2016/17	1638	1252	523	729	42%	386	209	177	54%

Table 12 Total Institution: Academic and Research Staff Contract Type by Gender

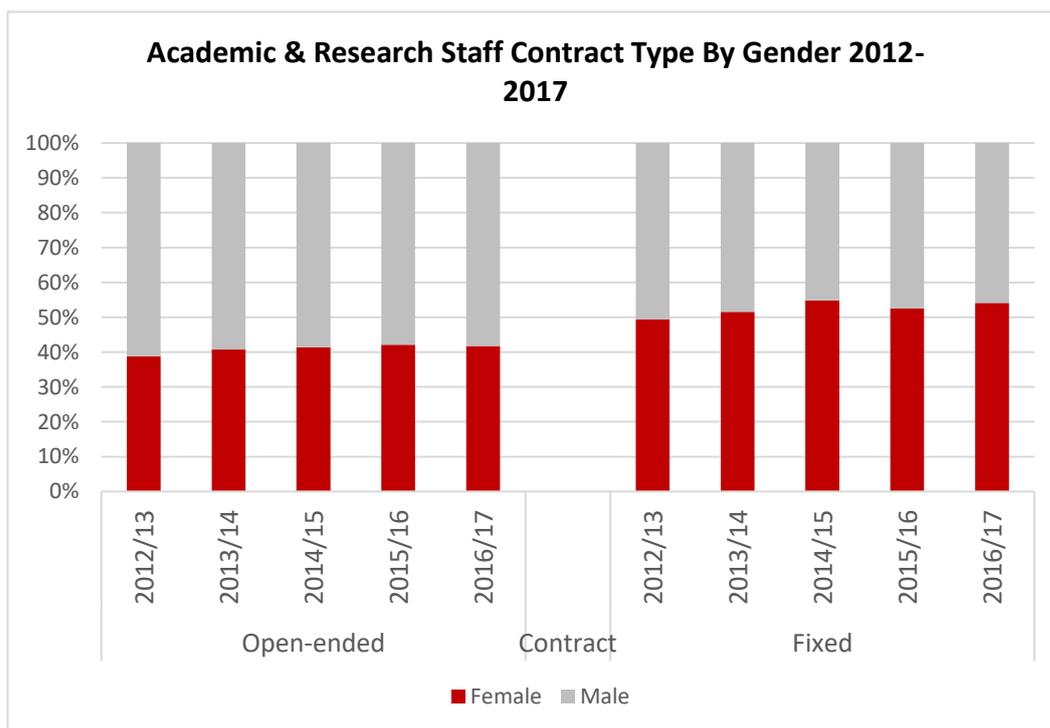


Figure 16 Total Institution: Academic and Research Staff Contract Type by Gender 2012-2017

Most staff on Fixed Term contracts (FTCs) are G6 and G7 funded by external research grants which by their nature are time limited. A higher proportion of females are in these grades; 64% female G6 in 2016/17 and 52% G7 in 2016/17. Our ECR and Research Career Enhancement Group drives forward our Concordat action plan for research staff, focusing on career development opportunities through PDD (**ACTION 5.2, 6.2**).

We have a **consistent policy of encouraging redeployment** across the university, this policy applies to all staff who are identified as at risk of redundancy, or in a redeployment situation. Staff join the redeployment register which means they hear about and have the opportunity to apply for roles before they are advertised more widely. Departments with high numbers of contract research staff have had success in redeployment with departmental case studies outline these successes.

All university policies apply to all staff regardless of contract type. Training and development opportunities are available to all staff at the University. We work closely with colleagues to ensure a range of targeted development opportunities for staff on research contracts (Section 5.3iii).

#### **Silver Action Points**

**ACTION 5.2i:** Continue to support research staff to gain teaching experience and CPD in learning and teaching.

**ACTION 5.2ii:** Monitor the progress of the ECR and Research Career Enhancement Group to increase retention of ECRs.

**ACTION 6.2:** To increase the understanding of the role of appraisal for research staff career development to embed career planning discussion into the process.

**(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only**

**Comment on the proportions of men and women on these contracts and by job grade.**

The number of staff on teaching-only contracts have increased from 2012-2017 (138 to 310) (Figure 17, Table 13), with 51% of them being female (NB for female teaching only staff is 52% (ECU, 2017)). Since our bronze award we have introduced a teaching-dominant promotions route, through our revised career map, which rewards excellence in teaching in the same way as research (Section 5.1iii).

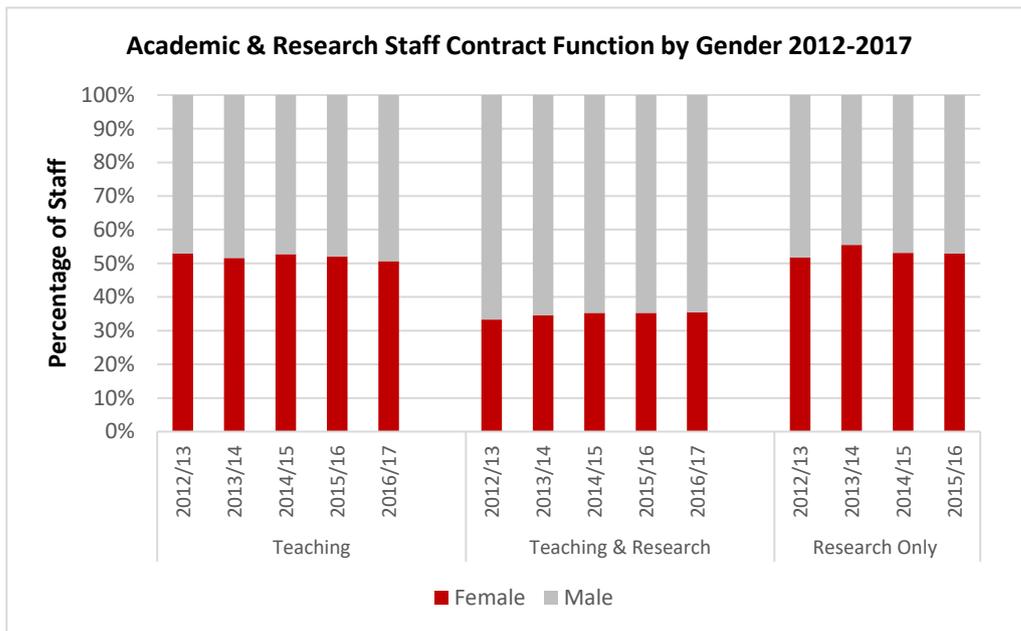


Figure 17 Total Institution: Academic & Research Staff by Contract Function and Gender 2012-2017

Total Institution: Academic & Research Staff																
		2012/13			2013/14			2014/15			2015/16			2016/17		
		M	F	%F												
Teaching	GRADE 06															
	GRADE 07	23	32	58%	25	34	58%	27	41	60%	42	44	51%	72	66	48%
	GRADE 08	19	25	57%	21	23	52%	36	42	54%	37	47	56%	40	51	56%
	GRADE 09															
	PROF															
	Clinical Educator															
	Clinical Lecturer															
	Senior Clinical Lecturer															
	Clinical Professor															
	<b>Total Teaching</b>	<b>65</b>	<b>73</b>	<b>53%</b>	<b>77</b>	<b>82</b>	<b>52%</b>	<b>96</b>	<b>107</b>	<b>53%</b>	<b>112</b>	<b>121</b>	<b>52%</b>	<b>153</b>	<b>157</b>	<b>51%</b>
Teaching & Research	GRADE 07															
	GRADE 08	158	133	46%	162	140	46%	147	137	48%	139	127	48%	138	124	47%
	GRADE 09	151	74	33%	149	80	35%	159	84	35%	163	96	37%	149	90	38%
	PROF	175	47	21%	180	53	23%	176	53	23%	181	54	23%	172	51	23%
	Clinical Educator															
	Clinical Lecturer															
	Senior Clinical Lecturer	17	2	11%	17	2	11%	16	2	11%	13	2	13%	12	4	25%
	Clinical Professor	30	4	12%	26	4	13%	22	4	15%	25	4	14%	25	4	14%
	<b>Total Teaching &amp; Research</b>	<b>540</b>	<b>270</b>	<b>33%</b>	<b>545</b>	<b>288</b>	<b>35%</b>	<b>534</b>	<b>291</b>	<b>35%</b>	<b>537</b>	<b>293</b>	<b>35%</b>	<b>506</b>	<b>278</b>	<b>35%</b>
Research Only	GRADE 06	22	51	70%	18	50	74%	27	49	64%	27	51	65%	28	50	64%
	GRADE 07	132	143	52%	111	146	57%	123	144	54%	116	130	53%	109	121	53%
	GRADE 08	28	24	46%	26	21	45%	24	22	48%	26	28	52%	23	25	52%
	GRADE 09															
	PROF															
	Clinical Lecturer	30	15	33%	26	15	37%	21	13	38%	18	11	38%	16	11	41%
	Senior Clinical Lecturer															
	Clinical Professor															
<b>Total Research Only</b>	<b>224</b>	<b>241</b>	<b>52%</b>	<b>192</b>	<b>239</b>	<b>55%</b>	<b>209</b>	<b>237</b>	<b>53%</b>	<b>204</b>	<b>229</b>	<b>53%</b>	<b>198</b>	<b>216</b>	<b>52%</b>	

Table 13 Total Institution: Academic and Research Staff by Contract Function and Gender 2012-2017

Females make up 35% of T&R roles, below the NB of 40.6% (ECU, 2017) (**ACTION 4.5**). The pattern we see for T&R is different from that for Teaching dominant and Research only contracts. This is likely to be a combination of factors including work-life balance and different career stages for the different cohorts, with the T&R staff in our statistics being further along in their careers. The high number of research staff at grades 6 and 7 can be explained by research assistants and postdoctoral staff. We are focussed on ensuring a clear pathway to progression to Grade 8 and 9 in the future, analysis of this progression is currently being taken forward by our leadership team (**ACTION 6.3**). Females represent 52% of research only contracts, this is above the NB of 46.7% (ECU, 2017).

#### **Silver Action Points**

**ACTION 4.5:** Increase visibility of female role models in T&R roles.

**ACTION 5.2:** Support and facilitate career progression for research staff, particularly female ECRs.

**ACTION 6.3ii:** Continue an in-depth analysis of promotions applications and success by Contract Function

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

We are committed to staff progression and retention and learning from staff departures.

We have seen an increase in staff departures from 46% to 49% (Table 14), driven by more staff leaving G7, FTC research posts (which we know have a higher proportion of women). The main reason that staff leave is end of contract or resignation.

		Total Institution														
		2012/13			2013/14			2014/15			2015/16			2016/17		
		M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Teaching	GRADE 06	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 07	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 08	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 09	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	PROF	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Clinical Educator	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Clinical Lecturer	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	S. Clinical Lecturer	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Teaching & Research	GRADE 07	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 08	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 09	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	PROF	19	6	24%	19	2	10%	7	6	46%	15	8	35%	11	5	31%
	Clinical Lecturer	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	S. Clinical Lecturer	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Clinical Professor	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Research Only	GRADE 06	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 07	34	31	48%	28	31	53%	29	38	57%	32	37	54%	9	10	53%
	GRADE 08	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 09	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	PROF	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Clinical Lecturer	11	7	39%	8	7	47%	11	5	31%	4	3	43%	2	3	60%
	S. Clinical Lecturer	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
<b>Total</b>	<b>110</b>	<b>93</b>	<b>46%</b>	<b>99</b>	<b>88</b>	<b>47%</b>	<b>88</b>	<b>87</b>	<b>50%</b>	<b>104</b>	<b>113</b>	<b>52%</b>	<b>71</b>	<b>69</b>	<b>49%</b>	

Table 14 Total Institution: Academic Leavers by Contract Function, Grade and Gender

We have recognised that our collection of exit information needs to be more robust in order to be able to gauge whether staff are leaving to positive (e.g. promotion elsewhere) reasons or other negative reasons where we would have opportunities to address the issues (ACTION 4.8).

Reasons for Academic & Research Staff Leaving by College						
2012-2017	CLS		CSEN		CSSAH	
	M	F	M	F	M	F
Death of employee	█	█	█	█	█	█
Dismissal	█	█	█	█	█	█
End of contract	83	115	69	46	98	103
Redundancy	█	█	█	█	█	█
Resignation	75	91	55	23	67	94
Retirement	18	8	7		15	11
Voluntary Severance	█	█	█	█	█	█
<b>Total</b>	<b>203</b>	<b>223</b>	<b>142</b>	<b>72</b>	<b>203</b>	<b>219</b>

Table 15 Reasons for Academic & Research Staff Leaving By College and Gender 2012-2017

### Exit Questionnaire & Interviews

Questionnaire collects data on:

- Training, support and workload issues
- The University's ethos and management style
- Working environment and general working conditions;
- Communication issues.

Since our bronze award we have introduced an optional exit interview, piloted in 2017 (10% uptake), with an independent trained member of staff.

Information collected is used to help:

- Develop policy, procedures and guidelines;
- Identify professional development requirements;
- Identify areas for local collective agreements;
- Identify key stressors;
- Enhance health, safety and welfare requirements.

Annual reports are produced from data collected and recommendations are formulated and communicated for review and action.

#### Silver Action Points

**ACTION 4.8i:** To further understand why staff leave the University by increasing the uptake of exit interview surveys through regular emails to staff approaching the end of their employment.

**ACTION 4.8ii:** Establish a task & finish group to develop the exit questionnaire, including recommendations from former departmental AS exit interviews.

(v) **Equal pay audits/reviews (250 words)**

**Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.**

In addition to publishing our GPG figures we review our pay distribution, pay frameworks, contribution awards and bonus payments in the following ways:

- 2016 we commissioned an external review of our pay levels and of the gender pay gap that we had identified for Grade 10 and professorial staff.
- An equal pay audit was also carried out in 2017 across all levels of pay and this, again, concluded that the University does not have any equal pay or discrimination issues associated with pay.

**The University GPG report was completed in March 2018:**

<b>Mean</b>	24.1%		
<b>Median</b>	22.7%		
<b>Mean bonus gender pay gap</b>	56.3%		
<b>Median bonus gender pay gap</b>	0%		
<b>The proportion of males and females in each hourly rate quartile pay band</b>			
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
35%M 65%F	38%M 62%F	45%M 55%F	61%M 39%F

*Table 16 University of Leicester Gender Pay Gap Figures 2016-2017*

Our overall GPG statistics are representative of similar pre-92 research intensive universities with medical schools. We have an extensive action plan associated with our gender pay gap. Both our mean and median GPG are higher than the sector average of 17.8% (mean) and 13.7% (median) (ECU, 2017).

Our 2017 Staff Survey findings indicate **that the majority of staff at the University feel fairly paid.**

- 65% (66%M: 69%F) of academic staff and 66% (68%F: 64%M) of PS staff agreeing that 'they feel fairly paid for the work they do'.
- 64% (61%M: 73%F) of academic staff and 72% (77%F: 70%M) PS staff agreed 'they feel the University offers a good pay and reward package'.

## 4.2. Professional and support staff data

### (i) Professional and support staff by grade and gender (574 words)

**Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.**

**60% of our PS staff are female, below the regional average of 62.4% (HESA, 2017).**

PS staff roles include:

- Management & Professional- G1-10, e.g. administrators, engineers, librarians, managers, technicians in areas like student services, human resources and finance.
- Manual & Ancillary- e.g. Catering, Accommodation, Grounds, Porters and Security.

Most PS staff are in Central Corporate Services e.g. Human Resources, Finance and Estates. Our pipeline (Table 17), G1 (75%F) and 3 (67%F) includes cleaning and catering staff, where females are concentrated. G2 (75%M) includes porters and grounds staff, where males are concentrated (Figure 20). G4 (70%F), G5 (69%F), G6 (64%F) and G7 (55%F) include clerical and administrative positions, where females dominate (Figure 19). After G7, the proportion of female PS staff decreases with 40% females at G8, 29% at G9 and 43% at G10. It is important to note that whilst the proportion of females at G10 was 60% in 2012/13, there were fewer total numbers of staff at this point (total 5 compared to 35 in 2016/17). We will present data for the whole institution against NB data and then present our data for each of these categories by STEMM and AHSSBL.

Total Institution: Professional Services Staff																
		2012/13			2013/14			2014/15			2015/16			2016/17		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Management & Professional	GRADE 01*	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
	GRADE 02	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
	GRADE 03	43	13	77%	114	38	75%	110	42	72%	111	41	73%	104	32	76%
	GRADE 04	149	43	78%	223	73	75%	197	66	75%	205	62	77%	191	63	75%
	GRADE 05	159	44	78%	255	86	75%	279	101	73%	291	108	73%	305	106	74%
	GRADE 06	79	50	61%	143	82	64%	144	84	63%	156	101	61%	166	95	64%
	GRADE 07	45	51	47%	141	121	54%	139	118	54%	157	125	56%	161	132	55%
	GRADE 08	30	50	38%	94	139	40%	94	152	38%	103	162	39%	103	152	40%
	GRADE 09	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 10	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	<b>Total M &amp; P</b>	<b>527</b>	<b>267</b>	<b>66%</b>	<b>1050</b>	<b>616</b>	<b>63%</b>	<b>1050</b>	<b>636</b>	<b>62%</b>	<b>1110</b>	<b>671</b>	<b>62%</b>	<b>1103</b>	<b>658</b>	<b>63%</b>
Manual & Ancillary	GRADE 01	242	88	73%	228	72	76%	220	68	76%	221	73	75%	167	56	75%
	GRADE 02	14	89	14%	14	88	14%	15	96	14%	13	91	13%	7	77	8%
	GRADE 03	60	49	55%	55	50	52%	54	46	54%	50	45	53%	29	33	47%
	GRADE 04	14	23	38%	12	22	35%	13	19	41%	15	21	42%	9	24	27%
	GRADE 05	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 06*	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	GRADE 07*	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	<b>Total M &amp; A</b>	<b>336</b>	<b>283</b>	<b>54%</b>	<b>315</b>	<b>270</b>	<b>54%</b>	<b>304</b>	<b>265</b>	<b>53%</b>	<b>301</b>	<b>263</b>	<b>53%</b>	<b>215</b>	<b>221</b>	<b>49%</b>
<b>Total</b>	<b>863</b>	<b>550</b>	<b>61%</b>	<b>1365</b>	<b>886</b>	<b>61%</b>	<b>1354</b>	<b>901</b>	<b>60%</b>	<b>1411</b>	<b>934</b>	<b>60%</b>	<b>1318</b>	<b>879</b>	<b>60%</b>	

Table 17 Total Institution: Professional Services Staff by Gender and Grade 2012-2017

### Management & Professional PS Staff

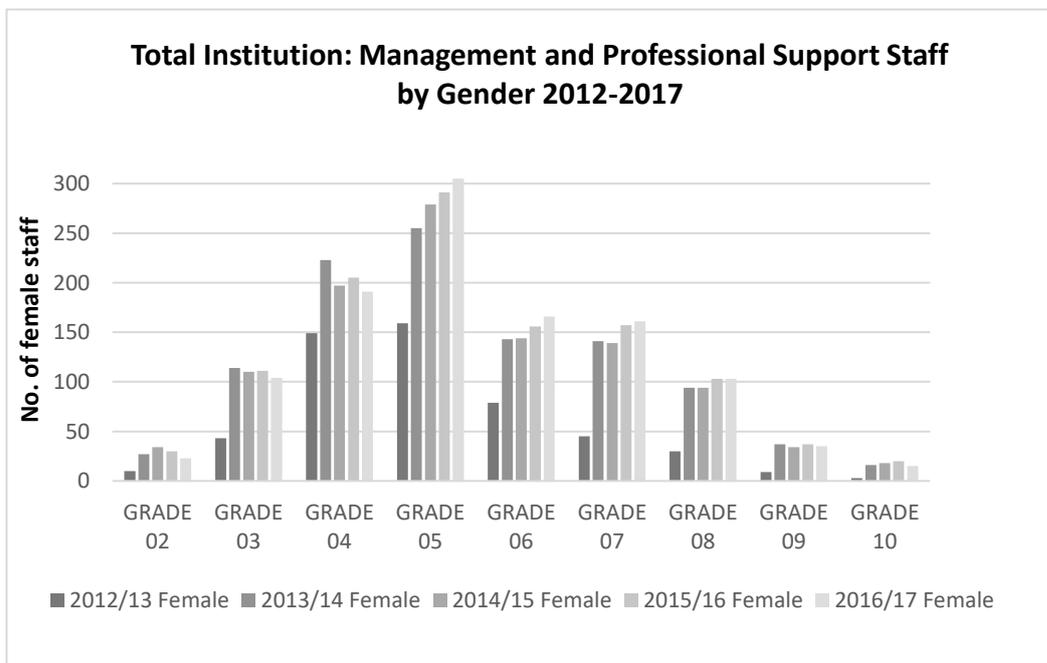
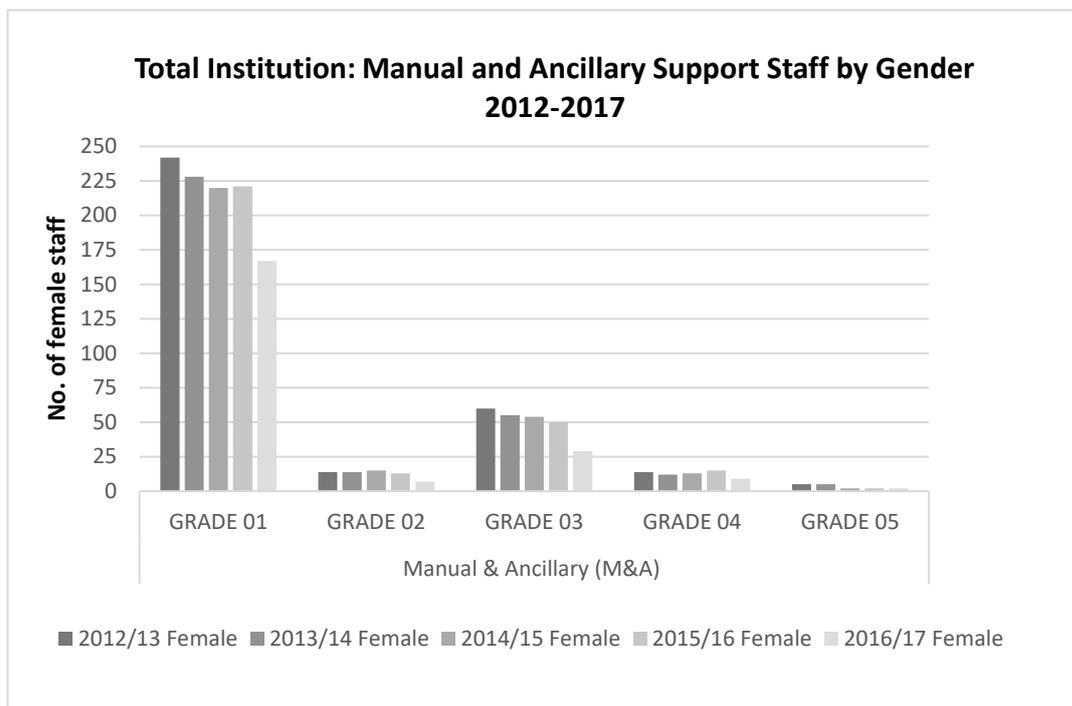


Figure 19 Total Institution: Management & Professional Services Staff by Grade and Gender 2012-2017

## Institutional: Manual & Ancillary PS Staff



*Figure 20 Total Institution: Manual & Ancillary Professional Services Staff by Grade and Gender 2012-2017*

Training and development programmes are open to PS staff (with the exception of teaching/research programmes) (Section 5.4i). PS are recognised in our 'Discovering Excellence' awards (Section 7) and our Women's Forum and Senior Women's Network draw membership from PS.

We are a **member of the Science Council Technician Commitment**, which promotes greater visibility, recognition, career development and sustainability for technicians across all disciplines. Our active Technician Training Advisory Group was formed in 2017.

## CLS: Management & Professional Staff by Gender

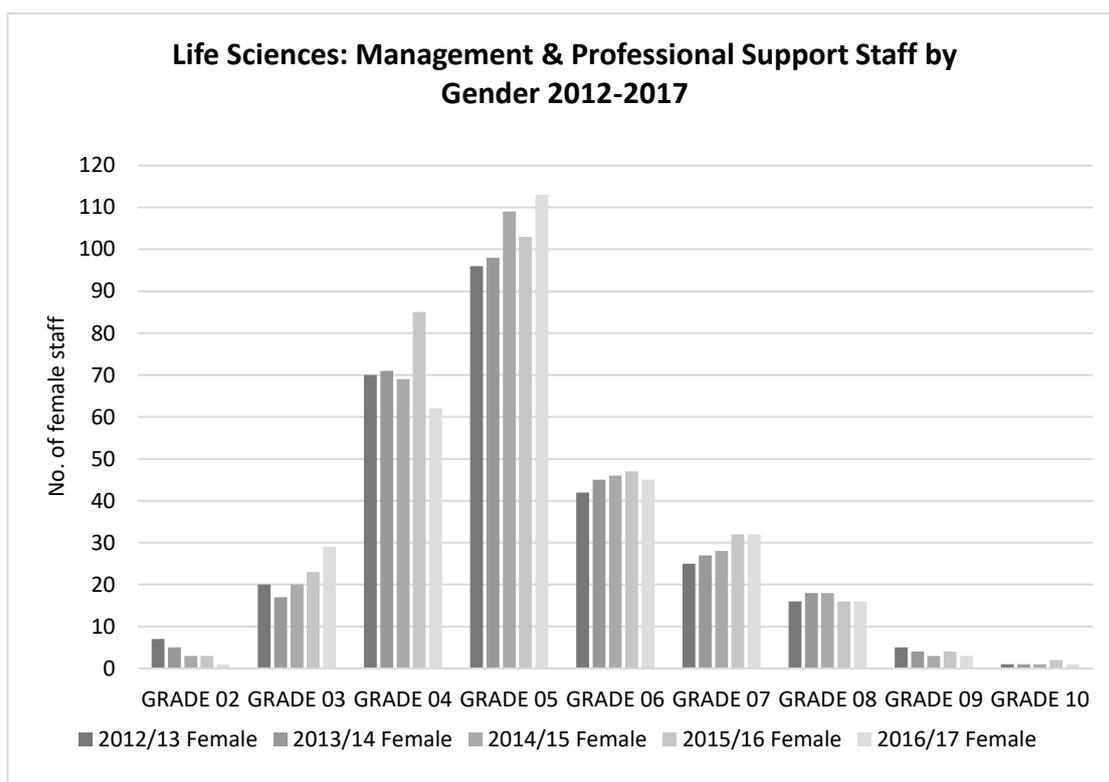


Figure 21 College of Life Sciences: Professional Services Staff by Grade and Gender 2012-2017

College of Life Sciences (STEMM): Professional Services Staff by Year (%F)					
Management & Professional	2012/13	2013/14	2014/15	2015/16	2016/17
	%F	%F	%F	%F	%F
GRADE 02	54%	50%	60%	60%	20%
GRADE 03	74%	68%	63%	66%	67%
GRADE 04	82%	84%	82%	86%	81%
GRADE 05	86%	87%	89%	87%	90%
GRADE 06	70%	73%	72%	71%	67%
GRADE 07	57%	61%	62%	62%	64%
GRADE 08	48%	50%	51%	48%	52%
GRADE 09	63%	40%	38%	44%	38%
GRADE 10	50%	50%	50%	50%	33%
<b>Total</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>

Table 18 College of Life Sciences: Professional Services Staff (%F)

The proportion of female staff in CLS is consistently higher than the NB of female PS staff in SET areas, 64% (ECU, 2017). Females make up a higher proportion of clerical and administrative positions at G4 (81%F), G5 (90%F), G6 (67%F) and G7 (64%F) (Figure 21, Table 18) (**ACTION 4.7**). Numbers in G9 and G10 are very small but the proportion of female PS staff decreases with 38% females at G9 and 33% at G10.

**CSEN: Management & Professional Staff by Gender**

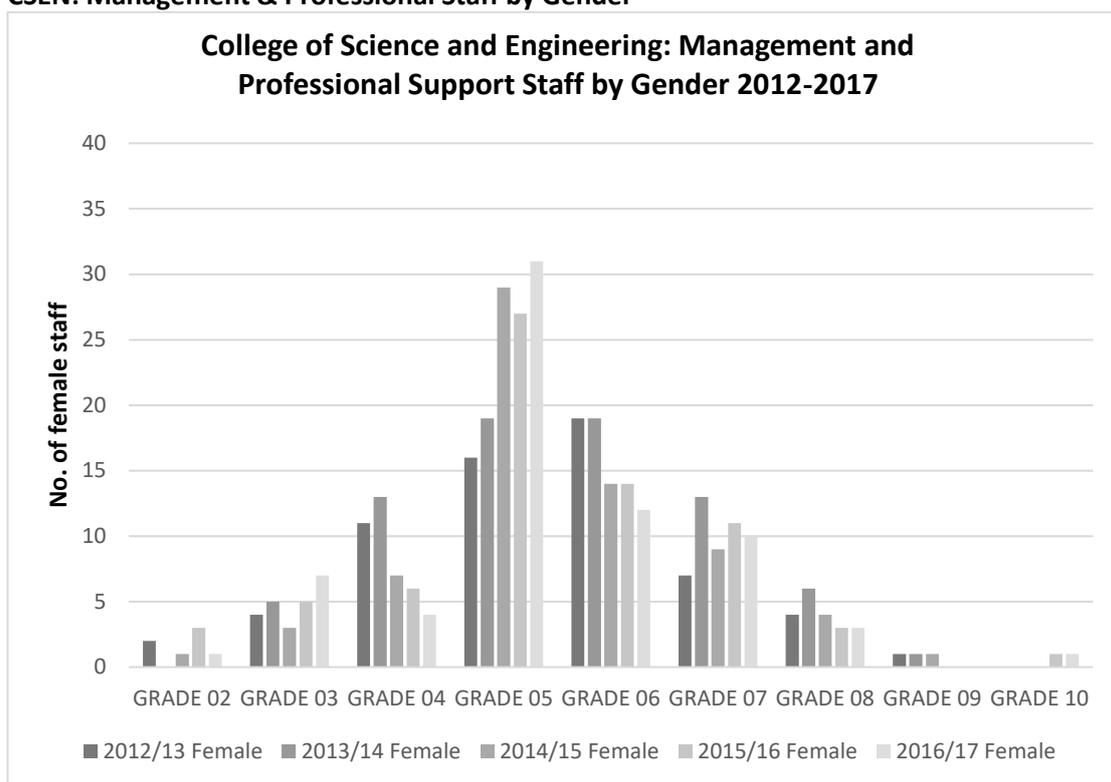


Figure 22 College of Science and Engineering: Professional Services Staff by Grade and Gender 2012-2017

<b>College of Science &amp; Engineering (STEMM): Management &amp; Professional Staff by Year (%F)</b>					
Management & Professional	2012/13	2013/14	2014/15	2015/16	2016/17
	%F	%F	%F	%F	%F
GRADE 02	100%	0%	33%	75%	100%
GRADE 03	57%	63%	50%	50%	70%
GRADE 04	69%	72%	50%	50%	36%
GRADE 05	52%	53%	63%	60%	67%
GRADE 06	51%	54%	50%	42%	43%
GRADE 07	23%	36%	28%	32%	33%
GRADE 08	14%	20%	16%	17%	19%
GRADE 09	17%	17%	17%	0%	0%
GRADE 10	0%	0%	0%	33%	50%
<b>Total</b>	<b>40%</b>	<b>44%</b>	<b>42%</b>	<b>43%</b>	<b>46%</b>

Table 19 College of Science and Engineering: Professional Services Staff (%F)

Males make up a larger proportion of total PS staff in CSEN (Figure 22, Table 19), which comprise more laboratory technician staff, although the number of PS staff is relatively low.

## CSSAH: Management & Professional Staff by Gender

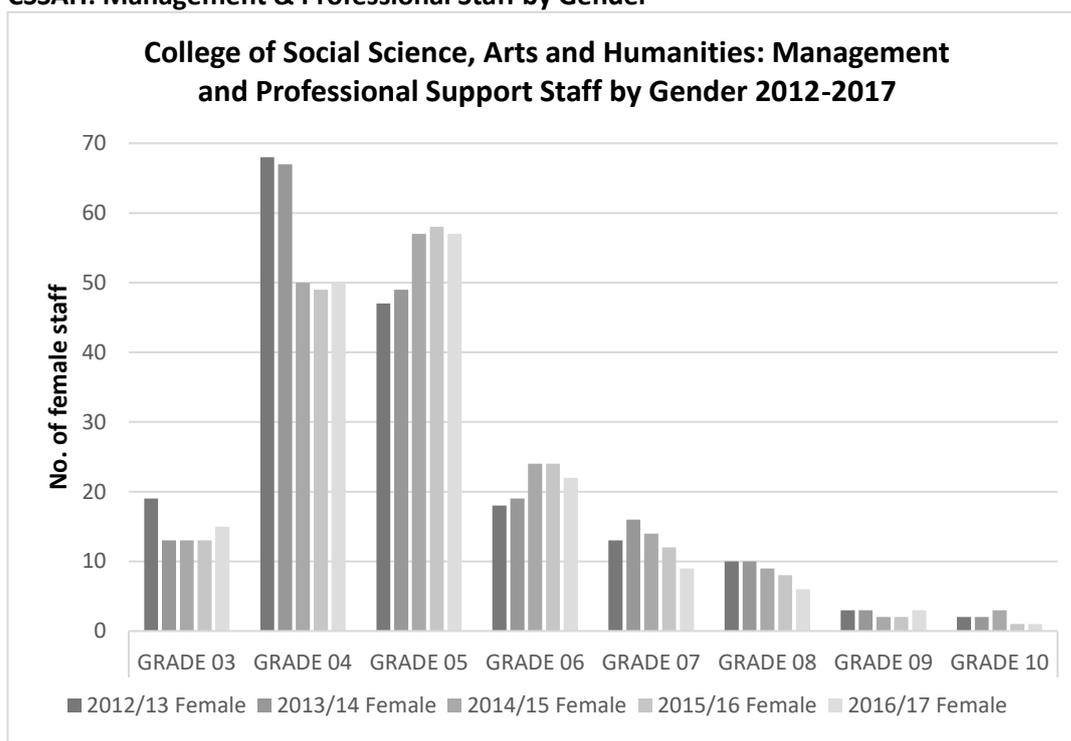


Figure 23 College of Social Science, Arts and Humanities: Professional Services Staff by Grade and Gender 2012-2017

<b>College of Social Science, Arts and Humanities (CSSAH): Management &amp; Professional Staff by Year (%F)</b>					
Management & Professional	%F	%F	%F	%F	%F
<b>GRADE 02</b>	100%	33%	60%	33%	0%
<b>GRADE 03</b>	86%	59%	65%	65%	83%
<b>GRADE 04</b>	75%	76%	78%	75%	81%
<b>GRADE 05</b>	78%	82%	72%	75%	73%
<b>GRADE 06</b>	56%	56%	57%	59%	56%
<b>GRADE 07</b>	62%	62%	64%	67%	50%
<b>GRADE 08</b>	53%	48%	39%	40%	33%
<b>GRADE 09</b>	100%	100%	50%	40%	60%
<b>GRADE 10</b>	100%	100%	60%	50%	50%
<b>Total</b>	<b>72%</b>	<b>69%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>

Table 20 College of Social Science, Arts and Humanities: Professional Services Staff (%F)

Our proportion of female staff is slightly higher in CASSAH than NB, 62% (ECU, 2015/16). Although the proportion of female PS staff has declined since 2012/13 (72%), females make up a higher proportion of clerical and administrative positions at G4 (81%F), G5 (73%F) and G6 (56%F) (Figure 23, Table 20). Numbers at G9 and G10 are very small.

**Silver Action Points**

**ACTION 4.7:** Tackle the underrepresentation of male staff in certain PS roles through role modelling.

**ACTION 5.5:** To further understand career development opportunities for PS staff, with a focus on female PS staff through our professional services career pathways project.

**Professional Services: Intersectionality**

**18% of our PS staff are from BAME backgrounds (Table 21), BM 10.7% (ECU, 2017).**

This diverse profile reflects the local population, but we have more work to do to fully reflect our diverse local area. Most BAME PS staff are concentrated at grades 1 to 5 (Figure 24). Our actions are focussed on attracting, recruiting and offering inclusive training and development opportunities to our BAME PS staff (**ACTION 8.2, 8.3**).

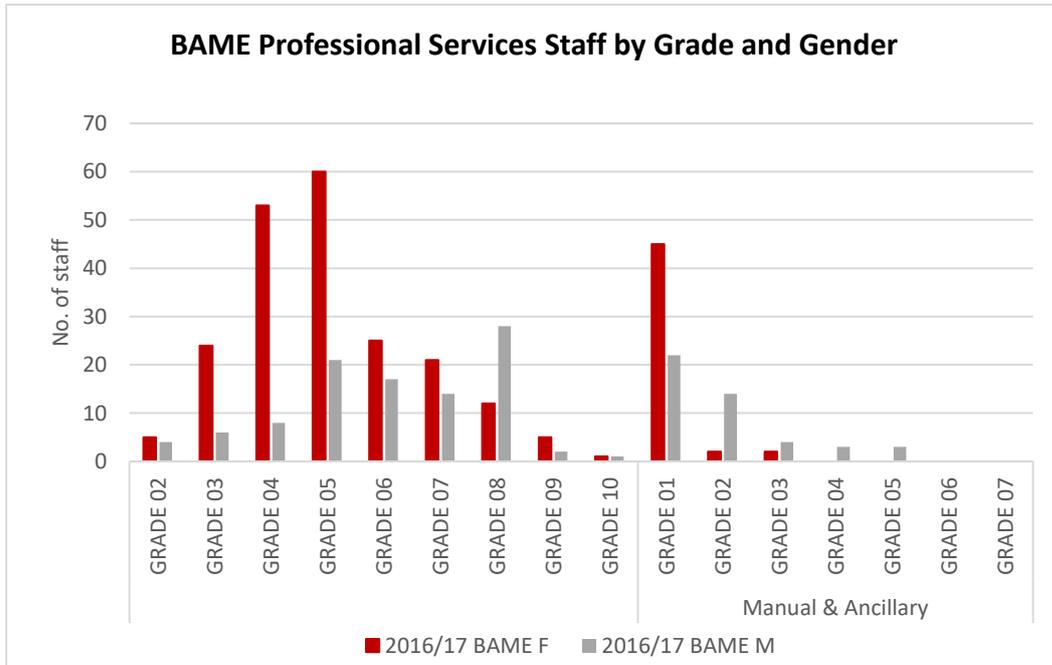


Figure 24 BAME Professional Services Staff by Grade and Gender 2016/17

		2016/17					
		Grade	Total Staff	BAME F	BAME M	% BAME F	% BAME M
Management & Professional	GRADE 01		0				
	GRADE 02		44				
	GRADE 03		136				
	GRADE 04		254				
	GRADE 05		411				
	GRADE 06		261				
	GRADE 07		293				
	GRADE 08		255				
	GRADE 09		72				
	GRADE 10		35				
Manual & Ancillary	GRADE 01		223				
	GRADE 02		84				
	GRADE 03		62				
	GRADE 04		33				
	GRADE 05		33				
	GRADE 06		1				
	GRADE 07		0				
<b>Total</b>			<b>2197</b>				

Table 21 BAME Professional Services Staff by Grade and Gender

#### Silver Action Points

**ACTION 8.2i:** Analyse the Race Equality Charter survey by gender and PS/academic contract.

**ACTION 8.2ii:** Encourage BAME leaders to share their career pathway stories.

**ACTION 8.2iv:** We will commit to a BAME leadership and/or career development programme.

**ACTION 8.3:** Ensure our role model work (AP 4.2) takes an intersectional approach.

(ii) **Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender (71 words)**

**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.**

**Most PS staff are on open-ended contracts (OECs) (89%) above the NB of 82% (ECU, 2017), 59% of those on OECs are women (Table 22, Figure 25). 244 PS are on fixed term contracts, 66% female, these are short term project based work, we will explore why a greater proportion of these contracts are held by females. Our redeployment process applies to PS staff.**

Total Institution: Professional Services Staff									
Year	Total P&S Staff	Open-Ended				Fixed			
		Total	Male	Female	%F	Total	Male	Female	%F
2012/13	2348	2143	846	1297	61%	205	68	137	67%
2013/14	2279	2053	807	1246	61%	226	91	135	60%
2014/15	2280	2027	806	1221	60%	253	106	147	58%
2015/16	2368	2122	852	1270	60%	246	92	154	63%
2016/17	2216	1972	805	1167	59%	244	84	160	66%

Table 22 Professional Services Staff by Contract, Year and Gender 2012-2017

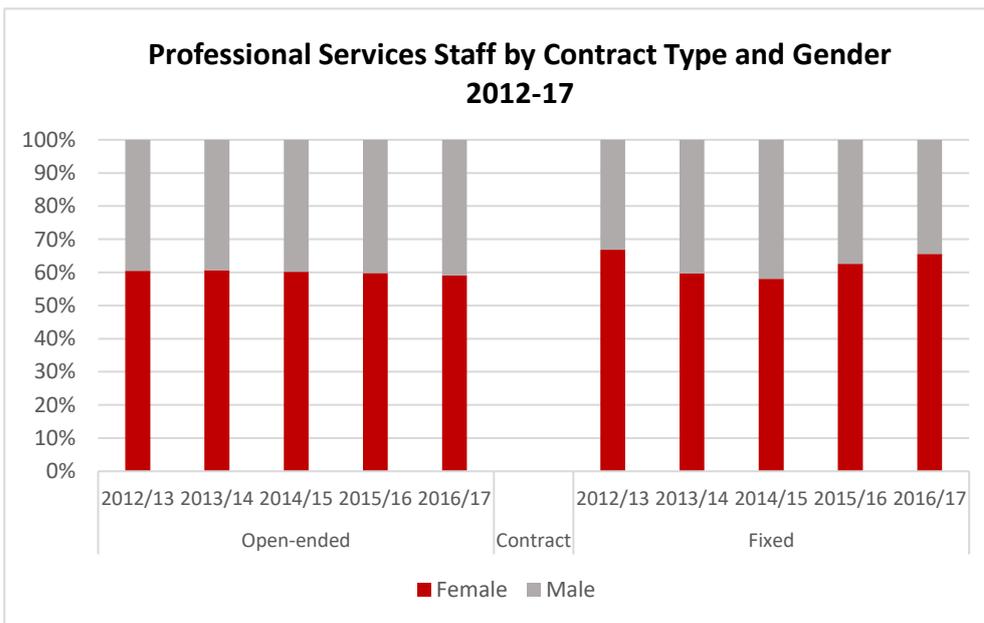


Figure 25 Professional Services Staff by Contract Type and Gender 2012-2017

(iii) **Professional and support staff leavers by grade and gender (65 words)**

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

The proportion of female Management & Professional PS staff leaving the University has increased from 61% to 68% (Table 23). The main reason staff leave (Table 24) is end of contract (more women are on FTCs), voluntary severance, or resignation, which reflects recent transformational changes within the University. Planned improvements to the collection of exit information for all staff is detailed in Section 4.1iv (**ACTION 4.8i**).

Total Institution: Professional Services Staff Turnover By Grade																	
		2012/13			2013/14			2014/15			2015/16			2016/17			
		F	M	F%	F	M	F%	F	M	F%	F	M	F%	F	M	F%	
Management & Professional	GRADE 01																
	GRADE 02																
	GRADE 03																
	GRADE 04	22	15	59%	46	10	82%										
	GRADE 05	23	11	68%	37	8	82%										
	GRADE 06	10	7	59%	24	11	69%										
	GRADE 07	13	12	52%	22	16	58%										
	GRADE 08	19	13	59%	11	16	41%										
	GRADE 09																
	GRADE 10																
	PROF																
Total	77	120	61%	173	82	68%	131	75	64%	195	96	67%	84	39	68%		
Manual & Ancillary	GRADE 01																
	GRADE 02																
	GRADE 03																
	GRADE 04																
	GRADE 05																
	GRADE 06																
	GRADE 07																
	Total																
Grand Total	168	114	60%	225	126	64%	163	110	60%	234	127	65%	93	52	64%		

Table 23 Total Institution: Professional Services Staff Turnover by Grade and Gender

Reasons for PS Staff Leaving 2012-2017	F	M
Death of employee		
Dismissal		
End of contract	122	78
Failed Probation		
Redundancy		
Resignation	619	336
Retirement	47	55
Voluntary Severance	141	76

Table 24 Reasons for Leaving: 2012-2017

### **Silver Action Points**

**ACTION 4.8i:** To increase our understanding of the reasons why PS staff leave the University (by gender) through increasing the uptake of exit interview surveys by regular emails to staff approaching the end of their employment. Increase uptake of exit interviews.

**ACTION 4.8ii:** Establish a task & finish group to develop the exit questionnaire, including recommendations from former departmental AS exit interview initiatives.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6000 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment (Word 278)

**Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.**

Applications from women for academic appointments have remained stable at 45% (2012-2017) but our **appointments of women have increased from 50% in 2012 to 55% in 2017**. Retrieval of shortlisting data is not currently available but the introduction of E-Ploy (new recruitment system) in 2018 will ensure retrieval of data from all stages of the recruitment process (**ACTION 4.1**).

Since bronze we have instigated a focus on understanding and eliminating unconscious bias and improve recruitment processes by embedding gender equality for women (and men in underrepresented disciplines):

- Ensuring job specifications adhere to **standardised, objective criteria**.
- Including **EDI information and logos** e.g. Athena SWAN, Stonewall, Race Equality Charter, Disability Confident on all job descriptions and adverts.
- **Targeted posting of adverts** for vacancies in areas with a gender imbalance e.g. on WISE.
- Providing **mandatory face to face recruitment and selection training** (renewable every three years, so far 1386 staff have completed the training).
- Requiring all interviewers to complete **mandatory EDI training**.
- Ensuring a **gender balance** on the shortlisting/interview team.
- Updating our **Panel Composition Guidelines** in December 2017.
- Delivering **face to face UB training to all heads of departments** and division heads (n=60), including ULT.
- Launching a **mandatory online unconscious bias training** module for all staff.
- Introducing a **briefing sheet to remind all panel members to be aware of potential unconscious bias** in the recruitment process.
- Ensuring that our leadership programmes include an 'EDI in recruitment' component.
- **Trialling a gender decoder** for adverts academic posts in STEMM adverts.

In our **2017 survey** 87% (87%M: 89%F) of staff felt the University acts fairly, regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex or sexual orientation with regards to recruitment.

Total Institution: Recruitment Data													
		Total	F%	Total	F%	Total	F%	Total	F%	F	F%	M	F%
6	Application	970	59%	1165	66%	1527	55%	622	64%	538	56%	908	57%
	Offer	27	78%	30	83%	42	52%	30	67%	10	100%	18	56%
7	Application	1668	47%	1721	51%	1489	45%	1568	44%	1832	49%	2020	43%
	Offer	88	47%	67	60%	91	57%	102	53%	63	44%	20	70%
8	Application	1272	37%	1968	35%	1034	38%	1813	41%	1212	34%	2076	42%
	Offer	36	44%	30	52%	28	58%	43	61%	14	29%	15	73%
9	Application	27	33%	253	42%	131	39%	70	30%	65	23%	56	34%
	Offer												
10	Application	162	40%	158	23%	24	17%	27	37%	70	31%	226	17%
	Offer												

Table 25 Total Institution: Recruitment Data by Grade and Gender 2012-2017

College of Life Sciences (STEMM): Recruitment Data													
		2012		2013		2014		2015		2016		2017	
		Total	F%	Total	F%	Total	F%	Total	F%	Total	F%	Total	F%
6	Application	579	64%	831	68%	1159	57%	555	66%				
	Offer	15	80%	23	91%	32	56%	25	72%				
7	Application	677	49%	1199	50%	504	45%	702	50%				
	Offer	33	42%	15	87%	40	50%	49	63%				
8	Application	173	36%	255	35%	99	33%	163	56%				
	Offer	8	50%	10	40%	9	67%	11	55%				
9	Application												
	Offer												
10	Application												
	Offer												

Table 26 College of Life Sciences: Recruitment Data by Grade and Gender 2012-2017

College of Science and Engineering (STEMM): Recruitment Data													
		2012		2013		2014		2015		2016		2017	
		Total	F%	Total	F%	Total	F%	Total	F%	F	F%	F	F%
6	Application												
	Offer												
7	Application	375	32%	326	36%	450	28%	457	30%	236	30%	534	26%
	Offer	27	48%	19	47%	21	43%	29	38%	18	28%		
8	Application	76	22%	423	19%	291	14%	398	18%	379	20%	245	24%
	Offer												
9	Application												
	Offer												
10	Application												
	Offer												

Table 27 College of Science and Engineering: Recruitment Data by Grade and Gender 2012-2017

College of Social Sciences, Arts and Humanities (AHSSBL): Recruitment Data													
		2012		2013		2014		2015		2016		2017	
		Total	F%										
6	Application	238	58%	42	43%	231	55%	58	42%	256	58%	172	59%
	Offer	█	█	█	█	█	█	█	█	█	█	█	█
7	Application	616	54%	953	56%	476	57%	409	48%	923	50%	737	44%
	Offer	28	50%	32	53%	25	73%	24	50%	14	50%	14	71%
8	Application	985	38%	1266	41%	610	50%	1197	45%	692	38%	1475	46%
	Offer	█	█	█	█	█	█	█	█	█	█	█	█
9	Application	26	35%	235	44%	130	39%	73	27%	64	23%	36	31%
	Offer	█	█	█	█	█	█	█	█	█	█	█	█
10	Application	█	█	█	█	█	█	█	█	█	█	█	█
	Offer	█	█	█	█	█	█	█	█	█	█	█	█

Table 28 College of Social Science, Arts and Humanities: Recruitment Data by Grade and Gender 2012-2017

**Silver Action Points:**

**ACTION 2.10:** Ensure that we have an accurate and sophisticated understanding of the staff equality demographic across all areas of the University to ensure our intersectionality data is robust.

**ACTION 4.1i:** Once our new recruitment system, Eploy, is embedded, we will actively monitor and analyse our recruitment activity annually and review at our GEAG annually. We will use our new recruitment system to improve our records and quality and depth of data.

**ACTION 4.1ii:** Launch our new mandatory Unconscious Bias module for all staff. Communicate the new training to all staff via The Insider and emailed from HoDs and Heads of Division.

**ACTION 4.2:** Raise the profile of university role models in varied roles and from a broad spread of backgrounds (with particular sensitivity to highlighting figures with experiences of the intersections of race, gender, sexuality and disability).

**ACTION 4.3:** Increase applications of female staff in CSEN through targeted advertising.

**ACTION 4.6:** Offer all professorial posts as part-time or full-time.

## (ii) Induction (Word 375)

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

Providing staff with a welcoming and inclusive induction is vital to ensure that our inclusive culture and values are embedded from the very start of employment.

Since Bronze we have:

- **Introduced an induction checklist, following feedback** from line managers that all introductory information needed to be in one place.
- Acted upon feedback on induction, developing and improving the ***Welcome to the University of Leicester: New Staff Induction*** event.
- Increased the amount of **information we provide about on-site childcare (nursery), shared parental leave and family friendly policies.**
- **Enhanced the Doctoral College induction for PGRs and Researchers:** 60% of CROS 2017 respondents identified induction as very useful.

Our induction checklist for all new staff (and their line managers) includes action points to be completed by both parties within clear time frames, including mandatory training (e.g. EDI training) and the University's '*Welcome to the University of Leicester: New Staff Induction*' event. The checklist gives details of policies and procedures, information on practical issues e.g. Access to IT. The checklist also encourages a buddying scheme.

Our 'new staff' page provides links for useful information, e.g. our University's 'How to' webpage.

New Heads of Department (HoDs) are provided with a HoD handbook and a checklist format induction.

All new joiners, are invited to an event (redesigned since our Bronze) within 3 months of joining entitled '*Welcome to the University of Leicester: New Staff Induction*' which includes:

- Formal welcome from the Vice-Chancellor/Provost
- High-level induction covering the University's vision.
- An exhibition, featuring representation from relevant teams (e.g. Equality, Diversity and Inclusion) and trade unions, which serves both as an opportunity for participants to ask questions on an individual basis and also as a source of material for our 'information hunt'/quiz

Since our bronze renewal, 627 new members of staff have attended induction, we recognise the need to increase attendance (**ACTION 5.1ii**).

Year	No. of Staff attended	% of New Starters
2014	148	53%
2015	148	40%
2016	142	41%
2017	289	44%

Table 29 Number of New Starters attending Induction 2014-2017

The event is evaluated. Comments include:

*'The information chase was a good opportunity to ask the services questions relevant to my role and employment'* (female, PS Staff).

*'Good to meet others and find out what the University has to offer'* (male, academic).

Our University-wide induction is supplemented by department-specific processes. These provide a more personalised local approach. Example activities include on-line handbooks, assignment of mentors and introduction to the Concordat for research staff (**ACTION 5.1i**).

#### **Silver Action Points**

**ACTION 5.1i:** Obtain data from local departmental inductions on their effectiveness to share good practice between AS departmental SAT leads.

**ACTION 5.1ii:** Increase the completion rates of the *Welcome to the University of Leicester* induction event.

**ACTION 5.1iii:** Explore why uptake from research staff is low. Increase publicity for inductions via departments and the doctoral college to supplement existing routes.

**(iii) Promotion (word 370)**

**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 any evidence of a gender pay gap in promotions at any grade.**

Since bronze a new promotions process has been developed through staff consultation and seeking best practices. Our new Leicester Academic Career Map and promotions process was launched in 2016/17.

Career progression and promotions is now a key component of our PDD process (see Section 5.3ii) (**ACTION 6.4**). Since bronze application we have:

- **Developed a detailed Academic Career Map** illustrating expected contributions and achievements across five domains (research, teaching, leadership, citizenship and engagement), for all grades and career paths.
- Introduced **personal emails to all staff notifying** them of the details of the annual promotions round signposting them to our 'Pay and Reward' site.
- Introduced a **range of 'career pathways'** that can be taken.
- Delivered **face to face UB training to UEB (including ULT)** and as part of our FLP and VLP programmes.
- **Expanded guidelines and training for staff involved in the promotions process**, including HoDs and HoC.
- Embedded transparency and communication as critical elements of the promotions process in response to staff feedback. In particular, **detailed feedback is provided to unsuccessful applicants** from the Heads of College and Heads of Department.

Implemented in 2016/17, [REDACTED]

[REDACTED] **promotion workshop targeted at female applicants in 2017 (20 attendees) (ACTION 6.3ii)**. Our 2017/18 promotion round for Chair (G10/Prof) saw **17/32 (53%) applications from females (4 part-time)** and for G9 **21/46 (46%) applications from females (2 part time) (ACTION 6.3i)**.

We have seen **an increase from 36% of G10 promotion applications from females in 2012/13 to 53% in 2018 (Table 30) (ACTION 6.3ii)**. In the past two years, successful applications for promotion to Associate Professor/Senior Lecturer have increased with **93% of female applications being successful, compared to 59% of applications from male staff**. This is important as it is this group that will feed our pipeline to our most senior academic positions and will change the make-up of our most senior leadership teams. Analysis by college showed the number of applicants broadly reflects the size of the available pool for both professor and associate professor. **Promotion numbers are relatively small but each of the colleges showed similar success for females.**

Total Institution (=Part-time)								
Promotions to Chair (Grade 10)								
Year	Total Applications	Applications		%F	Successful		Female % Success	Male % Success
		F	M		F	M		
2012/13	1	1	0	36%	1	0	67%	69%
2013/14	1	0	1	18%	0	1	50%	61%
2014/15	1	1	0	32%	1	0	50%	69%
2015/16	1	0	1	22%	0	1	50%	52%
2016/17	1	0	0	14%	0	0	100%	56%
2017/18	1	1	0	53%	Promotions round not complete			
Promotion to Associate Professor/Senior Lecturer/Reader (Grade 9)								
2012/13	1	1	0	28%	1	0	79%	67%
2013/14	1	1	0	51%	1	0	41%	50%
2014/15	1	1	0	26%	1	0	67%	69%
2015/16	1	1	0	43%	1	0	83%	49%
2016/17	1	1	0	34%	1	0	93%	59%
2017/18	1	1	0	46%	Promotions round not complete			

Table 30 Total Institution: Promotions Data by Gender 2012-2017

College of Life Sciences (=Part-time)								
Promotion to Chair (Grade 10)								
Year	Total Applications	Applications		%F	Successful		Female % Success	Male % Success
		F	M		F	M		
2012/13	1	1	0	44%	1	0	80%	67%
2013/14	1	0	1	n/a	0	1	n/a	100%
2014/15	1	1	0	25%	1	0	67%	50%
2015/16	1	1	0	25%	1	0	92%	58%
2016/17	1	0	1	n/a	0	1	n/a	80%
2017/18	1	1	0	85%	Promotions round not complete			
Promotion to Associate Professor/Senior Lecturer/Reader (Grade 9)								
2012/13	1	1	0	40%	1	0	75%	50%
2013/14	1	1	0	67%	1	0	60%	40%
2014/15	1	1	0	33%	1	0	33%	50%
2015/16	1	1	0	52%	1	0	100%	58%
2016/17	1	1	0	n/a	1	0	n/a	80%
2017/18	1	1	0	33%	Promotions round not complete			

Table 31 College of Life Sciences: Promotions Data by Gender 2012-2017

College of Science and Engineering ( )=Part-time								
Promotion to Chair (Grade 10)								
Year	Total Applications	Applications		%F	Successful		Female % Success	Male % Success
		F	M		F	M		
2012/13				38%			33%	80%
2013/14				n/a			n/a	50%
2014/15				n/a			n/a	71%
2015/16				9%			100%	50%
2016/17				18%			100%	33%
2017/18				n/a	Promotion round not complete			
Promotion to Associate Professor/Senior Lecturer/Reader (Grade 9)								
2012/13				13%			100%	69%
2013/14				14%			0%	58%
2014/15				n/a			0%	88%
2015/16				38%			100%	40%
2016/17				25%			100%	33%
2017/18				20%	Promotions round not complete			

Table 32 College of Science and Engineering: Promotions Data by Gender 2012-2017

College of Social Science, Arts and Humanities ( )=Part-time								
Promotion to Chair (Grade 10)								
Year	Total Applications	Applications		%F	Successful		Female % Success	Male % Success
		Female	Male		Female	Male		
2012/13				17%			0%	40%
2013/14				36%			50%	57%
2014/15				63%			40%	67%
2015/16				38%			33%	40%
2016/17				20%			100%	50%
2017/18				55%	Promotion round not complete			
Promotion to Associate Professor/Senior Lecturer/Reader (Grade 9)								
2012/13				32%			75%	71%
2013/14				63%			33%	44%
2014/15				33%			50%	75%
2015/16				41%			67%	53%
2016/17				44%			92%	67%
2017/18				61%	Promotions round not complete			

Table 33 College of Social Science, Arts and Humanities: Promotions Data by Gender 2012-2017

### **Silver Action Points**

**ACTION 6.3i:** Develop a diverse portfolio of video and audio case studies of successful promotion applicants (with particular emphasis on part-time and non UK staff) to provide guidance and role models for progression.

**ACTION 6.3ii:** Continue to monitor promotions data by gender and analyse the most recent promotions data by contract function (T&R/T/R) and gender to further understand applications and successful rates through different routes.

**ACTION 6.3iii:** Continue promotion workshops for female academic staff. Monitor impact of promotion workshops by analysis of application and successful promotion data.

**ACTION 6.4i:** Investigate the reasons why PDD completion rates are lower for academic women than men, using completion data supplied by departments.

**(iv) Staff submitted to the Research Excellence Framework (REF) by gender (Word 274)**

Provide data on 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.

We submitted 94% of staff (female and male) in RAE 2008 (Table 34).

Gender	Submitted	Total Population	% representation (submitted)
F			94%
M			94%
<b>Total</b>			<b>94%</b>

Table 34 Submission Rates in RAE 2008



Gender	Submitted	Total Population	% representation (submitted)
F			82%
M			86%
<b>Total</b>			<b>85%</b>

Table 35 Submission Rates in REF 2014

**In 2014:**

- We introduced a more selective submission strategy to maximise outcomes for the Institution.



We welcomed the clearer guidance for REF2014 around individual circumstances and submitted an increased number of such staff. In REF [redacted], declared maternity or parental leave, PT status or caring responsibilities. From the 217 individuals, [redacted] reduced output requirement decisions on the basis of maternity leave. Between the two assessment exercises we undertook an Equality Impact Assessment, the gender related analysis highlighted:

- That PT and flexible working arrangements should be encouraged and recorded in a transparent way within an institutional workload model.
- The need for gender balance in the internal and external review personnel used.

**We identified variation in gender submission rate by subject/ department, higher female REF2014 submission rates were noted in CLS in departments who had successfully gained AS awards. We will explore whether this is evident in the other two Colleges (ACTION 2.9ii).**

In preparation for REF 2021 a REF EDI Working Group has been established which will contribute to the REF2021 Code of Practice, ensure that EDI issues are addressed consistently throughout the process and that appropriate training is given to everyone involved in decision making (ACTION 2.9iii, 2.9iv).

### **Silver Action Points**

**ACTION 2.9i:** Ensure that the proportion of REF2021 impact cases led or co-led by females reflect the proportion of females being submitted within the various subject areas by ensuring the widest consultation and running open sessions on impact case development.

**ACTION 2.9ii:** Carry out a detailed review of the association of successful departmental Athena SWAN work with improved REF female submission rates across the whole of the University

**ACTION 2.9iii:** REF Equality, Diversity and Inclusion Working Group to ensure that the REF Strategy Committee have received appropriate training (e.g. hidden bias) well ahead of making submission decisions.

**ACTION 2.9iv:** In accordance with REF2021 guidance, complete an equality impact assessment on the REF Code of Practice developed and used by the University for Selection and decision making (including exceptional individual circumstances).

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction (36 words)

Describe the induction and support provided to new all staff at all levels.

Comment on the uptake of this and how its effectiveness is reviewed.

All staff receive the same induction, regardless of job family (see Section 5.1ii) (**ACTION 5.1iii**). We offer face-to-face EDI training (comprising the same content as the online package) for staff without computer access e.g. catering and cleaning staff.

#### (ii) Promotion (161 words)

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 any evidence of a gender pay gap in promotions at any grade.

PS staff can apply for a job at a higher grade, along with the majority of the HEI sector PS staff cannot apply for a promotion within their existing role. PS roles are based on institutional need. The University's Merit Awards reward high performance in two ways:

**Accelerated Increments**- reward sustained performance, including permanent addition of new tasks within grade,

**Achievement Bonus**- reward the temporary addition of new tasks within a grade.

PS staff can submit for a regrade at any point in the year. The regrading process is discussed during the PDD and our intranet includes all information and a flowchart for information.

More applications for awards are received from females (Table 36) in G1 to 5, and we are around parity for G6-9. Our **2017 survey showed: 72% (77%M: 70%F) of PS staff felt the University acts fairly**, regardless of protected characteristics **with regards to career progression/awards**. High proportions of part time staff apply for awards and are successful.

Applications for Merit Awards by Gender (2014-2017)									
Year	Total	F		M		%F Apps	%F Successful	%M Successful	
		FT	PT	FT	PT				
<b>Grades 1- 5</b>									
2014/15	█	█	█	█	█	71%	68%	54%	
2015/16	█	█	█	█	█	70%	66%	46%	
2016/17	█	█	█	█	█	66%	56%	69%	
<b>Grades 6-9</b>									
2014/15	█	█	█	█	█	43%	73%	87%	
2015/16	█	█	█	█	█	45%	60%	80%	
2016/17	█	█	█	█	█	55%	73%	75%	

Table 36 PS Staff Applications for Promotions By Gender and Year

We are in the process of **piloting career pathways for professional services colleagues (with Sport and Active Life and Business School)** which shows what is required at each grade level and the development opportunities to support career aspirations. We want to encourage lateral as well as vertical moves to ensure that all colleagues, especially female colleagues, have a breadth of experience as well as a technical specialism. To this end, we are encouraging job shadowing, mentoring and buddy systems (**ACTION 5.5**).

#### Silver Action Points

**ACTION 5.1ii:** Increase the completion rates of the Welcome to the University event & monitor attendance by gender and ethnicity and job family.

**ACTION 5.5:** Evaluate our professional services career pathways project by gender to inform future actions.

### 5.3. Career development: academic staff (Word 306)

#### (i) Training

**Describe the training available to staff at all levels. 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?**

Staff are required to complete a range of training modules at induction:

- EDI Online Module: **Staff Survey 2017** - 86% (84%F, 88%M) of academic staff answered YES to the question 'have you had any equality, diversity and inclusion training'.
- Information Security Awareness- 59% completion rate.
- Health and Safety in the workplace

HoDs and Managers encourage staff to complete all required training modules.

Individual training needs are identified within the annual PDD process. Our Career Map sets out the progression pathway for an academic career. In addition, training programmes are regularly communicated via internal webpages, emails, and our 'Insider' pages (which promote all current activities).

Training and development is provided by:

1. **Organisational Development (OD):** e.g. leadership and development to support staff at all career stages.
2. **Leicester Learning Institute (LLI):** e.g. supports teaching, scholarship, academic professional development, including HEA Fellowship (PEERS) (**ACTION 5.2**).
3. **The Doctoral College:** e.g. focussed academic, research staff, and postgraduate researchers, a range of professional and career management development.

Since Bronze, **Leadership Development has been a significant area of development through internal and external leadership programmes** (Table 37) (**ACTION 5.3i**). Programmes seek structured feedback and we are responsive to suggestions for improvement through a cycle of continuous quality improvement.

Table 37 Leadership Programmes at the University

Leadership Training Programme Name	Outline	Target Audience	Attendees
<b>Leadership Excellence</b> (September 2015- Jan 2017, replaced by FLP)	Internal 6 month modular programme (OD)	Associate Professors & PS equivalent All HoDs	[REDACTED]
<b>Future Leaders Programme</b> (Jan 2017- onwards)			[REDACTED]
<ul style="list-style-type: none"> <li>• There is a module on UB and practical EDI issues, via case studies and exercises.</li> <li>• FLP concludes with an alumni programme which includes action learning sets, workshops and networking.</li> </ul>			
<b>Aurora</b> (Since 2016)	External modular 6 month programme	Academic & PS Grade 7 upwards	[REDACTED]
<ul style="list-style-type: none"> <li>• Every participant is assigned an internal buddy (female) and a mentor (male or female).</li> <li>• Aurora alumnae programme launched in 2016.</li> <li>• Aurora Café established by 2018 cohort.</li> </ul> <p><i>'This is probably the most positive and the most life changing thing I have done. I really hope there will be future opportunities to carry on the learning.'</i> (Female, Academic, 2015 Aurora cohort).</p>			
<b>Vital Leadership Programme</b> (piloted in 2017)  (ACTION 5.3ii)	Internal 12 month modular programme (OD)	Lecturer & Senior Lecturer & PS equivalent  Available with a 'research skin' for ECRs and Research staff through Doctoral College	[REDACTED]
<b>Calibre Leadership Programme</b> (piloted in 2017)	Unique programme specifically for disabled staff.		[REDACTED]

**Coaching and Mentoring Academy** since Nov 2016:

- Offers leadership coaching as part of the leadership development programmes
- ██████████ of staff have undertaken ILM level 5 programme in coaching in mentoring. ██████ members of academic staff (██████).
- Trained coaches support mentoring activity, including for the Aurora participants.

We have developed a programme of **inclusive leadership and training programmes** alongside local providers. Through partnerships with the Leicester LGBT Centre and the Leicester Centre for Integrated living: we offer 24 training sessions per year (12 with an LGBT+ focus and 12 with a disability and inclusivity theme) to raise awareness of the challenges faced by LGBT+ and disabled people .

Photos removed

*Members of Staff on our Future Leaders programme*

### **Silver Action Points**

**ACTION 5.2:** Support and encourage research staff to gain teaching experience and qualifications e.g. HEA fellowships.

**ACTION 5.3i: Support and facilitate career progression** and development opportunities for academic staff, particularly female academic staff through our leadership development programmes.

**ACTION 5.3ii:** Launch a targeted marketing campaign to increase awareness of our VITAL leadership programme.

## (ii) Appraisal/development review (word 409)

**Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.**

Our 2016 survey showed that only **59% (60%F, 60%M)** of colleagues had an appraisal in the preceding 12 months, we revised our appraisal/PDD processes.

Since bronze we have:

- **Established a task and finish group** in 2015 to review all appraisal processes.
- Piloted a new appraisal process in two academic departments: Performance Development Discussion (**PDD**) **was subsequently launched in May 2016.**
- The University's **values (Valuing People, Innovation, Together, Accountability, and Leadership)** are given prominence - the way things are done is as important as what is actually done.
- **Work life balance and career aspirations** are consistently discussed.

Feedback on PDD process is encouraged, our disability action group has offered some excellent feedback that has been included in our annual May review.

**Survey 2017** (academic staff): **82% (78%F, 85%M)** answered **YES** to the question 'have you had a performance development discussion in the last 12 months'.

- **86% (88%F, 87%M)** reported that they agreed clear objectives at PDD and **77% (79%F, 77%M)** that they agreed a personal development plan.
- **78% (78%F, 80%M)** felt that they are **given the same opportunities to development as other staff** (a 3% increase since the last survey).
- **78% (84%F, 78%M)** stated **they have received sufficient development to enable them to do their job well** (a 2% increase since the last survey).

The PDD process and key documentation **are the same for academic and PS** staff (with the addition of a research and teaching component for academic staff) (**ACTION 6.1ii**).

Web resources are signposted and include:

- **PDD handbook** (on getting the most out of the PDD) to be read by all staff.
- 'How are you doing?' **a ten minute eLearning video** which outlines skills and advice for conducting effective PDDs.
- **Guidance notes** for individuals and departments and PDD documentation.

### **PDD Training**

Since Bronze we have supplemented our training to include:

**Conversations with Purpose (workshop):** skills needed to have challenging and supportive conversations: 244 colleagues (academic and professional services) attended in 2017.

**The Coaching Leader (one day workshop):** encourages use of coaching skills (including in PDDs): 177 colleagues (academic and PS) attended in 2017, 57 colleagues (including academics) are now qualified coaches.

**'Pearls of wisdom'**: bite-sized learning modules available on demand to all colleagues including PDD, 100 colleagues have accessed each of the 50 modules.

PDD training is viewed as positive (**ACTION 6.1iii**):

*"I routinely refresh myself with the online training prior to my own appraisal and before appraising others to ensure that we get the best out of the process" (Female researcher, 2017)*

#### Silver Action Points

**ACTION 6.1i:** Review the quality of discussions on a sample basis. KPMG, the University auditor, is carrying out work in spring 2018. We will use the findings as the basis of further work.

**ACTION 6.1ii:** Continue to listen to colleague feedback and amend the process and documentation accordingly.

**ACTION 6.1iii:** Continue the training programme, targeting areas of low completion of PDDs by offering tailored workshops.

**ACTION 6.2:** Continue to embed career planning discussions into the PDD process for research staff.

**ACTION 6.4:** Investigate why the completion rate for female academics is lower than for all academic colleagues.

#### (iii) Support given to academic staff for career progression (Word 298)

##### **Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.**

We have established ECRs as the 'leak point' to permanent academic posts in the majority of our subjects/disciplines and have established a portfolio of activity that supports them.

**ECR** - Our Doctoral College (for ECRs & PGRs) provides support for all career stages, through tailored training events and skills development alongside support groups and a dedicated staff member to provide career advice and guidance supplementing training workshops.

**Research Staff** - We are a signatory to the Concordat to Support the Career Development of Researchers which aims to improve the employment experiences and institutional support for research staff (**ACTIONS 5.2i, 5.2ii**). We hold an HR Excellence in Research award in recognition of our commitment to researcher development, including:

- Mentoring for academic and research staff at all levels.
- Annual PDD Increase: **CROS 2015** 61% (59%F: 67%M) of respondent research staff had a PDD compared to 75.9% (74%F: 78%M) in **CROS 2017 (ACTION 6.2)**.
- A comprehensive range of development courses including HEA fellowships (**ACTION 5.2i**).

The University is proud of its strong record in teaching excellence and recognises teaching through qualifications, awards and funding. The University's Professional Educational Excellence

Recognition Scheme (PEERS) maps to the UK Professional Standards Framework and are aligned to the various Fellowships of the HEA.

Our Women at Leicester resources provide a forum for women to share experiences, be exposed to role models and share strategies for achieving a good work life balance. **We have been a Daphne Jackson Trust Sponsor since 2013.** The DJT Fellowship Scheme awards fellowships for individuals returning to a research career after a career break. In our previous application we committed to recruiting and **supporting 2 Daphne Jackson Fellows per year and this has been successfully achieved (ACTION 4.3ii).** The University has considerable experience in providing the support and infrastructure for Fellows to return to research and develop their independent careers.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff (Words 378)

#### (i) Training (210 words)

Describe the training available to staff at all levels. Provide details of uptake 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?

There are a **range of training and career development programmes for PS staff**. These are communicated via internal webpages, emails and our 'Insider' pages (which promote all current activities).

Training needs are identified at annual PDD. Learning and development opportunities are offered through OD. Some technical training is offered separately to relevant colleagues through Estates and Campus Services (**ACTION 5.5**).

**Staff Survey 2017:** 87% (87%F, 87%M) of PS staff answered yes to the question 'have you had any equality, diversity and inclusion training'.

Please see Section 5.3(i) for Leadership Programme information, the opportunities which are open to PS staff and have meant:

- FLP: [REDACTED]
- VITAL: [REDACTED]
- Aurora: [REDACTED]
- ILM level 5 coaching and mentoring programme: [REDACTED]

All of our programmes seek structured feedback. We are responsive to suggest improvement and have a cycle of continuous quality improvement through the use of feedback.

- Our University was one of the first to sign the Technician's Commitment and we are carrying out a succession planning exercise to ensure that new technicians come from a diverse background, with appropriate gender representation, and have all the development opportunities they require.
- We have promoted the current new apprenticeship opportunities vigorously and will extend this in due course to the Academic Professional apprenticeship.

#### (ii) Appraisal/development review (104 words)

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The University's process and key documentation are the same for academic and professional services colleagues. See Section 5.3 (ii) (**ACTIONS 6.1**).

#### **Staff survey 2017 (PS staff):**

- 81% (80%F, 83%M) answered YES to the question 'have you had a performance development discussion in the last 12 months'.

- 85% (90%F: 82%M) reported that they agreed clear objectives and 80% (79%F, 82%M) that they agreed a personal development plan.
- 71% (72%F: 71%M) felt that they are given the same opportunities to development as other staff.
- 75% (79%F: 75%M) stated they have received sufficient development to enable them to do their job well (a 2% increase since the last survey).

**(iii) Support given to professional and support staff for career progression (64 words)**

**Comment and reflect on support given to professional and support staff to assist in their career progression.**

Alongside any career development training opportunities (See Section 5.4i), the University offers bespoke training opportunities to PS staff based on identified needs e.g. Employment Law course.

VLP offers the opportunity to undertake an apprenticeship in Leadership and Management by taking extra modules.

**Silver Action Points**

**ACTION 5.3: Support and facilitate career progression** and development opportunities for female PS staff through our leadership training opportunities.

**ACTION 5.5:** Evaluate our professional services career pathways project by gender to inform future actions.

**5.5. Flexible working and managing career breaks (379 words)**

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

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

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

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

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

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

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

Guidance on maternity and adoption leave is available via our staff intranet. We review this information annually to ensure it is up to date and meets staff needs (**ACTION 7.1i**). Our guidance and support includes:

- Maternity, adoption and family friendly policies and procedures, including pay;
- FAQs including information about pay and Keeping-In-touch (KIT) days;
- Details of our on campus breastfeeding rooms.
- Maternity workshops/on-line resource
- Offer of one to one meetings with HR advisor

Pregnant staff receive a health and safety assessment and adjustment to their work allocation if required to ensure the health of both the mother and unborn child as soon as we are informed of a pregnancy. Arrangements are put in place to facilitate check-ups, scans, adoption meetings etc. to fit into the working pattern.

Following a **recent review of our maternity workshops** and in response to staff requests, we have **developed an on-line resource covering the University's pay schemes, maternity policy and information about KIT and SPLIT days (ACTION 7.1iii)**. Followed up with the opportunity for one-to-one personal advice directly from a senior HR advisor.

All of our policies apply to staff on FTCs. Recent consultation has identified that some PIs understanding of funder policy is outdated, we will provide an annually updated web page comprising up-to-date funder information (**ACTION 7.1iv, 7.1v**).

Maternity cover is organised on a case-by-case basis to ensure that a staff member's duties are covered during their period of leave, underpinned by principles of transparency and fairness.

Whilst on leave, all staff are offered KIT days, they can be used as 10 KIT days or 20 SPLIT (half) days. Maternity leave returners can request a change to their work patterns and this flexible working is arranged either formally through HR or informally through the departmental management structures.

Since Bronze, we have sought feedback from staff who have recently taken maternity leave:

*"I was looked after really well throughout my pregnancy, maternity leave and return to work. It makes a huge difference to have a supportive and understanding environment at work while going through such a big life-change." (Female, PS staff).*

Informal maternity 'buddies' are embedded in most departments, but we recognise the need to formalise a maternity buddying system.

We have a well-publicised Student pregnancy, maternity, paternity and adoption policy which is supported by Student and Academic Services (**ACTION 7.1ii**).

**Silver Action Points:**

**ACTION 7.1i:** Obtain feedback from the online maternity workshops, developing the workshop in line with feedback.

**ACTION 7.1ii:** Host a workshop with the Athena SWAN Departmental Network on maternity information, allowing departments to share best practice.

**ACTION 7.1iii:** Conduct a series of focus groups with staff who have taken maternity leave at the University in order to improve and develop existing practices.

**ACTION 7.1iv:** Advance guidance on the KIT day process in order to provide managers with more guidance to support employees who have taken maternity leave.

**ACTION 7.1v:** investigate how to enhance support for fixed term research staff on maternity, paternity, adoption and shared parental leave

**ACTION 7.4i:** Increase awareness of the conference carer fund through our intranet and internal communications network.

**(iv) Maternity return rate (83 words)**

**Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section. Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave+.**

**We achieved our highest proportion of academic (79%) and PS staff (91%) remaining in employment 18 months** after maternity leave in 2016/17 (Table 38, 39). Likely reasons are the flexibility afforded and support given to staff on their return to work.

For academic staff, there are slight fluctuations between colleges (but numbers are small and some colleges employ more research staff on fixed term contracts).

PS Staff Maternity Return Rate 2012-2017					
Professional & Support Staff Maternity Return Rate 2012-2017		Total Number	Number employed after 6 months	Number employed after 12 months	Number employed after 18 months
Management & Professional	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Manual & Ancillary	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Total 2012/13		60	54	52	48
Total 2013/14		61	53	48	45
Total 2014/15		74	71	64	60
Total 2015/16		74	64	60	57
Total 2016/17		68	63	62	62

Table 39 PS Staff Maternity Return Rate

Academic Staff Maternity Return Rate 2012-2017					
Academic Staff Maternity Return Rate 2012-2017		Total Number	Number employed after 6 months	Number employed after 12 months	Number employed after 18 months
College of Life Sciences (STEMM)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
College of Science and Engineering (STEMM)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
College of Social Science, Arts and Humanities (AHSSBL)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Total 2012/13		32	30	28	25
Total 2013/14		37	32	28	23
Total 2014/15		36	30	27	23
Total 2015/16		40	35	30	28
Total 2016/17		43	35	34	34

Table 38 Academic Staff Maternity Return Rate

**(v) Paternity, shared parental, adoption, and parental leave uptake (171 words)**

**Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution’s paternity package and arrangements.**

Clear policies and procedures, including a flow chart are publicised on our websites. Where a Fixed-Term Contract is extended past the end date of leave, the additional cost will be met from central funds if external funding has ceased.

We have held Shared Parental Leave workshops. Our Policy and Procedure along with FAQs are provided for staff and managers on our intranet.

Academic Staff		Paternity Leave (all male uptake)					Adoption Leave				
		2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
		Academic	Grade 7	■	■	■	■	■	■	■	■
Grade 8	■		■	■	■	■	■	■	■	■	■
Grade 9	■		■	■	■	■	■	■	■	■	■
PROF	■		■	■	■	■	■	■	■	■	■
Clinical	Clinical Lecturer	■	■	■	■	■	■	■	■	■	■
	Clinical Professor	■	■	■	■	■	■	■	■	■	■
Research	Grade 6	■	■	■	■	■	■	■	■	■	■
	Grade 7	■	■	■	■	■	■	■	■	■	■
	Grade 8	■	■	■	■	■	■	■	■	■	■
<b>Total</b>		<b>22</b>	<b>15</b>	<b>23</b>	<b>22</b>	<b>18</b>	■	■	■	■	■

Table 40 Academic Staff: Paternity and Adoption leave uptake 2012-2017

Uptake of paternity leave has remained fairly static (numbers are small) since our Bronze award for academic staff, and leave is taken across the grades and job families (Table 40).

Professional Services Staff		Paternity Leave (all male uptake)					Adoption Leave				
		2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
		Management & Professional	Grade 3	█	█	█	█	█	█	█	█
Grade 4	█		█	█	█	█	█	█	█	█	█
Grade 5	█		█	█	█	█	█	█	█	█	█
Grade 6	█		█	█	█	█	█	█	█	█	█
Grade 7	█		█	█	█	█	█	█	█	█	█
Grade 8	█		█	█	█	█	█	█	█	█	█
Grade 9	█		█	█	█	█	█	█	█	█	█
Grade 10	█		█	█	█	█	█	█	█	█	█
Manual & Ancillary	Grade 1	█	█	█	█	█	█	█	█	█	█
	Grade 2	█	█	█	█	█	█	█	█	█	█
	Grade 3	█	█	█	█	█	█	█	█	█	█
	Grade 4	█	█	█	█	█	█	█	█	█	█
	Grade 5	█	█	█	█	█	█	█	█	█	█
	Other	█	█	█	█	█	█	█	█	█	█
<b>Total</b>		<b>18</b>	<b>21</b>	<b>28</b>	<b>28</b>	<b>27</b>	█	█	█	█	█

Table 41 PS Staff: Paternity and Adoption Leave uptake 2012-2017

### Silver Action Points

**ACTION 7.2i:** Develop a Manager Support guide which includes case studies and FAQs for supporting staff on paternity, adoption or shared parental leave.

**ACTION 7.2ii:** Create a series of case studies of members of staff on the EDI Webpage, providing quotes on their experience of maternity, paternity, adoption and shared parental leave.

**ACTION 7.2iii:** Add a maternity, paternity, adoption and shared parental leave question to the exit survey.

**ACTION 7.4ii:** Establish a Parent & Carer Network.

The uptake of paternity leave by PS staff has increased since our bronze award in all job families and grades due to increased visibility of parental leave options (Table 41).

(vi) Flexible working (147 words)

**Provide information on the flexible working arrangements available.**

All staff can apply for flexible working, including part-time, term-time, condensed hours and job sharing, in addition staff can suggest their own options.

Between 2015 and 2017 118 staff (80F, 38M) have formally agreed flexible working (Table 42).

	Approved	Approved in Part	Withdrawn	Declined	Total
Female	80	17	█	█	112
Male	38	6	█	█	49
Total	118	23	█	█	161

Table 42 Flexible Working Requests by Gender 2015-2017

Staff can make informal local arrangements, especially during short term challenges. Academic staff often work flexibly due to their indeterminate hour's contracts. PS staff cannot always be afforded the same flexibility. We have an established **flexi-time policy** for PS staff (G1-5) which allows staff to determine when they will work, subject to achieving a daily, weekly or monthly total.

We have **guidance for managing employees on flexible working arrangements**. Line managers are encouraged to discuss and consider workload and working patterns during regular 1:1 meetings and when setting objectives as part of PDDs.

Staff are updated of flexible working opportunities through our intranet, staff announcements and the induction checklist.

**(vii) Transition from part-time back to full-time work after career breaks (90 words)**

**Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.**

Staff returning to work on a part-time basis sometimes wish to increase their hours incrementally. Currently we do not routinely transition part-time staff back to full-time. The GEAG has discussed the potential benefit in facilitating staff changing their work patterns as their family commitments change. The challenge will be managing the total staffing level and concomitant staffing budget but we see merit in trying to develop policies and management structures that will allow transition from part-time to full-time after career breaks and have a significant action point to explore this **(ACTION 7.3)**.

**Silver Action Points**

**ACTION 7.3:** Conduct two focus groups and a drop-in session to allow us to better understand why staff work part-time and if, when and how they would like to return to full time.

**(viii) Childcare (302 words)**

**Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.**

All childcare provision is communicated to new staff at induction, and to established staff through our intranet, Health and Wellbeing Team and in the maternity online module.

**University Nursery:** We have an onsite Nursery, formed as a direct result of our 2011 Athena SWAN action plan. It welcomes children from 6 weeks to 5 years. The Nursery spaces are exclusively open to staff and students.

**Childcare Vouchers:** We offer a tax-free Childcare Voucher in line with the government scheme for spending on Holiday & School Clubs, Nurseries, and Nannies etc. and is managed via the staff benefits portal.

**Carer's Conference Fund:** Since our bronze award we have **established a fund for carers to pay for childcare or other caring responsibilities whilst attending conferences or work-related training**. The fund can be used, for: additional childcare costs incurred by attending an external training event (which impacts their usual caring responsibilities); contribution to the additional cost of a partner/relative and child joining a member of staff at a conference to provide childcare support. The fund is open to **all** staff. Applications are accepted throughout the year assessed by three fund moderators, including the GEAG Chair. There is a total budget of £2000 available each year. The fund has been accessed 16 times:

- In academic year 14/15- accessed 6 times
- In academic year 15/16- accessed 5 times
- In academic year 16/17- accessed 5 times

Feedback is positive:

*'The fund allowed me to cover part of the costs for 2 days childcare for my 5 year old daughter and thus it enabled me to attend both days of training'* (Female, Lecturer).

Since Bronze, we have established a **dedicated breastfeeding and milk expression room**, with comfortable seating and a fridge. This institutional initiative has led to a number of departments also making rooms available to their staff and students.

#### **Silver Action Points**

**ACTION 7.1vi:** Continue nursery provision and communication of availability through internal communication networks.

**ACTION 7.4i:** Increase awareness of the conference carer fund through our intranet and internal communications network.

### (ix) Caring responsibilities (63 words)

**Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.**

The Conference Carer Fund identified above applies for all caring responsibilities. The University Special Leave Policy covers unplanned, domestic, personal and family reasons. Staff can take agreed reasonable time off during working hours for dependents, including elder care; this time off is intended to deal with unforeseen matters and is communicated through our intranet and internal communications, and included in our HoD handbook.

#### Silver Action Points

**ACTION 7.4i:** Continue to support the conference carer fund and raise awareness through internal communication.

**ACTION 7.4ii:** To establish a Parent & Carer Network.

**ACTION 7.4iii:** To conduct an online survey for carers to share their experiences and assess any additional support needs.

**ACTION 7.4iv:** Identify and train a named contact in HR to deal with all staff carer queries.

## 5.6. Organisation and culture

### (i) Culture (237 words)

**Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.**

Our language, behaviours, and informal interactions characterise an atmosphere of equality and consultation. We are proud of our **friendly and open culture where success is celebrated**; inclusivity of all staff and students is well-established evidenced by our good relations with our Students Union. In our 2017 survey, 78% (78%M: 81%F) agreed that 'our University is committed to equality of opportunity for all its staff'. We have **constant dialogue about gender equality**, from recognising the negatives of short-term contracts (particularly for women) to identifying how multiple identities intersect and impact on career progression.

Since 2015, our new Vice Chancellor has shown an unwavering **commitment to gender equality** leading our University to be the only University HeForShe impact champion in the UK (of ten in the world) (See Section 7) and **championing AS principles particularly in our approach to career development and progression**. Our strategic plan has an EDI focus that is embedded into all of our University activity.

Since Bronze we have:

- Introduced a **new action focussed EDI Governance structure** that encourages staff groups, networks, and forums to integrate and share good practice.
- Embedded a Culture of consultation e.g. **hosting termly ULT talks** on aspects of university life – open to all staff.
- **Held an EDI summit** for all staff and student representatives.

- **Introduced an awards scheme** called the 'Discovering excellence awards'
- **Shared best practice** between colleges in champions meetings
- Embedded a **clear process for the completion of EIAs**.

Photo removed

*Members of Staff at our Equalities Summit 2017*

(ii) **HR policies (392 words)**

**Describe how the institution monitors the consistency in application of its 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. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.**

All policies (relating to equality, dignity at work, bullying, harassment, grievance and discipline) have a **dedicated lead** responsible for ensuring that the policy is up-to-date with legislation, all are **regularly reviewed** in consultation with HR, stakeholders and trade unions. To ensure policies work well in practice, they are discussed at monthly HR Management and advisory meetings, and are a focus of the monthly HRTU meetings.

**All staff with line management responsibilities are kept up-to-date with any changes or additions to HR policies and procedures.** For example, with the recent introduction of a new policy and procedure, we **ran a series of workshops and disseminated information** on it by cross institutional communications.

We will be implementing a more robust monitoring and review process for all grievances and from September 2019, monitoring for any emergent patterns in terms of grievances made by staff with protected characteristics and grievances containing equality elements. Reporting annually in our statutory Equality Information Report and at the EDIC and HRTU meetings.

The **2017 Survey** found low levels of bullying, harassment and discrimination have been reported by staff. 98% of staff (98%F, 98%M) agreed that “I am not currently being harassed or bullied at work”. This compares to 98% from the 2016 Staff Survey and to a sector benchmark of 98% (source, Capita survey provider). In relation to discrimination, 93% of staff (93%F/95%M) agreed that “I have not felt discriminated against at work in the last 12 months”, compared to 91% in 2016 and a sector benchmark of 90%.

We are developing two new relevant policies: (1) Dignity and Respect at Leicester (replacing the existing Dignity at Work Code of Practice), and (2) Equality, Diversity and inclusion, alongside a Dignity and Respect Contact Service which will provide support, information and an impartial listening service to staff who feel they may be experiencing harassment, bullying or discrimination.

Updates to policies and procedures are communicated via the intranet and training workshops. Since bronze, our Health and Wellbeing Team **launched a Mindfulness for Staff initiative** and a **University’s Menopause Policy**. The policy and guidance provide a framework for managers to hold confident and supportive conversations with their staff about support, and adjustments that can be made in the workplace.

A **menopause Café** was launched for **Leicester colleagues** and partner organisations to share their stories and experiences about menopause, regardless of gender and age.



 UNIVERSITY OF LEICESTER

**Menopause Policy and Guidance**

*Our Menopause Café advert, Menopause Policy and Guidance and Mindfulness for Staff advert*

 UNIVERSITY OF LEICESTER

Mindfulness Starts Here 

**Mindfulness for Staff**

Working in partnership with our Medical School academic colleagues we are pleased to announce that we are offering a number of Mindfulness events for staff..... To book your place

**Silver Action Points**

**ACTION 2.7i:** Develop and implement a new Dignity and Respect at Leicester Policy and Procedure.

**ACTION 2.7ii:** Develop and implement a new Equality, Diversity and Inclusion Policy and Procedure.

**ACTION 2.7iii:** Implement a Dignity and Respect Contact Service to provide support, information and an impartial listening service to staff who feel they may be experiencing harassment, bullying or discrimination.

**ACTION 2.7iv:** Develop a more robust monitoring, reviewing and reporting process for grievances.

(iii) Proportion of heads of school/faculty/department by gender (219 words)

**Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.**

**Head of Colleges**

College	College Heads		
	Year	Female	Male
College of Life Sciences (STEMM)	2012/13		1
	2016/17		1
College of Science and Engineering (STEMM)	2012/13		1
	2016/17		1
College of Social Sciences, Arts and Humanities (AHSSBL)	2012/13		1
	2016/17	1	

Table 43 Heads of College by Gender 2012-2017

One out of three of our heads of college is female (33%) which exceeds the percentage of females at grade 10 across the institution. Head of College is a long term appointment aimed at giving strong leadership and management of our academic endeavours. One of our objectives is to ensure that there are suitable male and female candidates for HoC when vacancies occur. **Two of our colleges have Deputy HoC and both are female** (important for succession planning) (**ACTION 2.5i, 2.5ii**).

**Heads of Academic Departments** are appointed for an initial four-year period. The selection process is available in a chart format on our intranet and begins 12 months before appointment.

College	Department Heads			
	Year	Female	Male	%F
College of Life Sciences (STEMM)	2012/13		10	0%
	2016/17	3	6	33%
College of Science and Engineering (STEMM)	2012/13	2	5	29%
	2016/17	1	6	14%
College of Social Sciences, Arts and Humanities (AHSSBL)	2012/13		7	0%
	2016/17	5	5	50%

Table 44 Heads of College by Gender 2012-2017

Since bronze, **we have made excellent progress in HoDs:**

- **2012/13: 2 female HoDs**
- **2016/17: 9 female HoDs.**

Even with the CSE, where the numbers of female HODs has declined, there is an underlying success story. Two of our senior female Professors of Engineering, who between them served as HOD for the past 10 years have recently moved to very senior positions at other institutions (PVC and Dean) evidencing that the University provides an environment for females to establish and advance their careers in academia.

### Corporate Services Heads

We have a higher proportion of female corporate service heads than ever before (seven out of ten). The majority of our female corporate service heads (6 out of 7) have been appointed externally.

Division (2016/17)	Gender
Estates & Campus Services	F
External Relations	F
Finance	M
Human Resources	F
IT	F
Research & Enterprise	F (interim)
Student & Academic Services	M
<b>Other Areas</b>	
Campus Services	F
English Language Teaching Unit	M
Library	F
<b>Total</b>	<b>(7F:3M) 63%F</b>

Table 45 Corporate Service Heads by Gender 2016/17

#### **Silver Action Points**

**ACTION 2.5i:** Increase the proportion of female HoDs in STEMM disciplines through communicating and raising awareness of the Head of Department role and application process through our internal communications (The Insider) and the PDD process.

**ACTION 2.5ii:** Encourage existing HoDs to engage in succession planning, scoping out potential individuals early on in their tenure in order to provide sufficient training and opportunity.

(iv) Representation of men and women on senior management committees (139 words)

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The University has 4 senior management committees:

Committee 2016/17	Total Members	Female (%)
Council	21	11 (52%)
Senate	46	13 (28%)
University Leadership Team (ULT)	12	4 (33%)
University Executive Board (UEB)	50	21 (42%)

Table 46 Senior Management Committee Membership by Gender

Since bronze, we have identified the need for gender balance on Council and encouraged female Senate members to put themselves forward. For the appointed members the Nominations Committee is mindful of the need for Council itself to promote equality, diversity and inclusion within the University, and in this year's recruitment round, new female members agreed to join us to serve on the Council, and put **female members in the majority for the very first time**.

Since bronze **we have proactively supported female members of staff** in gaining membership of senior management committees, both ULT (our most senior committee) and UEB (our larger committee comprising all HoDs and services and ULT) have increased the proportion of females on their committees.

- **ULT: 0% (2014/15) to 33% (2016/17)**
- **UEB: 19% female membership (2014/15) to 42% (2016/17)**

**Silver Action Points**

**ACTION 2.4i:** Positive action to recruit more diverse Council members, particularly BAME representation.

**ACTION 2.4ii:** Explore the opportunity of introducing committee shadowing roles for Council.

**ACTION 5.3i:** Continue to ensure female members of staff remain represented in senior roles through leadership development.

(v) Representation of men and women on influential institution committees (53 words)

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

We have seen an increase in the proportion of females on influential committees. The reasons for this include the increase in training opportunities and improvements to PDD. Our academic policy committee and PGR policy committee have seen a decrease in female representation. Our aim is to achieve gender balance 50:50 in all committees.

Committee	2014/15				2017/18			
	Total	M	F	%F	Total	M	F	%F
Research Policy Committee	11	7	4	36%	19	9	10	53%
Academic Policy Committee	15	8	7	47%	17	12	5	29%
Equality Diversity Inclusion Committee	14	2	12	86%	21	6	15	71%
Postgraduate Research Policy Committee	12	7	5	42%	13	9	4	31%
Honorary Degrees Board	14	12	2	14%	13	8	5	38%
Career Development Advisory Board	16	13	3	19%	17	9	8	47%
Finance Committee	12	10	2	17%	13	7	6	46%
Enterprise Policy Committee	17	9	8	47%	17	9	8	47%
Audit Committee	5	4	1	20%	5	3	2	40%
Remunerations Committee A	7	6	1	14%	7	5	2	29%
Remunerations Committee B	6	5	1	17%	7	4	3	43%
Nominations Committee	8	6	2	25%	7	4	3	43%
Standing Committee of the Alumni Association	12	10	2	17%	13	8	5	38%
Health and Safety Committee	15	10	5	33%	18	7	11	65%
<b>Total</b>	<b>150</b>	<b>109</b>	<b>55</b>	<b>50%</b>	<b>166</b>	<b>100</b>	<b>87</b>	<b>52%</b>

Table 47 Committee Membership by Gender 2014/15 and 2017/18

**(vi) Committee workload (97 words)**

**Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.**

Committee membership is often determined by a person’s role. Since bronze we have encouraged committee members to send deputies to represent them when they are unavailable. This reduces the burden for named committee members whilst enabling deputies to gain valuable experience. Workload (including committee membership) is discussed within the PDD process and taken account of in our workload model. Committee membership (and deputising) is used as part of the evidence base in promotion cases as evidence of leadership and citizenship. Terms of reference define duration of membership (which is usually three years) to ensure rotation of members.

**(vii) Institutional policies, practices and procedures (101 words)**

**Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?**

We have a documented programme to review existing, and develop new policies, procedures and guidelines. All policies include a review date and a timetable for review is managed by the HR Project Lead who’s role is to research policy best practice, ensure relevant legislation is taken into account and ensure meaningful consultation takes place (with relevant staff groups and TUs).

**All are reviewed through an EDI lens as they are designed and managed.** The policy programme includes the undertaking of an Equality Impact Assessment (EIA). EIAs are undertaken by the staff who own the policy, with support from the EDI Team.

**(viii) Workload model (130 words)**

**Describe any workload allocation model in place and what it includes. Comment on whether 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 bronze the need for a consistent University wide workload model was established to ensure transparency and equitable work allocation. A university wide consultation took place to develop an academic workload model that would openly and transparently manage the efficient and equitable allocation of academic work and time. A significant underlying feature of the model is to **reflect flexible adjustments to the changing circumstances of individual members of staff whether through changing caring responsibilities or healthcare need.** Following consultation and an Equality Impact Assessment, the model was introduced in March 2018. Future staff surveys will explore staff views of the introduction of and sensitivity of the workload model with specific emphasis on its flexibility and equity (**ACTION 2.8**).

**Silver Action Points**

**ACTION 2.8:** Review implementation of new University workload model by gender.

**(ix) Timing of institution meetings and social gatherings (205 words)**

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

The GEAG recognised that timing of key meetings across the whole of the University is a crucial issue for staff working part-time and those with caring responsibilities or other equality related needs (e.g. disability or religious observance). Since bronze:

- **Key meetings are held within core hours** (9.30 – 4.30), as far as possible.
- Important University meetings are planned, papers are available well in advance so that those unable to attend have the opportunity to contribute before the meeting.
- Key committees **change the day of the week** on which their meetings are held to avoid systematic exclusion of the above staff (e.g. part-time staff may not work set days).

ULT meets weekly during core hours (10.00 – 2.00) and UEB meets monthly during core hours and has 2 away days during the year. This good practice has been shared and CLT and key departmental meetings adhere to these guidelines.

High profile University social events e.g. celebration of Athena SWAN successes (hosted by the VC), are held at lunchtime to maximise participation.

Evidence for the impact of these initiatives come from departments e.g.:

- **Chemistry** survey (2015), 96% of all staff agreed that “meetings in my Department are completed in core hours to enable those with caring responsibilities to attend”.

**(x) Visibility of role models (255 words)**

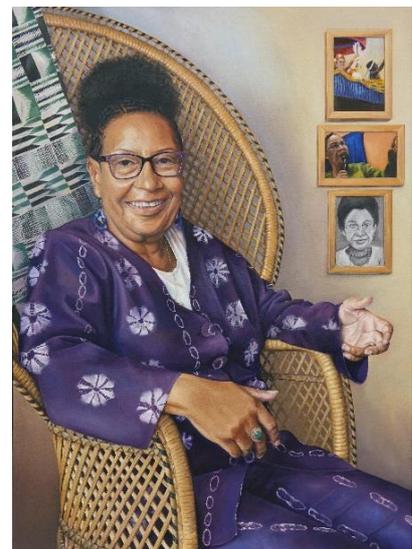
**Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.**

Since bronze **we have increased the visibility of female role models**, putting together a series of webpages celebrating the achievements of women and promoting our gallery (below) of role models, each have made a huge contribution to UoL.

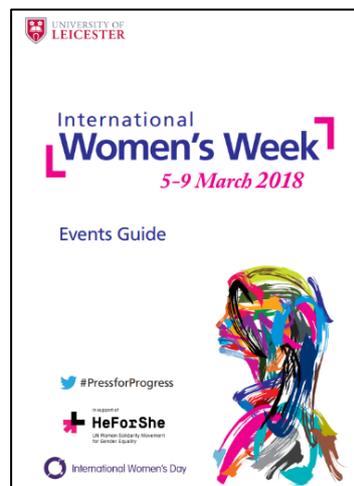
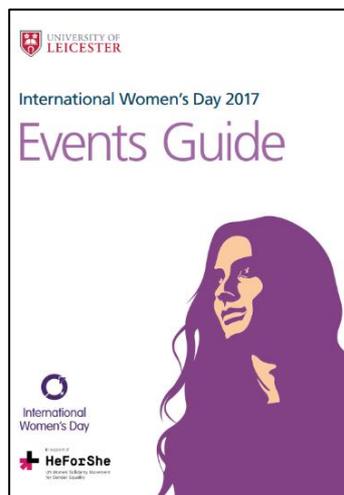
**Photo removed**

*Our Inspirational Women at Leicester webpages*

These photo-portraits are now displayed in the Fielding Johnson building, the hub of our administration. This tradition of celebrating role models continued in 2017 and 2018, in CLS and CSSAH where eight and 33 women respectively are celebrated on walls and webpages (**ACTION 2.11i**). In 2017, we commissioned three portraits of Leicester women of influence created by female artists. The chosen women all represent watershed moments for the University in its history: its first female Professor, its first female graduate, and the first black female President of its Students' Union. An unveiling by the VC took place around International Women's Day 2018 (**ACTION 2.11ii**).



*Historic female first's captured on canvas, unveiled in 2018*



*International Women's Day Events Guides celebrating female role models 2017 and 2018*

Our new male Professor of Nursing was recently featured in a video promoting our new nursing programme, in recognition of the need to celebrate male role models in subjects where men are traditionally under represented. We use a range of staff and students to represent ourselves as inclusive and welcoming to women and men. Gender balance of speakers is monitored at departmental level, we will collate this information moving forward (**ACTION 2.6**).

We continue to ensure all of our marketing material includes diverse representation of staff and students. Our Marketing and Communications and Design Team have to ensure all of their material produced considers EDI, we recognise the need to periodically audit our online material for inclusivity (**ACTION 2.11iii**).

#### **Silver Action Points**

**ACTION 2.6:** Continue to ensure gender balance of all departmental and institutional events at the University through departmental Athena SWAN engagement & Marketing/Communications team.

**ACTION 2.11i:** Launch the Inspirational Women campaign across both STEMM Colleges.

**ACTION 2.11ii:** Continue to provide an extensive range of events to celebrate IWD every year and monitor feedback from all events by gender

**ACTION 2.11iii:** Conduct a thorough audit of the proportion of female staff on University of Leicester website.

#### (xi) Outreach activities (225 words)

**Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.**

Our Widening Participation (WP) team comprises 15 staff (1M: 14F). The collaborative REACH and NCOP teams at UoL consist of 4 members of female staff. These teams work with paid, trained student ambassadors and **academics whose contribution is recorded in our workload model.**

The WP team works with targeted schools in the East Midlands. Targeting is based on the number of WP criteria the school meets, for instance the percentage of students who receive free school meals or the percentage of students who live in an area of deprivation (classified by the Index of Multiple Deprivation) etc. These are a mix of single sex and mixed schools across the East Midlands and range from primary to Post-16. Last year the breakdown of participants from whom we collected demographic data was 61% female, 39% male. 43% of participants identified as white, 57% as BAME including mixed.

In a collaborative project with other local universities we ran a 'Holiday Club', the programme was split, focusing on girls into STEM and boys into arts/humanities. 52% of participants were female, 48% were male. 70% identified as white, 30% as BAME. The fact that this event was only for students whose home postcode is classified as POLAR3 quintile 1 explains the higher number of white students attending as many of these postcodes are found in white working class rural areas.

#### **Silver Action Points**

**ACTIONX 10.1i:** To launch the WISE People Like Me outreach activity

**ACTION 10.3:** To run face-to-face EDI training with all student ambassadors.

#### (xii) Leadership (204 words)

**Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.**

**All STEM departments (except two in progress) have Athena SWAN bronze and silver awards and are planning to apply for the next level. All AHSSBL departments have established SATs, undertaken initial data analysis and identified actions for progression.**

We have had an Athena SWAN Coordinator/ Gender Equality Programme Lead since 2012. Departments are in close contact with the GE lead a year before they submit an application. SAT leads are required to attend **internal review panel meetings chaired by the DPV for EDI** to discuss their applications 6 months, 4 months and 1 month prior to their submission.

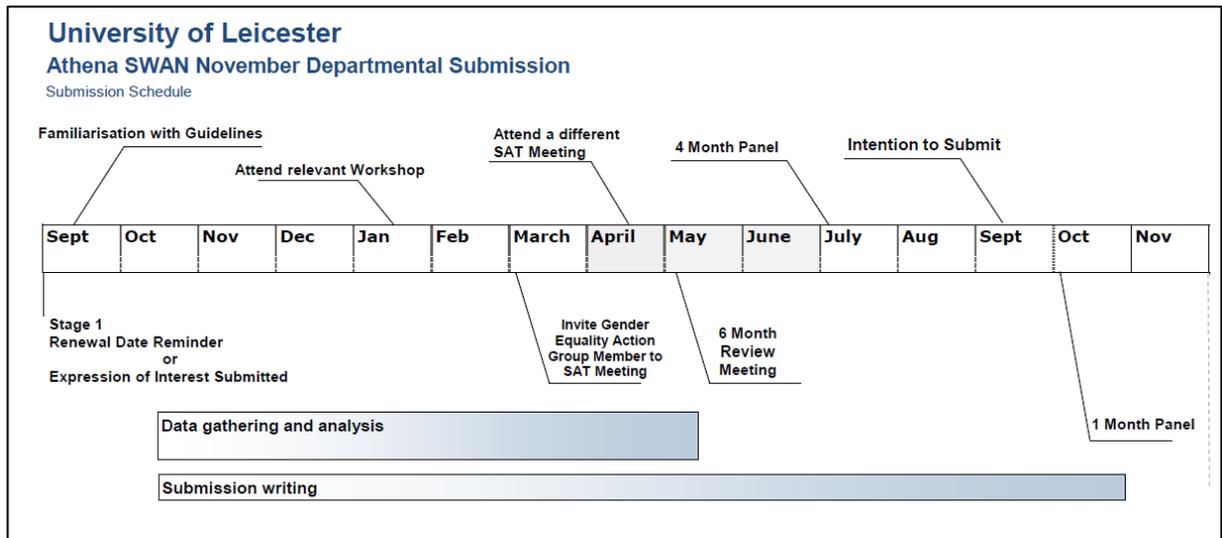
SAT Leads find the panels useful:

*'Just to say well done with the organising and running of all the 1 month review sessions. The sessions that I was involved in went very smoothly and the sessions themselves were very constructive'* (Male, SAT member)

SATs are encouraged to link with an **internal “Buddy”** (a SAT Lead with an AS from a different department) and an **external “Critical Friend”** to liaise with throughout the process. Our AS network meets three times per year, SAT leads use this opportunity to network and share good practice.

**The support provided to departments has led to the achievement of 12 AS awards.**

*Our departmental Athena SWAN Submission Timeline*



**Silver Action Points:**

**ACTION 2.1i, 2.1ii:** We will support the remainder of our STEMM departments to achieve Silver Athena SWAN awards by 2022 and Health Sciences in their ambition to achieve a Gold award.

**ACTION 2.1ii, 2.2, 2.3ii:** We will continue to promote mutual learning and good practice sharing between Departments.

**ACTION 2.3:** Following substantial AS progress in the CLS and CSEN, we will support the remaining AHSSBL departments to effectively engage in AS activity.

**ACTION 2.10:** Ensure that we have an accurate and sophisticated understanding of the staff equality demographic across all areas of the University to ensure our intersectionality data is robust.

## 6. SUPPORTING TRANS PEOPLE

Recommended word count: Silver: 500 words (Words 509)

### (i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.



*The Rainbow Flag on our central campus building*

We recognise, and give visibility to, the spectrum of non-gender conforming identities, including non-binary, gender fluid and genderqueer. As a Diversity Champion for Stonewall we promote our commitment to trans inclusivity through featuring the logo on our webpages, signatures and external communication. Our recent placing of 44<sup>th</sup> in Stonewall's 2018 Workplace Equality Index Top 100 (from 278 in our last submission in 2016), recognises our commitment to LGBT equality.

We have an established partnership with the Leicester LGBT Centre, the first Young Transgender Centre of Excellence in the Country, who now offer these services to adults. They deliver a number of bespoke trans awareness training sessions and run trans specific sessions for the University. The Centre also offers an independent, confidential and dedicated support and reporting service. Confidential support and guidance is also available from our student and staff LGBT+ networks and we have named contacts in place to support both trans students and trans staff trans.

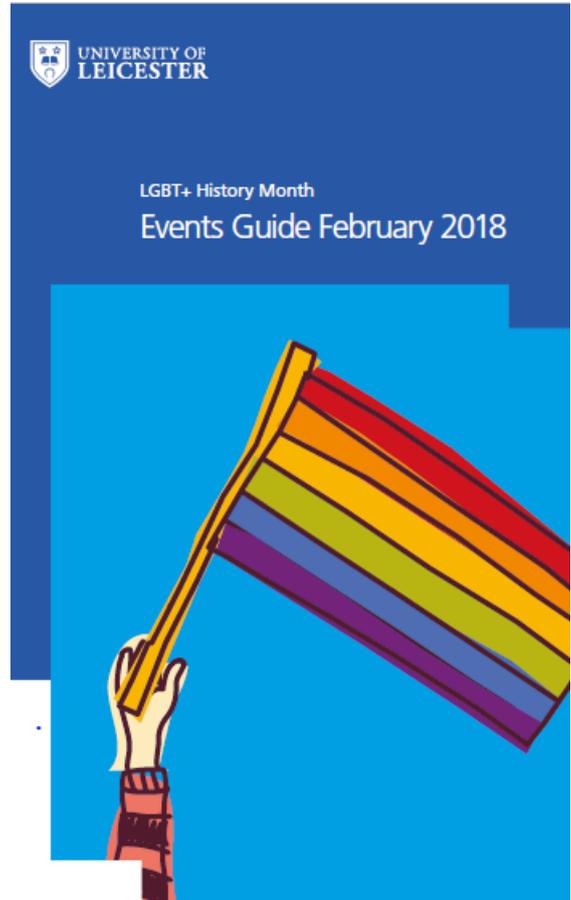
Our Dignity at Work Code of Practice communicates a **zero-tolerance policy which promotes and protects the rights of trans staff to work in an environment free from harassment, bullying and discrimination. Our mandatory e-Learning module explicitly includes examples of transphobia** and our **HR Advisory team receive training delivered by the LGBT Centre.**

Our **comprehensive Trans Guide developed in 2017** in consultation with staff and student LGBT+ networks, area experts, the Leicester LGBT Centre and the Equality Challenge Unit re-iterates our **zero-tolerance** policy regarding transphobic behaviour and conduct.

Our equality impact assessment process ensures that our policies, practices and processes do not adversely impact trans staff or students. Action from impact assessments are integrated into policy and practice, e.g. the use of **gender neutral language in our policies, gender neutral signage for facilities, the removal of titles on recorded minutes and the inclusion of a category for absence due to gender reassignment.**

Our pro-active student and staff LGBT+ networks work collaboratively to support an inclusive environment. The **newly formed LGBT+ Action Group**, comprising staff, students and the Head of the Leicester LGBT Centre, drives forward on actions and initiatives to support and enhance trans equality and visibility across the University.

*From top left to right: The Stonewall Top 100 logo, the front cover of our LGBT+ History Month Guide and our logo for our partnership with LGBT Centre*



## (ii) Monitoring

**Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.**

Our anonymous staff survey includes questions related to gender identity. In 2017, of the 66% responders less than 1% declared their gender identity as trans, with 6% preferring not to say. Although disclosure is low we have utilised this information to inform our campaign to raise awareness of trans equality, as we recognise the persistent barriers facing trans people in the workplace.

We do not currently monitor gender identity, but are reviewing our systems to enable the capture of this information from 2018/19 (**ACTION 9.1i**).

## (iii) Further work

**Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.**

Trans awareness is now embedded into our physical estate and, where possible, all new build or refurbished spaces, include a gender neutral toilet/changing facility (**ACTION 9.1ii**). We have developed a checklist for departments and services to ensure their processes, practices and policies are trans inclusive, working with Student Support Services, HR and the SU to create an inclusive experience for trans staff and students as they join, or consider joining, our University.

### Silver Action Points

**ACTION 9.1i:** To ensure that gender identity monitoring questions are included in our recruitment and staff systems.

**ACTION 9.1ii:** Ensuring all new build or refurbished spaces include a gender neutral toilet/changing facility.

**ACTION 9.2i:** To identify and promote trans role models in furthering the visibility of trans people and promoting awareness.

## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words Silver: 500 words (440 words)

In addition to the activities already described, we would like to highlight two key (and overlapping) initiatives that we are involved in: the HeForShe initiative and our Standing Together campaign:

### HeForShe

Our University is one of only 10 “IMPACT 10X10X10” champions in the UN **HeForShe** programme (10 world leaders, 10 world leading universities, 10 world leading businesses). This programme, initiated by UN Women Solidarity Movement, engages men as agents of change in the achievement of gender equality. The AS process has already been co-led and supported by men; our involvement with the HeForShe programme is a natural extension of this work. We have made three commitments as an impact champion:

- To close the gap between men and women in key academic and career areas
- Create a cultural transformation around gender
- Make public the conversation around gender

These commitments have clear overlaps with Athena SWAN principles and our HeForShe work allows us to broaden our engagement on these issues with international university champions and corporate partners. In addition, there is a key focus on tackling gender-based violence.

We have convened two HeforShe student Ideathons to tackle gender-based violence (one of the initiatives key themes) by facilitating two student groups in an Ideas workshop.



*The flyer for our 2018 Ideathon*

### Ideathon 2016 & 2018

Our participation in HeForShe global Ideathons is one of many ways we engage students to talk about the issues and share ideas about tackling gender-based violence. Our Ideathons have resulted in a range of student ideas and initiatives being actioned including:

**HeForShe Theatre Productions:** Following a student suggestion, we commissioned a theatre production with the theme of everyday sexual harassment. Five performances took place across a week in 2017 primarily reaching student audiences (61F: 36M), in addition, one performance was delivered specifically for members of the UEB.

Feedback was excellent: *'The performance stopped me in my tracks a couple of times - in a way I thought it wouldn't. This kind of creative, challenging, disruptive activity (and activities) is what should define campus life.'*

*'I thought the performance was brilliant. It made me feel slightly uncomfortable and shocked which opened my eyes and made me more aware of the problem of gender-based violence. I would definitely recommend.'*

We have hosted a student debate with 40 attendees (33F: 7M) to discuss common themes around sexual violence including 'blurred lines' and education.

Tackling Gender-Based violence is co-ordinated through our **Standing Together Programme** which oversees all activity to tackle violence and harassment including gender based violence for both staff and students. It includes a range of projects and activities to raise awareness, educate and ultimately eradicate all forms of violence and harassment at our University.

## 8. ACTION PLAN

### Athena SWAN Action Plan – Silver

2018-2022

Our Action Plan is reflective of our progress to date and also forward-facing. We benefit from our long term commitment to the charter principles having held a Bronze Institutional award since 2008. Our silver action plan is focussed on embedding good practice but also continuously improving and expanding what we do, so that our activity has both breadth and reach. Within our action plan we have identified 6 key institutional objectives and our actions broadly fall within each of these objectives:

1. To further embed the Athena SWAN Principles throughout the University
2. To maintain effective self-assessment processes through membership, meetings, communication and consultation.
3. To support and facilitate career development and progression for **all** staff including academic and research staff (with specific reference to ECRs), clinical staff and professional services staff. This will be achieved through enhancing transparency and fairness in all institutional processes including:
  - a. Recruitment and selection
  - b. Induction, training and development
  - c. Promotion and career progression
  - d. Flexible working and career breaks
4. To commit to considering the intersection of gender and other factors wherever possible.
5. We commit to tackling the discriminatory treatment often experienced by trans people.
6. We commit to supporting our student experience to progress regardless of gender.

These actions which will be implemented between now and 2022 will enable us to:

- Address unequal gender representation across academic disciplines;
- Tackle the loss of women across the career pipeline, removing the obstacles faced by women at major points of the career trajectory;
- Mainstream sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.

This action plan is closely aligned with our University policy and planning activity and uses a red/amber/green system denoting activity that needs to be immediate/within the next 18 months/within 18 months to renewal.



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: pubs@ecu.ac.uk

## LANDSCAPE PAGE



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Further Embedding the Athena SWAN Principles throughout the University</b>							
2.1	Increase the number of remaining STEMM departments to <b>mature to Silver AS awards.</b>	As an institution, we recognise the importance of embedding AS principles in all departments and the significance of demonstrating progress and impact.	i. Continue to support and embed departmental engagement through our internal AS processes (see Section 5.6xii). Including: internal review panels at -4 and -1 month, workshops, AS buddy system and network meetings.	On-going for April and Nov timelines		Faye McCarthy, Gender Equality Programme Lead	Internal review processes will be continually improved and success measured through structured feedback and awards: 5 STEMM departments to mature to Silver awards by 2022.  Existing Silver STEMM awards (6) renewed, or progress to Gold awards.
			i. Host an annual AS IMPACT workshop which will enable departments to effectively showcase their actions, progress and impact.	Sept 2018	Every Sept until 2022	Kate Williams, DPVC EDI  Faye McCarthy, Gender Equality Programme Lead	Attendance by all departmental SAT leads, team members and HoDs at an AS IMPACT workshop (to take place annually). 4 workshops to have taken place by 2022. Structured feedback collected and acted upon. Attendance by HoDs and others encouraged and measured.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
						Athena SWAN Departmental SAT Leads	
2.2	Increase the <b>sharing of good practice</b> of gender equality, and all EDI activity, between departments.	Given the expansion of AS, we have identified the need and benefit of increasing the sharing of good practice of gender equality, and all EDI activity, between all departments.	i. Continue Athena SWAN Network meetings (2 per annum) enabling departmental SAT members to share good practice and experiences.	May 2018	On-going, every May and Nov	Faye McCarthy, Gender Equality Programme Lead  Athena SWAN Departmental SAT Leads	10 Athena SWAN Network bi-annual meetings to be held by Nov 2022.  Every department to be represented at the meetings. Continuous improvement of the internal review processes based on feedback.
			ii. Continue to update our internal resource bank on Blackboard with Good Practice examples from both within the University of Leicester and from the sector as a whole.	Feb 2018	On-going, updated Aug & Feb	Faye McCarthy, Gender Equality Programme Lead  Athena SWAN Departmental SAT Leads	High quality up-to-date Blackboard materials available to all staff, reviewed and updated every Feb and Aug.  All departments made aware of updates through AS Network meetings and targeted emails.
2.3	Support the remaining AHSSBL departments to <b>effectively engage in AS activity.</b>	Given the expansion of AS, we recognise the importance of embedding and extending the AS principles to AHSSBL departments. Currently 1 AHSSBL department holds an Athena SWAN	i. Host targeted annual workshops for all departmental SAT members and HoDs to attend (including external speakers where relevant). These will focus on “leak points” in AHSSBL and actions to target AHSSBL	Sept 2018	Annually (Sept)	Faye McCarthy, Gender Equality Programme Lead & Gina Barnett, AS Officer (CLS)	Targeted annual AHSSBL workshop (held in June). 100% of AHSSBL departments to be represented at the annual workshops.  Feedback obtained after the workshop to report that 100% of

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		award compared to 9 STEMM departments.	specific issues. Feedback will be sought and acted upon.				attendees found the content useful.
			ii. We will continuously enhance our support to AHSSBL departments to increase their understanding of and engagement with AS principles and support for the application processes.	On-going for April and Nov timelines	Faye McCarthy, Gender Equality Programme Lead  Athena SWAN Departmental SAT Leads	5 AHSSBL departments to have obtained an AS award by 2022.	
2.4	Increase the number of females and BAME representation on our University Council/ULT and UEB and increase understanding of these roles amongst staff	Whilst there has been progress in the diversity of Council membership (52%F), our ULT and UEB are less diverse: ULT= 33% female UEB= 42% female	i. Continue to ensure all adverts/role descriptions emphasise and encourage out interest in applications from underrepresented groups e.g. BAME.	Oct 2018	On-going, annually	Bridget Towle, Pro-Chancellor and Chair of Council  VC, chair of ULT and UEB	Achieve and or maintain a minimum of 40% of either gender at University leadership level (Council, UEB and ULT) by 2022.
			ii. Explore the opportunity of introducing committee shadowing roles for Council.	Aug 2018	Oct 2018		Two staff (from underrepresented groups) will have had the opportunity to shadow council roles by 2020.
2.5	Increase the proportion of female HoDs in STEMM departments and maintain 50% in non STEMM.	Females remain underrepresented as HoDs in STEMM departments. In 2016/17 females represent: 33% of HoDs in CLS 14% of HoDs in CSEN	i. Communicate and raise awareness of the Head of Department role and application process through our internal communications (The Insider) and the PDD process. Identify female	June 2018	On-going	Ross Tarbard, Senior Internal Communications Officer and Claire McAteer, Organisational Development Consultant	An increase in the proportion of female HoDs, particularly in CLS and CSEN.  Target by 2020: CSE >22% female HoD CLS >40% female HoD

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		50% of HoDs in CSSAH	<p>HoD role models and publicise them alongside our HoD handbook, including 'A day in the life' of a HoD. Provide opportunities to shadow HoDs in their day-to-day activity.</p> <p>ii. Encourage existing HoDs to engage in succession planning, scoping out potential individuals early on in their process in order to provide sufficient training and opportunity.</p>				<p>CSSAH 50% female HoD (maintained)</p> <p>Two 'a day in the life of a HoD' profiles on intranet by 2019 (added to annually)</p> <p>Two 'HoD shadow sessions' per year</p> <p>Embedded succession planning for HoD roles so that staff are aware of the new appointment 3 months before handover and an effective shadowing period can take place.</p> <p>To be recorded in each college office.</p>
2.6	Ensure <b>gender balance of event speakers</b> at the University.	Speakers at our key university events offer inspiration for our students and staff. By ensuring a gender balance in our speakers we offer visible role models for our staff and students to aspire to.	We will ensure all seminar organisers are aware of the need to provide an inclusive range of speakers, recording gender and addressing diversity. We will circulate a reminder to all seminar organisers re-iterating this message.	June 2018	2020	Kate Williams, DPVC EDI	<p>Gender balance that reflects our student population in each discipline across our internal and external seminar series by 2020 e.g. Health Sciences: 50%</p> <p>Annual reporting of speaker diversity at our GEAG.</p>
2.7	Ensure <b>fair and transparent systems</b>	An appropriate and up-to-date policy and	i. Develop and implement a Dignity and Respect at	June 2018	Sept 2018	Angie Pears Head of EDI &	Dignity and Respect Policy and Procedure implemented by

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
	and policies are in place and applied consistently across the University.	procedure infrastructure needs to be in place to support fair and inclusive working and learning environments. Practice and application of these also need to be monitored to ensure consistency.	Leicester Policy and Procedure.			Nicola Junkin, Staff Health and Wellbeing Lead	September 2018 and reviewed annually.
			ii. Develop and implement an Equality, Diversity and Inclusion Policy and Procedure.	Aug 2018	Oct 2018	Angie Pears, Head of EDI	EDI Policy and Procedure implemented by October 2018 and reviewed annually.
			iii. Implement a Dignity and Respect Contact Service.	July 2018	Oct 2018	Angie Pears, Head of EDI	Dignity and Respect Contact Service launched by October 2018.
			iv. Develop a more robust monitoring, reviewing and reporting process for grievances.	Feb 2019	April 2019	Angie Pears, Head of EDI	Robust monitoring, reviewing and reporting process in place by April 2019.
2.8		<b>Workload model</b> Ensuring roles and responsibilities are spread in a fair and transparent manner mitigates over-burdening academics (particularly women)	An institutional workload model has been developed following extensive consultation and review, its implementation will be reviewed by gender to identify areas for improvement.	2018	2019	Simon Gill, Workload Project Lead	Full implementation and use of the workload model across the university to fairly distribute academic activities, particularly roles that may benefit promotion by 2019.  Feedback on use of the model will be acted upon and revised accordingly.
2.9		<b>REF</b>  In 2014: 20/90 (22%) of impact case studies submitted were led or	i. Ensure that the proportion of REF2021 impact cases led or co-led by females reflect the proportion of females	Sept 2018	2021	Lynne Parsons, Research Ethics & Environment Manager	Increase in the number of impact case studies led or co-led by women in REF 2021 to match our submitted population, (32% in

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		co-led by females, somewhat lower than the percentage of submitted females in the total population (32%) and we aim to improve on this.	being submitted within the various subject areas by ensuring the widest consultation and running open sessions on impact case development.				2014, an increase of 10% by 2021).
		We identified variation in gender submission rate by subject/department, higher female REF2014 submission rates were noted in CLS in departments who had successfully gained Athena SWAN awards.	ii. Carry out a detailed review of the association of successful departmental Athena SWAN work with improved REF female submission rates across the whole of the University.	May 2019	2021	Lynne Parsons, Research Ethics & Environment Manager and Gender Equality Programme Lead	All staff will understand the association between REF submission and Athena SWAN award status. Our REF environment statement will clearly document how embedding AS principles impacts our research environment.
		In preparation for REF 2021 a REF Equalities, Diversity and Inclusion Working Group has been established which will contribute to the content of the REF2021 Code of Practice, ensure that EDI issues are addressed	iii. REF Equality, Diversity and Inclusion Working Group to ensure that the REF Strategy Committee, and all staff with decision making responsibilities, have received appropriate training, including unconscious bias awareness training, well ahead of making submission decisions.	May 2019	Sept 2019	Lynne Parsons, Research Ethics & Environment Manager  Angie Pears, Head of EDI  Kate Williams, DPVC EDI	All staff engaged in REF decision making will have received 'EDI for REF2021' training (including UB awareness) by September 2019.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		consistently throughout the preparation process and that appropriate training is given to everyone involved in decision making	iv. In accordance with REF2021 guidance, complete an equality impact assessment on the REF Code of Practice developed and used by the University for Selection and decision making (including exceptional individual circumstances).	Apr 2019	Dec 2020	Angie Pears, Head of EDI	A 'live' EIA completed alongside the development and application of the University's REF Code of Practice and included in the final submission.
2.10	Ensure that we have an <b>accurate and sophisticated understanding of the staff equality demographic</b> across all areas of the University to ensure our intersectionality data is robust.	We need to improve the rates of disclosure of equality data in order to meet the needs of particular staff and student equality groups, and to understand and address lack of diversity in some areas of the University. Whilst we have very comprehensive data in relation to gender (in terms of sex), we need a fuller picture across the other protected characteristics for considerations around	i. A campaign to raise awareness of why we collect equality data and what we actually do with it, alongside a full staff census to encourage staff to update their equality information on the Employee Self Service (ESS).	Oct 2018	Feb 2019	Ellie Adams, HR Business Support Manager	Improved disclosure rates of staff equality data across all monitored protected characteristics. Exceeding National disclosure rates by 3%
			ii. Expand equality data monitoring categories to include 'gender identity'.	Oct 2018	Feb 2019	Ellie Adams, HR Business Support Manager	'Gender identity' will be included as a standard data category.
			iii. Continue to review and consider equality data on a regular basis	Sept 2018	On-going	Ellie Adams, HR Business Support Manager	All SATs will undertake data monitoring and observations twice a year and changes or

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		intersectionality and for gender identity.					analysis will be addressed by the GEWG.
2.11	Raise awareness and celebrate the successes of female staff and students at the University.	Our IWD events and inspirational women campaigns have been well received by the University and we are aware of the need to increase awareness and visibility of female staff and students, celebrating their achievements.	i. Launch the Inspirational Women campaign across both STEMM colleges.	Nov 2018	Jan 2020	Faye McCarthy, Gender Equality Programme Lead and College Diversity Champions	Bi-annual inspirational women campaign to include all colleges by 2020.
			ii. Continue to provide an extensive range of events to celebrate IWD every year and monitor feedback from all events by gender.	March 2019	Annually (March)	Faye McCarthy, Gender Equality Programme Lead	Our IWD events continue to be provided throughout the week every year. Feedback is collected and monitored, actions will be developed in response to feedback. Increase male attendance at events by 20%
			iii. To conduct a thorough audit of the proportion of female staff on University of Leicester website.	Jan 2020	Dec 2020	Ross Tarbard, Senior Internal Communications Officer	Image content on University webpages will be inclusive and show gender parity that accurately reflects our population.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Maintain an effective self-assessment processes through membership, meetings, communication and consultation</b>							
3.1	Maintain a <b>diverse representation</b> of staff and students on the GEAG (SAT).	Our GEAG must include people from a variety of backgrounds and with different experiences, with consideration of intersectionality.	i. We will review and refresh our GEAG annually and replace 2-3 members each year through an open call for members, with the aim of ensuring a good balance between grades, specialisms and all equality characteristics.	Aug 2018	On-going, reviewed annually	Kate Williams, GEAG Chair	Membership of the GEAG is diverse and considers intersectionality.  Refreshed membership fully reflects our diverse staff and student body and is reviewed annually, responding to changes in our staff workforce and student body.
			ii. Seek representation from Technical staff and BAME staff through our open call for volunteers.	Aug 2018	On-going	Kate Williams, GEAG Chair	One member of Technical staff and one additional BAME student and one member of staff to be recruited by September 2018.
3.2	Optimise <b>effective implementation</b> and monitoring of our Action Plan.	We recognise that the action plan is an organic document. Effective implementation and monitoring of the Action Plan is essential in order to ensure progress is made and responses to organisational changes are timely.	The GEAG will continue to oversee the implementation and progress of the AS action plan. An annual progress update will continue to be provided to the Equality, Diversity and Inclusion Committee (EDIC).	April 2018	On-going	All GEAG members, reporting to Kate Williams, GEAG Chair	Actions monitored and reviewed at every GEAG meeting (2 monthly), and reported in the Action Plan progress log column.  Effective sub-groups are formed to progress activity, providing both verbal and written report of actions achieved.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
							Effective reporting of progress is reported to the EDIC annually every April.
3.3	Increase <b>communication of the AS principles throughout the institution</b> until they are fully embedded and 'business as usual'.	Effective communication of AS principles is essential at all levels in the institution in order for staff and students to engage fully, alongside clear evidence of achievement of actions.	Include a monthly update in the University news bulletin to all staff (The Insider). This update will focus on 'working lives', it will include any updates to policies/practices, Athena SWAN news, departmental AS case studies and important policy updates.	June 2018	On-going monthly	Ross Tarbard, Senior Internal Communications Officer  Faye McCarthy, Gender Equality Programme Lead	An 'Improving Working Lives' section is included monthly in the internal communications email (The Insider). Continued use of the EDI Twitter account to promote AS related news internally and externally to the University.
3.4	Improve and <b>embed our internal and external AS consultation</b> processes.	Because staff and students will have a range of views on the institution's gender equality priorities, and understanding their appetite for this work can be useful for developing and communicating actions and priorities.	i. Feedback results (by gender) from future working lives staff surveys to the GEAG to inform our actions, responding to any positive or negative impact.	Jan 2018	Every 18 months (in line with staff survey)	Leigh Casey, Associate Director of Organisational Development	Our working lives staff survey results reported by gender to GEAG annually. Identifying areas for focus and action.  AS Action Plan updated annually in response to the results, with any areas of concern addressed.
			ii. Hold a series of focus groups to inform GEAG activity and AS action plan, ensure results feed back into GEAG.	Oct 2018	On-going	Faye McCarthy, Gender Equality Programme Lead	Two relevant focus groups convened annually e.g. maternity return experiences and improvements. Results reported to GEAG and used to inform and develop our AS action plan.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
			i. Continue to engage with other HEI's AS good practice by attending 1 event at another University per year to share good practice.	July 2018	On-going, annually to Nov 2022	EDI Team & Kate Williams, DPVC EDI	At least 2 interactive presentations of Leicester's gender equality work delivered at other Universities or other external partners per year. 8 presentations/events to have been conducted by Nov 2022
<b>Ensure Career Development &amp; Progression For All Staff</b>							
<b>Recruitment, Selection &amp; Retention</b>							
4.1	<b>For All Staff (academic and professional services)</b>  Increase <b>transparency and fairness</b> in our recruitment processes.	Our ability to support and encourage women in their work and careers depends on our ability to successfully recruit women into the university at all levels (and men where they are under – represented).  We are launching a new recruitment system.  <b>Staff Survey 2017:</b> 87% (87%M: 89%F) of staff felt the University acts fairly, regardless of age, disability, gender	i. Once our new recruitment system is embedded, we will actively monitor and analyse our recruitment activity annually and review at our GEAG annually. We will use our new recruitment system to improve our records and quality and depth of data.	Sept 2018	On-going reviewed annually	Kevin Ritchie, Head of Recruitment	>90% of staff feel the University acts fairly, regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex or sexual orientation with regards to recruitment (no significant gender difference) reported in our next staff survey.
			ii. Launch our new mandatory Unconscious Bias module for all staff. Communicate the new training to all staff via The Insider and emailed	June 2018	Ongoing	Angie Pears, Head of EDI	Module launched and 70% of all staff completing the module within 12 months and ongoing 85% completion rates of current staff by 2022. With no significant

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex or sexual orientation with regards to recruitment.	from HoDs and Heads of Division.				different in rates of completion by staff gender.
4.2	<b>For All Staff</b>  <b>Raise the profile of university role models</b> in varied roles and from a broad spread of backgrounds (with particular sensitivity to highlighting figures with experiences of the intersections of race, gender, sexuality and disability)	Studies suggest that role models with whom the subject share a social identity can positively impact aspirations, self-perceptions, and career decisions.  We recognise that it is important for people to see themselves reflected throughout the University structure. Through our AS and REC work we have identified certain job families which lack diversity.	i. Develop a series of online profiles which show a diverse range of staff in all job families. E.g. part-time female academic staff, job – sharing staff, female staff in engineering, male clerical staff, BAME academic staff.	July 2018	On-going, reviewed annually	Equality Action Group Chairs & EDI Team	A series of profiles developed and promoted online by February 2019 and updated annually.
			ii. Develop a series of short videos profiling the achievements and challenges of diverse Oulu staff.	June 2019	Nov 2019	Equality Action Group Chairs & EDI Team	A series of short videos completed and online by November 2019.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
4.3	<b>For Research Staff</b>  <b>Address the underrepresentation of female research staff in STEMM</b> (CSEN) and male research staff in AHSSBL (CSSAH).	In CSSAH, there has been a significant reduction in the number of male research staff, from 24 (48%) (2012/13) to 11 (30%) (2016/17). Females make up 36% of research staff in CSEN.	ii. To investigate the reasons for the underrepresentation of male research staff in CSSAH through focus groups with male PGRs in AHSSBL departments.	Dec 2019	Dec 2020	Faye McCarthy, Gender Equality Programme Lead	PGR focus groups conducted in all AHSSBL departments to understand retention of male PGRs onto PDRA roles.
			iii. We will continue to fund Daphne Jackson Fellowships at the rate of 2 per annum. In addition, we will advertise this opportunity on the WISE recruitment pages and include a case study of a Daphne Jackson fellow on our role models webpages.	2013	On-going, reviewed annually in Dec	Paul Cullis, University Daphne Jackson Champion	2 DJ Fellowships are funded per annum, monitored annually.  The DJ opportunity is advertised on WISE each year.  A set of case studies of DJ fellows is visible on the webpages by June 2018.
4.4	<b>For Academic Staff</b>  Increase <b>applications from female academic staff in STEMM</b> (CSEN).	CSEN: 18% female academic staff (2016/17) <b>Applications (2017/17):</b> G7- 26% G8- 24% G9- 44% G10- 9%	Ensure that all adverts appropriately target underrepresented groups, for example, by using an advert gender decoder for all academic departments.	April 2018	On-going, monitored annually	Kevin Ritchie, Head of Recruitment	Increased number of applications from females in CSEN by 10% at each grade.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		CLS: 42% female academic staff (2016/17) CSSAH: 49% female academic staff (2016/17)					
4.5	<b>For Academic Staff</b>  Increase the number of female staff on Teaching and Research contracts.	Females make up 35% of T&R roles, this is below the national benchmark of 40.6% (ECU, 2015/16).	i. Increase visibility of female role models in T&R roles. Develop film and written case studies of at least two of our female academic staff in T&R roles.	Jan 2019	July 2019	Women's Forum	Film case studies viewed 80 times per year.
			ii. Introduce a five minute 'How I got here' slot into all academic research seminars, already piloted in our Dorothy Jones lecture series.	Aug 2018	On-going	Athena SWAN Departmental SAT Leads	Provide a 'How to' checklist for seminar organisers of how to request and include a section on 'How I got here'.
4.6	<b>For Academic Staff</b>  Increase the proportion of female staff at Professorial level.	In 2016/17 females made up 22% of our Professorial Services staff.	Offer all professorial posts as part-time or full-time and job share. This change of emphasis will allow our credentials for flexibility to be clearly communicated to prospective applicants.	Oct 2018	Jan 2020	Kate Bradley, Director of HR	Females to make-up 30% of our Professorial staff by 2020.  All professorial roles to be advertised as part-time/full-time from 2019.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
4.7	<p><b>For Professional Services Staff</b></p> <p>Change the <b>balance of male and female staff in certain Professional Services</b> roles.</p>	Currently, there is a disproportionate representation of male staff in certain clerical and administrative positions - Grade 4 (70%F), Grade 5 (69%F), Grade 6 (64%F) and Grade 7 (55%F).	See Action 4.2.i	Aug 2018	Feb 2020	Equality Action Group Chairs & EDI Team	<p>Gender equity in our PS roles, with an incremental change for example in grade 6 PS roles from 64% female to 58% female by 2020.</p> <p>A series of profiles of male clerical and administrative staff developed and promoted online by February 2019 and updated annually.</p>
4.8	<p><b>For All Staff</b></p> <p>To understand the reasons <b>why staff leave the University.</b></p>	<p>In order to develop our existing working practices we need to understand the reasons why staff leave the University by protected characteristic. Our optional exit interview process pilot received 10% uptake.</p>	i. To increase the uptake of exit interview surveys through regular emails to staff approaching the end of their employment.	Nov 2019	On-going monitored every Nov	Kate Bradley, Director of HR	An increase in exit interview uptake from 10% to 40% by 2022.
			ii. Establish a task & finish group to improve the institutional exit questionnaire, including recommendations from former departmental AS exit interviews.				Institutional exit survey redesigned according to recommendations from the Task and Finish group.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Induction, Training &amp; Development</b>							
<b>5.1</b>	<b>Induction</b>  Enhance and <b>continuously improve</b> our University induction processes for all staff.	We recognise that communicating our institutional values, particularly around EDI, at the very start of staff employment is essential. In addition, induction processes familiarise staff with the institution, therefore an effective induction is required. However, only 44% of new starters attended the institutional induction event in 2017.	i. Use data from local departmental inductions on their effectiveness to share good practice between AS departmental SAT leads.	April 2018	On-going,	Faye McCarthy, Gender Equality Programme Lead & Athena SWAN Departmental SAT Leads	All departmental SAT leads to report an improvement (and no gender difference) in their departmental induction processes, measured by departmental induction feedback forms.
			ii. Increase the completion rates of the Welcome to the University event & monitor attendance by gender and ethnicity and job family.	May 2018	On-going (every induction)	Leigh Casey, Associate Director of Organisational Development	60% of new starters to attend the institutional induction by 2022 (with no gender difference measured).
			iii. Our induction processes at institutional and departmental level are offer to all staff including research staff. Explore why uptake from research staff is low. Increase publicity for inductions via departments and the doctoral college to supplement existing routes.	July 2018	July 2019	Meera Warriar, Head of Doctoral College	All research staff will be offered an induction and 90% will attend, data will be attended by gender on up-take

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
5.2	<p><b>For ECRs</b></p> <p><b>Support and facilitate career progression</b> for research staff, particularly female research staff</p>	<p>We recognise that the ECR stage is crucial to feeding the pipeline of academic staff. Therefore, we must ensure we support the learning and development of all ECRs, particularly females. Although females make up 54% of research staff, just 22% of Professorial staff are female.</p>	<p>i. Continue to support research staff to gain teaching experience and CPD in learning and teaching.</p>	Jan 2019	Ongoing	Meera Warriar, Head of Doctoral College	<p>Number of staff holding AFHEA or FHEA recorded (to be benchmarked by developmental need and demand, as outlined in CROS questions on the CPD respondents have undertaken, and would like to undertake). A <b>network of researchers</b> who have successfully achieved an HEA award will be convened to offer support to new applicants (cross university).</p> <p>10% increase in CROS 2019 respondents reporting recognition and value for their teaching activities.</p>

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		<p>In CROS 2017:</p> <ul style="list-style-type: none"> <li>31.3% of respondents have undertaken CPD in learning and teaching, and 49.4% would like to.</li> <li>80.8% agree/strongly agree that they take ownership of their career development plan, yet only 39.5% agree/strongly agree that they have a clear career development plan.</li> </ul>	<p>ii. The research career enhancement group to further develop our model of careers support for ECR researchers which takes account of career aspirations in academic &amp; beyond and career breaks, with a view to increasing reported rates of career planning and diversifying aspirations.</p>	2019	Jan 2020 (reviewed)	Meera Warriar, Head of Doctoral College	<p>45% of CROS 2019 respondents reporting a clear career development plan.</p> <p>2% increase in aspirations to work in other careers sectors (comparing CROS 2017 and CROS 2019).</p> <p>Achieve 75% completion rate of PDDs for ECRs.</p>
5.3	<p><b>For Academic Staff and Professional Services Staff</b></p> <p><b>Support and facilitate career progression</b> and development opportunities for academic staff, particularly female academic staff.</p>	<p>Widely available leadership training, in part specifically targeted towards women, will facilitate career progression by providing skills and increasing confidence levels.</p> <p>Our academic &amp; research staff pipeline</p>	<p>i. Continue to promote, support and encourage female staff to apply for:</p> <ul style="list-style-type: none"> <li>The Aurora women in leadership programme and the related alumnae programme run by the University.</li> <li>The Future Leaders' Programme (FLP), which encourages all mid-career leaders to</li> </ul>	2018	Ongoing	Kate Bradley, Director of HR & Heads of Department	<p>Build on our success in ensuring that each year an increasingly high proportion of staff who desire to attend leadership programmes are supported to do so, following discussion in PDD.</p> <p>Measure the continued demand for leadership programmes by gender.</p>

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		analysis reveals that female staff are underrepresented in academic and research posts from Grade 8 to 10: Grade 6: 69%F Grade 7: 50%F Grade 8: 49%F Grade 9: 37%F Grade 10 (PROF): 22%F	develop their unique talents and lead in their own way, ensuring true diversity. - The VITAL leadership programme for all first-time leaders.				Sponsor 15 females per year through Aurora (or an alternative). = 60F by the end of 2022.  173 females to have completed FLP by 2022.  Support 250 female academics through VITAL by 2022.
			ii. Launch a targeted marketing campaign to increase awareness of our VITAL leadership programme.	June 2018	Sept 2018 and ongoing	Kate Bradley, Director of HR	Increase awareness of VITAL leadership programme through targeted campaign and 50% female academics to attend VITAL training courses per year.
5.4	<b>For Clinical Staff</b>  Support and facilitate career progression for female clinical staff.	Despite 31% of our clinical staff being female, we have a significant underrepresentation of female Clinical Professors at 13%. We recognise that the career progression of clinical staff is different to that of other academic career pathways, therefore we need targeted career development	i. Expand our clinical academic shadowing scheme to enable women to be understand how work life balance can be achieved in these senior roles.  ii. Develop film and written case studies of at least two of our female clinical academic staff.	2019	2022	Kate Bradley, Director of HR & Head of Life Sciences College	Two clinical colleagues accessing the CLS shadowing scheme annually.  Increase female clinical professors from 13% to 18% by 2022. Post 2 clinical academic career journeys on our web pages by October 2018.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		opportunities appropriate to female clinical staff.					
5.5	<p><b>For Professional Services Staff</b></p> <p>Support and enhance career development opportunities for PS staff, with a focus on female PS staff.</p>	<p>Despite a greater proportion of female staff making up clerical and administrative roles at Grades 4, 5 and 6, from Grade 7, the proportion of female PS staff decreases with 40% females at Grade 8, 29% at Grade 9 and 43% at Grade 10. Therefore, we need to target our PS career development initiatives to enable female progression to these higher grades.</p>	Evaluate our professional services career pathways project by gender to inform future actions.	Dec 2018	April 2019	Kate Bradley, Director of HR	<p>By 2020/21 we aim for the female Grade 9 percentage to rise to 40% and we will continue to build on this in future years.</p> <p>An evidence based understanding of the progression requirements for PS staff and further actions developed.</p>

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Promotion &amp; Career Progression</b>							
<b>6.1</b>	<b>For All Staff</b>  Increase the use and effectiveness of PDDs for all staff.	Despite our improvements in the use of PDDs, as evidenced by our staff surveys:  - Academic staff: 82% (85%M: 78%F) answered YES to the question 'have you had a performance development discussion in the last 12 months'.  - PS Staff: 81% (83%M: 80%F) answered YES to the question 'have you had a performance development discussion in the last 12 months'.	i. Review the quality of PDD discussions on a sample basis. University auditors KPMG are undertaking work in spring 2018. Audit findings will be used as a basis for further work, including a detailed action/improvement plan.	March 2018 (audit)	June 2018	Claire McAteer, Organisational Development Consultant	A detailed PDD action/improvement plan, which addresses audit findings and recommendations. This action plan will span 12-18 months and will be regularly reviewed within OD and wider HR governance.  Reports of PDD effectiveness will be included in our staff survey.
			ii. Continue to listen to colleague feedback throughout the year, amending the PDD process and documentation accordingly.	April 2018	On-going	Claire McAteer, Organisational Development Consultant	Annual form/documentation changes and improvements made (and recorded) following feedback from staff (anecdotally, during training, and invited feedback).
			iii. Continue PDD training programme, targeting areas of low completion by offering tailored workshops and enhancing existing training as appropriate.	On-going	On-going	Claire McAteer, Organisational Development Consultant	Continued uptake of training opportunities by staff; positive course feedback; uptake of tailored workshops for teams/areas of low completion.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		there is still a need to ensure that all staff have regular and effective PDDs.					
6.2	<b>For ECR Staff</b>  Increase understanding of the role of appraisal for appraiser and appraise.	CROS 2017 answers reveal low levels of career planning and a dissonance between career aspirations and career expectations. We recognise that PDDs are of particular significance for ECRs and as such we need to increase the rate and quality of PDDs for all ECRs.  70% of Staff Survey respondents (research-only category) citing usefulness of PDD for personal development planning (minimum 70%), participating in training and development as a result	Continue to embed career planning discussions into the PDD process for research staff.	2019	2020	Meera Warriar, Head of Doctoral College	An increase in the number of, and reported usefulness of PDDs, among ECRs reported in the CROS 2019 survey.  70% reported usefulness in 2017, to increase to 78% by 2019 (no significant gender difference).

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		of the PDD (minimum 85%) and managers assisting research staff in addressing learning and development goals (minimum 70%).					
6.3	For Academic Staff  Increase the proportion of female Professors through internal processes (linked to Action 4.6).	Similar to most universities, we have an underrepresentation of female Professors. In 2016/17, females made up 22% of our professorial staff. Developing current staff in preparation for promotion is one key way in which we will seek to address this underrepresentation.	i. Develop a diverse portfolio of video and oral case studies of successful promotion applicants (with particular emphasis on part-time and non UK staff) to provide guidance and role models for progression.	Sept 2019	Feb 2010	ULT, Heads of Departments & Director of HR	A diverse portfolio of case studies for promotions is launched on our website.  Target: maintain minimum of 40% of Chair applications from female staff until 2022.  Increase AP promotion applications to 50% by 2022.
			ii. Analyse the most recent promotions data by contract function (T&R/T/R) and gender to identify any actions necessary.	Dec 2018	Jan 2019	Kate Bradley, Director of HR	Produce a report on the analysis of recent promotions round by gender and contract function.  Target: no disparity between contract functions
			iii. Continue promotion workshops for female staff. Monitor impact of promotion workshops by analysis of application and successful promotion data.	Dec 2018	Annually	Kate Bradley, Director of HR, Heads of Departments and Heads of Colleges	Continue annual promotion workshops.  Increase attendance to female promotion workshops by 10% per session. Target: 150 female staff to attend by 2022.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
6.4	Increase the completion rates of PDDs for female academic staff.	To further understand why PDD completion rates are lower for female academic staff - Staff Survey 2017 (academic staff): 82% (85%M: 78%F) answered YES to the question 'have you had a performance development discussion in the last 12 months'.	Investigate the reasons why PDD completion rates are lower for academic women than men, using completion data supplied by departments. Include actions for addressing this in detailed action/improvement plan.	May 2018	June 2018	Claire McAteer, Organisational Development Consultant	Maintain and increase our PDD completion rates to a consistent 95% for both female and male staff by 2019  Clarity on reasons for lower PDD completion rates for academic women and actions to address these detailed in PDD action/improvement plan.
<b>Flexible Working &amp; Career Breaks</b>							
7.1	<b>Increase the support</b> provided for staff on maternity leave and returning to work.	Despite achieving our highest overall proportion of academic (79%) and PS staff (91%) remaining in employment 18 months after maternity leave in 2016/17, we need to further understand how we can improve this.	i. To obtain feedback from the online maternity workshops, developing the workshop in line with feedback.	March 2019	June 2019	Helen Reynolds, Senior HR Adviser	Positive feedback form the online workshops with 96% of relevant staff and their managers accessing it.
			ii. Host a workshop with the Athena SWAN Departmental Network on maternity information, allowing departments to share best practice.	Jan 2019	Jan 2019	Helen Reynolds, Senior HR Adviser	Maternity best practice workshop attended by all AS network members, feedback collected and improvements fed back.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
			iii. Conduct a number of focus groups with staff who have taken maternity leave at the University in order to improve and develop existing practices.	March 2019	June 2019	Helen Reynolds, Senior HR Adviser	3 focus groups with a minimum of 12 staff will have taken place by June 2019. Recommendations from these groups developed to inform existing practices evidenced by feedback.
			iv. Advance our guidance on the KIT day and SPLIT day (Shared Parental Leave in Touch days) process in order to provide managers with more guidance to support employees who have taken maternity leave.	Oct 2018	Oct 2019	Helen Reynolds, Senior HR Adviser	Positive feedback received from staff and managers on the KIT day process.  Increase in number of staff taking KIT and SPLIT days.
			v. To investigate how to enhance support for fixed term research staff on maternity, paternity, adoption and shared parental leave.	Oct 2018	Dec 2018	Helen Reynolds, Senior HR Adviser	A completed investigation and enhanced guidance around support for fixed term research staff on maternity, paternity, adoption and shared parental leave published on internal communications letter.
			vi. Continue nursery provision and communication of availability through internal communication networks.	May 2018	Review annually	Nicola Junkin, Staff Health and Wellbeing Lead	A continued high quality nursery provision measured by uptake.  Nursery provision introduced at induction and on webpages.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
7.2	Enhance awareness of paternity and shared parental leave.	Uptake of paternity leave has remained fairly static since our bronze award for academic staff, and leave is taken across the grades and job families	i. Develop a Manager Support guide which includes case studies and FAQs for supporting staff on paternity, adoption or shared parental leave.	Oct 2018	Dec 2018	Helen Reynolds, Senior HR Adviser	A completed Manager Support Guide for supporting staff on paternity, adoption or shared parental leave in place by December 2018, feedback sought from managers at 6 and 12 months.
			ii. Create a series of case studies of members of staff on the EDI Webpage, providing quotes on their experience of maternity, paternity, adoption and shared parental leave.	Sept 2019	Feb 2020	EDI Team & Athena SWAN SAT leads	Case studies in place by February 2020 and updated every 2 years.
			iii. Include a maternity, paternity, adoption and shared parental leave question to the exit survey. To gain more information from staff who have experience of these during their employment.	Sept 2018	Nov 2018	Helen Reynolds, Senior HR Adviser	A maternity, paternity, adoption and shared parental leave question added to the exit survey by November 2018.
7.3	Develop a greater understanding and explore part-time	Data suggests that female and male staff choose to work part time for different	Conduct two focus groups and a drop-in session to allow us to better understand why staff work	April 2019	Sept 2019	Kate Williams, DPVC EDI & Faye McCarthy, Gender	Two focus groups involving 8 people and a drop in session run successfully, and a short report analysing findings generated and

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
	<b>staff desire to return back to full-time.</b>	reasons. We recognise that circumstances change. Therefore, we have identified that staff who have taken a career-break or have reduced their working hours may want to return to full-time hours.	part-time and if, when and how they would like to return to full time.			Equality Programme Lead	circulated to the GEAG. Plan actions in response to the report where appropriate.
7.4	<b>Further understand the needs of parents and carers</b> and optimise the support provided to the working lives of parents and carers.	Schemes which facilitate parents and carers in continuing to attend professional events can improve staff experience and remove barriers to attendance.	i. Continue to support the conference carer fund. Increase awareness of the conference carer fund by publishing the fund through our internal communications (The Insider) twice a year.	July 2018	2022	Faye McCarthy, Gender Equality Programme Lead	Increased number of applications to the Carers Conference and Training fund from 5/6 times a year to 20.
			ii. Establish a parent and carer network for all staff and students.	Jan 2019	June 2019	AS SAT Leads	Vibrant parents and carer network established by 2019
			iii. To conduct an online survey for carers to share their experiences and assess any additional support needs.	April 2019	June 2019	Faye McCarthy, Gender Equality Programme Lead	Survey completed and an increased understanding of carers' needs.
			iv. Identify and train a named contact in HR to	Nov 2018	March 2019	Faye McCarthy, Gender	An identified lead in HR to deal with all staff carer queries.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
			deal with all staff carer queries.			Equality Programme Lead	
<b>Intersectionality: We commit to considering the intersection of gender and other factors wherever possible</b>							
8.1	<b>Increase understanding of intersectionality</b> to develop our practices and policies further and enhance career development opportunities for all.	We are aware that people's identities and social positions are shaped by multiple factors. Among others, a person's age, disability, ethnicity, gender, gender identity, religion and belief, sexual orientation and socioeconomic background contribute towards their unique experiences and perspectives.	i. Establish an Intersectionality Working Group, alongside the existing action groups. Despite existing groups being encouraged to take an intersectional approach, this working group's sole focus would be to look at intersectional issues.	Jan 2019	March 2019	Humaa Noori, EDI Projects Manager and Action Group leads	Intersectionality Working Group launched in March 2019.
8.2	<b>Address the career pipeline of BAME staff</b> , particularly female BAME staff.	Currently, 13% of our staff are BAME. Whilst this is approaching the 2015/16 national benchmark of 14.6% (ECU, 2015/16), we need to further understand the	i. To analyse the Race Equality Charter survey by gender and job family- these results will be discussed in the GEAG and inform future actions.	Feb 2019	March 2019	Humaa Noori, EDI Projects Manager	Detailed analysis and understanding of REC survey data by gender.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
		experiences of our existing BAME staff in order develop targeted initiatives to support the career advancement.	ii. Encourage BAME leaders to share their career pathway stories and release a set of videos through our Leicester In Focus (staff & student video communication).	Feb 2019	Nov 2019	Humaa Noori, EDI Projects Manager	3 videos of BAME leaders published on Leicester in Focus.
			iii. Actively encourage BAME staff to take up leadership training opportunities by including a statement on our leadership training webpages and informing all HoDs.	Sept 2018	Sept 2018	Humaa Noori, EDI Projects Manager	Statement included on our leadership training webpages actively encouraging BAME staff to take up leadership training opportunities.  (Leadership training uptake by ethnicity will be monitored through our RECM and the Intersectionality Working Group).
			iv. Launch a BAME leadership programme.	Oct 2020	Ongoing	Leigh Casey, Associate Director of Organisational Development	Launched a BAME leadership programme with a minimum of 2 male and 2 female staff members.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Trans staff: We commit to tackling discriminatory treatment often experienced by trans people</b>							
9.1	<b>Continue to recognise, and give visibility to, the spectrum of trans and non-gender conforming identities, including non-binary, gender fluid and genderqueer.</b>	The visibility of both trans and non-gender conforming staff is essential to creating a genuinely inclusive culture at the University in relation to gender.	i. To ensure that gender identity monitoring questions are included in our recruitment and staff systems.	Oct 2018	Feb 2019	Ellie Adams, HR Business Support Manager	Gender identity monitoring questions developed and included in our recruitment and staff systems.
			ii. To ensuring all new buildings or refurbished spaces include, where possible, a gender neutral toilet/changing facility.	Sept 2018	Ongoing	Angie Pears, Head of EDI	An embedded approach in Estates and Campus Services systems to consider the inclusion of a gender neutral toilet/changing facility in all new buildings or refurbished spaces.  An increase of 5% of a gender neutral toilet/changing facilities by 2022.
9.2	<b>Promote an awareness and understanding of trans non-gender conforming identities.</b>		To identify and promote trans role models in furthering the visibility of trans people and promoting awareness through Action 4.2.	June 2018	Ongoing	Angie Pears, Head of EDI and the LGBT+ Action Group	See action 4.2.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
<b>Student Focussed Actions</b>							
10.1	To address the unequal gender representation of students across academic disciplines.	<p>Despite females making up the majority of our student population (51% UG, 55% PGT, 53% PGR), there is a sector typical unequal distribution among academic disciplines including: STEMM-Engineering (14%F) and Physics (25%F).</p> <p>AHSSBL- Media, Communication &amp; Sociology (77%F) and Law (67%F).</p>	i. At an institutional level, launch the WISE 'People like Me' Outreach activity. This will require training staff & student ambassadors to deliver the sessions, promoting STEMM subjects to young women. The outreach and WP team will assist to coordinate schools in the community to target.	Sept 2018	On-going, reviewed annually	Faye McCarthy, Gender Equality Programme Lead  Morag McIvor, Outreach & WP	Department outreach and WP activity continues. WISE People Like Me outreach activity launches at the University. Progress is monitored and updated to all departmental SAT Leads and GEAG members.
			ii. To identify initiatives (similar to Girls Who Code) to begin to address the underrepresentation of male UGs in AHSSBL.	Aug 2018	Aug 2018, on-going	All AHSSBL departmental SAT Leads, coordinated by Faye McCarthy, Gender Equality Programme Lead	Further initiatives are identified which aim to address the underrepresentation of male UGs in AHSSBL. A 5% increase in the proportion of males on AHSSBL UG courses by 2022.

No	Objective	Rationale	Action taken/Future Action	Timeframe		Person Responsible	What will success look like?
				Start	End		
10.2	To address the loss of females in science, technology, engineering, mathematics and medicine (STEMM).	Continued support for underrepresented groups at UG, PGT and PGR level is essential to prevent the loss of female students in STEMM.	Continue to support the local support networks which target underrepresented groups through regular communication, central funding and promotion of events.	2014	On-going	Rhaana Starling, Women in Physics Lead  Mark Lowe, Women in Chemistry Lead	Support networks thrive, hosting a minimum of 1 event per year each.
10.3	Increase awareness of EDI issues for the Outreach & Widening participation team, including student ambassadors.	The University runs an extensive range of outreach activities centrally, however we recognise the need for student ambassadors and facilitators to have EDI knowledge when dealing with schools and the public.	Develop annual compulsory EDI training sessions for all student ambassadors which includes general EDI information, gender diversity in STEMM and AHSSBL and trans awareness.	Jan 2019	Annually	EDI Team	Student ambassador training session developed and delivered to all Student ambassadors.  4 sessions by Jan 2022.  All student ambassadors attend.