LEEDS BECKETT UNIVERSITY

# ATHENA SWAN: BRONZE APPLICATION & DATA SET

# Athena Swan Bronze application form for universities

## Applicant information

| | |
|---|---|
| Name of university | Leeds Beckett University |
| Date of current application | May 2022 |
| Level of previous award | Bronze |
| Date of previous award | 2017 |
| Contact names | |
| Contact emails | _____ |
| Contact telephone | |

| Section | Words used |
|---|---|
| An overview of the university and its approach to gender equality | 1693 |
| An assessment of the university's gender equality context | 4571 |
| Future action plan* | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
| **Overall word count** | 6264 |

*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit:** 6,500 (500 additional words for Covid-19 - references to this are interwoven in the submission).

# Table of Contents

**Professor Peter Slee**
BA(Hons) PhD, FRHist
S, FHEA
Vice-Chancellor

0113 812 0000
leedsbeckett.ac.uk

**Vice Chancellor's Office**
Old Broadcasting House,
Woodhouse Lane,
Leeds LS2 9EN

**LEEDS BECKETT UNIVERSITY**

12 May 2022

Dear Athena Swan,

I write to endorse our Leeds Beckett University (LBU) institutional Athena Swan submission and action plan and to reaffirm our commitment to the Athena Swan principles.

I was appointed Vice Chancellor at LBU in September 2015. In 2017 we submitted an application for, and achieved, a Bronze award.

In the period between 2017 and this resubmission we have sought to make LBU a university of choice for women. We promote secure employment, and do not employ colleagues on "zero hours" contracts. Our starting salaries for new lecturers are higher than the national average. We offer all colleagues flexible and hybrid working arrangements with details subject to local, team-based planning.

Our staffing base is gender-balanced up to Grade 11, including the critical academic leadership roles of Course Director and Head of Subject, which we introduced in 2017. Senior leadership roles among across our professional services are gender balanced.

In 2017, in order to support the development, retention and reward of our academic colleagues, we introduced a new scheme for promotion to Reader and Professor. In that time 24 colleagues have been promoted to Professor, 12 of them (50%) are women. This has contributed to raising the proportion of women in the professoriate to 45%. We have been less successful in achieving the same balance at Reader. 40% of those promoted to Reader since 2017 are women and the overall balance of women to men at Reader level is 38%. Our self-assessment process has prompted us to address gender- based inconsistencies in support available to colleagues' seeking promotion. We aim to address these over the next 5 years, to achieve a gender balance, particularly among those applying for Reader.

Our self-assessment findings have also resulted in a more strategic approach to growing a more inclusive workplace culture. As part of our new institutional EDI plan, our senior leaders are creating local, data-driven EDI plans, which will be reviewed annually by both the Vice- Chancellor's leadership team and our Board of Governors. We will focus on addressing critical issues associated with "intersectionality".

Our commitments to equality, diversity and inclusion are embedded in our LBU strategy and associated plans (2021-26) which were approved by our Board of Governors in September 2021. The strategy was developed through a twelve-month, university-wide consultation involving all colleagues. Our progress against our strategic key performance indicators is reviewed quarterly by our university executive team and by our Board of Governors. We have set out ambitious plans and targets here, and I am confident the investment made by our whole university community in developing this strategy will ensure we achieve them.

Yours sincerely,

Professor Peter Slee
Vice Chancellor, Leeds Beckett University

# Section 1: An overview of the university and its approach to gender equality

**Letter of endorsement from the head of the university (above)**

**2. Description of the university and its context**

Leeds Beckett University (LBU) is an ambitious post-92 university with 23,689 students and 2,162 colleagues from over 140 countries.

As a university and major employer, we nurture abilities that help to shape a lifetime for both students and colleagues alike. Our origins can be dated back to the Leeds Mechanics Institute in 1824, right through to the proud, impactful University we are today.

We are divided into 10 Schools which deliver UG/PG programmes and undertake research/knowledge transfer, and a Graduate School that coordinates PGRs. The VC is supported by 3 DVCs; Research and Enterprise, Resources, and Academic.

Schools have significant autonomy in our structure within an overall University Strategic Framework that was refreshed in 2021. Unusually for a Post-1992, we are predominantly non-STEMM.

Over the last 5 years, we have worked hard to improve on many areas, such as through improved teaching provision and more support for research. This has enhanced our reputation such that we are now present in 3 /4 main World university rankings. We have significantly improved our research power and quality in REF 2021, faster than most other universities. We see improvement in our student continuation, completion, attainment and graduate outcomes. We are a predominately UG institution (75%) but our PGT cohort is growing (21%) at sector benchmark (21%) (Tab 1.1). We are increasingly international and are international student cohort has risen 64% since 2018/19 (1,386 to 2,227 students).

We are based at 2 locations with distinct personalities. 7 Schools are based at City Campus and our iconic buildings create a dynamic, professional environment. Historic Headingley campus houses 3 Schools based around a grassy "Acre". The culture here is calmer and includes our spectacular new Sports building.

**Image 1: City and Headingley Campus**



LBU is deeply embedded in the economic and social structures of Leeds. Over 3,000 of our students each year are recruited from the region and 59% of students were working in

Yorkshire following graduation. Our VC chairs the Leeds City Inclusive Anchor Network which supports us in the effective conduct of our purpose, which is to make a positive and decisive difference to people, organisations and communities.

**Figure 1: LBU Structure by STEMM and AHSSBL**

**School structure showing STEMM**

| Key: | Professional Service Staff | Academic Staff | Students |
|---|---|---|---|

| School of Health | | | School of Built Environment, Engineering & Computing | | | Carnegie School of Sport | | |
|---|---|---|---|---|---|---|---|---|
| 52 | 142 | 4050 | 39 | 103 | 2919 | 47 | 129 | 2727 |

**School structure showing AHSSBL**

| Leeds School of Art | | | Leeds Business School | | | Leeds School of Social Sciences | | |
|---|---|---|---|---|---|---|---|---|
| 61 | 143 | 3016 | 31 | 125 | 3849 | 17 | 98 | 2571 |

| School of Events, Tourism and Hospitality Management | | | Leeds Law School | | | Cultural Studies and Humanities | | |
|---|---|---|---|---|---|---|---|---|
| 7 | 39 | 863 | 11 | 34 | 1175 | 7 | 37 | 716 |

| Carnegie of School of Education | | |
|---|---|---|
| 36 | 73 | 1803 |

# Figure 2 & 3: Schools & Services

## Gender Balance – Schools

Key: [ Male Dean ] [ Female Dean ] [ Workforce FTE ] [ Students ]

| Carnegie School of Sport: 2727 | |
|---|---|
| 59% Male | 41% Female |
| 73.5% Male | 26.5% Female |

| School of Events, Tourism & Hospitality Management: 863 | |
|---|---|
| 40% Male | 60% Female |
| 31.5% Male | 68.5% Female |

| Cultural Studies and Humanities: 716 | |
|---|---|
| 49% Male | 51% Female |
| 39% Male | 61% Female |

| Leeds Buisness School: 3849 | |
|---|---|
| 50% Male | 50% Female |
| 58% Male | 42% Female |

| Leeds Law School: 1175 | |
|---|---|
| 37% Male | 63% Female |
| 32% Male | 68% Female |

| School Health: 4050 | |
|---|---|
| 33% Male | 67% Female |
| 24% Male | 76% Female |

| Leeds School of Social Sciences: 2571 | |
|---|---|
| 35% Male | 65% Female |
| 22% Male | 78% Female |

| School of Built Environment, Engineering & Computing: 2919 | |
|---|---|
| 69% Male | 31% Female |
| 79% Male | 21% Female |

| Leeds School of Art: 3016 | |
|---|---|
| 61% Male | 39% Female |
| 52% Male | 48% Female |

| Carnegie School of Education: 1803 | |
|---|---|
| 29% Male | 73% Female |
| 23% Male | 77% Female |

## Gender Balance – Professional Services

Key: [ Male Director / Lead ] [ Female Director / Lead ] [ Workforce FTE ]

| Campus & Residential Services (CARES): 140 | |
|---|---|
| 52% Male | 48% Female |

| Human Resources: 43 | |
|---|---|
| 20% Male | 80% Female |

| Business Engagement: 22 | |
|---|---|
| 22% Male | 78% Female |

| External Relations: 41 | |
|---|---|
| 46% Male | 54% Female |

| Estates: 67 | |
|---|---|
| 82% Male | 18% Female |

| Centre for Learning & Teaching: 19 | |
|---|---|
| 25% Male | 75% Female |

| IT Services: 123 | | |
|---|---|---|
| 82% Male | 16% Female | 2% Other |

| Quality Assurance Services: 11 | |
|---|---|
| 11% Male | 89% Female |

| Financial Services: 54 | |
|---|---|
| 40% Male | 60% Female |

| Research & Enterprise: 57 | |
|---|---|
| 21% Male | 79% Female |

| Strategic Insight & Business Development: 4 | |
|---|---|
| 50% Male | 50% Female |

| University Secretary Office: 60 | |
|---|---|
| 38% Male | 62% Female |

| University Recruitment: 82 | | |
|---|---|---|
| 30% Male | 69% Female | 1% Other |

| Sports & Active Lifestyles: 41 | |
|---|---|
| 51% Male | 49% Female |

| Library & Student Services: 160 | | |
|---|---|---|
| 31% Male | 68% Female | 1% Other |

**Governance and recognition of equality, diversity, and inclusion work**

Our Strategic Framework states we will seek to develop "sector-leading EDI practices". We reviewed our governance arrangements in 2020 following an internal review of EDI activity. This led to us clarifying governance arrangements, ensuring a joined-up approach and to make it easier to hold colleagues to account for delivery of EDI actions. Specifically, AS and REC were brought under the oversight of the DVC (Resources) , EDI responsibilities were clarified, and the resulting governance structure approved by the Board of Governors (Fig 1 below). The VC determined that UET receive a termly update on EDI progress so they can play a key role in leading the EDI agenda and holding colleagues accountable. A Steering Group was also established, led by the DVC, to bring key players together and ensure discussions translate into action.

EDI Committee coordinates all activity and has representatives from Schools, PS, the SU, Charter Mark leads, Equality Networks and TU's. It provides staff with the opportunity to contribute to the development of policy, review outcomes and ensure best practice is transferred across the institution.  Formal progress against the EDI plan is monitored annually by EDI Committee and then FSRC.

At local level, 6/10 Schools currently have their own EDI Committees which provide a dynamic 'community of practice' to share developments. We also have 6 Equality Networks (Disability, LGBTQ, Race, Gender, Faith/Belief and Carers) who provide opportunities for colleagues to raise issues before reporting into EDI Committee. Within the SU there are paid Convenors (International, LGB, Women, Trans, BAME, Disabled and Parents and Carers) who provide a student voice on EDI.

The central EDI team is based in HR.  Additional investment supported 2 new posts to support delivery of EDI strategy. HR has undertaken impressive work to improve access to EDI data and interactive Tableau dashboards are now available for senior managers across LBU.

EDI is recognised as citizenship activity in academic promotion. A working group is currently advising on proposals for consistent time allocation for contributions to EDI networks and we are embedding recognition for EDI in our strategic development of workload allocation **(AP7).** In March, we updated our Contribution and Reward Policy to explicitly include EDI as a valued activity which can prompt a pay supplement for staff at any grade or in any role.
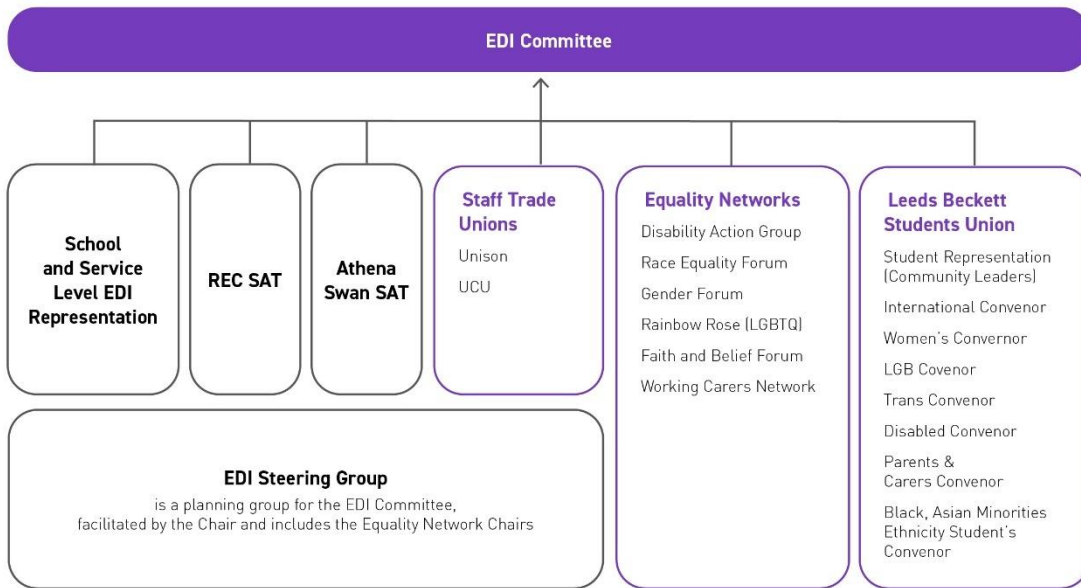
# Figures 4 & 5:  Governance Structure and EDI structures

**University Governance Structure**
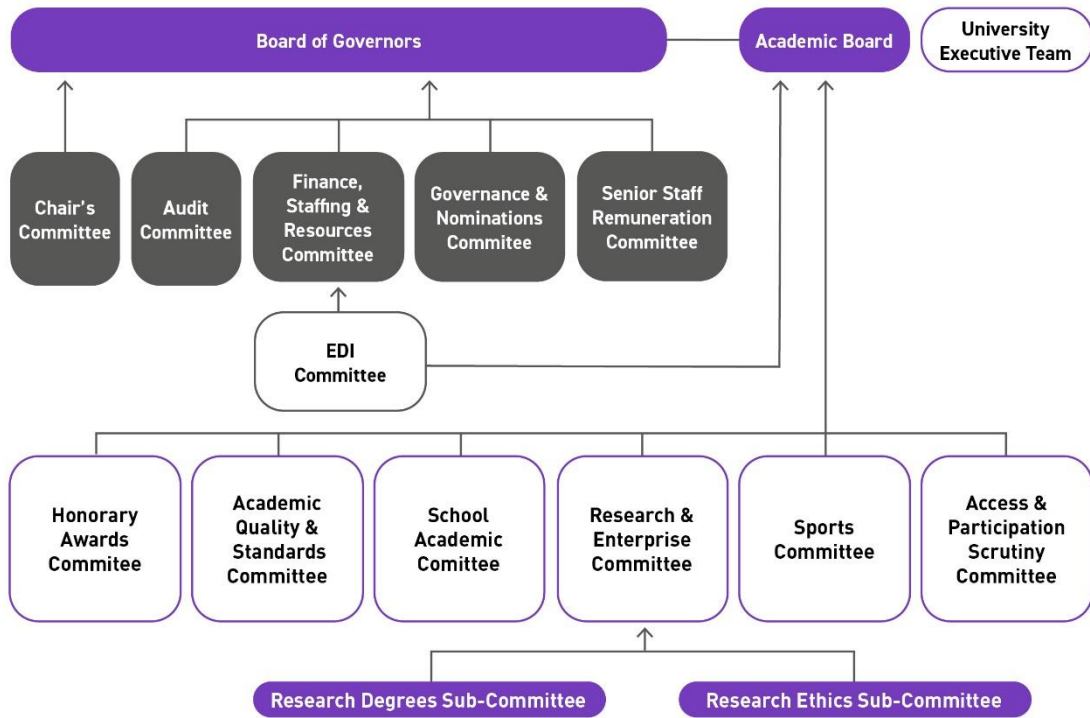
**EDI Governance Structure**



## 4. Development, evaluation and effectiveness of institutional policies

We have a regular review programme for all policies, which are then approved or reapproved through the governance process above. Policies with an EDI component are discussed in both our Equality Networks and at EDI Committee. For example, the new Bullying and Harassment Policy. TU colleagues are attentive to EDI issues, so policies are also scrutinised by JCC, which also monitors the ongoing effectiveness of policies, utilising EDI data and equality impact assessments.

The Associate Director of EDI is a member of the HRLT which oversees the development, consultation and implementation of new HR-related policies. She scrutinises them for gender equality impacts, seeking input more widely from colleagues.

## 5. Athena Swan self-assessment process

Our institutional Bronze award was achieved in 2017 and we have been keenly anticipating the transformed charter (Advance HE advised it is a new submission, not a renewal). Schools will apply individually in future.

Professor Cathy Barnes, (Director of R&E) has chaired the SAT since 2020. SAT volunteers were sought via calls in our staff newsletter and selection was made with consideration of gender, roles and areas of the University. It met 10 times to guide AS activity, reporting into EDI Committee. The SAT hosted external speakers to guide our work, held discussions on all aspects of gender equality at LBU and provided valuable critique and guidance on the process. We held a day long workshop in October 2021 to agree our future vision, overarching narrative and key priorities.

The SAT convened 7 subgroups (Table 1). Subgroups comprise members of SAT and others with relevant skills/interest. Following submission, the SAT will meet once a year to review the AS plan. The SAT Chair will invite a refreshed membership 18 months before next renewal.

*Figure 6: SAT Membership - Redacted for publication*

*Table 1: SAT Subgroup Membership - Redacted for publication*

**Data Analysis and Consultations**

The Data Subgroup analysed data to inform actions and planning. Culture and Comms Subgroup carried out the AS Culture Survey in June 2021 with a response rate of 19% (417 staff). A paid PhD student analysed results.

***Table 2: Survey Response Rates***

| Survey | Male | Female | Self-Described gender | Prefer not to say |
|---|---|---|---|---|
| AS Culture | 101 (24.22%) | 295 (70.74%) | 18 (4.32%) | 3 (0.72%) |
| LBU Colleague | 652 (38%) | 923 (53.5%) | 8 (0.5%) | 132 (8%) |

We also collect EDI information in our new LBU Colleague Survey (Appendix 1), conducted for the first time in November 2021. It provides an internal and external benchmark for future results and will be repeated annually. It had a strong response rate of 65% (1,715 responses: 923 F and 652 M).

Table 2 shows both surveys together, and on analysis, the SAT identified issues for further investigation and commissioned 9 focus groups in January 2022, detailed in Table 3 and facilitated by 3 paid PhD students.

Whilst understanding the limitations of qualitative data and small groups, the resulting discussions were valuable in revealing colleagues' lived experience.

***Table 3: Focus Groups***

| Group | Theme | Attendance |
|---|---|---|
| People of Colour | Belonging | 5 |
| Women | Gendered Barriers to Progression in Academic & Research Careers | 2 |
| Women | Gendered Barriers to Progression in Professional Services | 4 |
| PG students of Colour | Postgraduate Student Experiences | 2 |
| Women | Belonging | 7 |
| Women of Colour | Barriers to Progression in Academic & Research Careers | 5 |
| Women of Colour | Barriers to Progression in Professional Services | 3 |
| Colleagues Grade 9+ | EDI Challenges & Opportunities for Leaders | 6 |
| Open Group | What Actions Should the University Focus on? (in relation to gender) | 6 |
| Open Group | Perceptions of LBU as an anti-racist organisation | 8 |

# Section 2: An assessment of the university's gender equality context

## Culture, inclusion and belonging

### EDI leadership
Our self-assessment shows positive examples of EDI leadership and that most colleagues believe the university is taking meaningful action on EDI. (Colleague Survey: 75%f 72%m)

During the pandemic, there was a daily VC communication, sharing thoughts, updates and good news to maintain connectedness. His content actively celebrated female colleague achievements on 35 occasions, including praising 'unsung heroes' (Jenny Bridger, Grounds Maintenance). In March 22, the VC hosted an intersectional-led IWD event on 'breaking the bias' and a roundtable on 'women's careers at LBU'.

Our DVC chairs EDI Committee and institutional/regional APP groups and is a senior sponsor for the Women in Leadership programme.

We are known for our EDI-related research leadership which has profound, positive impacts on communities (16/54 REF Impact Case Studies included significant EDI topics such as "Improving gender equity within sport coaching workforces" and "Gender, Conflict, and Peacebuilding")

The LBU Colleague Survey (CS) shows we are a positive working environment for women e.g., feeling that their wellbeing matters (86%f: 80%m), being treated with fairness and respect (82%f:76%m). Women are more positive than men (64%f:57%m) about leaders and managers leading by values (overall 59%, 6% above sector benchmark).

However, the self-assessment finds EDI leadership must be more consistent, for example, some School-level strategies are stronger on EDI than others. There is also some evidence that the University is hierarchal, e.g., CS results: 'I feel that my voice counts' (41%f: 37%m). SAT members also noted that hierarchal culture in some Schools can impact career progression by making it difficult to access research opportunities for junior colleagues. Concerns are also evident in relation to the University having a culture that is not open and honest (55%f: 54%m).

*"Things are cascaded, and you only become part of them when they are diluted, you can't influence or contribute to things. For people to feel valued they need to feel their voices are heard."*- Female academic focus group participant

Some findings can be attributed to a sense of disconnectedness during the pandemic, but we must still address this in our plan **(AP6).**

We are a devolved institution which leads to variances in EDI good practice. The VC expects all Schools and Services to develop an EDI plan and we will systemise listening exercises **(AP2 and AP6)**

Looking intersectionally, BAME women in our focus groups shared that they feel their ethnicity leads to more differential treatment than their gender. In 2021, following consultation, we adopted an [anti-racism statement](#) that acknowledges racism exists on our campuses and commits us to systemic improvement. We will be ambitious in our REC activity to improve outcomes and belonging for women of colour **(AP6, AP8 & AP11).**

**Image 2: IWD, purple light up 2022 & Image 3: Student-led 'Womanity' exhibition in the community**



**Leeds Beckett** ✔
@leedsbeckett

Tonight, we're lighting up our City Campus in support of International Women's Day, celebrating women's achievements and action for equality.
#InternationalWomensDay2022
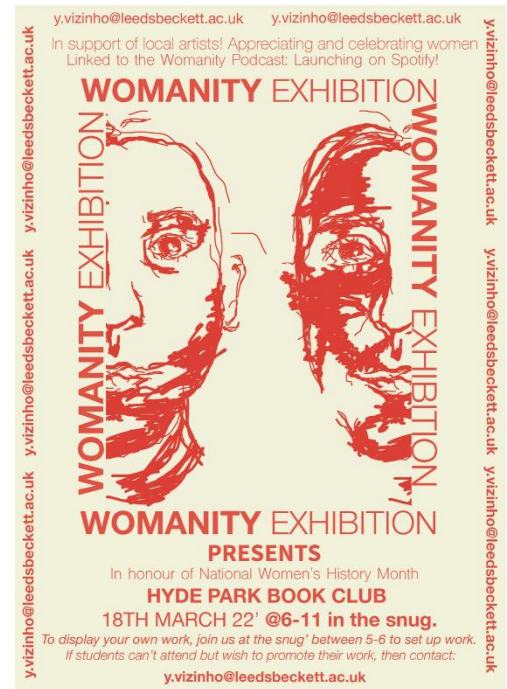


**Image 4: IWD Breaking the Bias, Biases Beyond Gender event - Redacted for publication**
**Image 5: Roundtable event with the VC on Women's Careers at LBU - Redacted for publication**

### Institutional values

Following university-wide consultation in 2021 on the development of our new Strategic Framework, we agreed 6 institutional values. We are working to ensure they guide our actions and behaviours, are embedded in our policies and ways of working, and that every member of our university community commits to them.
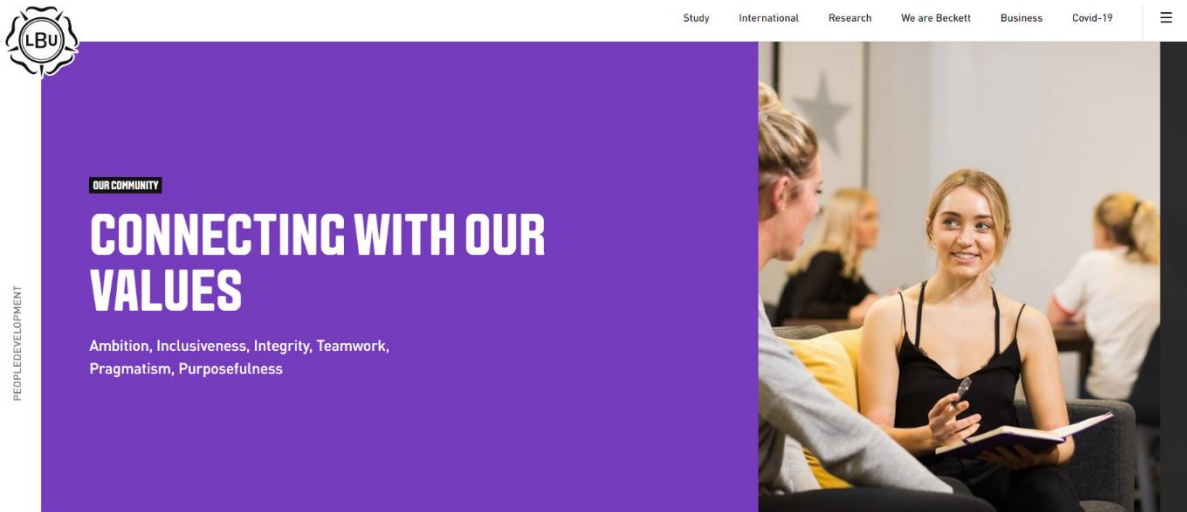


**Image 6: Institutional Values project webpage**

We aim to recognise and reward commitment and achievement. The Beckett's Big Thank You has recognised the work of more than 1,000 colleagues across the University, with thank you e-cards and an online event hosted by the VC. Prior to the pandemic our annual 'Golden Robes' ceremony (partnered with SU) encouraged nomination of colleagues for many awards, including 'Contribution to EDI'.

**Image 7: Golden Robes ceremony**

In recognition of the hard work created by the pandemic, every colleague was awarded an £800 bonus– irrespective of grade and extended our Christmas closure to two weeks to allow time to recharge.

### Tackling unacceptable behaviour

We know from, inter alia, the AS survey and focus groups, that staff (of all genders) report experience of unsupportive language and behaviour. Women have reported sexist remarks (focus group comments particularly related to women with caring responsibilities) and micro-aggressions particularly against women of colour.

In 2021, we implemented a cross-institutional project building upon our Zero Tolerance campaign, to address all forms of harassment and prejudice in our community. We published an institutional statement setting out our expectations and introduced a policy based on sector best practice, supported by an online reporting tool.  To date 13 reports have been received. To take account of under reporting of issues / incidents, we are continuing to promote the policy and build trust in supporting processes. We have appointed 25 Dignity Advisors to make it easier for colleagues to lodge concerns with someone whom they trust.

**Image 8: Reporting tool and some of our Dignity Advisors  - Redacted for publication**
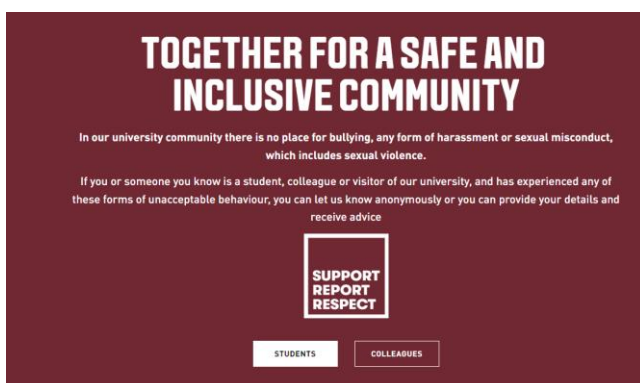


### Employment Practices

We support gender equality outcomes through excellent employment practices. We are proud to have reduced the percentage of colleagues on fixed-term employment contracts to under 10% (Fig 3.2) less than one third of the national average (52%M; 48%F). The proportion of teaching-only staff has dropped by 50% (Fig 2.1), which reflects our determined efforts to

employ and support the development of career grade academics. We have good gender balance in middle and senior management in PS roles (Fig 4.6)

Our gender pay gap has decreased from 10.7% in 2020 to 8.3% in 2021 (4% below sector benchmark). Our holiday entitlement and flexible working policy support work-life balance and family time. But as we delve deeper there remain some systemic gendered challenges.


**Recruitment**

Our recruitment practices include open advertising of posts (including diversity sites), positive action statements and mandatory scoring templates for short-listing/ interview.

Search firms must provide gender balanced longlists. Since January 2020, we have recruited to 14 senior roles and across these had 45% female shortlist.  This has contributed positively to the recruitment data in Fig 6.1 and the 10% increase in women at G10 (Fig 2.5)


In 2021, we introduced compulsory recruitment training which guides panel members through the process and challenges unconscious bias. Managers must ensure their training is up to date to sit on panels. We have a 95% completion rate for panellists (58%f: 42%m) with 471 staff trained in 2021.

Women do well within the application process for academic posts (Fig 6.1). The conversion rate from application to appointment has risen from 7% (2019) to 13.8% in 2021. For males it has risen from 3.9% to 5.2%. Women do better than men from application through to recruitment for all contract functions.

Whilst we are receiving more applications (all genders) for academic posts (likely due to creating more lecturer-level posts – Table 8.1), the proportion of female applicants has reduced very slightly (Fig 6.1). BAME women have much less success within the process than white women (Table 6.3)  and we lose them at all stages. We have a smaller proportion of female BAME applicants within STEMM subjects – but this is improving (Fig 6.4). A smaller proportion are appointed than white applicants. For AHSSBL there is a better picture [Fig 6.4] **AP10** is focused on improving female BAME recruitment outcomes and particularly between interview and appointment.


**Academic Representation**

Our gender balance is better than the HESA average (Fig 2.1) but reflects our disciplines. There has been a gradual reduction in academic FTEs over the period by c50 FTE (Table 2.3):

- AHSSBL male FTE has reduced the most (by c50), AHSSBL female by only 15.
- The only group where we have seen growth over the period has been in STEMM women where we have increased by 10


We are almost gender balanced until G11 (Dean-level) and this will improve when our new female BAME Dean commences in June.

Figures are positive at G10 (Fig 2.5) as we have a have good female representation at Head of Subject-level (Table 2.12). Of note for our academic pipeline (Table 8.1):

- The increased number of lecturers over 4 years from 25 (64%f) to 122 (56%f). The proportion of BAME women lecturers has increased from 9.8% to 10.7%

- Most academics are senior lecturers (50%f)
- 38% of our 51 Readers are women – a decrease from 45% in 2018 although the number has increased by 2 women. BAME female Readers increased from 3.9% to 7% (2 to 4 women)
- We had an FTE of 47 professors in 2018 (32%f) and in 2021 have 32 FTE. 45% female is well above sector but is mainly caused by male professors retiring or leaving, as there is a decrease in the actual FTE of female professors. There is a reduction in BAME female professors from 10% to 6% (4.8 FTE to 2)

**Academic Progression**

We are currently reviewing Lecturer-Senior Lecturer route. Automatic promotion should happen when the Lecturer reaches the top of the grade and meets progression criteria. In practice, over the last 2 years, the majority progressed via re-grade applications (10/16), which is problematic from an EDI perspective. Evidence suggests some valued colleagues are leaving to progress careers because they feel 'stuck' at Lecturer level, although more male lecturers leave than female (7% males v 2% female) and more BAME leave than white (10% v 3%). We are embedding EDI considerations in our review.

Our senior academic promotions policy for Reader / Professor includes consideration of the reasons for volume/range of evidence and gaps in activity (for part-time colleagues, or those with periods of absence, such as maternity leave). The VC runs an open workshop to explain promotion criteria and standards. In 2022, a record 11 women/11 men applied for professorship. 7(32%) were BAME colleagues. We received 26 applications for Reader (50%m 50%f) and only 1 BAME applicant. Given the pipeline for future applications to Professorship comes from the Reader group this is an issue we will address through active support and allyship. All unsuccessful colleagues receive personalised feedback.

Looking at 5-year trends for senior academic promotion (Table 8.2):

- 39 men (59%) and 27 women (40.9%) have been promoted to Reader. There was a 36% success rate for men and 43% for women.
- 12 men and 12 women have been promoted to Professor. Success rate of 35% male and 39% female
- 6/27 women promoted to Reader are BAME - success rate 43% - the same as for white women
- 2/12 women promoted to Professor are BAME- 67% success rate compared to 37% for white women
- There have been no successful promotions of BAME males to Professor, despite 10 applications. At Reader level the success rate was 27% compared to 40% for white males.

In 2016/17 the Reader/Professor promotion round was re-established after a gap of 5 years. New criteria were developed, and the scheme was heavily promoted. Female successful applications to Reader/Professor have increased in the past 2 years. Despite 50% SL being women, they made up only 36.8% Reader applications over 5 years (Table 8.2). This suggests women (and particularly BAME women) wait to apply until they are more confident of meeting the criteria. The active support and allyship mentioned above should also support improvement in the application rate.

REF data indicates gender differences in access to research time necessary for promotion to Reader. Focus groups also suggested that some women with caring responsibilities struggle to create the time to engage sufficiently with research. Our planned workload model will help **(AP7).**

Our evidence suggests earlier interventions should support career paths of women and BAME academics. We must also better support promotion routes through learning and teaching and enterprise. Our new Strategic Framework requires academics to have a 5-year research plan which will help, along with improved, consistent academic mentoring.

In March, we launched a £150,000 'Equity and Inclusion Researcher Development Programme' to assist future career progression through research support. The scheme is intersectional in nature and weighted towards women of colour, who accounted for 7/14 successful applicants.

**Development Culture**
Table 4 (below) shows that women are more likely to receive feedback and have a PDR. The figures are lower than 2019 as, due to intense workloads during the pandemic, we emphasised the importance of the PDR conversation and relaxed the requirement to use the PDR system. PDR quality was an area of concern in our AS Survey. We significantly improved and expanded PDR ready for 21/22 with helpful resources available for all parties to improve conversations.

*Table 4: PDR Data*

|  | Male (652) | Female (923) |
|---|---|---|
| Had a PDR in the past 12 months | 72% | 75% |
| Likely to receive regular feedback | 49% | 59% |



**Image 9: Our refreshed approach to PDR's with web resources**

All surveys raised concerns about training /development opportunities, that they are not linked to progression and finding time to attend can be challenging (particularly for women who work part-time).

A new blended learning and development platform is launching in summer 2022 and we have invested in a Research and Knowledge Exchange Academy for research staff. One programme is Advance HE equity-focused programme for under-represented groups.

# DEVELOPMENT FOR ALL COLLEAGUES

**PERSONAL DEVELOPMENT**

For everyone interested in enhancing their self-awareness and personal success at work.

PERSONAL DEVELOPMENT

**People Development Online**

Access to our university's online training system.

Links and references to many useful books, v talks, covering a wide range of topics.

**Learning Resources**
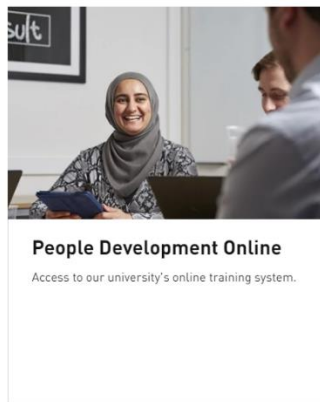


We have funded 34 formal places on the Aurora programme and maintained a group of 15 mentors for all participants. We also worked with 6 other regional universities to provide action learning sets for women wanting development outside of Aurora. Our internal Aurora network has 66 members and since 2017, 190 colleagues have attended 9 events focused on career progression.

**Image 10 & 11: POD pages and Aurora event**

Our data shows that a higher proportion of women have attended the leadership training we offer (68%) than the LBU female population (53%)

**Table 5:**

|  | Female | % | Male | % |
|---|---|---|---|---|
| **2017/18** | 227 | 68.8% | 103 | 31.2% |
| **2018/19** | 212 | 64.4% | 117 | 35.6% |
| **2019/20** | 128 | 66.3% | 65 | 33.7% |
| **2020/21** | 206 | 65.8% | 107 | 34.2% |
| **2021/22** | 96 | 73.3% | 35 | 26.7% |
|  |  |  |  |  |
|  | **Average:** | **67.7%** | **Average:** | **32.3%** |

**Campaign**

**Flexible working and work-life balance**
Both genders are equally positive about working practices and flexible working (CS: 73% each).

Following the results of a Pulse survey showing more than 80% of colleagues would like to explore flexible working post-pandemic, our Flexible Working Policy was revised to make it easier for colleagues to access flexible working arrangements.

The 'Let's Talk Flexible Working' panel discussion supported 73 managers to agree flexible working requests (more accessed the recording) and we display the 'Happy to Talk Flexible Working' logo on our webpages. Our 'new ways of working' following the pandemic will allow flexibility (within an agreed set of principles) for many colleagues to determine working practices (home, campus, or hybrid).

The pandemic did affect work-life balance. Women are more positive than men (60% f: 55% m) but gendered issues were evident in focus groups:

Women tend to carry greater caring responsibilities, and this impacts on time available for research. **AP14** seeks to address this
Incorporating EDI activities into our workload models will benefit women who are generally more likely to contribute to this area. **(AP7)**

**Maternity and supporting parents and carers**
Our maternity, adoption or shared parental leave policies are appreciated by colleagues as seen in the AS survey. 83% of women felt supported by their manager with their maternity leave and 81% of women agreed that they could change working patterns. But self-assessment has identified that, while we have good practice in offering return-to-work mentoring, there is low awareness and uptake of it.

Our Parents and Carers Network and Student Parents and Carers Community are led by paid convenors. We have good resources on our POD webpages to support parents and carers, and their managers, but focus groups revealed there are pockets of problematic attitudes and practices regarding women and caring responsibilities. We also see an interrelationship of part-time working, caring responsibilities and career progression for PS women.
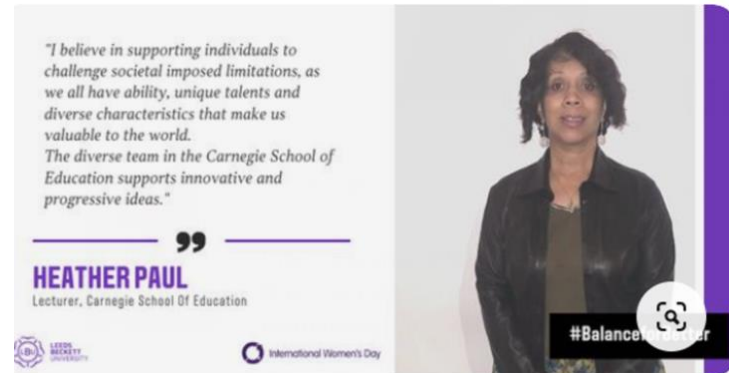
**Student Recruitment**
We engage in activity to disrupt gender biases pre-enrolment, for example subject specific days challenge stereotypes, (e.g. programmes: Girls into STEMM and Boys into Health and Education).

Outreach is targeted at Schools with high BAME populations, and we run programmes aimed at improving outcomes for specific groups (e.g., UJIMA for boys from Black African and Caribbean communities, Larkia for girls from Asian communities). We offer contextual admissions and have a new student Diversity Ambassadors scheme. Schools also develop bespoke initiatives (male Student Ambassadors are used in Health and ETHM work with BAME Women in Travel to highlight positive role models).
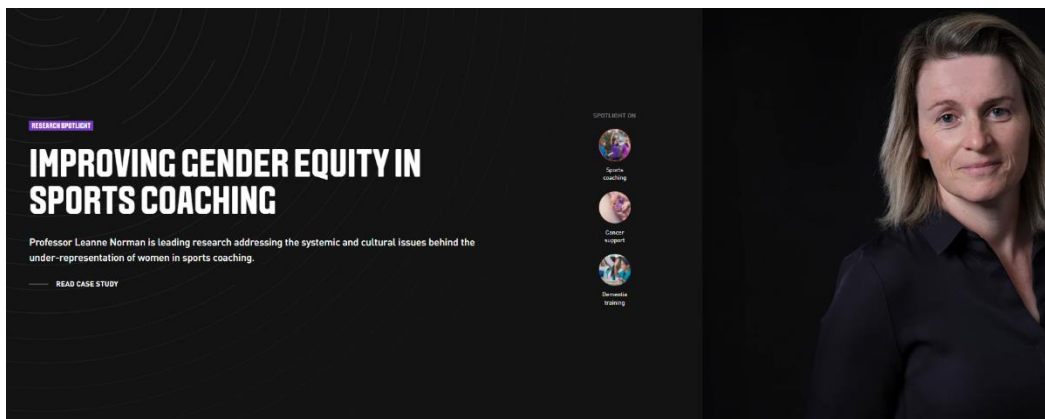


**Image 12: Challenging gender bias**

Our PGT profile cohort was predominately female but gender balance is improving and in line with HESA averages. We have a good balance at PGR overall (Table 1.3)

**Learning environment**
Our NSS (2053 f: 1477 m) did not identify any major gendered issues.
We have focused significantly on improving the degree awarding gap for BAME males and females (Table 1.8) by creating a more inclusive curriculum. The Inclusive Course Design Tool, completed by Course Teams and reviewed as part of the Quality Monitoring and Enhancement processes, generates an inclusivity plan which identifies clear actions to improve BAME student outcomes. Central resources e.g. Inclusive Assessment Guidance, Diversifying Reading Lists tool and workshops on Decolonising the Curriculum support course teams. Annual Course Reviews analyse data to address issues with female and male student continuation rates.

Trained academic advisors engage students using EDI case studies and BAME Student Ambassadors help promote academic support services. Students are supported by paid

Community Convenors which meet as a group with the CLT and the SU to identify issues and engage students across community groups. The Women's Community Convenor has welcomed participating in AS and the Union Affairs Officer co-chairs the Student REC sub-group.

In our PRES 2021 75% of females and 85% of males believe that their research degree programme will prepare them for their future career. Some PGR students reported considering leaving in pandemic (22%M 31%F 20/21 PRES survey). Data shows impacts are more significant for females due to difficulties balancing study with other commitments (12%F 5%M 20/21 PRES survey). EDI training is now given to all PGR students during induction and supervisor training has been reviewed to include EDI.

We partner with employers to support graduate outcomes and address gender imbalances in digital and tech roles. 200 female students have gained digital skills through our partnership with Code First:Girls (since 2018). Our own employer-led programme, Digital Leap, has supported 103 female students since 2018. The flagship Women in Leadership programme started in 2018 and over 250 students have participated in this 9-month personal development programme which spotlights female leadership and connects students with a mentor.

*"I actually met my employer at a Women in Leadership programme hosted by Beckett Careers. The programme is aimed at giving women a headstart on their leadership journey before starting their career. You meet and learn from influential __ women in leadership roles who share their knowledge and experience with you" Victoria*, LBU Graduate



**Image 12: LBU Women in Leadership Programme**

BAME female students are helped through the Elevate careers support programme. Elevate was informed by research with our SU and BAME students and involves a 6-week confidence-building course. The programme also provides financial support to allow students to gain work experience, by paying for interview clothes, travel etc.

## Key Priorities for future action

## Theme 1: Ensuring a supportive culture and environment for women, people of colour (both women and men) and trans and non-binary members of our community

### Priority 1: We will hold ourselves to account for EDI improvements

Colleagues are generally positive about our EDI culture (CS: 74%f :72% m) and believe we take meaningful action on EDI, but this is not universal. Women of colour in our focus groups described a lack of sense of belonging and fairness, underpinned by concerns about implicit bias and low senior representation. **AP1** will strengthen our Equality Networks and ensure they have greater impact. Membership is low and we want to increase their influence. Time, capacity and recognition for EDI activity is an obstacle for members so **AP7** will help. **AP6** will ensure active listening happens across LBU.

**AP2-AP4** addresses consistency, accountability, transparency and ensures we develop and apply an evidence-based approach to EDI interventions. We will ensure every school and service adopts clear, data-driven EDI objectives linked to the effective delivery of local objectives and institutional goals. We have designed a new Inclusion Self-Assessment Tool (ISAT) **(AP2)** to help us diagnose where change and intervention are required. Currently in pilot, it will be adopted by all Schools and Services by 2024. Improved leadership training and awareness **(AP5)** is critical to improving our EDI culture and outcomes. Evidence shows this is most pressing for anti-racism. We are therefore introducing training for all leaders and managers in Race Allyship **(AP8).**

### Priority 2: Positive contributions to EDI activity will be formally recognised and valued

AS focus group and survey findings correlate with studies showing women are more likely to undertake under-valued citizenship activities in HE, impacting on career development:

"*There are only 2 Black lecturers in the department, who then tend to be overwhelmed with ethnic minority students seeking their support, when they already have other university diversity initiatives.* – Black female PG student focus group participant

We are revising our workload allocation model. **(AP7).** A standard dataset will be recorded for every academic which will enable balanced workload allocation. This will help us to:

Eliminate inequitable gendered workload allocations

Ensure agreed EDI activities which contribute to our EDI plans will be adopted as part of annual workload allocation through the PDR process (links to **AP1** & **AP2**)

Enable colleagues returning from maternity leave to benefit from graduated adjustments to their workload. **(AP14)**

### Priority 3: Our university should be a welcoming place for trans and non-binary members of our community

Our SAT Trans Subgroup ensured we include trans and non-binary in our priorities. 4% of respondents to the AS Survey self-identified their gender and whilst the survey did not flag up

specific issues, we know anecdotally that the lived experience of trans students/staff is challenging (e.g. transphobic behaviour).

Only 5 colleagues disclose a gender identity as 'other', 16% of staff have not disclosed at all, and only 1 student has disclosed. We know this is due to an unwillingness to share this information and we must review policies and systems and provide trans awareness training to staff to improve trust. **(AP9)**

## Theme 2: Improve the career paths for women

**Priority 4: We will improve our how we recruit, promote, and retain females of colour.**

We are prioritising approaches to the impact of intersectionality, in particular on improving the experience of women of colour to help address the issues highlighted in our focus groups and statistics.
**AP10** will enhance our recruitment processes to ensure greater equity in outcomes.
In **AP11** we will pilot, develop and implement positive action, and **AP13,** with externally commissioned research from Advance HE, will help us improve understanding of systemic barriers for women of colour.
**AP12** and **AP14** will support career progression for all women

**AP1-AP8:** by listening to the experiences of women of colour, we will be able to focus on issues which address key barriers

**Priority 5: We will remove gendered and intersectional obstacles in academic career paths.**

Our AS consultation demonstrated that women PS colleagues are concerned about progression, particularly those working part-time (83% of those working part-time in PS and managerial roles are women (Fig 5.1). We have policies supporting part-time and job share working, though there is poor uptake at senior levels.  We will systemise (through vacancy approval/ job ads) flexible options such as job-share **(AP10**). Data shows decreasing promotion opportunities for PS (Fig 9.1) but in light of competing institutional priorities, the decreasing size of PS (Fig 4.1) and good senior PS female representation above sector benchmark (Fig 4.4), we are prioritising academic career interventions for this submission but many of our actions will also enhance the culture for PS women.

Since the Lecturer-Senior Lecturer progression review is underway, we are prioritising Reader and Professor level **(AP12).** Academic women do well when they apply, but we need to understand more about those who do not apply and why, and if women could be progressing quicker.

Qualitative findings demonstrate that we must address structural and cultural barriers, relating to the impact of maternity and caring responsibilities. Since 2019, 15/150 colleagues have accessed our maternity return-to-work mentoring network and the scheme receives good feedback. However, the AS Survey results show that we must promote this scheme more, as only 28% of respondents said they had been offered a mentor and 50% said they had not **(AP14)**. We also perform poorly when supporting research and modified teaching loads following a return from maternity. Only 28% of academic women agreed with the statement '*On my return to work I was supported to pick up my research profile'* and 52% disagreed. Only 23% of women agreed with the statement '*I returned to work on reduced hours and my teaching load was adjusted accordingly*' and 52% disagreed **(AP14).**

**Theme 3: Create equity of opportunity and structural change for all our students.**

**Priority 6: We will challenge the biases and stereotypes that create significant gender imbalances in some disciplines.**

Whilst gender statistics are good when aggregated, this hides a wide variation at School level. SoH, CSE and LSS are large Schools teaching subjects leading to predominantly female jobs (teaching, nursing etc). Conversely BEEC and CSS have a male dominated staff and student profiles. We need more excellent professionals in many careers and imbalances mean we are not exploiting the available talent base. Whilst respecting the choice of both boys/men and girls/women, we will challenge biased perceptions that lead to erroneous assumptions and limitations in career choice. Our expanded Boys into Health and Education programme will promote courses in allied health professionals and teaching, challenging stereotypes and explaining careers paths. (**AP15- linked to AP2).** We will also continue with our girls into STEMM programmes outlined in section 1.

**Key Priority 7: We will address the gendered and intersectional differentials in student progression, continuation and employability**

Our data shows differences in student progression for males, particularly BAME males (Table 1.6). In 2020/21, 56% of Black male students and 68% of Asian male students progressed, against a HESA-applied LBU benchmark of around 90%. White male students also progress at a lower rate than female students.

Our BTEC intake is more male, which we know impacts on non-continuation. Further we believe male students (particularly BAME males) are less likely to engage with academic/ pastoral support so we must make them more inclusive. There has also historically been a mismatch between expectations and employment opportunities in some large, male dominated courses such as Sports. For BAME males, in addition, a strong intersection of IMB indicators and ethnicity means students from poorer backgrounds are less likely to continue.

Moving forward, we will analyse engagement with academic support programmes and normalise seeking help. Our robust, mandatory frameworks for improving inclusive practice will make further impact upon progression for male and BAME male students. We will focus on supporting mental health and wellbeing, building on excellent work by the SU on creating course communities and longer term, we plan to use 'My Progress' IT tracking system to improve student engagement **(AP16).**

EDI has prominence in our Employability Implementation Framework and we will increase investment in specialised EDI staffing, EDI data-gathering and insights and programmes. We see a correlation between graduate outcomes and how male or female-dominated a discipline is (Ie: male students do better in BEEC and women do better in Health - Table 1.11). We are developing bespoke programmes to address this, e.g: our male-focused Ambassadors programmes in Health. We are also embedding transferable digital skills in the curriculum in Social Sciences and Cultural Studies, which will boost graduate outcomes for both males and females but particularly help us meet employer-led demand for more women in tech. For BAME students, our Elevate programme will boost opportunities for work experience **(AP17).**

# Appendix 1: Culture Survey Data

## Athena Swan Survey

## Culture Survey Respondents – Gender Breakdown

Female respondents by Professional Services, Academics by Grade (295)

295
Responses to the survey

| Professional/Support Grade 3-5 80 | Professional/Support Grade 6-9 57 | Academic 107 |
| School admin 22 | Other 9 |
| Professional/Support 10+ | Professional/Support Grade 1-2 |

Male respondents by Professional Services, Academics by Grade (101)

101
Responses to the survey

| Academic 43 | Professional/Support Grade 3-5 23 | Professional/Support Grade 6-9 16 |
| School admin 9 | Learning Support 5 | Professional/Support |
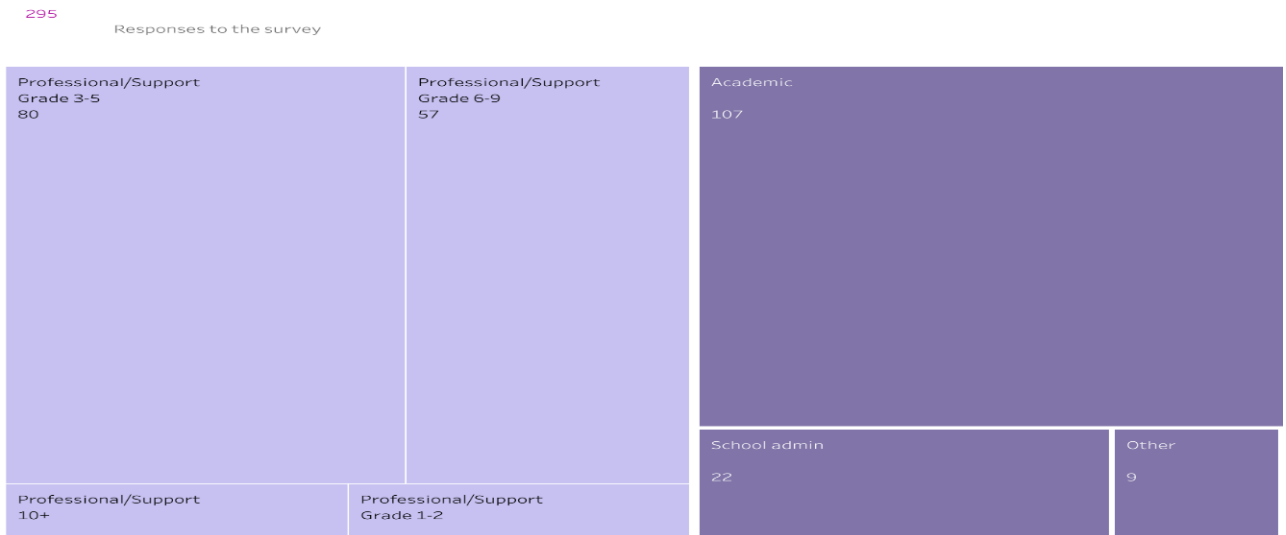
Colleagues who self-describe their gender or 'prefer not to say' by Professional Services, Academics by Grade



## Participation and Promotion Practices

This section assesses policies and practices that encourage the participation and promotion of women, men and transgender staff at all levels. Responses are organised by level of agreement – those with the highest level of agreement are displayed first.

The university takes positive action to encourage everyone to apply for posts in areas where they are under-represented

| | | |
|---|---|---|
| Female | | 3.6 |
| Male | | 3.6 |
| Prefer not to say | | 3.2 |
| Self-describe | | 4.0 |

I am encouraged and given opportunities to represent the university externally and/or internally (e.g. on committees or boards, project teams, as chair or speaker at conferences).

| | | |
|---|---|---|
| Female | | 3.6 |
| Male | | 3.6 |
| Prefer not to say | | 3.3 |
| Self-describe | | 3.3 |

I feel the full range of an individual's skills and experience is considered when carrying out performance development reviews.

| | | |
|---|---|---|
| Female | | 3.5 |
| Male | | 3.6 |
| Prefer not to say | | 3.3 |
| Self-describe | | 3.7 |

I am provided with: A helpful annual Performance and Development Review.

| | | |
|---|---|---|
| Female | | 3.5 |
| Male | | 3.4 |
| Prefer not to say | | 3.2 |
| Self-describe | | 2.7 |

I am provided with: Useful mentoring opportunities (as mentor or mentee).

| | | |
|---|---|---|
| Female | | 3.3 |
| Male | | 3.3 |
| Prefer not to say | | 3.4 |
| Self-describe | | 3.3 |

I am provided with: Useful networking opportunities.

| | | |
|---|---|---|
| Female | | 3.3 |
| Male | | 3.2 |
| Prefer not to say | | 3.1 |
| Self-describe | | 3.7 |

All colleagues are offered the same career development opportunities    Female    3.3

0%   20%   40%   60%   80%   100%

■ Strongly disagree    ■ Disagree    ■ Neither agree or disagree    ■ Agree    ■ Strongly agree

## Participation and Promotion Practices continued – questions for academic colleagues

**PARTICIPATION AND PROMOTION PRACTICES - questions for academic colleagues**

I understand the promotion process.

| | | |
|---|---|---|
| Female | | 2.1 |
| Male | | 2.3 |
| Prefer not to say | | 2.6 |
| Self-describe | | 1.0 |

I feel that the full range of an individual's skills and experience are considered when considering promotion.

| | | |
|---|---|---|
| Female | | 2.0 |
| Male | | 2.1 |
| Prefer not to say | | 2.1 |
| Self-describe | | 3.0 |

0%   20%   40%   60%   80%   100%

■ Disagree    ■ Neutral    ■ Agree
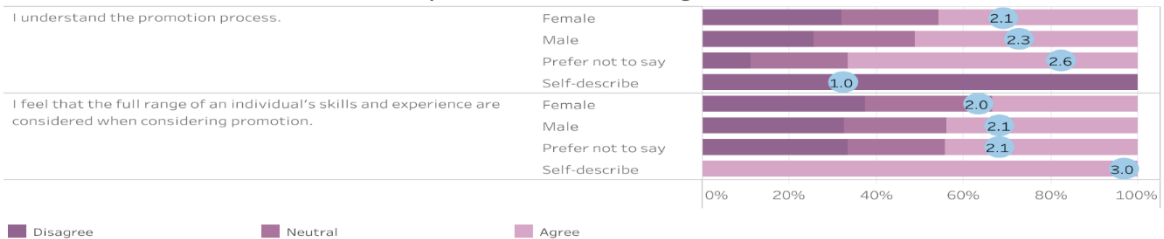
Have you applied for a promotion?

| | |
|---|---|
| Female | 0.3 |
| Male | 0.4 |
| Prefer not to say | 0.3 |
| Self-describe | 0.0 |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Prefer not to say    ■ No    ■ Yes
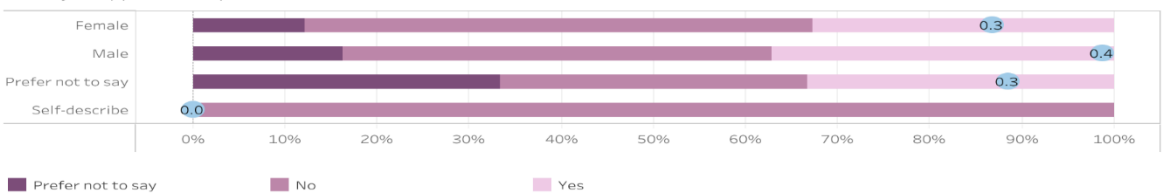
How has the pandemic affected your progression, promotion and/or any agreed flexible working patterns?

| | |
|---|---|
| Female | 1.9 |
| Male | 2.0 |
| Prefer not to say | 1.4 |
| Self-describe | 2.0 |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Negatively    ■ Not at all    ■ Positively
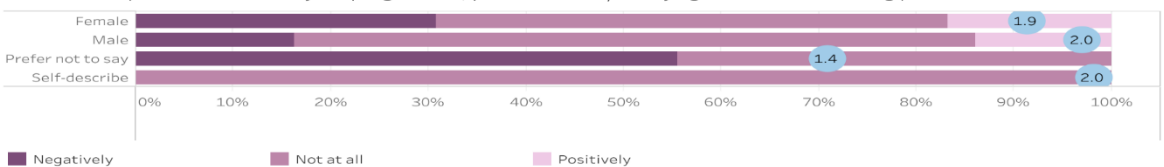
## Workplace Culture

This section looks at whether the workplace culture is welcoming to all, regardless of gender. Responses are organised by level of agreement – those with the highest level of agreement are displayed first.



| | |
|---|---|
| When experiencing or observing the use of inappropriate images that stereotype genders would you be comfortable challenging this behaviour. | Female — 1.7 |
| | Male — 1.6 |
| | Prefer not to say — 1.5 |
| | Self-describe — 2.0 |
| Are work related social activities likely to be welcoming to everyone (e.g. consider whether venues, activities and times are appropriate for all genders) | Female — 1.6 |
| | Male — 1.6 |
| | Prefer not to say — 1.4 |
| | Self-describe — 2.0 |
| Have you experienced or observed the use of inappropriate images in training/course materials, posters, the website etc that st | Female — 1.1 |
| | Male — 1.0 |
| | Prefer not to say — 1.4 |
| | Self-describe — 1.0 |
| I have undertaken training in: Equality and diversity within the last 3 years. | Female — 1.9 |
| | Male — 1.9 |
| | Prefer not to say — 2.0 |
| | Self-describe — 2.0 |
| I have undertaken training in: Understanding unconscious bias within the last 3 years. | Female — 1.7 |
| | Male — 1.7 |
| | Prefer not to say — 1.8 |
| | Self-describe — 2.0 |

Legend: Don't Know · No · Yes

## Leadership and Management Commitment

This section assesses if there is considered strong leadership and management commitment to delivering positive and sustainable changes regarding gender and race equality. Responses are organised by level of agreement – those with the highest level of agreement are displayed first.
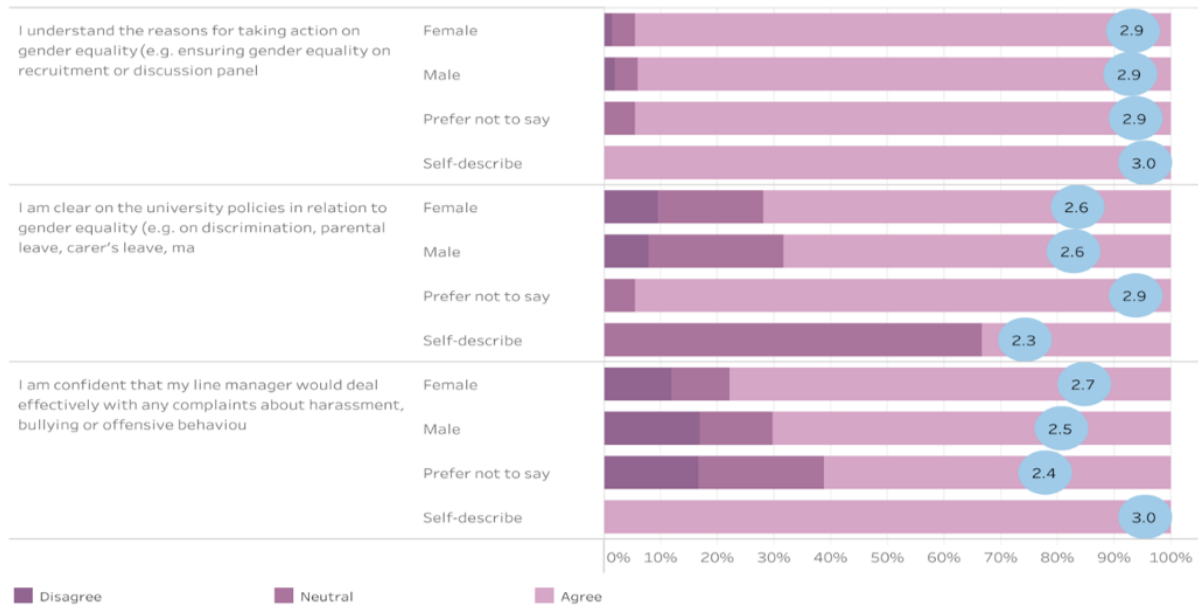


## Reputation and Social Responsibility

This section considers the working environment and reputation and responsibility in respect to equality of gender. Responses are organised by level of agreement – those with the highest level of agreement are displayed first.
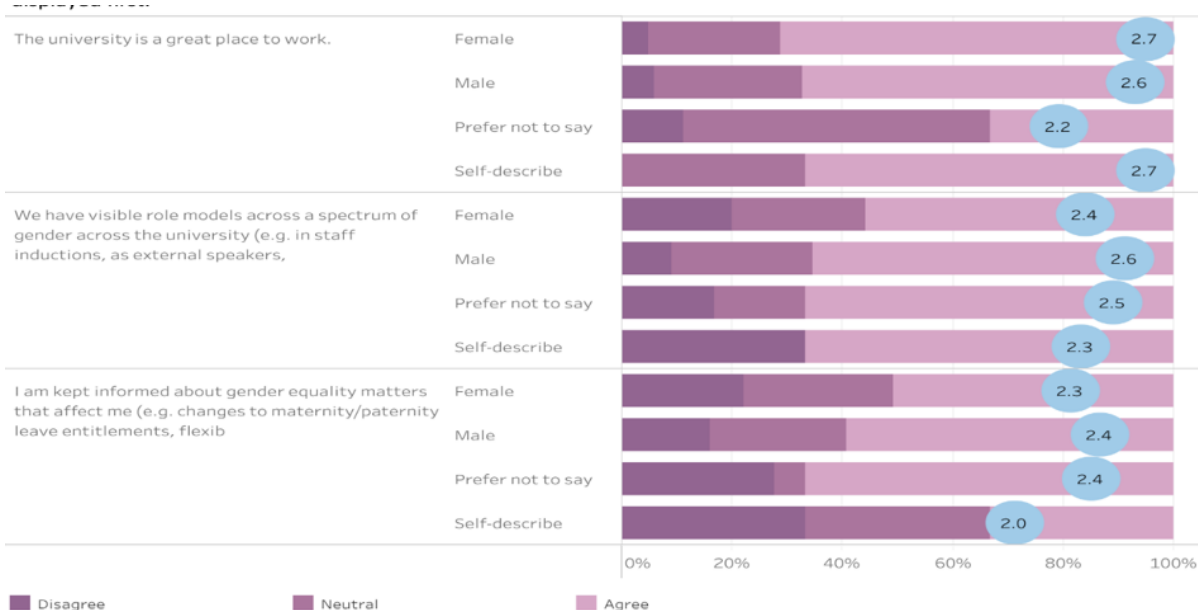
## Maternity, Paternity and Adoption Leave

This section is for staff who have used the university's maternity policy. Ressponses are organised by level of agreement – those with the highest level of agreement are displayed first.
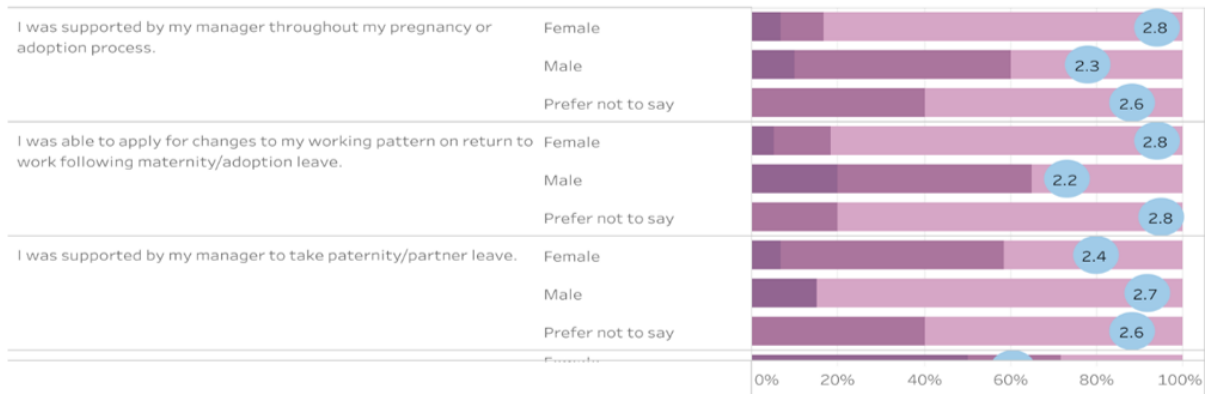


## Additional questions for academic colleagues
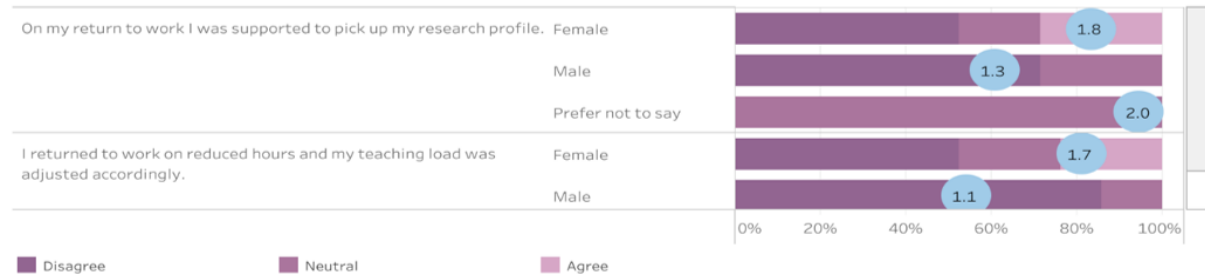
# LBU Colleague Survey -Conducted November 2021 Note: We also have data on full-time / part-time contracts, age, sexual orientation. The green/red cells are based on variance from the LBU total: Net Agree - ≥5% = green, ≤5% = red. Net Disagree - ≥5% = red, ≤5% = green

| | Total | Gender - | | Disability | | Ethnicity | |
|---|---|---|---|---|---|---|---|
| | | Male | Female | Yes | No | BAME | White British |
| **Number of Responses** | 1715 | 652 | 923 | 104 | 1461 | 140 | 1372 |
| **1. I feel proud to work for the University -** | | | | | | | |
| NET: Agree | **78 %** | 75 % | 83 % | 77 % | 80 % | 79 % | 80 % |
| NET: Disagree | **7 %** | 8 % | 5 % | 8 % | 6 % | 7 % | 6 % |
| **2. I would recommend the University as a great place to work -** | | | | | | | |
| NET: Agree | **73 %** | 73 % | 78 % | 67 % | 76 % | 78 % | 76 % |
| NET: Disagree | **11 %** | 11 % | 9 % | 14 % | 10 % | 10 % | 10 % |
| **3. I feel committed to the University's vision -** | | | | | | | |
| NET: Agree | **68 %** | 66 % | 72 % | 65 % | 69 % | 74 % | 69 % |
| NET: Disagree | **8 %** | 10 % | 5 % | 5 % | 7 % | 6 % | 7 % |
| **4. Working at the University makes me want to do the best work I can -** | | | | | | | |
| NET: Agree | **75 %** | 71 % | 81 % | 66 % | 78 % | 84 % | 77 % |
| NET: Disagree | **9 %** | 11 % | 6 % | 11 % | 8 % | 3 % | 8 % |
| **5. I believe that the University is ambitious and strives for improvement -** | | | | | | | |
| NET: Agree | **74 %** | 71 % | 80 % | 73 % | 76 % | 74 % | 77 % |
| NET: Disagree | **11 %** | 13 % | 7 % | 13 % | 10 % | 12 % | 9 % |
| **6. As an organisation we are decisive in our actions -** | | | | | | | |
| NET: Agree | **50 %** | 46 % | 55 % | 38 % | 51 % | 50 % | 51 % |
| NET: Disagree | **20 %** | 23 % | 16 % | 22 % | 19 % | 21 % | 19 % |
| **7. I feel a strong sense of belonging to my team -** | | | | | | | |
| NET: Agree | **73 %** | 72 % | 77 % | 71 % | 75 % | 81 % | 75 % |
| NET: Disagree | **16 %** | 17 % | 13 % | 21 % | 15 % | 14 % | 14 % |
| **8. I feel a strong sense of belonging to my School/Service -** | | | | | | | |
| NET: Agree | **56 %** | 58 % | 60 % | 49 % | 59 % | 66 % | 58 % |
| NET: Disagree | **23 %** | 23 % | 21 % | 30 % | 22 % | 20 % | 22 % |
| **9. I feel a strong sense of belonging to the University -** | | | | | | | |
| NET: Agree | **60 %** | 63 % | 63 % | 54 % | 63 % | 69 % | 62 % |
| NET: Disagree | **17 %** | 16 % | 15 % | 22 % | 16 % | 9 % | 16 % |

| | | Gender - | | Disability | | Ethnicity | |
|---|---|---|---|---|---|---|---|
| | Total | Male | Female | Yes | No | BAME | White British |
| Number of Responses | 1715 | 652 | 923 | 104 | 1461 | 140 | 1372 |
| **10. I feel well informed about what is happening in my School/Service -** | | | | | | | |
| NET: Agree | **62 %** | 61 % | 66 % | 62 % | 64 % | 66 % | 65 % |
| NET: Disagree | **22 %** | 23 % | 20 % | 23 % | 21 % | 17 % | 21 % |
| **11. I am kept well informed about what is happening across the University -** | | | | | | | |
| NET: Agree | **69 %** | 70 % | 72 % | 72 % | 71 % | 69 % | 72 % |
| NET: Disagree | **13 %** | 13 % | 11 % | 14 % | 12 % | 12 % | 12 % |
| **12. The University has an open and honest culture -** | | | | | | | |
| NET: Agree | **52 %** | 54 % | 55 % | 42 % | 55 % | 46 % | 56 % |
| NET: Disagree | **20 %** | 20 % | 16 % | 31 % | 18 % | 21 % | 18 % |
| **13. My voice feels like it counts -** | | | | | | | |
| NET: Agree | **37 %** | 37 % | 41 % | 30 % | 39 % | 35 % | 40 % |
| NET: Disagree | **35 %** | 35 % | 30 % | 44 % | 32 % | 26 % | 32 % |
| **14. Our senior leaders lead by example by demonstrating our values -** | | | | | | | |
| NET: Agree | **59 %** | 57 % | 64 % | 49 % | 61 % | 52 % | 62 % |
| NET: Disagree | **17 %** | 18 % | 12 % | 22 % | 15 % | 18 % | 15 % |
| **15. My manager leads by example by demonstrating our values -** | | | | | | | |
| NET: Agree | **70 %** | 67 % | 76 % | 64 % | 72 % | 72 % | 73 % |
| NET: Disagree | **16 %** | 18 % | 11 % | 19 % | 14 % | 16 % | 14 % |
| **16. I feel able to speak openly and honestly with my manager -** | | | | | | | |
| NET: Agree | **78 %** | 77 % | 81 % | 80 % | 79 % | 76 % | 80 % |
| NET: Disagree | **14 %** | 16 % | 10 % | 13 % | 13 % | 14 % | 12 % |
| **17. My manager has been supportive in helping me to adapt to our new ways of working -** | | | | | | | |
| NET: Agree | **77 %** | 76 % | 82 % | 77 % | 79 % | 83 % | 79 % |
| NET: Disagree | **11 %** | 13 % | 8 % | 13 % | 9 % | 8 % | 10 % |
| **18. I feel trusted to achieve what is expected of me, no matter where or when I work -** | | | | | | | |
| NET: Agree | **86 %** | 83 % | 91 % | 84 % | 87 % | 88 % | 88 % |
| NET: Disagree | **8 %** | 10 % | 4 % | 13 % | 7 % | 7 % | 6 % |

| | Total | Gender - | | Disability | | Ethnicity | |
|---|---|---|---|---|---|---|---|
| | | Male | Female | Yes | No | BAME | White British |
| **Number of Responses** | 1715 | 652 | 923 | 104 | 1461 | 140 | 1372 |
| **19. I can see how I contribute to the University aims and strategy -** | | | | | | | |
| NET: Agree | **63 %** | 64 % | 64 % | 59 % | 64 % | 64 % | 64 % |
| NET: Disagree | **12 %** | 13 % | 11 % | 19 % | 12 % | 10 % | 12 % |
| **20. I have regular opportunities to discuss my performance with my manager -** | | | | | | | |
| NET: Agree | **67 %** | 62 % | 73 % | 68 % | 67 % | 71 % | 68 % |
| NET: Disagree | **20 %** | 22 % | 17 % | 23 % | 19 % | 15 % | 19 % |
| **21. I receive regular and developmental feedback on my performance -** | | | | | | | |
| NET: Agree | **53 %** | 49 % | 59 % | 60 % | 54 % | 59 % | 54 % |
| NET: Disagree | **29 %** | 31 % | 25 % | 25 % | 28 % | 26 % | 28 % |
| **22. I feel supported to develop in my role -** | | | | | | | |
| NET: Agree | **57 %** | 56 % | 62 % | 55 % | 58 % | 64 % | 59 % |
| NET: Disagree | **25 %** | 28 % | 20 % | 29 % | 23 % | 24 % | 23 % |
| **23. My manager holds individuals in my team accountable for their work -** | | | | | | | |
| NET: Agree | **55 %** | 54 % | 57 % | 56 % | 56 % | 58 % | 56 % |
| NET: Disagree | **19 %** | 20 % | 15 % | 16 % | 18 % | 16 % | 18 % |
| **24. Have you had a PDR conversation in the last 12 months? -** | | | | | | | |
| Yes | **74 %** | 72 % | 75 % | 70 % | 74 % | 80 % | 73 % |
| No | **26 %** | 28 % | 25 % | 30 % | 26 % | 20 % | 27 % |
| **25. I believe my manager cares about my wellbeing -** | | | | | | | |
| NET: Agree | **81 %** | 80 % | 86 % | 84 % | 83 % | 84 % | 84 % |
| NET: Disagree | **10 %** | 11 % | 7 % | 12 % | 8 % | 8 % | 8 % |
| **26. I am maintaining a healthy work-life balance -** | | | | | | | |
| NET: Agree | **56 %** | 55 % | 60 % | 56 % | 57 % | 55 % | 59 % |
| NET: Disagree | **28 %** | 27 % | 26 % | 27 % | 26 % | 26 % | 26 % |
| **27. In relation to my typical workload, I would say I am currently…? -** | | | | | | | |
| NET: Working more | **71 %** | 69 % | 72 % | 67 % | 70 % | 69 % | 70 % |
| NET: Working less | **1 %** | 2 % | 1 % | 3 % | 2 % | 4 % | 1 % |

| | | Total | Gender - | | Disability | | Ethnicity | |
|---|---|---|---|---|---|---|---|---|
| | | | Male | Female | Yes | No | BAME | White British |
| **Number of Responses** | | 1715 | 652 | 923 | 104 | 1461 | 140 | 1372 |
| **28. I can see how I contribute to the University aims and strategy -** | | | | | | | | |
| NET: Agree | | **63 %** | 64 % | 64 % | 59 % | 64 % | 64 % | 64 % |
| NET: Disagree | | **12 %** | 13 % | 11 % | 19 % | 12 % | 10 % | 12 % |
| **29. I am treated with fairness and respect at Leeds Beckett University -** | | | | | | | | |
| NET: Agree | | **77 %** | 76 % | 82 % | 72 % | 79 % | 70 % | 81 % |
| NET: Disagree | | **9 %** | 9 % | 7 % | 14 % | 8 % | 14 % | 7 % |
| **30. I believe the University is taking meaningful action to address equality, diversity & inclusion -** | | | | | | | | |
| NET: Agree | | **71 %** | 72 % | 75 % | 60 % | 74 % | 60 % | 76 % |
| NET: Disagree | | **10 %** | 9 % | 10 % | 18 % | 9 % | 19 % | 8 % |
| **31. Please select the option that best describes your current working arrangements. -** | | | | | | | | |
| Working remotely all of the time | | **26 %** | 21 % | 31 % | 24 % | 26 % | 25 % | 27 % |
| Mostly working remotely | | **31 %** | 28 % | 34 % | 34 % | 31 % | 26 % | 32 % |
| Working an even split between remotely and on campus | | **21 %** | 25 % | 18 % | 14 % | 22 % | 25 % | 20 % |
| Mostly working on campus | | **13 %** | 14 % | 11 % | 16 % | 12 % | 14 % | 12 % |
| Working on campus all of the time | | **9 %** | 12 % | 6 % | 12 % | 8 % | 11 % | 8 % |
| **32. I have been able to make changes to my working pattern and work more flexibly -** | | | | | | | | |
| NET: Agree | | **71 %** | 73 % | 73 % | 65 % | 73 % | 67 % | 74 % |
| NET: Disagree | | **14 %** | 14 % | 13 % | 23 % | 13 % | 13 % | 13 % |
| **33. Overall, how satisfied or dissatisfied are you with your current working arrangements? -** | | | | | | | | |
| NET: Satisfied | | **70 %** | 72 % | 73 % | 67 % | 72 % | 74 % | 73 % |
| NET: Dissatisfied | | **15 %** | 12 % | 14 % | 18 % | 14 % | 11 % | 14 % |

## Appendix 2: Data Tables

| | |
|---|---|
| **1** | Students at Foundation, UG, PGT and PGR level |
| **2** | Academic staff by contract function |
| **3** | Academic staff by contract type |
| **4** | Professional, technical and operational (PTO) staff by job family |
| **5** | PTO staff by contract type |
| **6** | Applications, shortlist and appointments made in recruitment to academic posts |
| **7** | Applications, shortlist and appointments made in recruitment to PTO posts |
| **8** | Applications and success rates for academic promotion |
| **9** | Applications and success rates for PTO progression |

## Criteria 1 Students at Foundation, UG, PGT and PGR level

## Table 1.1 Students by level of study compared to % reported by sector [HESA]

| Level | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|
| Postgraduate Research | PGR (n) | 501 | 498 | 591 | 593 | 501 |
| | PGR (%) | 2.0% | 2.1% | 2.5% | 2.5% | 2.1% |
| | HESA | 4.7% | 4.6% | 4.6% | 4.4% | 4.2% |
| Postgraduate Taught | PGT (n) | 4,270 | 4,456 | 4,769 | 4,996 | 5,075 |
| | PGT (%) | 17.2% | 18.9% | 20.5% | 21.4% | 21.4% |
| | HESA | 18.8% | 19.5% | 19.9% | 21% | 22.9% |
| First Degree | First degree (n) | 17,915 | 17,080 | 16,669 | 17,241 | 17,830 |
| | first degree (%) | 72.0% | 72.5% | 71.6% | 74.0% | 75.3% |
| | HESA | 68.6% | 68.6% | 68.8% | 68.5% | 67.1% |
| Other UG degree | No. other degree | 2,200 | 1,537 | 1,247 | 462 | 283 |
| | other degree (%) | 8.8% | 6.5% | 5.4% | 2.0% | 1.2% |
| | HESA | 7.9% | 7.3% | 6.7% | 6.1% | 5.8% |

**Table 1.2 Student characteristics for all students at LBU [UG and PG] by gender and sector benchmark [HESA]**

| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|
| | Total students | 24886 | 23571 | 23276 | 23292 | 23689 |
| Gender | Male | 11,605 | 10,803 | 10,313 | 10,400 | 10,992 |
| | % | 46.6% | 45.8% | 44.3% | 44.7% | 46.4% |
| | Female | 13,281 | 12,768 | 12,962 | 12,891 | 12,696 |
| | % | 53.4% | 54.2% | 55.7% | 55.3% | 53.6% |
| | % Female in sector [HESA] | 56.6% | 56.8% | 57.0% | 56.9% | 57% |
| Study mode | FT Students | 18515 | 17891 | 17748 | 18080 | 19814 |
| | % FT | 74.40% | 75.90% | 76.30% | 77.60% | 83.60% |
| | PT students | 6371 | 5680 | 5528 | 5212 | 3875 |
| | % PT | 25.60% | 24.10% | 23.70% | 22.4% | 16.4% |
| | % PT in sector [HESA] | 22.3% | 21.2% | 21.0% | 20.4% | 20.9% |
| Age | Young (<21yrs) | 15800 | 14888 | 14504 | 14595 | 14948 |
| | | 63.5% | 63.2% | 62.3% | 62.7% | 63.2% |
| | Mature (21> yrs) | 9086 | 8683 | 8772 | 8697 | 8741 |
| | | 36.5% | 36.8% | 37.7% | 37.3% | 36.8% |
| | % young in sector <21 years [HESA] | 41% | 41% | 40% | 40% | 38% |
| Disability status | No disability | 21993 | 20592 | 20174 | 20083 | 20136 |
| | | 88.4% | 88% | 86.7% | 86% | 85% |
| | Known disability | 2893 | 2979 | 3102 | 3209 | 3553 |
| | | 11.6% | 12.6% | 13.3% | 13.8% | 15% |
| | % Disability in sector {HESA] | 12% | 13% | 14% | 15% | 15.2% |
| IMD | 1&2 | 8343 | 8079 | 8074 | 8110 | 8311 |
| | % | 33.5% | 34.3% | 34.7% | 34.8% | 35.1% |
| | 3,4,5 | 14169 | 13402 | 13149 | 12957 | 12603 |
| | % | 56.9% | 56.9% | 56.5% | 55.6% | 53.2% |
| | Null | 2374 | 2090 | 2053 | 2225 | 2775 |
| | | 9.6% | 8.8% | 8.8% | 9.6% | 11.7% |
| | %IMD 1&2 [HESA] | - | - | 12.0% | 16.6% | - |
| POLAR | 1&2 | 8238 | 7911 | 7868 | 7921 | 8118 |
| | % | 33.1% | 33.6% | 33.8% | 34% | 34.3% |
| | 3,4,5 | 14534 | 13838 | 13608 | 13385 | 12994 |
| | % | 58.4% | 58.7% | 58.5% | 57.5% | 54.9% |
| | Null | 2114 | 1822 | 1800 | 1986 | 2577 |
| | | 8.5% | 7.7% | 7.7% | 8.5% | 10.8% |
| | POLAR 1&2 [HESA] | - | - | 12.1% | 12.4% | |
| Ethnicity | BAME | 4348 | 4249 | 4572 | 5238 | 6209 |
| | % | 17.4% | 17.9% | 19.6% | 22.5% | 26.2% |
| | White | 19484 | 18391 | 18012 | 17626 | 17245 |
| | % | 78.3% | 78% | 77.4% | 75.7% | 72.8% |
| | Unknown | 1054 | 931 | 692 | 428 | 235 |
| | % | 4.3% | 4.1% | 3% | 1.8% | 1% |
| | % BAME sector [HESA] | 18.6% | 18.4% | 19.5% | 19.7% | 20.1% |

**Table 1.3 Students at LBU presented by gender and level of study, compared to sector benchmark [HESA]**

|  | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | | 2020-21 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |
| PG Research | 242 | 259 | 236 | 262 | 285 | 306 | 282 | 311 | 242 | 259 |
| Gender split (F/M) % | 48.3% | 51.7% | 47.4% | 52.6% | 44.3% | 55.7% | 47.6% | 52.4% | 48.3% | 51.7% |
| HESA | 48% | 52% | 48% | 52% | 49% | 51% | 49% | 51% | 50% | 50% |
|  |  |  |  |  |  |  |  |  |  |  |
| PG Taught | 2864 | 1406 | 2976 | 1480 | 3222 | 1547 | 3320 | 1676 | 2937 | 2138 |
| Gender split (F/M) % | 67.1% | 32.9% | 66.8% | 33.2% | 67.6% | 32.4% | 66.5% | 33.5% | 57.8% | 42.2% |
| HESA | 60% | 40% | 61% | 39% | 61% | 39% | 60% | 40% | 59% | 41% |
|  |  |  |  |  |  |  |  |  |  |  |
| First Degree | 8861 | 9054 | 8684 | 8396 | 8755 | 7913 | 8964 | 8276 | 9286 | 8543 |
| Gender split (F/M) % | 49.5% | 50.5% | 50.8% | 49.2% | 52.5% | 47.5% | 52.0% | 48.0% | 52.1% | 47.9% |
| HESA | 56% | 44% | 56% | 44% | 56% | 44% | 56% | 44% | 56% | 44% |
|  |  |  |  |  |  |  |  |  |  |  |
| Other Undergraduate | 1314 | 886 | 872 | 665 | 700 | 547 | 325 | 137 | 231 | 52 |
| Gender split (F/M) % | 59.7% | 40.3% | 56.7%% | 43.3% | 56.1% | 43.9% | 70.3% | 29.7% | 81.6% | 18.4% |
| HESA | 62% | 38% | 62% | 38% | 63% | 37% | 62% | 38% | 64% | 36% |
|  |  |  |  |  |  |  |  |  |  |  |
| Total number | 13,281 | 11,605 | 12,768 | 10,803 | 12,962 | 10,313 | 12,891 | 10,400 | 12,696 | 10,992 |

**Fig 1.4 Student population by level, gender and ethnicity compared to sector benchmark [HESA]**

| | | PGR | | PGT | | First UG degree | | Other UG | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | M | F | M | F | M | F | M |
| **2016-17** | BAME (n) | 36 | 59 | 369 | 357 | 1,375 | 1,611 | 153 | 116 |
| | BAME (%) | 37.9% | 62.1% | 50.8% | 49.2% | 46% | 54% | 56.9% | 43.1% |
| | WHITE (n) | 188 | 184 | 2,398 | 987 | 7,062 | 6,853 | 1,098 | 714 |
| | WHITE (%) | 50.5% | 49.5% | 70.8% | 29.2% | 50.8% | 49.2% | 60.6% | 39.4% |
| | % BAME LBU | 20.3% | | 17.7% | | 17.7% | | 12.9% | |
| | % BAME [HESA] | 17% | | 22% | | 24% | | 20% | |
| **2017-18** | BAME (n) | 37 | 53 | 415 | 359 | 1,441 | 1,520 | 89 | 68 |
| | BAME (%) | 41.1% | 58.9% | 53.6% | 46.4% | 48.7% | 51.3% | 56.7% | 43.3% |
| | WHITE (n) | 188 | 196 | 2,472 | 1,070 | 6,846 | 6,318 | 751 | 550 |
| | WHITE (%) | 49% | 51% | 69.8% | 30.2% | 52% | 48% | 57.70% | 42.30% |
| | % BAME LBU | 19% | | 17.9% | | 18.4% | | 10.8% | |
| | % BAME [HESA] | 17% | | 23% | | 25% | | 22% | |
| **2018-19** | BAME (n) | 61 | 61 | 521 | 389 | 1,551 | 1,514 | 65 | 53 |
| | BAME (%) | 50% | 50% | 57.3% | 42.70% | 50.6% | 49.4% | 55.0% | 45.0% |
| | WHITE (n) | 211 | 230 | 2,559 | 1,094 | 6,910 | 5,977 | 585 | 445 |
| | WHITE (%) | 47.8% | 52.2% | 70.0% | 30.0% | 53.6% | 46.4% | 56.8% | 43.2% |
| | % BAME LBU | 21.7% | | 19.9% | | 19.2% | | 10.3% | |
| | % BAME [HESA] | 18% | | 23% | | 26% | | 21% | |
| **2019-20** | BAME (n) | 64 | 66 | 692 | 497 | 1,720 | 1,684 | 34 | 17 |
| | BAME (%) | 49.2% | 50.8% | 58.2% | 41.8% | 50.5% | 49.5% | 66.7% | 33.3% |
| | WHITE (n) | 212 | 231 | 2,528 | 1,118 | 6,959 | 6,206 | 263 | 108 |
| | WHITE (%) | 47.9% | 52.1% | 69.3% | 30.7% | 52.9% | 47.1% | 70.9% | 29.1% |
| | % BAME LBU | 22.7% | | 30.9% | | 20.5% | | 12.1% | |
| | % BAME [HESA] | 19% | | 24% | | 27% | | 19% | |
| **2020-21** | BAME (n) | 56 | 52 | 898 | 856 | 1,884 | 1,882 | 37 | 16 |
| | BAME (%) | 51.9% | 48.1% | 51.2% | 48.8% | 50% | 50% | 69.8% | 30.2% |
| | WHITE (n) | 178 | 195 | 1,969 | 1,202 | 7,163 | 6,311 | 191 | 35 |
| | WHITE (%) | 47.7% | 52.3% | 62.1% | 37.9% | 53.2% | 46.8% | 84.5% | 15.5% |
| | % BAME LBU | 22.5% | | 44.7% | | 21.8% | | 15.9% | |
| | % BAME [HESA] | 20% | | 24% | | 28% | | 19% | |

**Table 1.5 Student population by School, gender and ethnicity compared to subject sector benchmark [HESA]**

| School | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | Subject Sector [HESA 2020-21[ |
|---|---|---|---|---|---|---|
| Arts (Total) | 3214 | 3158 | 3131 | 3151 | 3016 | |
| Arts (Female) | 1337 | 1370 | 1459 | 1498 | 1462 | |
| % Female | 41.6% | 43.4% | 46.6% | 47.5% | 48.5% | 63.7% |
| %BAME | 13.1% | 14.3% | 14.7% | 16.9% | 16.3% | |
| Business School (Total) | 3701 | 3554 | 3371 | 3432 | 3849 | |
| Business School (Female) | 1560 | 1510 | 1419 | 1448 | 1618 | |
| % Female | 42.1% | 42.5% | 42.1% | 42.2% | 42.0% | 47.6% |
| %BAME | 23.5% | 23.9% | 25.0% | 31.3% | 39.5% | |
| Built environment, Engineering & Computing (Total) | 2143 | 2147 | 2259 | 2616 | 2919 | |
| Built environment, Engineering & Computing (Female) | 418 | 435 | 418 | 529 | 606 | |
| % Female | 19.5% | 20.3% | 18.5% | 20.2 | 20.8% | 20.2% |
| %BAME | 24.4% | 23.3% | 25.5% | 28.2% | 32.0% | |
| Cultural Studies & Humanities | 523 | 507 | 486 | 454 | 437 | |
| % Female | 62.3% | 63.9% | 61.0% | 60.7% | 61.0% | 63.6% |
| %BAME | 20.1% | 18.1% | 22.6% | 26.2% | 26.5% | |
| Education (Total) | 3112 | 2456 | 2212 | 1867 | 1803 | |
| Education (Female) | 2175 | 1756 | 1650 | 1464 | 1397 | |
| % Female | 69.9% | 71.5% | 74.7% | 78.5% | 77.6% | 77.3% |
| %BAME | 15.6% | 17.1% | 19.1% | 20.8% | 23.3% | |
| Events, Tourism & Hospitality Management (Total) | 1129 | 1084 | 931 | 856 | 863 | |
| Events, Tourism & Hospitality Management (Female) | 804 | 755 | 678 | 612 | 592 | |
| % Female | 71.2% | 69.6% | 72.8% | 71.5% | 68.6% | 60.9% |
| %BAME (of Total) | 13.9% | 11.6% | 18.9% | 18.0% | 25.8% | |
| Health (Total) | 4156 | 4113 | 4395 | 4392 | 4050 | |
| Health (Female) | 3188 | 3236 | 3524 | 3496 | 3066 | |
| % Female | 76.7% | 78.7% | 80.1% | 79.5% | 75.6% | 79.5% |
| %BAME | 18.4% | 18.0% | 19.9% | 22.5% | 29.0% | |
| Law (Total) | 875 | 856 | 977 | 1073 | 1175 | |
| Law (Female) | 563 | 547 | 627 | 704 | 795 | |
| % Female | 64.3% | 63.9% | 64.2% | 65.6% | 67.7% | 63.6% |
| %BAME | 34.1% | 33.6% | 36.7% | 35.8% | 35.0% | |
| Social Science (Total) | 2397 | 2361 | 2387 | 2499 | 2571 | |
| Social Science (Female) | 1843 | 1838 | 1887 | 1948 | 1998 | |
| % Female | 76.9% | 77.8% | 79.0% | 78.0% | 77.7*% | 66.8% |
| %BAME | 15.6% | 16.2% | 18.1% | 20.2% | 21.4% | |
| Sport (Total) | 3320 | 3049 | 2817 | 2658 | 2727 | |
| Sport (Female) | 870 | 814 | 814 | 738 | 725 | |
| % Female | 26.2% | 26.7% | 28.9% | 27.8% | 26.6% | 42.7% |
| %BAME | 12.0% | 13.0% | 13.2% | 13.5% | 13.6% | |

# Table 1.6 Intersection of UG student continuation by gender and ethnicity, disability, IMD, POLAR & Age

| | | Continuation | | | | | | Progression | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | | Male | | | Female | | | Male | | |
| | | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 |
| | In total | 2,565 | 2,586 | 2,467 | 2,122 | 2,250 | 2,040 | 2,335 | 2,418 | 2,234 | 1,795 | 2,027 | 1,780 |
| | % | 86.3% | 89.5% | 89.3% | 83.0% | 86.7% | 86.2% | 78.5% | 83.7% | 80.9% | 70.2% | 78.1% | 75.2% |
| | HESA applied LBU Benchmark | 89.5% | 92.3% | - | 89.5% | 92.3% | - | 89.5% | 92.3% | - | 89.5% | 92.3% | |
| Disability status | Disability | 485 | 521 | 486 | 260 | 323 | 266 | 429 | 490 | 431 | 212 | 291 | 220 |
| | | 87.9% | 92.0% | 89.5% | 85.5% | 89.2% | 86.1% | 77.7% | 86.6% | 79.4% | 69.7% | 80.4% | 71.2% |
| | No disability | 2,080 | 2,065 | 1,981 | 1,862 | 1,927 | 1,774 | 1,906 | 1,928 | 1,803 | 1,583 | 1,736 | 1,560 |
| | | 85.9% | 88.9% | 89.2% | 82.6% | 86.3% | 86.2% | 78.7% | 83.0% | 81.2% | 70.3% | 77.7% | 75.8% |
| Ethnicity | BAME | 482 | 543 | 493 | 422 | 531 | 453 | 420 | 501 | 430 | 317 | 456 | 358 |
| | | 87.6% | 90.3% | 89.3% | 78.1% | 83.8% | 83.7% | 76.4% | 83.4% | 77.9% | 58.7% | 71.9% | 66.2% |
| | White | 2,075 | 2,035 | 1,961 | 1,685 | 1,708 | 1,566 | 1,907 | 1,909 | 1,792 | 1,465 | 1,560 | 1,403 |
| | | 86.0% | 89.3% | 89.3% | 84.3% | 87.6% | 87.0% | 79.0% | 83.8% | 81.6% | 73.3% | 80.0% | 78.0% |
| | Black | 79 | 84 | 97 | 72 | 98 | 80 | 67 | 73 | 80 | 53 | 84 | 53 |
| | | 91.9% | 90.3% | 90.7% | 77.4% | 84.5% | 85.1% | 77.9% | 78.5% | 74.8% | 57.0% | 72.4% | 56.4% |
| | Asian | 252 | 320 | 270 | 218 | 283 | 239 | 185 | 243 | 215 | 131 | 208 | 176 |
| | | 88.1% | 93.0% | 88.5% | 76.8% | 82.3% | 80.7% | 78.4% | 86.2% | 79.0% | 53.7% | 69.8% | 68.2% |
| IMD | 1 | 565.0 | 646.0 | 656.0 | 437.0 | 536.0 | 461.0 | 500.0 | 587.0 | 576.0 | 335.0 | 463.0 | 390.0 |
| | | 84.3% | 90.2% | 88.2% | 77.5% | 84.9% | 83.1% | 74.6% | 82.0% | 77.4% | 59.4% | 73.4% | 70.3% |
| | 5 | 550.0 | 553.0 | 462.0 | 536.0 | 481.0 | 461.0 | 508.0 | 528.0 | 425.0 | 477.0 | 447.0 | 406.0 |
| | | 87.2% | 92.3% | 94.3% | 89.0% | 88.1% | 89.3% | 80.5% | 88.1% | 86.7% | 79.2% | 81.9% | 78.7% |
| POLAR | 1 | 448.0 | 479.0 | 492.0 | 288.0 | 355.0 | 352.0 | 400.0 | 443.0 | 437.0 | 233.0 | 312.0 | 294.0 |
| | | 83.1% | 90.2% | 88.6% | 75.4% | 84.5% | 83.4% | 74.2% | 83.4% | 78.7% | 61.0% | 74.3% | 69.7% |
| | 5 | 547.0 | 518.0 | 509.0 | 510.0 | 544.0 | 502.0 | 509.0 | 482.0 | 471.0 | 449.0 | 500.0 | 444.0 |
| | | 86.8% | 88.9% | 91.9% | 86.1% | 88.2% | 88.8% | 80.8% | 82.7% | 85.0% | 75.8% | 81.0% | 78.6% |
| Age | 18-20 yrs | 2,181 | 2,346 | 2,171 | 1,739 | 2,021 | 1,800 | 1,977 | 2,195 | 1,965 | 1,469 | 1,824 | 1,573 |
| | | 86.3% | 90.0% | 90.0% | 84.0% | 87.7% | 86.6% | 78.2% | 84.2% | 81.5% | 71.0% | 79.1% | 75.7% |
| | 21-24 yrs | 266 | 128 | 158 | 278 | 148 | 154 | 246 | 121 | 141 | 230 | 127 | 129 |
| | | 86.9% | 84.2% | 80.6% | 77.9% | 77.5% | 83.2% | 80.4% | 79.6% | 71.9% | 64.4% | 66.5% | 69.7% |
| | 25-29 yrs | 58 | 54 | 51 | 65 | 45 | 48 | 55 | 49 | 47 | 59 | 40 | 44 |
| | | 84.1% | 96.4% | 87.9% | 84.4% | 80.4% | 82.8% | 79.7% | 87.5% | 81.0% | 76.6% | 71.4% | 75.9% |
| | 30 yrs > | 60 | 54 | 85 | 40 | 34 | 37 | 57 | 50 | 79 | 37 | 34 | 33 |
| | | 84.5% | 79.4% | 89.5% | 75.5% | 81.0% | 84.1% | 80.3% | 73.5% | 83.2% | 69.8% | 81.0% | 75.0% |

*\* Continuation data excludes students who have transferred to another HEI provider*

**Fig. 1.7 LBU student attainment [1st and 2(i)] by gender compared to sector benchmark for gender [HESA]**



| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| Female | 71.2% | 75.2% | 76.9% | 84.7% | 84.5% |
| UK HESA (female) | 77.0% | 78.0% | 79.0% | 84.0% | 83.0% |
| Male | 60.1% | 65.0% | 64.3% | 75.7% | 80.2% |
| UK HESA (male) | 72.0% | 73.0% | 73.0% | 80.0% | 81.0% |
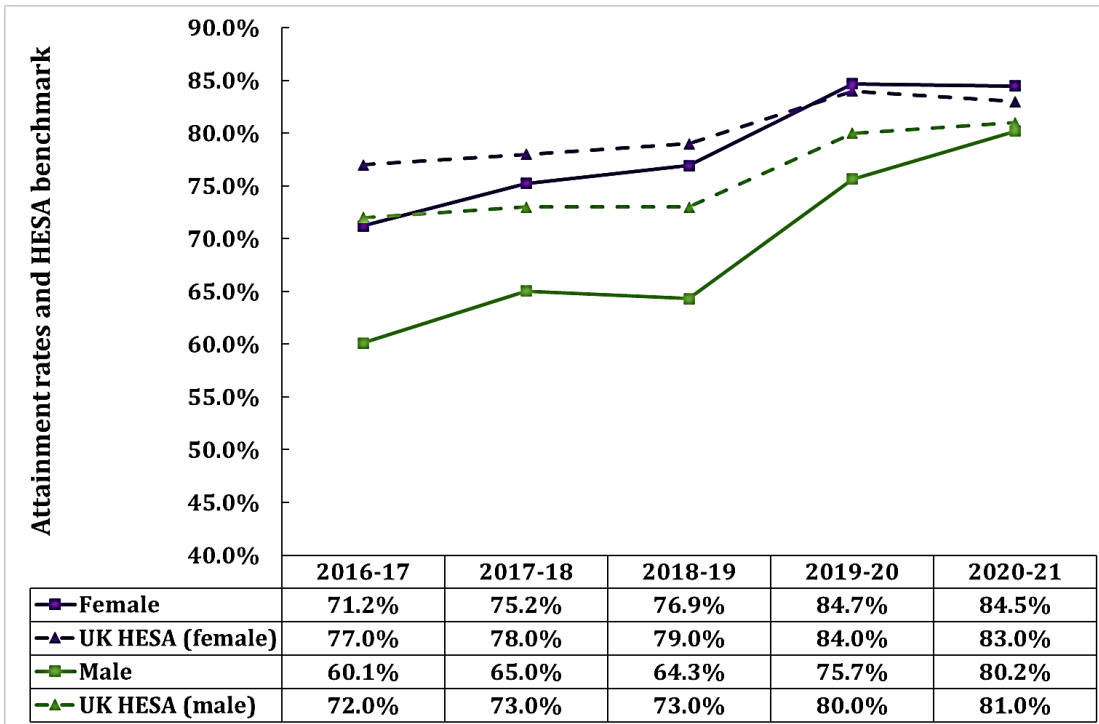
# Table 1.8 Attainment [1st and 2(1)] by gender, disability, ethnicity, IMD & POLAR status

| | | Female | | | | | % Point increase over 5 yrs | Male | | | | | % Point increase over 5 years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | pp↑ | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | PP↑ |
| | In total | 1639 | 1841 | 1817 | 1872 | 2119 | | 1354 | 1467 | 1241 | 1355 | 1631 | |
| | | 71.2% | 75.2% | 76.9% | 84.7% | 84.5% | 13.3 | 60.1% | 65.0% | 64.3% | 75.7% | 80.2% | 20.1 |
| | UK HESA | 77.0% | 78.0% | 79.0% | 84.0% | 82.5% | 5.5 | 72.0% | 73.0% | 73.0% | 80.0% | 81% | 9.0 |
| Disability status | Declared disability | 202 | 238 | 289 | 325 | 388 | | 150 | 138 | 125 | 168 | 205 | |
| | | 69.2% | 72.3% | 78.1% | 84.2% | 86.4% | 17.2 | 60.0% | 62.7% | 62.2% | 79.2% | 86.5% | 26.5 |
| | No declared disability | 1437 | 1603 | 1528 | 1547 | 1731 | | 1204 | 1329 | 1116 | 1187 | 1426 | |
| | | 71.5% | 75.7% | 76.7% | 84.8% | 84.0% | 12.5 | 60.1% | 65.3% | 64.5% | 75.2% | 79.4% | 19.3 |
| Ethnicity | BAME | 177 | 227 | 248 | 286 | 348 | | 173 | 184 | 177 | 186 | 240 | |
| | | 51.6% | 59.9% | 66.3% | 73.7% | 73.0% | 21.4 | 47.0% | 54.0% | 52.7% | 64.8% | 64.3% | 17.3 |
| | White | 1405 | 1545 | 1517 | 1518 | 1752 | | 1129 | 1194 | 1010 | 1099 | 1374 | |
| | | 75.5% | 78.9% | 79.3% | 87.0% | 87.4% | 11.9 | 64.7% | 68.2% | 67.5% | 78.4% | 84.1% | 19.4 |
| | Black | 26 | 33 | 37 | 47 | 52 | | 32 | 30 | 30 | 32 | 43 | |
| | | 40.6% | 44.6% | 69.8% | 71.2% | 65.0% | 24.4 | 38.6% | 46.9% | 41.7% | 57.1% | 63.2% | 24.6 |
| | Asian | 74 | 107 | 146 | 153 | 178 | | 88 | 93 | 84 | 92 | 115 | |
| | | 43.3% | 56.9% | 67.6% | 69.9% | 71.2% | 27.9 | 50.6% | 52.5% | 50.0% | 63.0% | 63.5% | 12.9 |
| IMD | 1 | 221 | 302 | 346 | 369 | 383 | | 205 | 219 | 192 | 204 | 258 | |
| | | 56.3% | 65.1% | 69.2% | 77.3% | 75.1% | 18.8 | 56.4% | 56.2% | 57.2% | 68.7% | 72.7% | 16.3 |
| | 5 | 384 | 399 | 424 | 415 | 472 | | 347 | 376 | 314 | 342 | 422 | |
| | | 80.5% | 83.5% | 82.8% | 89.9% | 89.8% | 9.3 | 64.5% | 70.6% | 70.4% | 82.3% | 81.5% | 17 |
| POLAR | 1 | 216 | 257 | 271 | 300 | 342 | | 172 | 198 | 176 | 180 | 219 | |
| | | 65.6% | 70.0% | 71.7% | 83.4% | 78.8% | 13.2 | 62.8% | 63.5% | 66.9% | 77.9% | 77.4% | 14.6 |
| | 5 | 379 | 414 | 416 | 421 | 469 | | 352 | 397 | 336 | 380 | 397 | |
| | | 80.3% | 81.9% | 80.7% | 88.4% | 92.0% | 11.7 | 63.4% | 69.7% | 70.7% | 82.2% | 83.2% | 19.8 |
| Age | Young (<21 years on entry) | 2015 | 2117 | 2058 | 1948 | 2215 | | 1878 | 1908 | 1643 | 1463 | 1655 | |
| | | 71.5% | 76.1% | 77.2% | 85.7% | 84.3% | 12.8 | 59.3% | 64.3% | 63.8% | 74.6% | 79.4% | 20.1 |
| | Mature (21 years > on entry) | 287 | 330 | 304 | 263 | 294 | | 374 | 348 | 287 | 328 | 379 | |
| | | 69% | 69.7% | 75% | 77.2% | 85.4% | 16.4 | 64.2% | 69.0% | 67.2% | 80.5% | 83.6% | 19.4 |

**Fig 1.9 LBU attainment rates (1<sup>st</sup> and 2i) by gender and ethnicity groupings**

Attainment comparison for white and BAME students by gender

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| BAME (Female) | 51.6% | 59.9% | 66.3% | 73.7% | 73.0% |
| WHITE (Female) | 75.5% | 78.9% | 79.3% | 87.0% | 87.4% |
| BAME (Male) | 47.0% | 54.0% | 52.7% | 64.8% | 64.3% |
| WHITE (male) | 64.7% | 68.2% | 67.5% | 78.4% | 84.1% |

Attainment comparison for white and black students by gender

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| BLACK (Female) | 40.6% | 44.6% | 69.8% | 71.2% | 65.0% |
| WHITE (Female) | 75.5% | 78.9% | 79.3% | 87.0% | 87.4% |
| BLACK (Male) | 38.6% | 46.9% | 41.7% | 57.1% | 63.2% |
| WHITE (Male) | 64.7% | 68.2% | 67.5% | 78.4% | 84.1% |

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**Fig 1.10 Intersectional attainment [1st and 2(1)] by gender, ethnicity and high tariff point at entry (128 points and over]**



| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| White female | 79.1% | 79.5% | 82.1% | 89.9% | 86.1% |
| White male | 62.9% | 65.6% | 64.7% | 74.3% | 83.2% |
| BAME female | 48.2% | 68.2% | 59.8% | 78.8% | 69.8% |
| BAME male | 53.5% | 54.4% | 50.5% | 57.3% | 65.9% |
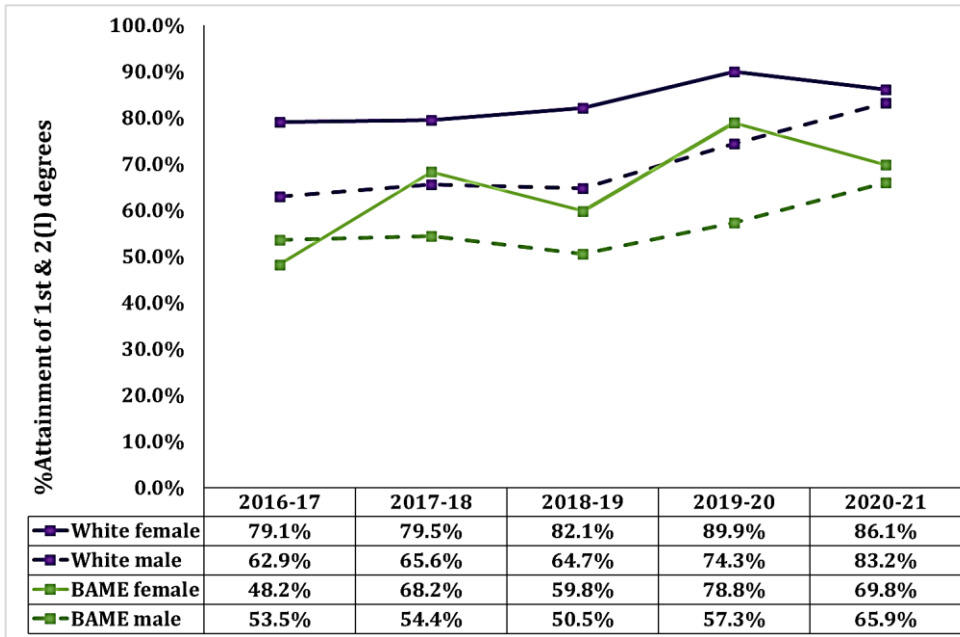
## Table 1.11 Student graduate outcomes (% entering skilled employment or further study) by School and gender

| School | Gender | | | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Arts | Female | Respondents | n | 108 | 137 | 129 |
| | | Highly skilled employment/ further study | % | 64.3% | 64.9% | 64.2% |
| | Male | Respondents | n | 195 | 175 | 162 |
| | | Highly skilled employment/ further study | % | 66.8% | 72.9% | 68.1% |
| Business School | Female | Respondents | n | 177 | 159 | 145 |
| | | Highly skilled employment/ further study | % | 74.4% | 68.8% | 74.4% |
| | Male | Respondents | n | 201 | 160 | 143 |
| | | Highly skilled employment/ further study | % | 72.6% | 64.5% | 65.9% |
| Built environment, Engineering & Computing | Female | Respondents | n | 53 | 55 | 49 |
| | | Highly skilled employment/ further study | % | 73.6% | 88.3% | 75.4% |
| | Male | Respondents | n | 201 | 177 | 187 |
| | | Highly skilled employment/ further study | % | 84.5% | 79% | 85% |
| Cultural Studies & Humanities | Female | Respondents | n | 51 | 47 | 47 |
| | | Highly skilled employment/ further study | % | 58.6% | 59.5% | 68.1% |
| | Male | Respondents | n | 23 | 15 | 23 |
| | | Highly skilled employment/ further study | % | 56.1% | 44.1% | 54.8% |
| Education | Female | Respondents | n | 261 | 237 | 304 |
| | | Highly skilled employment/ further study | % | 76.3% | 76.7% | 84.2% |
| | Male | Respondents | n | 130 | 73 | 84 |
| | | Highly skilled employment/ further study | % | 87.8% | 79.3% | 80% |
| Events, Tourism & Hospitality Management | Female | Respondents | n | 74 | 44 | 60 |
| | | Highly skilled employment/ further study | % | 67.3% | 57.9% | 62.5% |
| | Male | Respondents | n | 26 | 15 | 20 |
| | | Highly skilled employment/ further study | % | 76.5% | 50% | 60.6% |
| Health | Female | Respondents | n | 409 | 405 | 271 |
| | | Highly skilled employment/ further study | % | 81.8% | 83.5% | 84.2% |
| | Male | Respondents | n | 119 | 93 | 76 |
| | | Highly skilled employment/ further study | % | 78.8% | 80.2% | 72.4% |
| Law | Female | Respondents | n | 49 | 61 | 60 |
| | | Highly skilled employment/ further study | % | 76.6% | 67% | 70.6% |
| | Male | Respondents | n | 22 | 29 | 28 |
| | | Highly skilled employment/ further study | % | 62.9% | 78.4% | 80% |
| Social Science | Female | Respondents | n | 172 | 157 | 137 |
| | | Highly skilled employment/ further study | % | 61.9% | 54% | 59.3% |
| | Male | Respondents | n | 34 | 34 | 29 |
| | | Highly skilled employment/ further study | % | 50% | 54% | 55.8% |
| Sport | Female | Respondents | n | 107 | 95 | 76 |
| | | Highly skilled employment/ further study | % | 74.8% | 72.5% | 66.1% |
| | Male | Respondents | n | 239 | 171 | 158 |
| | | Highly skilled employment/ further study | % | 68.9% | 66.8% | 66.4% |

## Criterion 2 Academic staff by contract function

**Fig 2.1 Academic staff by total and by contract function, and gender, compared to sector benchmark [HESA**



| | All academic staff | | | | | Teaching & Research staff | | | | | Teaching staff only | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 | | 2018 | 2019 | 2020 | 2021 |
| | **Total academic population** | | | | | **Teaching & Research** | | | | | **Teaching only** | | | |
| Male | 531.5 | 514.4 | 487.9 | 486.9 | | 485.9 | 468.9 | 458.5 | 463.4 | | 45.7 | 45.5 | 29.4 | 23.6 |
| Female | 454.7 | 452.5 | 450.1 | 447.2 | | 401.6 | 398.1 | 413.7 | 423.8 | | 53.1 | 54.4 | 36.4 | 23.4 |
| HESA (%F) | 45.9% | 46.2% | 46.7% | 47% | | 41% | 41.7% | 41.8% | 42.4% | | 52.1% | 52.4% | 56.6% | 53% |
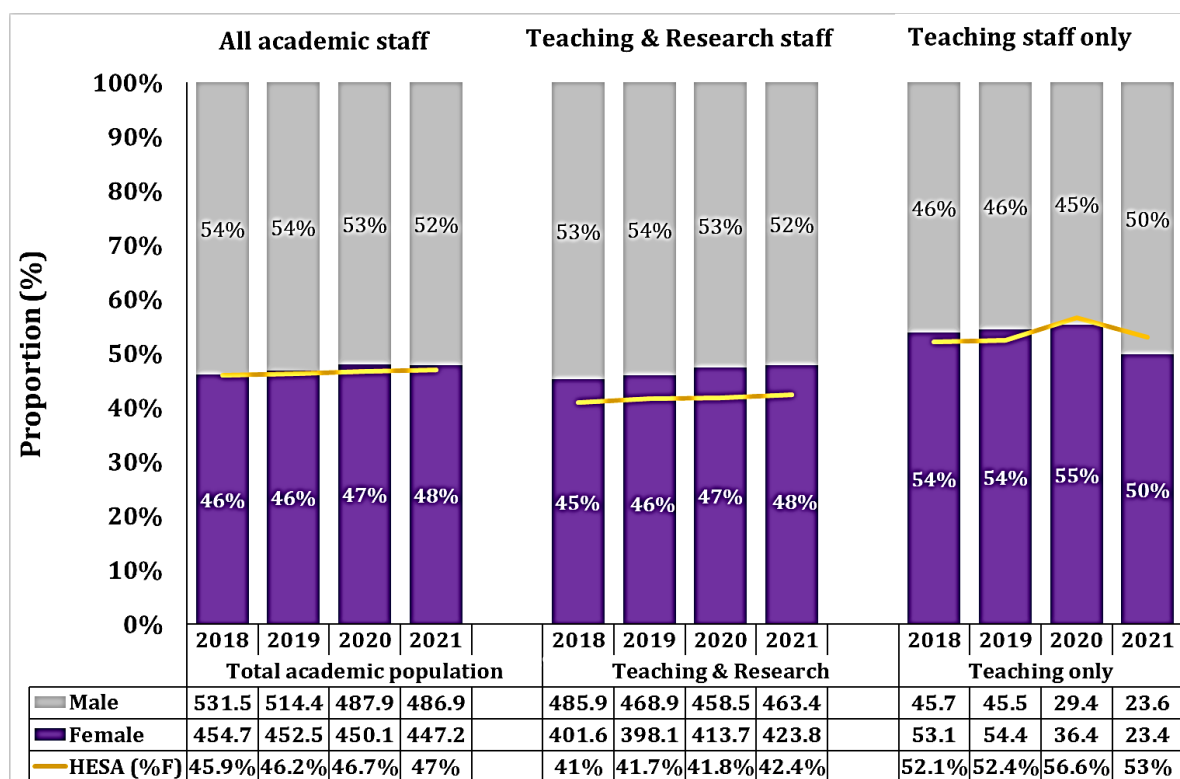
**Fig, 2.2 Academic staff by contract function, gender and ethnicity**

**BAME staff (Total & by contract function) by gender**
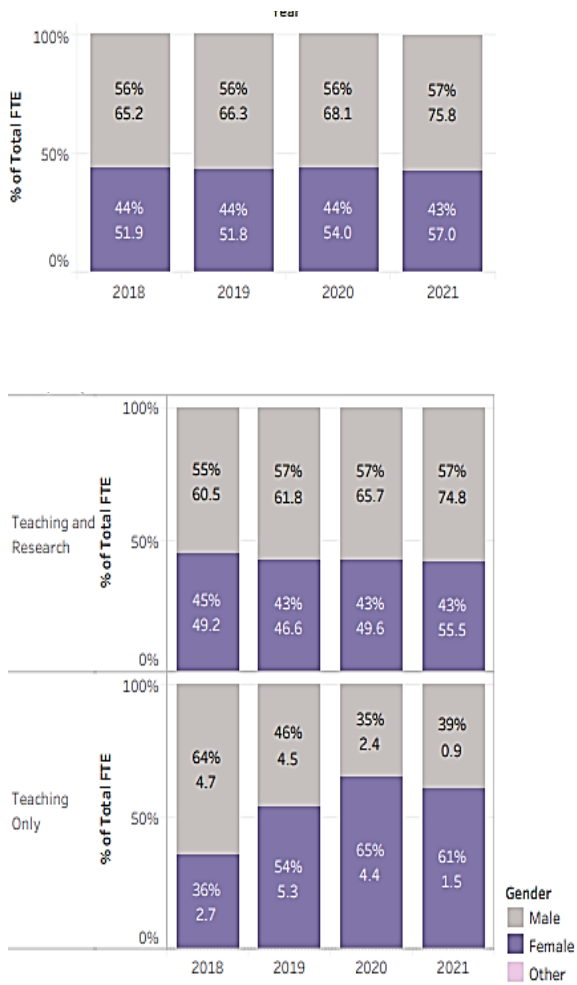


**White staff (Total and by contract function) by gender**
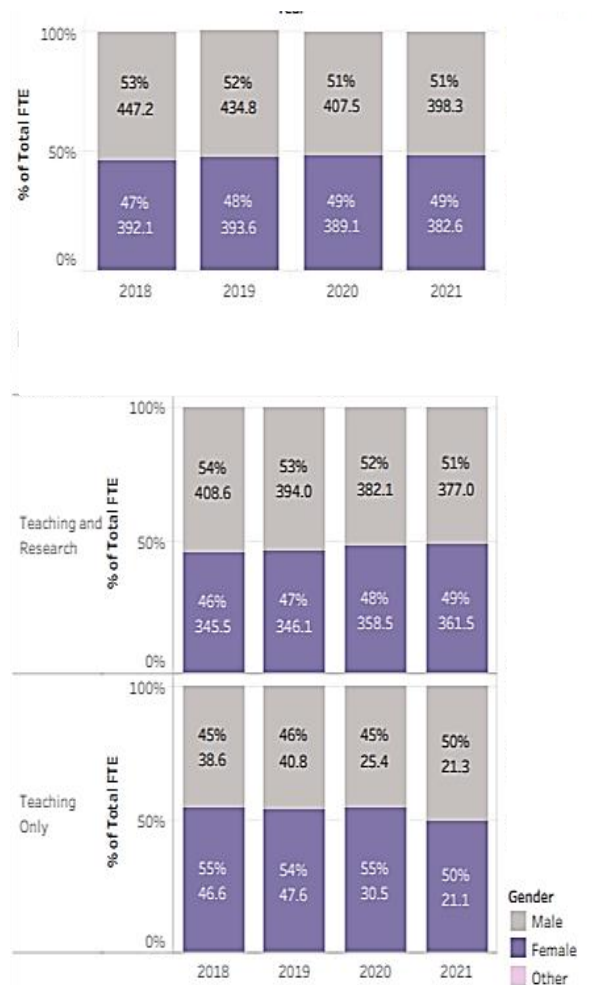
**Table 2.3 Academic staff (all teaching & research), by discipline (STEMM v AHSSBL) gender & ethnicity**

| | | 2018 | | | | | | 2019 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | | Male | | | Female | | | Male | | |
| | | | ↓ | → | | ↓ | → | | ↓ | → | | ↓ | → |
| AHSSBL | BAME | 32 | 11.5% | 45% | 39 | 13.1% | 55% | 33 | 12% | 48% | 36 | 12.6% | 52% |
| | White | 237 | 85.6% | 49% | 248 | 83.2% | 51% | 238 | 86.5 | 50% | 242 | 85.0% | 50% |
| | Unknown | 8 | 2.9% | 42% | 11 | 3.7% | 58% | 4 | 1.5% | 37% | 7 | 2.4% | 73% |
| | | 277 | 100% | | 298 | 100% | | 275 | 100% | | 968 | 100% | |
| STEMM | BAME | 20 | 11.2% | 43% | 26 | 11.2% | 57% | 19 | 10.7% | 38% | 31 | 13.5% | 62% |
| | White | 155 | 87.1% | 44% | 199 | 85.4% | 56% | 156 | 87.6% | 45% | 193 | 83.9% | 55% |
| | Unknown | 3 | 1.7% | 24% | 8 | 3.4% | 76% | 3 | 1.7% | 33% | 6 | 2.6% | 67% |
| | Total staff | 178 | 100% | | 233 | 100% | | 178 | 100% | | 230 | 100% | |
| | | 986 | | | | | | 967 | | | | | |

| | | 2020 | | | | | | 2021 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | | Male | | | Female | | | Male | | |
| | | | ↓ | → | | ↓ | → | | ↓ | → | | ↓ | → |
| AHHSBL | BAME | 34 | 12.8% | 49% | 36 | 13.3% | 51% | 37 | 14.3% | 52% | 35 | 13.5% | 48% |
| | White | 228 | 86% | 50% | 228 | 84.4% | 50% | 219 | 84.6% | 50% | 219 | 84.2% | 50% |
| | Unknown | 3 | 1.2% | 33% | 6 | 2.2% | 67% | 3 | 1.1% | 33% | 6 | 2.3% | 67% |
| | | 265 | 100% | | 270 | 100% | | 259 | 100% | | 260 | 100% | |
| STEMM | BAME | 20 | 10.8% | 38% | 33 | 15.1% | 62% | 20 | 10.6% | 32% | 41 | 18.1% | 68% |
| | White | 161 | 87% | 47% | 179 | 82.1% | 53% | 163 | 86.7% | 48% | 179 | 78.9% | 52% |
| | Unknown | 4 | 2.2% | 40% | 6 | 2.8% | 60% | 5 | 2.7% | 39% | 7 | 3.0% | 61% |
| | Total staff | 185 | 100% | | 218 | 100% | | 188 | 100% | | 227 | 100% | |
| | | 938 | | | | | | 934 | | | | | |

↓ proportion of colleagues by ethnicity split by gender

→ proportion of colleagues by gender split by ethnicity

**Table 2.4 Academic staff at LBU by contract function, gender and School**

| School | | Teaching & Research | | | | Teaching only | | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | Male | | Female | | Male | | Female | Male | % F |
| Arts | 2019 | 49.5 | 38.3% | 79.6 | 61.7% | 8.4 | 40% | 12.7 | 60% | 57.9 | 92.2 | 39% |
| | 2020 | 52.9 | 27.9% | 83.9 | 72.1% | 6.9 | 49% | 7.2 | 51% | 59.8 | 91.1 | 40% |
| | 2021 | 49.4 | 36.9% | 84.6 | 63.1% | 3.9 | 46% | 4.6 | 54% | 53.5 | 89.2 | 38% |
| Built Environment Engineering & Computing | 2019 | 20.9 | 21.6% | 75.8 | 78.4% | 1.4 | 36% | 2.5 | 63% | 22.3 | 78.3 | 22% |
| | 2020 | 23.2 | 24.2% | 72.5 | 75.8% | 2 | 45% | 2.5 | 55% | 25.2 | 75 | 25% |
| | 2021 | 25.3 | 24.5% | 77.9 | 75.5% | 0.3 | 20% | 1.0 | 80% | 25.6 | 78.9 | 25% |
| Business | 2019 | 45.1 | 40.7% | 65.7 | 59.3% | 11.7 | 52% | 10.9 | 48% | 56.8 | 76.6 | 43% |
| | 2020 | 49.5 | 41.8% | 68.9 | 58.2% | 3.4 | 35% | 6.4 | 65% | 52.9 | 75.3 | 41% |
| | 2021 | 52.1 | 44% | 66.2 | 56% | 1.1 | 17% | 5.2 | 83% | 53.2 | 71.4 | 43% |
| Cultural Studies & Humanities | 2019 | 18.9 | 52.5% | 17.1 | 47.5% | 0.5 | 20% | 2.2 | 80% | 19.4 | 19.3 | 50% |
| | 2020 | 17.3 | 47.4% | 19.2 | 52.6% | 0.2 | 20% | 0.7 | 80% | 17.5 | 19.9 | 47% |
| | 2021 | 16.2 | 46.2% | 18.9 | 53.8% | 1 | 54% | 0.8 | 46% | 17.2 | 19.7 | 47% |
| Education | 2019 | 43.7 | 70.3% | 18.5 | 29.7% | 17.0 | 76% | 5.3 | 24% | 60.7 | 23.8 | 72% |
| | 2020 | 41.2 | 72.3% | 15.8 | 27.7% | 13.2 | 75% | 4.5 | 25% | 54.4 | 20.3 | 73% |
| | 2021 | 44 | 74.1% | 15.4 | 25.9% | 10.3 | 78% | 3.0 | 22% | 54.3 | 18.4 | 75% |
| Events Tourism and Hospitality Management | 2019 | 21.3 | 54.6% | 17.7 | 45.4% | 2 | 51% | 1.9 | 49% | 23.3 | 19.6 | 54% |
| | 2020 | 20.8 | 56.2% | 16.2 | 43.8% | 1.1 | 51% | 1.1 | 49% | 21.9 | 17.3 | 56% |
| | 2021 | 21.2 | 57% | 16 | 43% | 0.9 | 40% | 1.3 | 60% | 22.1 | 17.3 | 56% |
| Health | 2019 | 81.3 | 60.6% | 52.8 | 39.4% | 2.9 | 52% | 2.7 | 48% | 84.2 | 55.5 | 60% |
| | 2020 | 84.7 | 62% | 51.8 | 38% | 3.6 | 70% | 1.6 | 30% | 88.3 | 53.4 | 62% |
| | 2021 | 87.5 | 63% | 51.3 | 37% | 2.6 | 50% | 2.5 | 50% | 90.1 | 53.8 | 63% |
| Law | 2019 | 12.9 | 51.4% | 12.2 | 48.6% | 3.7 | 89% | 0.5 | 11% | 16.6 | 12.7 | 57% |
| | 2020 | 18.2 | 59% | 12.7 | 41% | 1.3 | 74% | 0.5 | 26% | 19.5 | 13.2 | 60% |
| | 2021 | 19.8 | 61.5% | 12.4 | 38.5% | 0.9 | 44% | 1.1 | 56% | 20.7 | 13.5 | 61% |
| Social Science | 2019 | 53.3 | 57.2% | 42.8 | 40% | 3.7 | 80% | 0.9 | 20% | 57 | 40.8 | 58% |
| | 2020 | 57.3 | 59.9% | 38.4 | 40.1% | 2.5 | 82% | 0.6 | 18% | 59.8 | 39 | 61% |
| | 2021 | 56.6 | 59.2% | 39 | 40.8% | 1.9 | 86% | 0.3 | 14% | 58.5 | 39.3 | 60% |
| Sport | 2019 | 45.8 | 35.1% | 84.7 | 64.9% | 3.1 | 35% | 5.7 | 65% | 48.9 | 90.4 | 35% |
| | 2020 | 44.1 | 37% | 75 | 63% | 2.2 | 33% | 4.5 | 67% | 46.3 | 79.5 | 37% |
| | 2021 | 46.9 | 37.7% | 77.4 | 62.3% | 1.2 | 24% | 3.9 | 76% | 48.1 | 81.3 | 37% |

## Table 2.5 Academic staff by contract function, grade and gender

| | | | Teaching and Research | | | | | | Teaching only | | | | |
| | | | Female | | Male | | Total | | Female | | Male | | Total |
| | | | n | (%) | n | (%) | n | | n | (%) | n | (%) | n |
| Grade 4 | 2019 | | 0.6 | 75% | 0.2 | 25% | 0.8 | | | | | | |
| | 2020 | | 0.6 | 97% | 0.02 | 3% | 0.62 | | | | | | |
| | 2021 | | 0.6 | 100% | 0.0 | 0% | 0.6 | | | | | | |
| Grade 5 | 2019 | | 0.5 | 27% | 1.3 | 73% | 1.8 | | | | | | |
| | 2020 | | 0.9 | 42% | 1.2 | 58% | 2.1 | | | | | | |
| | 2021 | | 1.8 | 38% | 2.9 | 62% | 4.7 | | | | | | |
| Grade 6 | 2019 | | 5.1 | 31% | 11.4 | 69% | 16.5 | | 54.4 | 54% | 45.5 | 46% | 99.9 |
| | 2020 | | 5.0 | 37% | 8.4 | 63% | 13.4 | | 36.4 | 55% | 29.4 | 45% | 65.8 |
| | 2021 | | 6.2 | 36% | 11.0 | 64% | 17.2 | | 23.1 | 49% | 23.6 | 51% | 46.7 |
| Grade 7 | 2019 | | 30.1 | 62% | 18.6 | 38% | 48.7 | | | | | | |
| | 2020 | | 52.4 | 54% | 44.0 | 46% | 96.4 | | | | | | |
| | 2021 | | 72.4 | 55% | 59.1 | 45% | 131.5 | | 0.3 | 100% | 0.0 | 0% | 0.3 |
| Grade 8 | 2019 | | 224.9 | 48% | 247.0 | 52% | 471.9 | | | | | | |
| | 2020 | | 221.4 | 49% | 227.1 | 51% | 448.5 | | | | | | |
| | 2021 | | 212.5 | 49% | 217.5 | 51% | 430 | | | | | | |
| Grade 9 | 2019 | | 93.7 | 45% | 113.2 | 55% | 206.9 | | | | | | |
| | 2020 | | 92.2 | 45% | 112.5 | 55% | 204.7 | | | | | | |
| | 2021 | | 88.6 | 44% | 113.9 | 56% | 202.5 | | | | | | |
| Grade 10 | 2019 | | 29.8 | 38% | 48.1 | 62% | 77.9 | | | | | | |
| | 2020 | | 27.8 | 42% | 37.6 | 58% | 65.4 | | | | | | |
| | 2021 | | 29.7 | 48% | 32.2 | 52% | 61.9 | | | | | | |
| Grade 11 | 2019 | | 8.0 | 35% | 15.0 | 65% | 23 | | | | | | |
| | 2020 | | 8.0 | 37% | 13.7 | 63% | 21.7 | | | | | | |
| | 2021 | | 8.0 | 37% | 13.6 | 63% | 21.6 | | | | | | |
| Grade 12 | 2019 | | 5.4 | 28% | 14.0 | 72% | 19.4 | | | | | | |
| | 2020 | | 5.4 | 29% | 13.3 | 71% | 18.7 | | | | | | |
| | 2021 | | 4.1 | 24% | 13.1 | 76% | 17.2 | | | | | | |

**Table 2.6 Proportion of Professorial staff at LBU by gender, compared to sector benchmark (FTE)**

|  | % female Professors in sector [HESA] | FTE and % female professors LBU | | FTE and % male professors LBU | | FTE and % total professors LBU | | % Total FTE Professors in sector [HESA] |
|---|---|---|---|---|---|---|---|---|
| 2018 | 26%F | 15.3 | 32% | 32.1 | 68% | 47.4 | 4.8% | 9.9% |
| 2019 | 27%F | 13.8 | 31% | 30.5 | 69% | 44.3 | 4.7% | 9.9% |
| 2020 | 28%F | 11.3 | 33% | 23.1 | 67% | 34.4 | 3.7% | 9.9% |
| 2021 | 29%F | 14.8 | 45% | 17.7 | 55% | 32.5 | 3.5% | 10.2% |

**Fig 2.7 Proportion of Female professors in post [Grade 10 & 11) compared to sector benchmark [HESA](FTE)**
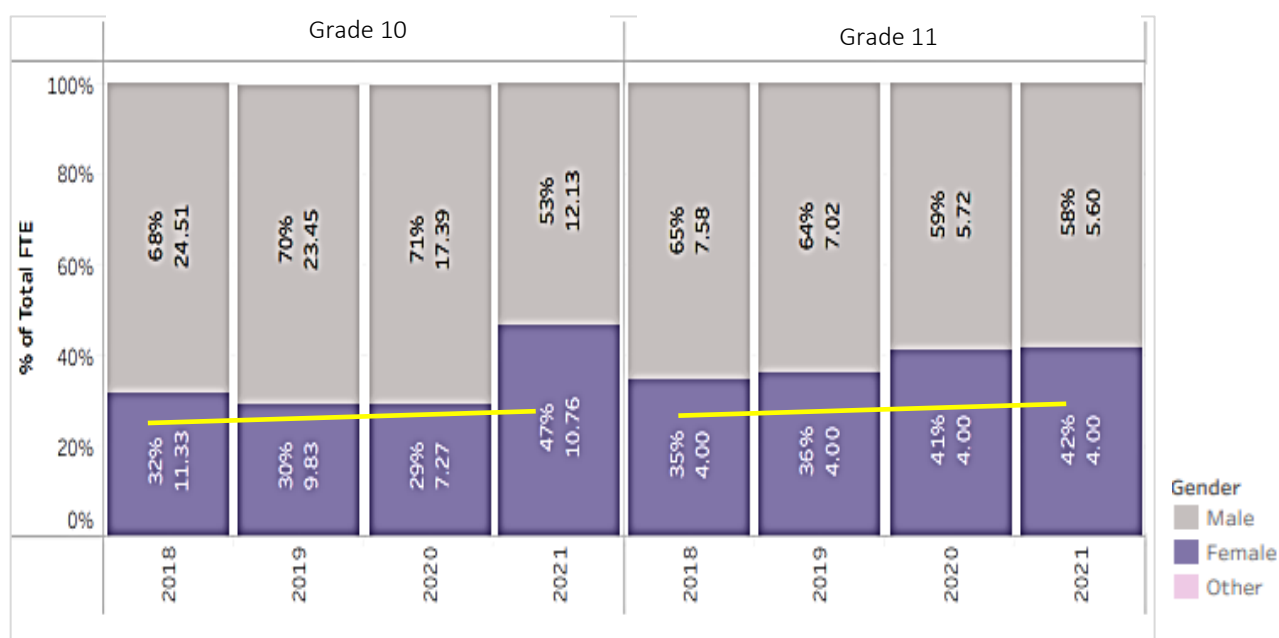
**Table 2.8 Female professors at LBU by discipline (AHSSBL V STEMM) compared to sector benchmark [HESA]**

| | AHSSBL | | | | | | STEMM | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | HESA | LBU | | | | | HESA | LBU | | | |
| | | F(%) | F(n) | M(%) | M(n) | | | F (%) | F(n) | M(%) | M(n) |
| 2018 | 26%F | 37% | 9.7 | 63% | 16.8 | | 26%F | 27% | 5.6 | 73% | 15.3 |
| 2019 | 27%F | 38% | 9.4 | 62% | 15.6 | | 27%F | 23% | 4.4 | 77% | 14.9 |
| 2020 | 28%F | 40% | 7.2 | 60% | 10.8 | | 28%F | 25% | 4.1 | 75% | 12.3 |
| 2021 | 29%F | 60% | 8.6 | 40% | 5.6 | | 29%F | 34% | 6.2 | 66% | 12.1 |

**Table 2.9 Intersection between Female professors by discipline (AHSSBL V STEMM) and ethnicity**

| | Ethnicity | AHSSBL | | | | | | STEMM | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | Male | | Total | Ethnicity | Female | | Male | | Total | Ethnicity |
| | | n | % | n | % | n | Total % (Females + males) | n | % | n | % | n | Total % (Females + males) |
| 2018 | White | 7.8 | 38% | 12.8 | 62% | 20.6 | 81% | 2.7 | 17% | 13.4 | 83% | 16.1 | 78% |
| | BAME | 1.9 | 39% | 3 | 61% | 4.9 | 19% | 2.9 | 63% | 1.7 | 37% | 4.6 | 22% |
| | | | | | | 25.5 | 100% | | | | | 20.7 | 100% |
| 2019 | White | 8.5 | 40% | 12.6 | 60% | 21.1 | 84% | 2 | 23% | 12.7 | 77% | 14.7 | 77% |
| | BAME | 0.9 | 23% | 3 | 77% | 3.9 | 16% | 2.4 | 55% | 2 | 45% | 4.4 | 32% |
| | Unknown | | - | | | | | | | 0.2 | | 0.2 | 1% |
| | | | | | | 25 | 100% | | | | | 19.3 | 100% |
| 2020 | White | 7 | 43% | 9.3 | 57% | 16.3 | 92% | 2.4 | 25% | 10.1 | 75% | 12.5 | 77% |
| | BAME | 0.2 | 12% | 1.25 | 88% | 1.45 | 7% | 1.7 | 45% | 2 | 55% | 3.7 | 32% |
| | Unknown | | | 0.2 | | 0.2 | 1% | | | 0.2 | | 0.2 | 1% |
| | | | | | | 18 | 100% | | | | | 16.4 | 100% |
| 2021 | White | 7.6 | 63% | 4.4 | 37% | 12 | 85% | 5.2 | 24% | 9.1 | 76% | 14.3 | 78% |
| | BAME | 1 | 100% | 0 | 0% | 1 | 7% | 1 | 33% | 2 | 77% | 3 | 16% |
| | Unknown | 0% | 0 | 100% | 1.2 | 1.2 | 8% | 0 | 0% | 1 | 100% | 1 | 6% |
| | | | | | | 14.2 | 100% | | | | | 18.3 | 100% |

## Table 2.10 Professors at LBU represented by gender and School (FTE)

| | | Gender | | | | Total |
|---|---|---|---|---|---|---|
| | | Female | | Male | | |
| | | n | % | n | % | |
| Arts | 2018 | 0 | 0% | 2 | 100% | 2 |
| | 2019 | 0 | 0% | 1.1 | 100% | 1.1 |
| | 2020 | 0 | 0% | 1.0 | 100% | 1 |
| | 2021 | 0 | 0% | 0.1 | 100% | 0.1 |
| Built Environment Engineering & Computing | 2018 | 1 | 14% | 5.9 | 86% | 6.9 |
| | 2019 | 1 | 16% | 5.4 | 84% | 6.4 |
| | 2020 | 1 | 17% | 4.8 | 83% | 5.8 |
| | 2021 | 1 | 17% | 4.8 | 83% | 5.8 |
| Business | 2018 | 0 | 0% | 7 | 100% | 7 |
| | 2019 | 0 | 0% | 5.9 | 100% | 5.9 |
| | 2020 | 0 | 0% | 4.9 | 100% | 4.9 |
| | 2021 | 0 | 0% | 3 | 100% | 3 |
| Cultural Studies & Humanities | 2018 | 3.8 | 100% | 0 | 0% | 3.8 |
| | 2019 | 3.5 | 100% | 0 | 0% | 3.5 |
| | 2020 | 2.3 | 100% | 0 | 0% | 2.3 |
| | 2021 | 2 | 100% | 0 | 0% | 2 |
| Education | 2018 | 2,1 | 68% | 1 | 32% | 3.1 |
| | 2019 | 1.9 | 50% | 1.9 | 50% | 3.8 |
| | 2020 | 1 | 40% | 1.5 | 60% | 2.5 |
| | 2021 | 1.4 | 70% | 1.6 | 30% | 3 |
| Events Tourism and Hospitality Management | 2018 | 1.9 | 94% | 0.1 | 6% | 2 |
| | 2019 | 2 | 91% | 0.2 | 9% | 2.2 |
| | 2020 | 1.8 | 90% | 0.2 | 104% | 2 |
| | 2021 | 2 | 92% | 0.2 | 8% | 2.2 |
| Health | 2018 | 3.9 | 52% | 3.7 | 48% | 7.6 |
| | 2019 | 3.4 | 49% | 3.5 | 51% | 6.9 |
| | 2020 | 3.2 | 53% | 2.9 | 47% | 6.1 |
| | 2021 | 4 | 71% | 1.7 | 29% | 5.7 |
| Law | 2018 | 0 | 0% | 1 | 100% | 1 |
| | 2019 | 0 | 0% | 1 | 100% | 1 |
| | 2020 | 0 | 0% | 1 | 100% | 1 |
| | 2021 | 0 | 0% | 0.2 | 100% | 0.2 |
| Social Science | 2018 | 1.9 | 49% | 2 | 51% | 3.9 |
| | 2019 | 2 | 58% | 1.4 | 40% | 3.4 |
| | 2020 | 1.7 | 95% | 0.1 | 5% | 1.8 |
| | 2021 | 2 | 100% | 0 | 0% | 2 |
| Sport | 2018 | 0.7 | 7% | 9.4 | 93% | 10.1 |
| | 2019 | 0 | 0% | 10.1 | 100% | 10.1 |
| | 2020 | 0.2 | 2% | 6.7 | 98% | 6.9 |
| | 2021 | 2.2 | 23% | 7.2 | 67% | 9.4 |

*This table does **not** include those Professors who also hold another substantive role at the University for example Director of Research*

## Table 2.11 Staff turnover (leavers) at LBU by academic contract function and gender

|  |  | 2018 | | 2019 | | 2020 | | 2021 | |
|---|---|---|---|---|---|---|---|---|---|
| Teaching and Research | Male | 42 | 8% | 37 | 7% | 50 | 10% | 46 | 9% |
|  | Female | 46 | 11% | 32 | 7% | 39 | 9% | 38 | 8% |
| Teaching only | Male | 81 | 38% | 87 | 42% | 46 | 29% | 40 | 30% |
|  | Female | 77 | 28% | 117 | 44% | 75 | 38% | 43 | 30% |

Teaching only contracts are usually fixed term which contributes to higher turnover

**Turnover data calculation:** headcount of leavers in a year divided by average headcount in the year. Average headcount is calculated by adding headcount of colleagues at the start of the year to the headcount of colleagues at the end of the year and dividing this by 2. Represented as a %.

## Table 2.12 Head of Subject [Grade 10] at LBU by gender and ethnicity

| Year | Ethnicity | Proportion gender within ethnicity | | | | | | Year | Gender | Proportion ethnicity by gender | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Female | | Male | | Total (F+M) | | |  | BAME | | White | | Total (F or M) | |
|  |  | n | % | n | % | n | % |  |  | n | % | n | % | n | % |
| 2018 | BAME | 2 | 47% | 2.3 | 53% | 4.3 | 100% | 2018 | Female | 2 | 10.3% | 17.4 | 89.7% | 19.4 | 100% |
|  | White | 17.4 | 42% | 24 | 58% | 41.4 | 100% |  | Male | 2.3 | 8.8% | 24 | 91.2% | 26.3 | 100% |
| 2019 | BAME | 2 | 50% | 2 | 50% | 4.0 | 100% | 2019 | Female | 2 | 10.5% | 17 | 89.5% | 19 | 100% |
|  | White | 17 | 49% | 22.7 | 51% | 39.7 |  |  | Male | 2 | 8.1% | 22.7 | 91.9% | 24.7 | 100% |
| 2020 | BAME | 2 | 50% | 2 | 50% | 4.0 | 100% | 2020 | Female | 2 | 10.6% | 16.8 | 89.4% | 18.8 | 100% |
|  | White | 16.8 | 50% | 18.3 | 50% | 35.1 | 100% |  | Male | 2 | 9.9% | 18.3 | 90.1% | 20.3 | 100% |
| 2021 | BAME | 3 | 60% | 2 | 40% | 5.0 | 100% | 2021 | Female | 3 | 17.8% | 13.9 | 82.2% | 16.9 | 100% |
|  | White | 13.9 | 47% | 18.1 | 53% | 32.0 | 100% |  | Male | 2 | 10.0% | 18.1 | 90.0% | 20.1 | 100% |

# Criterion 3 Academic staff by contract type

## Figure 3.1 Academic staff at LBU, by contract function, contract type and gender

**Full time**

**Part-time**



Gender
- Male
- Female
- Other
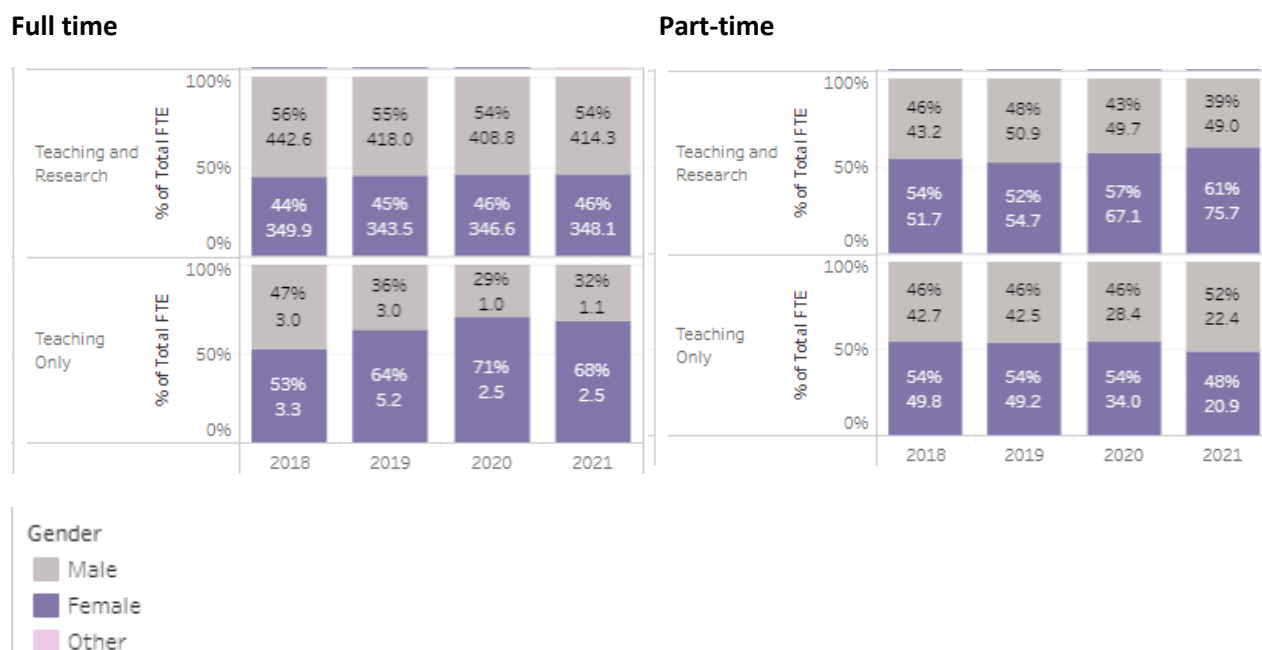
## Table 3.1 Academic staff at LBU, by contract function, contract type and gender

| | | Female | | | | | Male | | | | | |
| | | Full Time | | Part time | | PT staff | Full- Time | | Part time | | PT staff | Total |
| | | n | % FT by gender | n | % PT by gender | % all female staff who are PT | n | % FT by gender | n | % PT by gender | % all male staff who are PT | Staff |
| **Teaching & research** | 2018 | 350 | 44% | 52 | 55% | 12.9% | 443 | 56% | 43 | 45% | 8.9% | 887.4 |
| | 2019 | 344 | 45% | 55 | 52% | 13.7% | 418 | 55% | 51 | 48% | 10.8% | 867.1 |
| | 2020 | 347 | 46% | 67 | 57% | 16.2% | 409 | 54% | 50 | 43% | 10.8% | 872.2 |
| | 2021 | 348 | 46% | 76 | 61% | 17.9% | 414 | 54% | 49 | 39% | 10.6% | 887.1 |
| **Teaching only** | 2018 | 3.3 | 53% | 50 | 54% | 93.8% | 3 | 47% | 43 | 46% | 93.5% | 98.8 |
| | 2019 | 5.2 | 63% | 49 | 54% | 92.7% | 3 | 37% | 43 | 46% | 93.4% | 99.9 |
| | 2020 | 2.5 | 71% | 34 | 55% | 93.4% | 1 | 29% | 28 | 45% | 93.6% | 65.9 |
| | 2921 | 2.4 | 69% | 22 | 49% | 90.0% | 1.1 | 31% | 23 | 51% | 93.4% | 47.7 |

**Fig. 3.2 All Academic staff by contract type (fixed term versus open ended permanent) compared to sector benchmark**



| | 2019 | 2020 | 2021 |
|---|---|---|---|
| Open-ended/Permanent | 833 | 841 | 842 |
| Fixed term | 134.2 | 97.3 | 91.9 |
| UK [HESA] % fixed term | 33.5% | 33.4% | 32.0% |
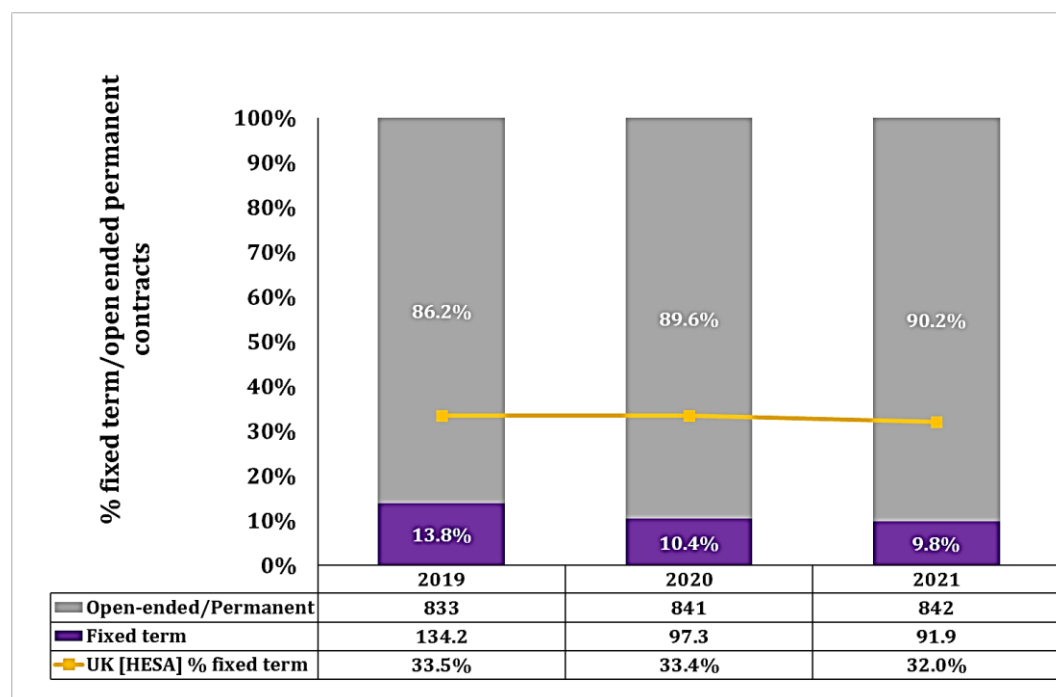
**Table 3.3 Academic staff [LBU] by contract function, contract type and gender**

| | | | Full time | | | | Part-time | | | | | Total | %PT by gender | % PT by year |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fixed Term | | Open/ permanent | | Fixed term | | Open/ permanent | | | | | |
| | | | n | % | n | % | n | % | n | % | | n | % | % |
| **Teaching & Research** | 2018 | F | 26.0 | 52% | 323.9 | 44% | 5.6 | 63% | 46.0 | 54% | | 401.5 | 13.9%(F) | 21% |
| | | M | 23.6 | 48% | 419.1 | 56% | 3.3 | 37% | 39.9 | 46% | | 485.9 | 8.9%(M) | |
| | | Total | 49.6 | 100% | 743 | 100% | 8.9 | 100% | 85.9 | 100% | | 887.4 | | |
| | 2019 | F | 21.3 | 53% | 322.2 | 45% | 4.5 | 51% | 50.1 | 52% | | 398.1 | 13.7%(F) | 12.1% |
| | | M | 19.1 | 47% | 398.9 | 55% | 4.3 | 49% | 46.5 | 48% | | 468.8 | 10.8%(M) | |
| | | Total | 40.4 | 100% | 721.1 | 100% | 8.8 | 100% | 96.6 | 100% | | 866.9 | | |
| | 2020 | F | 15.3 | 48% | 331.3 | 46% | 4.7 | 63% | 62.4 | 57% | | 413.7 | 16.2%(F) | 13.4% |
| | | M | 16.6 | 52% | 392.2 | 54% | 2.8 | 37% | 46.9 | 43% | | 458.5 | 10.8%(M) | |
| | | Total | 31.9 | 100% | 723.5 | 100% | 7.5 | 100% | 107.3 | 100% | | 870.2 | | |
| | 2021 | F | 14.2 | 35% | 333.9 | 46% | 5.6 | 63% | 70.1 | 61% | | 423.8 | 17.9%(F) | 14% |
| | | M | 25.6 | 63% | 388.8 | 54% | 3.3 | 37% | 45.7 | 39% | | 463.4 | 10.6%(M) | |
| | | Other | 1.0 | 2% | | | | | | | | 1.0 | 0% | |
| | | Total | 40.2 | 100% | 722.7 | 100% | 8.9 | 100% | 115.8 | 100% | | 887.6 | | |
| **Teaching only** | 2018 | F | 0.4 | 13% | 2.9 | 100.0% | 44 | 52% | 5.8 | 68% | | 53.1 | 93.8%(F) | 93.6% |
| | | M | 3.0 | 87% | 0.0 | 0% | 40 | 48% | 2.7 | 32% | | 45.7 | 93.5%(M) | |
| | | Total | 3.4 | 100% | 2.9 | 100.0% | 84 | 100% | 8.5 | 100% | | 98.8 | | |
| | 2019 | F | 1.9 | 38.9% | 3.3 | 100.0% | 41.5 | 51.8% | 7.7 | 66.2% | | 54.4 | 92.7%(F) | 91.8% |
| | | M | 3.0 | 61.1% | 0.0 | 0.0% | 38.6 | 48.2% | 3.9 | 33.8% | | 45.5 | 93.4%(M) | |
| | | Total | 4.9 | 100.0% | 3.3 | 100.0% | 80.1 | 100.0% | 11.6 | 100.0% | | 99.9 | | |
| | 2020 | F | 0.7 | 41.0% | 1.8 | 100.0% | 30.1 | 53.5% | 3.9 | 63.1% | | 36.4 | 93.4%(F) | 94.7% |
| | | M | 1.0 | 59.0% | 0.0 | 0.0% | 26.1 | 46.5% | 2.3 | 36.9% | | 29.4 | 96.6%(M) | |
| | | Total | 1.8 | 100.0% | 1.8 | 100.0% | 56.2 | 100.0% | 6.2 | 100.0% | | 65.9 | | |
| | 2021 | F | 0.0 | 3.4% | 2.4 | 100.0% | 20.8 | 49.5% | 0.8 | 35.8% | | 24.0 | 90%(F) | 92.5% |
| | | M | 1.1 | 96.6% | 0.0 | 0.0% | 21.2 | 50.5% | 1.4 | 64.2% | | 23.7 | 95.4%(M) | |
| | | Total | 1.2 | 100.0% | 2.4 | 100.0% | 41.9 | 100.0% | 2.2 | 100.0% | | 47.7 | | |

# Table 3.4 Academic staff by contract function on fixed-term and open-ended contracts by contract type (FT/PT) and gender, by School

| School | Year | | Full time Fixed Term | | Full time Open/permanent | | Part-time Fixed term | | Part-time Open/permanent | | Total | % staff PT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arts | 2019 | F | 2.0 | 100% | 34.7 | 37% | 9.5 | 43% | 11.6 | 36% | 57.8 | 36% |
| | | M | 0.0 | 0% | 59.4 | 63% | 12.4 | 57% | 20.5 | 64% | 92.3 | |
| | 2020 | F | 2.3 | 100% | 36.5 | 37% | 8.4 | 52% | 12.5 | 36% | 59.7 | 51% |
| | | M | 0.0 | 0% | 61.0 | 63% | 7.7 | 48% | 22.3 | 64% | 91 | |
| | 2021 | F | 0.0 | 0% | 33.1 | 36% | 6.2 | 52% | 14.3 | 38% | 53.6 | 39% |
| | | M | 0.0 | 0% | 59.7 | 64% | 5.7 | 48% | 23.8 | 62% | 89.2 | |
| Built Environment, Computing & Engineering | 2019 | F | 1.2 | 26% | 17.6 | 21% | 1.4 | 27% | 2.1 | 41% | 22.3 | 10.3% |
| | | M | 3.4 | 74% | 68.0 | 79% | 3.8 | 73% | 3.1 | 59% | 78.3 | |
| | 2020 | F | 1.9 | 32% | 17.7 | 21% | 2.0 | 44% | 3.6 | 60% | 25.2 | 7.2% |
| | | M | 4.1 | 68% | 65.8 | 79% | 2.6 | 56% | 2.4 | 40% | 74.% | |
| | 2021 | F | 1.1 | 16% | 22.2 | 24% | 0.3 | 20% | 2.0 | 56% | 25.6 | 4.7% |
| | | M | 5.5 | 84% | 70.8 | 76% | 1.0 | 80% | 1.6 | 44% | 78.9 | |
| Business | 2019 | F | 6.3 | 68% | 34.2 | 39% | 10.0 | 50% | 6.3 | 39% | 56.8 | 26.9% |
| | | M | 3.0 | 32% | 54.0 | 61% | 9.9 | 50% | 9.7 | 61% | 76.6 | |
| | 2020 | F | 0.0 | 0% | 40.9 | 41% | 3.3 | 39% | 8.6 | 44% | 52.8 | 22.1% |
| | | M | 1.0 | 100% | 58.0 | 59% | 5.2 | 61% | 11.1 | 56% | 75.3 | |
| | 2021 | F | 0.0 | 0% | 44.0 | 43% | 1.1 | 25% | 8.1 | 45% | 53.2 | 18% |
| | | M | 1.0 | 100% | 57.3 | 57% | 3.2 | 75% | 10.0 | 55% | 71.5 | |
| Cultural Studies and Humanities | 2019 | F | 0.0 | 0% | 18.2 | 53% | 0.5 | 19% | 0.7 | 59% | 19.4 | 10.3% |
| | | M | 0.4 | 100% | 16.1 | 47% | 2.3 | 81% | 0.5 | 41% | 19.3 | |
| | 2020 | F | 0.0 | 0% | 17.2 | 50% | 0.2 | 11% | 0.1 | 20% | 17.5 | 5.9% |
| | | M | 1.0 | 100% | 17.0 | 50% | 1.4 | 89% | 0.5 | 80% | 19.9 | |
| | 2021 | F | 0.0 | 0% | 16.2 | 50% | 1.0 | 43% | 0.0 | 0% | 17.2 | 6.6% |
| | | M | 1.0 | 100% | 16.2 | 50% | 1.3 | 57% | 1.2 | 100% | 18.7 | |
| Education | 2019 | F | 1.9 | 49% | 39.6 | 70% | 9.0 | 83% | 10.1 | 77% | 60.6 | 28.4% |
| | | M | 2.0 | 51% | 16.9 | 30% | 1.9 | 17% | 3.0 | 23% | 23.8 | |
| | 2020 | F | 0.8 | 96% | 35.6 | 70% | 8.8 | 74% | 9.2 | 81% | 54.4 | 31.2% |
| | | M | 0.0 | 4% | 14.9 | 30% | 3.1 | 26% | 2.2 | 19% | 20.2 | |
| | 2021 | F | 0.5 | 100% | 37.5 | 73% | 8.6 | 74% | 7.7 | 87% | 54.3 | 28.2% |
| | | M | 0.0 | 0% | 14.2 | 27% | 3.1 | 26% | 1.1 | 13% | 18.4 | |
| Events, Tourism & Hospitality Management | 2019 | F | 0.9 | 56% | 18.1 | 54% | 1.4 | 39% | 2.9 | 71% | 23.3 | 17.6% |
| | | M | 0.7 | 44% | 15.6 | 46% | 2.1 | 61% | 1.2 | 29% | 19.6 | |
| | 2020 | F | 1.0 | 92% | 16.7 | 53% | 0.6 | 30% | 3.7 | 79% | 22 | 16.8% |
| | | M | 0.1 | 8% | 14.9 | 47% | 1.3 | 70% | 1.0 | 21% | 17.3 | |
| | 2021 | F | 1.0 | 100% | 17.0 | 53% | 0.4 | 20% | 3.7 | 82% | 22.1 | 4.6% |
| | | M | 0.0 | 0% | 15.0 | 47% | 1.5 | 80% | 0.8 | 18% | 17.3 | |
| Health | 2019 | F | 1.8 | 100% | 64.9 | 58% | 4.1 | 61% | 13.3 | 73% | 84.1 | 18% |
| | | M | 0.0 | 0% | 47.8 | 42% | 2.7 | 39% | 5.0 | 27% | 55.5 | |
| | 2020 | F | 1.2 | 44% | 65.8 | 59% | 5.2 | 77% | 16.0 | 77% | 88.2 | 24.8% |
| | | M | 0.6 | 56% | 45.4 | 41% | 1.6 | 23% | 4.8 | 23% | 52.4 | |
| | 2021 | F | 0.6 | 28% | 64.9 | 59% | 3.4 | 56% | 21.3 | 85% | 90.2 | 21.7% |
| | | M | 0.7 | 72% | 46.0 | 41% | 2.6 | 44% | 3.8 | 15% | 53.1 | |
| Law | 2019 | F | 0.0 | 0% | 12.7 | 53% | 2.8 | 88% | 0.9 | 48% | 16.4 | 17.6% |
| | | M | 0.0 | 0% | 11.1 | 47% | 0.4 | 12% | 1.0 | 52% | 12.5 | |

| | Year | Gender | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2020** | F | 0.1 | 100% | 17.4 | 59% | 0.6 | 57% | 1.5 | 66% | 19.6 | 10.1% |
| | | M | 0.0 | 0% | 11.9 | 41% | 0.4 | 43% | 0.8 | 34% | 13.1 | |
| | **2021** | F | 0.0 | 24% | 18.9 | 61% | 0.3 | 26% | 1.5 | 72% | 20.7 | 6.7% |
| | | M | 0.1 | 76% | 11.9 | 39% | 0.9 | 74% | 0.6 | 28% | 13.5 | |
| **Social Science** | **2019** | F | 2.9 | 100% | 45.1 | 54% | 4.3 | 82% | 4.8 | 73% | 57.1 | 12% |
| | | M | 0.0 | 0% | 38.1 | 46% | 0.9 | 18% | 1.7 | 27% | 40.7 | |
| | **2020** | F | 3.7 | 100% | 46.8 | 56% | 2.5 | 82% | 6.8 | 79% | 59.8 | 11.8% |
| | | M | 0.0 | 0% | 36.6 | 44% | 0.6 | 18% | 1.8 | 21% | 39 | |
| | **2021** | F | 2.1 | 54% | 47.3 | 56% | 2.3 | 83% | 6.9 | 86% | 58.6 | 9.7% |
| | | M | 0.7 | 19% | 37.0 | 44% | 0.5 | 17% | 1.1 | 14% | 39.3 | |
| | | Other | 1.0 | 26% | | | | | | | | |
| **Sport** | **2019** | F | 6.1 | 33% | 35.5 | 35% | 2.8 | 30% | 4.4 | 49% | 48.8 | 13.1% |
| | | M | 12.6 | 67% | 66.8 | 65% | 6.5 | 70% | 4.6 | 51% | 90.5 | |
| | **2020** | F | 5.0 | 34% | 34.5 | 36% | 3.2 | 40% | 3.7 | 62% | 46.4 | 11.1% |
| | | M | 9.8 | 66% | 62.5 | 64% | 4.8 | 60% | 2.3 | 38% | 79.4 | |
| | **2021** | F | 9.0 | 35% | 31.2 | 35% | 2.9 | 38% | 5.0 | 63% | 48.1 | 7.6% |
| | | M | 16.9 | 65% | 56.8 | 65% | 4.6 | 62% | 3.0 | 37% | 81.3 | |

## Criterion 4 : PTO staff by contract function (LBU)

### Fig. 4.1 Professional, technical and operational staff [LBU] by gender and sector benchmark [HESA]
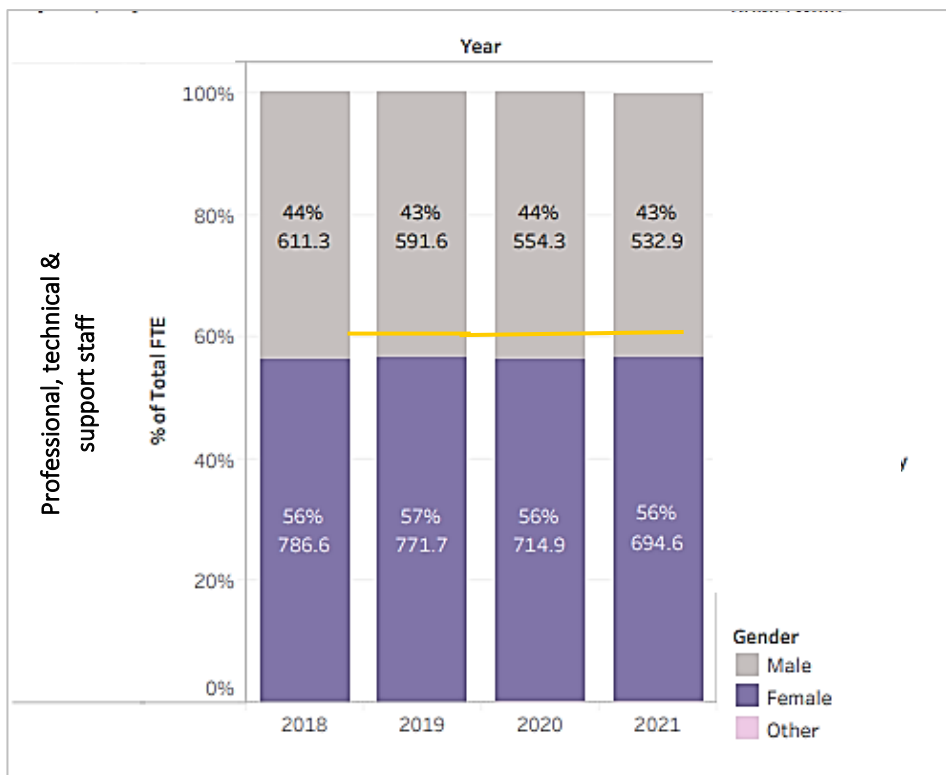


### Fig 4.2 Professional, technical and operational staff [LBU] by contract function and gender

**Professional**



**Technical**
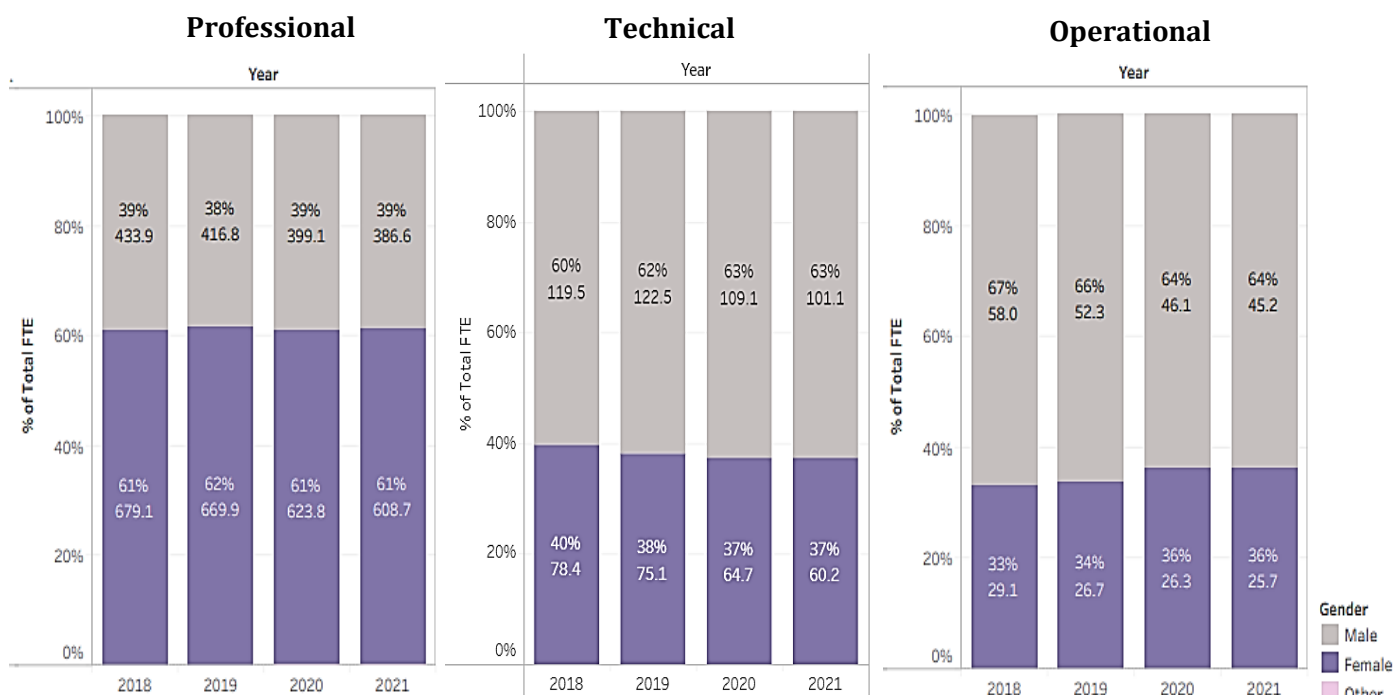


**Operational**

**Table 4.3 Intersection of professional, technical and operational staff [LBU] by contract function, gender and ethnicity**

| | | 2019 | | | | 2020 | | | | Other | 2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | Male | | Female | | Male | | | Female | | Male | |
| | | n | % | n | % | n | % | n | % | | n | % | n | % |
| Professional & Managerial | BAME | 64.3 | 66% | 33.2 | 34% | 55.4 | 65% | 29.7 | 35% | | 58.9 | 67% | 28.4 | 33% |
| | White | 599.2 | 61% | 375.8 | 39% | 562.3 | 60% | 364.7 | 39% | 2.4 (0%) | 540.7 | 60% | 353.4 | 39% |
| | Unknown | 6.4 | 45% | 7.8 | 55% | 6.17 | 52% | 5.6 | 48% | | 8.6 | 61% | 5.4 | 39% |
| Technical | BAME | 3 | 67% | 1.5 | 33% | 2.5 | 56% | 2.0 | 44% | | 2 | 50% | 2 | 50% |
| | White | 22.7 | 32% | 48.9 | 68% | 22.8 | 35% | 42.5 | 65% | | 22.7 | 35% | 41.9 | 65% |
| | Unknown | 1 | 33% | 2.0 | 67% | 1 | 38% | 1.6 | 62% | | 1 | 44% | 1.3 | 56% |
| Operational | BAME | 10 | 37% | 16 | 63% | 9.3 | 40% | 13.79 | 60% | | 9.1 | 41% | 13.1 | 59% |
| | White | 61.6 | 38% | 100 | 62% | 52.1 | 36% | 92.4 | 64% | | 48.5 | 36% | 86.5 | 64% |
| | Unknown | 4 | 41% | 6 | 59% | 3.4 | 53% | 2.9 | 47% | | 2.6 | 63% | 1.5 | 37% |
| Total | | 791 | | 640.4 | | 714.8 | | 555.3 | | 2.4 | 694.1 | | 532.2 | |

# Fig 4.4 Professional, technical and operational staff [LBU] by contract function, grade and gender

| | | Professional & Managerial | | | | Technical | | | | Operational | | | |
| | | Female | | Male | | Female | | Male | | Female | | Male | |
| | | n | (%) | n | (%) | n | (%) | n | (%) | n | (%) | n | (%) |
| Grade 1 | 2019 | 0.5 | 57% | 0.4 | 43% | | | | | 28.1 | 52% | 25.9 | 48% |
| | 2020 | 0.1 | 28% | 0.2 | 72% | | | | | 29.5 | 59% | 20.7 | 41% |
| | 2021 | 0 | 0% | 0 | 0% | | | | | 29.2 | 59% | 20.6 | 41% |
| Grade 2 | 2019 | 19.6 | 72% | 7.8 | 28% | | | | | 24.2 | 35% | 45.0 | 65% |
| | 2020 | 13.1 | 65% | 7.1 | 35% | | | | | 13.4 | 26% | 38.1 | 74% |
| | 2021 | 12.3 | 63% | 7.3 | 37% | | | | | 9.9 | 24% | 31.6 | 76% |
| Grade 3 | 2019 | 183.1 | 65% | 96.7 | 35% | 4.9 | 43% | 6.4 | 57% | 7.7 | 29% | 19.0 | 71% |
| | 2020 | 168.9 | 67% | 84.4 | 33% | 5.2 | 51% | 4.9 | 49% | 11.4 | 33% | 23.1 | 67% |
| | 2021 | 165.7 | 67% | 80.6 | 33% | 3.7 | 51% | 3.5 | 49% | 12.1 | 34% | 23.5 | 66% |
| Grade 4 | 2019 | 147.1 | 67% | 73.4 | 33% | 13.1 | 30% | 30.6 | 70% | 8.0 | 25% | 23.5 | 75% |
| | 2020 | 143.8 | 68% | 67.1 | 32% | 12.6 | 30% | 29.1 | 70% | 4.3 | 17% | 21.7 | 83% |
| | 2021 | 55.7 | 62% | 33.9 | 38% | 13.4 | 31% | 29.3 | 69% | 3.0 | 12% | 21.1 | 88% |
| Grade 5 | 2019 | 55.7 | 62% | 33.9 | 38% | 4.7 | 27% | 12.9 | 73% | 5.7 | 59% | 4.0 | 41% |
| | 2020 | 61.9 | 61% | 39.4 | 39% | 5.0 | 31% | 11.1 | 69% | 4.2 | 50% | 4.2 | 50% |
| | 2021 | 66.5 | 63% | 38.4 | 37% | 5.6 | 34% | 10.8 | 66% | 4.0 | 54% | 3.4 | 46% |
| Grade 6 | 2019 | 119.6 | 59% | 84.7 | 41% | 3.0 | 64% | 1.7 | 36% | 0.0 | 0% | 2.3 | 100% |
| | 2020 | 110.6 | 58% | 80.4 | 42% | 2.5 | 71% | 1.0 | 29% | 0.8 | 45% | 1.0 | 55% |
| | 2021 | 98.9 | 55% | 78.8 | 45% | 2.0 | 79% | 0.5 | 21% | 1.0 | 50% | 1.0 | 50% |
| Grade 7 | 2019 | 53.3 | 49% | 54.6 | 51% | 1.0 | 100% | 0.0 | 0% | 1.0 | 50% | 1.0 | 50% |
| | 2020 | 58.9 | 51% | 56.4 | 49% | 1.0 | 100% | 0.0 | 0% | 1.0 | 71% | 0.4 | 29% |
| | 2021 | 62.7 | 51% | 60.2 | 49% | 1.0 | 50% | 1.0 | 50% | 1.0 | #### | 0.0 | 0% |
| Grade 8 | 2019 | 41.5 | 55% | 34.3 | 45% | 0.0 | 0% | 0.8 | 100% | 0.4 | 24% | 1.3 | 76% |
| | 2020 | 32.8 | 48% | 35.5 | 52% | | | | | | | | |
| | 2021 | 30.5 | 49% | 31.3 | 51% | | | | | | | | |
| Grade 9 | 2019 | 13.4 | 65% | 7.3 | 35% | | | 0.7 | 100% | | | 0.4 | 100% |
| | 2020 | 15.0 | 63% | 8.7 | 37% | | | | | | | | |
| | 2021 | 13.1 | 58% | 9.4 | 42% | | | | | | | | |
| Grade 10 | 2019 | 11.0 | 57% | 8.4 | 43% | | | | | | | | |
| | 2020 | 7.8 | 51% | 7.4 | 49% | | | | | | | | |
| | 2021 | 7.5 | 52% | 7.0 | 48% | | | | | | | | |
| Grade 11 | 2019 | 1.0 | 29% | 2.4 | 71% | | | | | | | | |
| | 2020 | 1.9 | 64% | 1.1 | 36% | | | | | | | | |
| | 2021 | 1.7 | 46% | 2.0 | 54% | | | | | | | | |
| Grade 12 | 2019 | 6.0 | 48% | 6.5 | 52% | | | | | | | | |
| | 2020 | 5.8 | 49% | 6.1 | 51% | | | | | | | | |
| | 2021 | 5.6 | 52% | 5.1 | 48% | | | | | | | | |

**Table 4.5 Professional, technical and operational staff [LBU] by contract function, gender and School**

| | | Professional & Managerial | | | | Technical | | | | Operational | | | | Total PTO STAFF | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | | Male | | Female | | Male | | Female | | Male | | F | M | % F |
| | | n | % | n | % | n | % | n | % | n | % | n | % | n | n | |
| **Arts** | 2018 | 18.9 | 58% | 13.7 | 42% | 8.1 | 23% | 27.2 | 77% | 1 | 100% | 0 | 0% | 28.0 | 40.9 | 40.6% |
| | 2019 | 19.5 | 60% | 13.2 | 40% | 8.3 | 23% | 27.5 | 77% | 1 | 100% | 0 | 0% | 28.8 | 40.7 | 41.4% |
| | 2020 | 17.5 | 61% | 11.0 | 39% | 7.7 | 24% | 24.9 | 76% | 1 | 100% | 0 | 0% | 26.2 | 36.0 | 42.2% |
| | 2021 | 17.4 | 63% | 10.0 | 37% | 8.0 | 24% | 24.9 | 76% | 0.01 | 100% | 0 | 0% | 25.4 | 34.9 | 42.1% |
| **Built Environment Engineering & Computing** | 2018 | 18.8 | 50% | 18.8 | 50% | 2.0 | 19% | 8.3 | 81% | 1 | 100% | 0 | 100% | 21.8 | 27.1 | 44.5% |
| | 2019 | 19.6 | 58% | 14.1 | 42% | 2.0 | 21% | 7.3 | 79% | 0.2 | 100% | 0 | 100% | 21.8 | 21.4 | 50.4% |
| | 2020 | 20.0 | 58% | 14.7 | 42% | 1.1 | 18% | 5.0 | 82% | 0 | 0% | 0 | 100% | 21.1 | 19.7 | 51.7% |
| | 2021 | 17.4 | 52% | 14.9 | 45% | 1.0 | 17% | 5.0 | 83% | 0 | 0% | | 100% | 18.4 | 19.9 | 48.0% |
| **Business** | 2018 | 26.2 | 76% | 8.3 | 24% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 27.2 | 8.3 | 76.6% |
| | 2019 | 26.4 | 79% | 7.0 | 21% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 28.4 | 7.0 | 80.2% |
| | 2020 | 25.0 | 80% | 6.4 | 20% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 26.0 | 6.4 | 80.2% |
| | 2021 | 25.4 | 82% | 5.7 | 18% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 26.4 | 5.7 | 82.3% |
| **Cultural Studies & Humanities** | 2018 | 4.4 | 69% | 2.0 | 31% | 0 | 0% | 0 | 0% | 0.9 | 100% | 0 | 0% | 5.3 | 2.0 | 73.1% |
| | 2019 | 4.4 | 69% | 2.0 | 31% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.4 | 2.0 | 68.8% |
| | 2020 | 4.4 | 70% | 1.9 | 30% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.4 | 1.9 | 69.6% |
| | 2021 | 5.2 | 71% | 2.2 | 29% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5.2 | 2.2 | 70.5% |
| **Education** | 2018 | 24.7 | 86% | 4.1 | 14% | 0.1 | 1% | 3.9 | 99% | 1 | 100% | 0 | 0% | 25.7 | 8.0 | 76.2% |
| | 2019 | 24.5 | 78% | 6.7 | 22% | 0 | 0% | 3.1 | 100% | 1 | 100% | 0 | 0% | 25.5 | 9.8 | 72.2% |
| | 2020 | 23.8 | 76% | 7.6 | 24% | 0 | 0% | 2.1 | 100% | 1 | 100% | 0 | 0% | 24.8 | 9.8 | 71.7% |
| | 2021 | 25.3 | 74% | 9.0 | 26% | 0 | 0% | 2.0 | 100% | 0.1 | 100% | 0 | 0% | 25.4 | 11.0 | 69.8% |
| **Events Tourism & Hospitality Management** | 2018 | 32.4 | 80% | 8.2 | 20% | 0 | 0% | 1.0 | 100% | 0 | 0% | 1 | 100% | 32.4 | 10.2 | 76.0% |
| | 2019 | 35.2 | 83% | 7.2 | 17% | 0 | 0% | 0.5 | 100% | 0 | 0% | 1 | 100% | 35.2 | 8.6 | 80.4% |
| | 2020 | 33.7 | 84% | 6.3 | 16% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 33.7 | 6.3 | 84.3% |
| | 2021 | 31.8 | 82% | 7.0 | 18% | | | | | 0 | 0% | 0 | 0% | 31.8 | 7.0 | 82.0% |
| **Health** | 2018 | 32.4 | 80% | 8.2 | 20% | 11.6 | 72% | 4.6 | 28% | 0 | 0% | 0 | 0% | 44.1 | 12.8 | 77.5% |
| | 2019 | 35.2 | 83% | 7.2 | 17% | 9.5 | 74% | 3.3 | 26% | 0 | 0% | 0 | 0% | 44.7 | 10.4 | 81.1% |
| | 2020 | 33.7 | 84% | 6.3 | 16% | 9.0 | 73% | 3.4 | 27% | 0 | 0% | 0 | 0% | 42.8 | 9.7 | 81.5% |
| | 2021 | 31.8 | 82% | 7.0 | 18% | 9.4 | 73% | 3.4 | 27% | 0 | 0% | 0 | 0% | 41.3 | 10.4 | 79.9% |
| **Law** | 2018 | 6.0 | 75% | 2.0 | 25% | 0 | 0% | 0 | 0% | 1.0 | 100% | 0 | 0% | 7.0 | 2.0 | 77.4% |
| | 2019 | 6.6 | 87% | 1.0 | 13% | 0 | 0% | 0 | 0% | 1.0 | 100% | 0 | 0% | 7.6 | 1.0 | 88.2% |
| | 2020 | 5.9 | 67% | 2.9 | 33% | 0 | 0% | 0 | 0% | 1.3 | 100% | 0 | 0% | 7.2 | 2.9 | 71.2% |
| | 2021 | 6.2 | 64% | 3.4 | 36% | 0 | 0% | 0 | 0% | 1.6 | 100% | 0 | 0% | 7.8 | 3.4 | 69.5% |
| **Social Science** | 2018 | 15.8 | 91% | 1.6 | 9% | 0% | 0 | 0 | 100% | 0.6 | 100% | 0 | 0% | 16.5 | 1.6 | 91.1% |
| | 2019 | 18.2 | 91% | 1.9 | 9% | 100% | 0.2 | 0 | 100% | 0.9 | 100% | 0 | 0% | 20.1 | 1.9 | 91.4% |
| | 2020 | 17.0 | 96% | 0.8 | 4% | 100% | 1 | 0 | 100% | 0.1 | 29% | 0.2 | 71% | 18.1 | 1.0 | 95.0% |
| | 2021 | 16.4 | 100% | 0 | 0% | 100% | 0.8 | 0 | 100% | 0.1 | 100% | 0 | 0% | 17.5 | 0.0 | 100.0% |
| **Sport** | 2018 | 22.0 | 57% | 16.5 | 43% | 5.3 | 29% | 13.0 | 71% | 1 | 100% | 0 | 0% | 28.4 | 29.5 | 49.1% |
| | 2019 | 19.2 | 53% | 16.7 | 47% | 4.6 | 30% | 10.6 | 70% | 1 | 100% | 0 | 0% | 24.8 | 27.3 | 47.6% |
| | 2020 | 18.1 | 57% | 13.9 | 43% | 5.9 | 36% | 10.6 | 64% | 0 | 0% | 1 | 100% | 24.1 | 25.5 | 48.6% |
| | 2021 | 18.0 | 58% | 12.8 | 42% | 5.5 | 36% | 9.9 | 64% | 0 | 0% | 1 | 100% | 23.5 | 23.7 | 49.8% |

**Figure 4.6 Professional, technical and operational staff [LBU] by manager grade and gender**

Senior Managers Grade 10,11,12
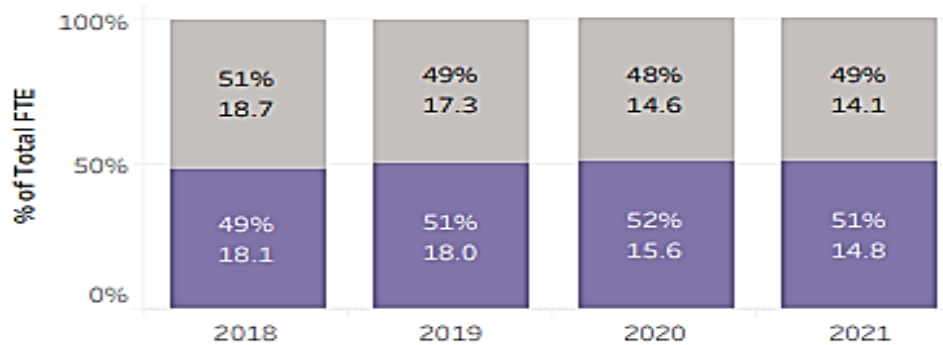


Managers Grade 6-9



**Table 4.7 Professional, technical and operational senior management staff (Grade 10-12) by gender, ethnicity and local benchmark [ONS, 2011]**

|  |  | 2018 |  | 2019 |  | 2020 |  | 2021 |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | n | % F/M | n | % F/M | n | % F/M | n | % F/M |
| White | Female | 16.2 | 46% | 16 | 48% | 13.8 | 49% | 13.3 | 48% |
|  | Male | 18.7 | 54% | 17.3 | 52% | 14.6 | 51% | 14.1 | 52% |
|  | Total | 34.9 | 100% | 33.3 | 100% | 28.4 | 100% | 27.4 | 100% |
| BAME | Female | 1.9 | 100% | 2 | 100% | 1.7 | 100% | 1 | 100% |
|  | Male | - | - | - |  | - |  | - |  |
|  | Total | 1.9 | 100% | 2 | 100% | 1.7 | 100% | 1 | 100% |

# Criteria 5 Professional, Operational and technical staff at LBU by contract type

## Figure 5.1 Professional, technical and operational staff by contract function, contract type and gender

## Table 5.1 Professional, technical and operational staff by contract function, contract type and gender
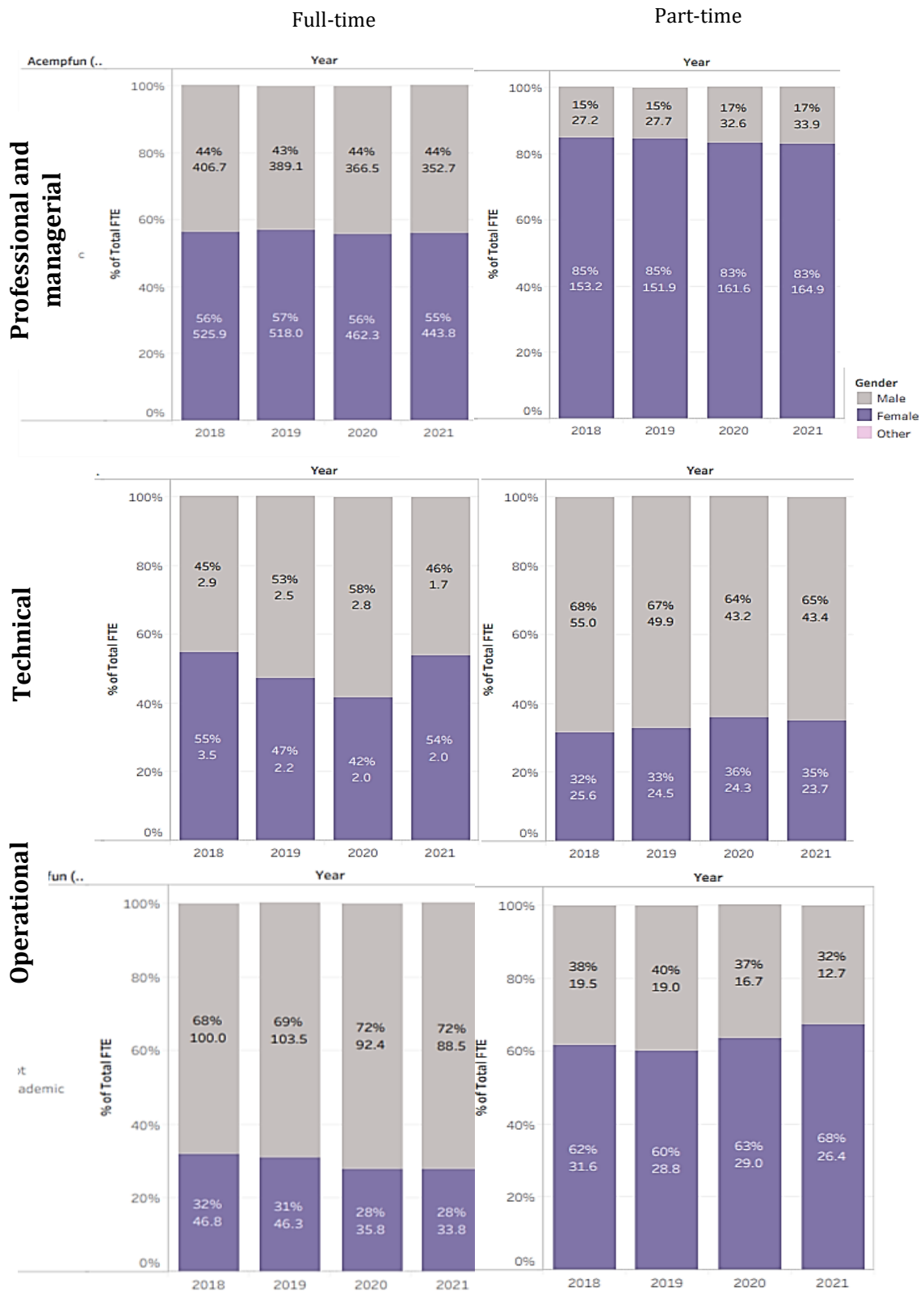
| | | Full- Time | | | | Part-time (PT) | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional and Managerial | | Female (n) | Female (%) | Male (n). | Male (%) | Female (n) | Female (%) | Male (n). | Male (%) | Total staff | % of all females who are PT | % of all males who are PT |
| | 2018 | 525.9 | 56% | 406.7 | 44% | 153.2 | 85% | 27.2 | 15% | 1,113.0 | 22.6% | 6.3% |
| | 2019 | 518.0 | 57% | 389.1 | 43% | 151.9 | 85% | 27.7 | 15% | 1,086.7 | 22.7% | 6.6% |
| | 2020 | 462.3 | 56% | 366.5 | 44% | 161.6 | 83% | 32.6 | 17% | 1,022.9 | 25.9% | 8.2% |
| | 2921 | 443.8 | 55% | 352.7 | 44% | 164.9 | 83% | 33.9 | 17% | 995.4 | 27.1% | 8.8% |
| Technical | 2018 | 25.6 | 32% | 55.0 | 68% | 3.5 | 55% | 2.9 | 45% | 87.1 | 12% | 5.1% |
| | 2019 | 24.5 | 33% | 49.9 | 67% | 2.2 | 47% | 2.5 | 53% | 79.0 | 8.2% | 4.7% |
| | 2020 | 24.3 | 36% | 43.2 | 64% | 2.0 | 42% | 2.8 | 58% | 72.4 | 7.6% | 6.2% |
| | 2921 | 23.7 | 35% | 43.4 | 65% | 2.0 | 54% | 1.7 | 46% | 70.9 | 7.8% | 3.8% |
| Operational | 2018 | 46.8 | 32% | 100.0 | 68% | 31.6 | 62% | 19.5 | 38% | 198.0 | 40.3% | 16.3% |
| | 2019 | 46.3 | 31% | 103.5 | 69% | 28.8 | 60% | 19.0 | 40% | 197.6 | 38.3% | 15.5% |
| | 2020 | 35.8 | 28% | 92.4 | 72% | 29.0 | 63% | 16.7 | 37% | 173.9 | 44.8% | 15.3% |
| | 2921 | 33.8 | 28% | 88.5 | 72% | 26.4 | 68% | 12.7 | 32% | 161.3 | 43.9% | 12.5% |

# Table 5.2 Professional, operational and technical staff [LBU] by contract type, contract function and gender

| | | | Full time | | | | Part-time | | | | Total | % Fixed term contracts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fixed Term | | Open/ permanent | | Fixed term | | Open/ permanent | | | |
| **Professional and Managerial** | **2018** | F | 41.9 | 51% | 484.0 | 57% | 15.0 | 72% | 138.2 | 87% | 679.1 | |
| | | M | 39.8 | 49% | 366.9 | 43% | 5.9 | 28% | 21.3 | 13% | 433.9 | |
| | | Total | 81.7 | 100% | 850.9 | 100% | 20.9 | 100% | 159.5 | 100% | 1,113.0 | 9.2% |
| | **2019** | F | 50.4 | 59% | 467.6 | 57% | 16.1 | 70% | 135.8 | 87% | 669.9 | |
| | | M | 35.2 | 41% | 353.9 | 43% | 6.9 | 30% | 20.8 | 13% | 416.8 | |
| | | Total | 85.6 | 100% | 821.6 | 100% | 23.0 | 100% | 156.6 | 100% | 1,086.7 | 10.0% |
| | **2020** | F | 37.4 | 54% | 424.9 | 56% | 15.2 | 66% | 146.4 | 85% | 623.8 | |
| | | M | 31.9 | 46% | 334.6 | 44% | 7.7 | 34% | 24.9 | 15% | 399.1 | |
| | | | | | 2.4 | 0% | | | | | 2.4 | |
| | | Total | 69.3 | 100% | 761.9 | 100% | 22.9 | 100% | 171.3 | 100% | 1,025.3 | 9.0% |
| | **2021** | F | 38.9 | 61% | 404.9 | 55% | 14.3 | 58% | 150.6 | 86% | 608.7 | |
| | | M | 24.9 | 39% | 327.8 | 44% | 10.3 | 42% | 23.6 | 14% | 386.6 | |
| | | Other | | | 4.6 | 1% | | | | | 4.6 | |
| | | Total | 63.8 | 100% | 737.4 | 100% | 24.6 | 100% | 174.2 | 100% | 1,000.0 | 8.8% |
| **Technical** | 2018 | F | 1.7 | 50% | 23.9 | 31% | 0.3 | 46% | 3.2 | 56% | 29.1 | |
| | | M | 1.7 | 50% | 53.4 | 69% | 0.4 | 54% | 2.6 | 44% | 58.0 | |
| | | Total | 3.3 | 100% | 77.3 | 100% | 0.6 | 100% | 5.8 | 100% | 87.1 | 4.6% |
| | **2019** | F | 1.7 | 65% | 22.8 | 32% | 0.4 | 42% | 1.8 | 49% | 26.7 | |
| | | M | 0.9 | 35% | 49.0 | 68% | 0.6 | 58% | 1.9 | 51% | 52.3 | |
| | | Total | 2.6 | 100% | 71.7 | 100% | 1.0 | 100% | 3.6 | 100% | 79.0 | 4.6% |
| | **2020** | F | 4.9 | 63% | 19.4 | 32% | 0 | 0% | 2.0 | 42% | 26.3 | |
| | | M | 2.9 | 37% | 40.4 | 68% | 0 | 0% | 2.8 | 58% | 46.1 | |
| | | Total | 7.8 | 100% | 59.7 | 100% | 0.0 | 0% | 4.9 | 100% | 72.4 | 10.7% |
| | **2021** | F | 2.3 | 81% | 21.4 | 33% | 0 | 0% | 2.0 | 54% | 25.7 | |
| | | M | 0.5 | 19% | 42.9 | 67% | 0 | 0% | 1.7 | 46% | 45.2 | |
| | | Total | 2.8 | 100% | 64.3 | 100% | 0.0 | 0% | 3.8 | 100% | 70.9 | 4.0% |
| **Operational** | 2018 | F | 2.0 | 80% | 44.8 | 31% | 3.6 | 43% | 28.0 | 66% | 78.4 | |
| | | M | 0.5 | 20% | 99.6 | 69% | 4.8 | 57% | 14.7 | 34% | 119.5 | |
| | | Total | 2.5 | 100% | 144.4 | 100% | 8.4 | 100% | 42.7 | 100% | 198.0 | 5.5% |
| | **2019** | F | 1.0 | 23% | 45.3 | 31% | 3.8 | 49% | 25.0 | 63% | 75.1 | |
| | | M | 3.4 | 77% | 100.1 | 69% | 4.0 | 51% | 15.0 | 37% | 122.5 | |
| | | Total | 4.4 | 100% | 145.4 | 100% | 7.8 | 100% | 40.0 | 100% | 197.6 | 6.2% |
| | **2020** | F | 0.2 | 12% | 35.6 | 28% | 3.1 | 49% | 25.9 | 66% | 64.7 | |
| | | M | 1.2 | 88% | 91.2 | 72% | 3.2 | 51% | 13.4 | 34% | 109.1 | |
| | | Total | 1.4 | 100% | 126.9 | 100% | 6.3 | 100% | 39.3 | 100% | 173.9 | 4.4% |
| | **2021** | F | 0.5 | 32% | 33.3 | 28% | 1.3 | 45% | 25.1 | 69% | 60.2 | |
| | | M | 1.0 | 68% | 87.5 | 72% | 1.5 | 55% | 11.2 | 31% | 101.1 | |
| | | Total | 1.5 | 100% | 120.8 | 100% | 2.8 | 100% | 36.3 | 100% | 161.3 | 2.6% |

# Criteria 6 Applications, shortlist and appointments made in recruitment to academic posts

## Figure 6.1 Applications (longlisting) through to appointment by contract function and gender

Teaching & Research
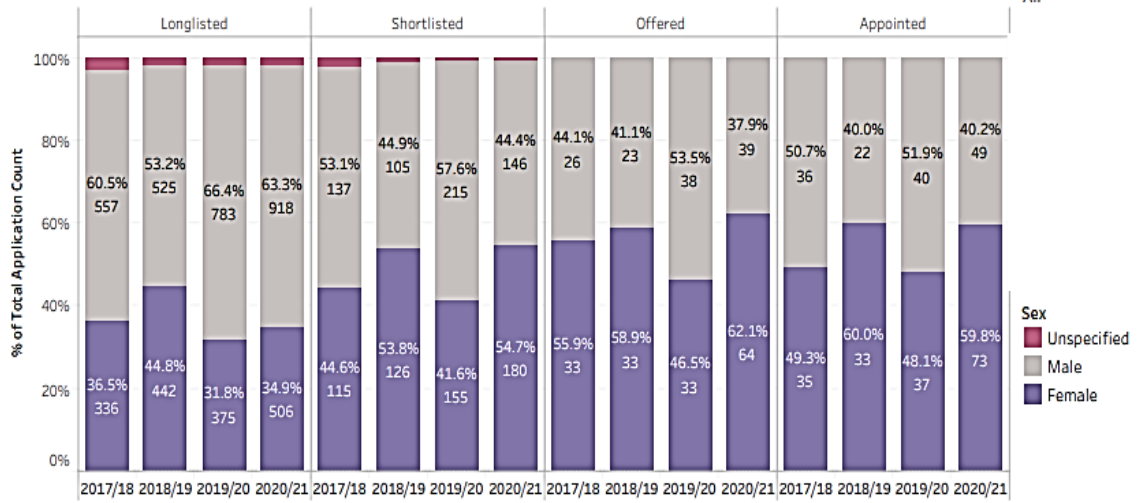


Teaching Only
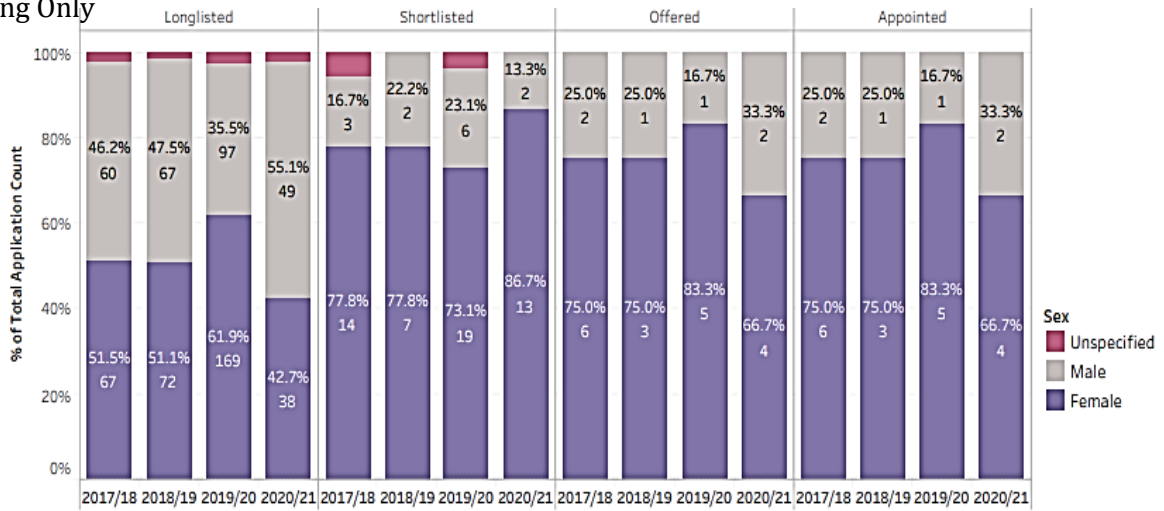
**Figure 6.2 Applications (longlisting) through to appointment by academic contract function, and ethnicity**

Teaching & Research



Teaching only
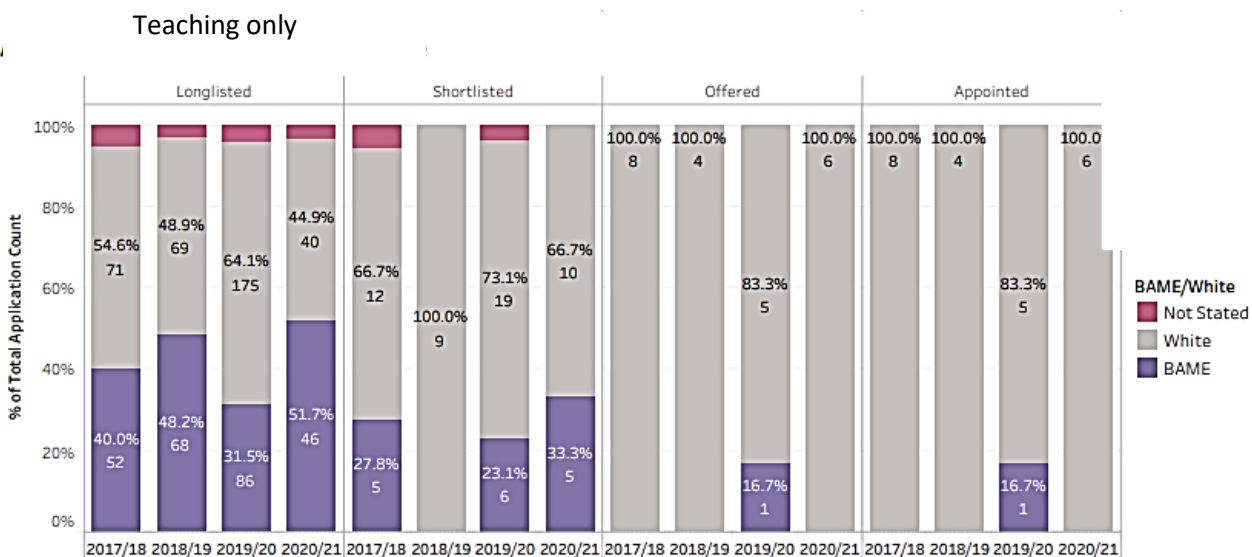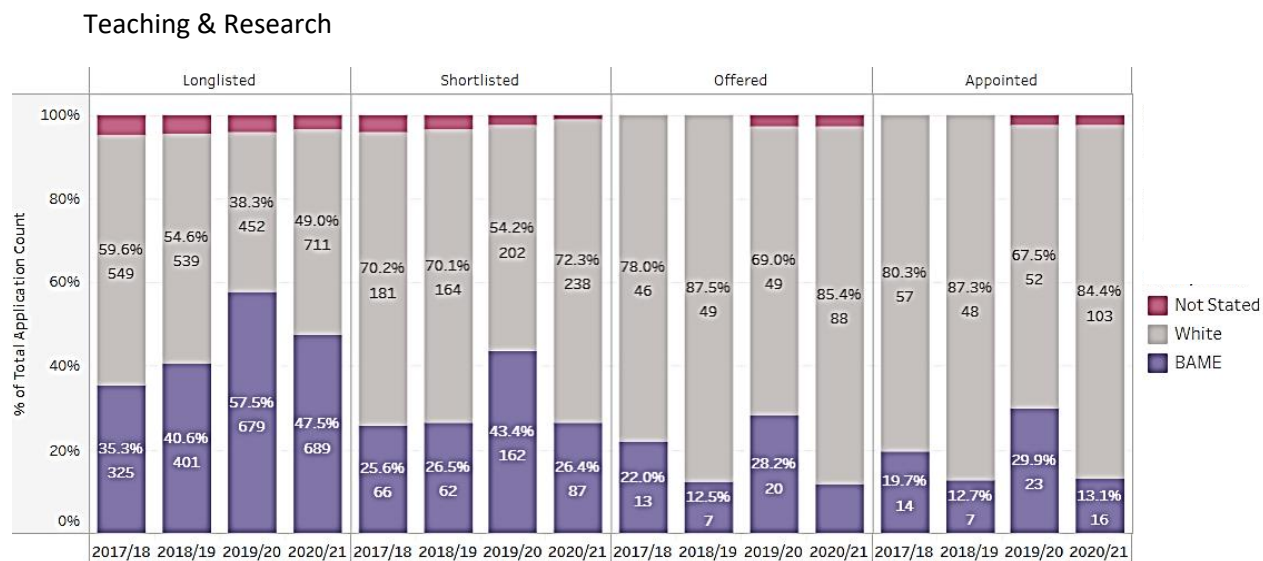


| Total academic staff | % success from Application to appointment | | | |
|---|---|---|---|---|
| | Women | | Men | |
| | BAME | White | BAME | White |
| 2019 | 1.8% | 10% | 1.3% | 6.9% |
| 2020 | 2.2% | 11.9% | 3.6% | 6.4% |
| 2021 | 3.5% | 21.2% | 1.2% | 9.7% |

**Figure 6,4 Application through to appointment for all academic staff, by ethnicity, gender and discipline (STEMM v AHSSBL)**

## Criteria 7 Applications, shortlisting and appointments made in recruitment to PTO posts

### Fig. 7.1 Application through to appointment for all professional, technical and operational staff staff by gender
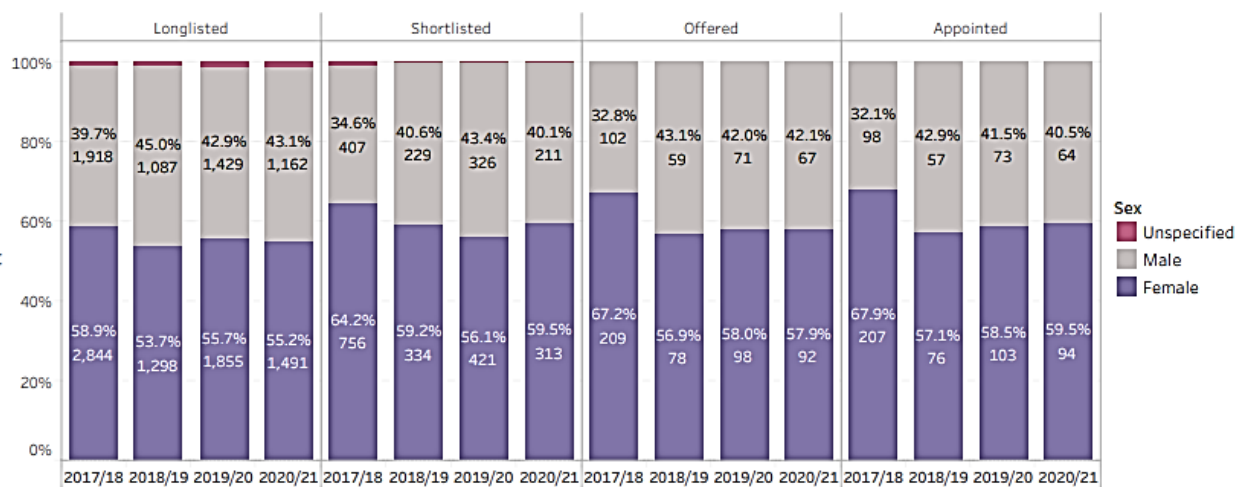


| PTO staff | appointment | |
|---|---|---|
| | Women | Men |
| 2017 | 7.2% | 5.1% |
| 2018 | 5.9% | 5.2% |
| 2019 | 5.8% | 5.2% |
| 2020 | 5.5% | 5.1% |
| 2021 | 6.3% | 5.5% |

# Fig. 7.2 Application (longlisting) through to appointment for all professional, technical and operational staff by contract function and gender
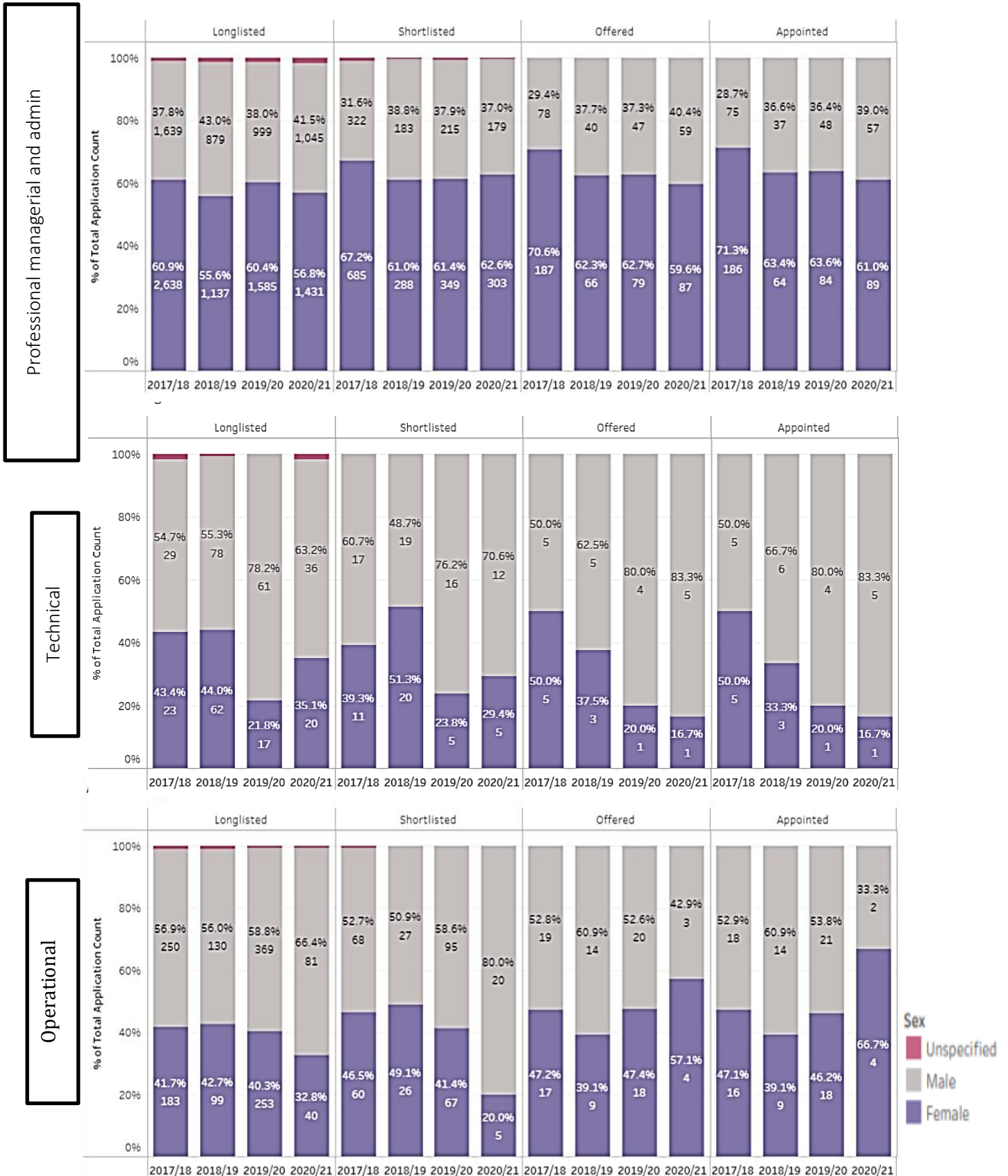
**Fig. 7.3 Application (longlisting) through to appointment for professional, technical and operational staff Grade 7-12**
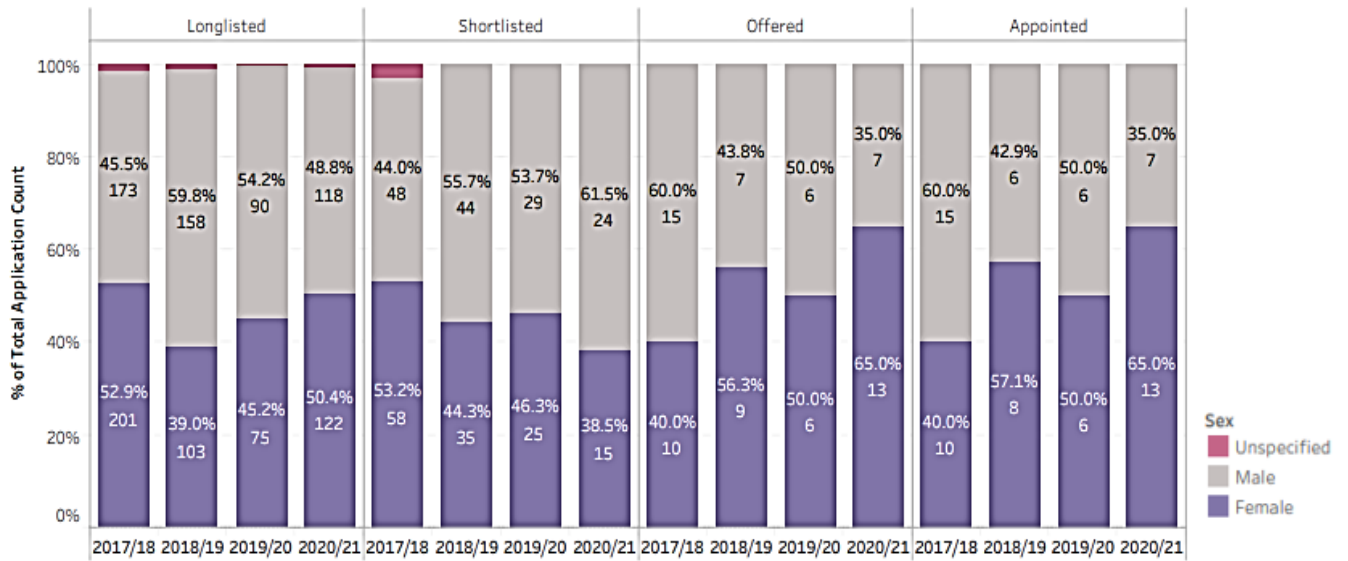


**Figure 7.4 Application (longlisting) through to appointment for all professional, technical and operational staff by ethnicity**
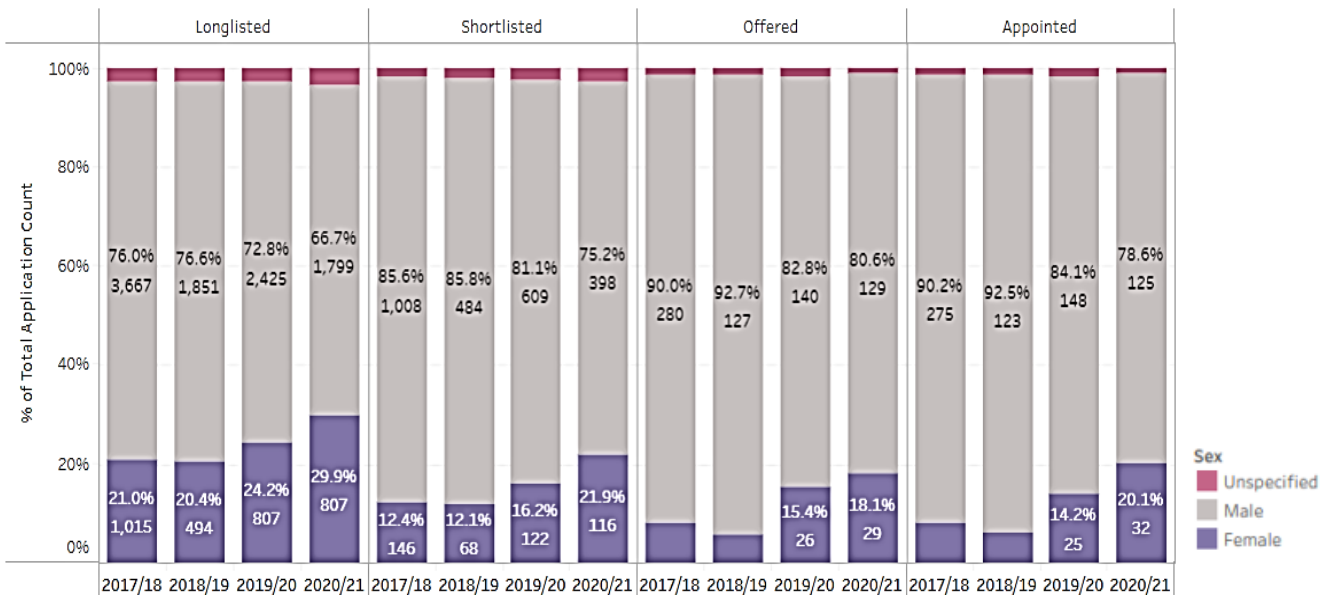
**Fig 7.4 Application (longlisting) through to appointment in professional, technical and operational posts by gender and ethnicity**

BAME



White
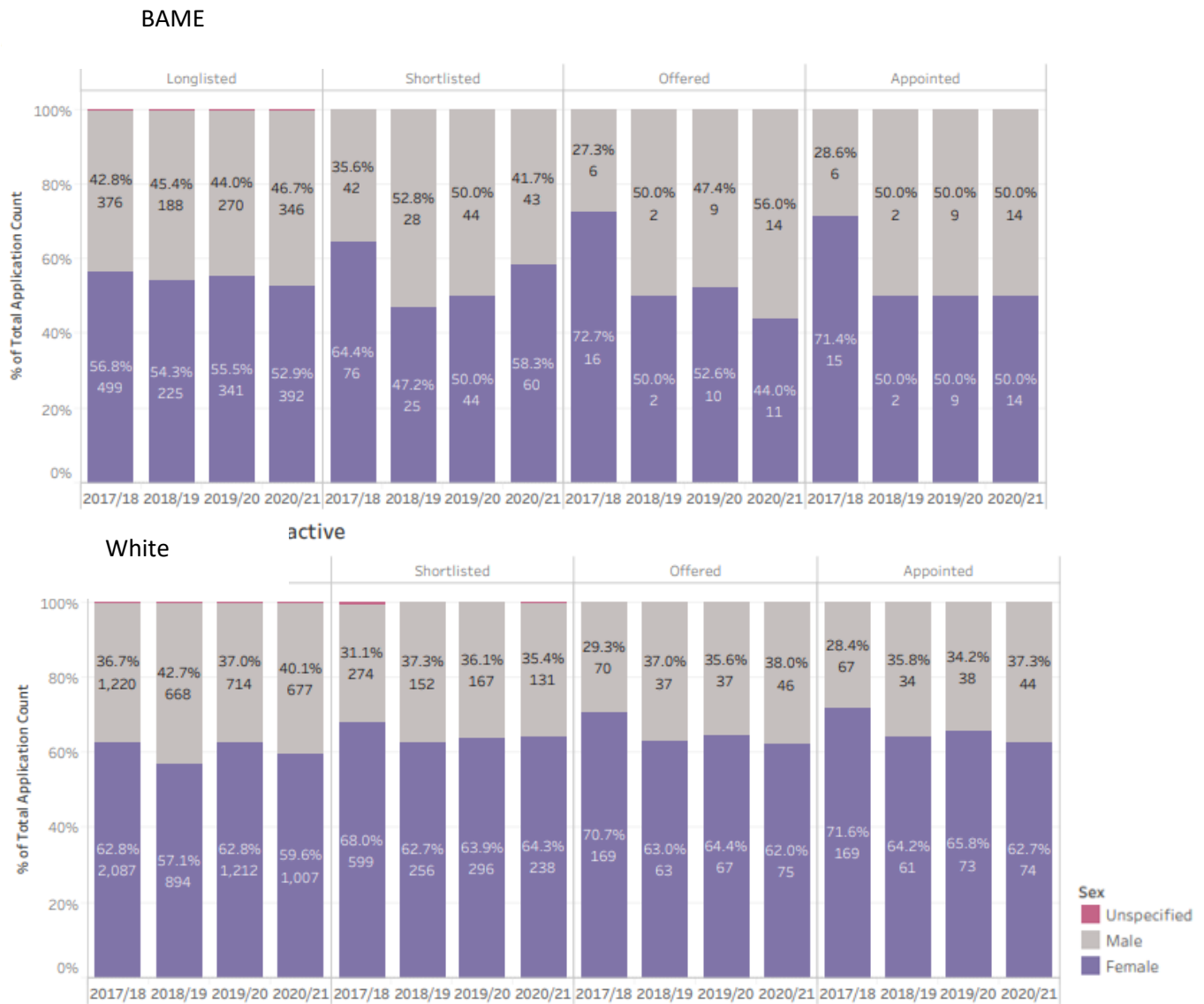
# Criteria 8 Criteria for academic promotion

## Table 8.1 Academic pipeline by gender, by intersectional data for gender & ethnicity and by females as a percentage of all staff

| | | Gender | | | Gender and ethnicity | | | | | | Females as a % of total staff | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Gender | n | % by gender | | Gender | White (n) | % gender white | BAME (n) | % gender BAME | Total (%) | White females (%) | BAME females (%) |
| **Lecturer** | 2018 | F | 16.4 | 64.5% | 2018 | F | 13.9 | 85% | 2.5 | 15% | 100% | 54% | 9.8% |
| | | M | 9 | 35.5% | | m | 7.4 | 81% | 1.7 | 19% | 100% | | |
| | | Total | 25.4 | 100% | | Total | 21.3 | | 4.2 | | | | |
| | 2019 | F | 27.5 | 61.4% | 2019 | F | 24.1 | 88% | 3.4 | 12% | 100% | 54.3% | 7.7% |
| | | M | 17.3 | 38.6% | | M | 12.4 | 72% | 4.5 | 26% | 100% | | |
| | | Total | 44.8 | 100% | | Total | 36.5 | | 7.9 | | | | |
| | 2020 | F | 49.4 | 55.4% | 2020 | F | 42.3 | 84% | 7.1 | 14% | 100% | 83.4% | 8.0% |
| | | M | 39.7 | 44.6% | | M | 31.5 | 79% | 7.6 | 19% | 100% | | |
| | | Total | 89.1 | 100% | | Total | 73.8 | | 14.7 | | | | |
| | 2021 | F | 69.5 | 56.1% | 2021 | F | 56.6 | 79% | 13.0 | 18% | 100% | 46.5% | 10.7% |
| | | M | 52.9 | 43.9% | | M | 39.3 | 74% | 12.9 | 24% | 100% | | |
| | | Total | 122.4 | 100% | | Total | 95.9 | | 25.9 | | | | |
| **Senior Lecturer** | 2018 | F | 229.1 | 47.1% | 2018 | F | 197.8 | 86% | 28.4 | 12% | 100% | 41.9% | 6.0% |
| | | M | 257.8 | 52.9% | | M | 213.3 | 83% | 32.9 | 13% | 100% | | |
| | | Total | 486.9 | 100% | | Total | 411.1 | | 61.3 | | | | |
| | 2019 | F | 221.5 | 48.1% | 2019 | F | 193.3 | 87% | 26.6 | 12% | 100% | 43.1% | 5.9% |
| | | M | 238.2 | 51.9% | | M | 196.9 | 83% | 31.5 | 13% | 100% | | |
| | | Total | 459.7 | 100% | | Total | 390.2 | | 58.1 | | | | |
| | 2020 | F | 219.0 | 49.9% | 2020 | F | 191.1 | 87% | 26.9 | 12% | 100% | 44.4% | 6.3% |
| | | M | 219.8 | 50.1% | | M | 182.2 | 83% | 30.0 | 14% | 100% | | |
| | | Total | 438.8 | 100% | | Total | 373.3 | | 56.9 | | | | |
| | 2021 | F | 210.6 | 50.2% | 2021 | F | 181.6 | 86% | 27.5 | 13% | 100% | 44.0% | 6.5% |
| | | M | 209.0 | 49.8% | | M | 171.9 | 82% | 31.4 | 15% | 100% | | |
| | | Total | 419.6 | 100% | | Total | 353.5 | | 58.9 | | | | |
| **Principal Lecturer** | 2018 | F | 18 | 38% | 2018 | F | 16 | 39% | 2 | 33% | 100% | 33.6% | 4.2% |
| | | M | 29.6 | 62% | | M | 25.5 | 61% | 4.1 | 67% | 100% | | |
| | | Total | 37.6 | 100% | | Total | 41.5 | | 6.1 | | | | |
| | 2019 | F | 16.5 | 38% | 2019 | F | 14 | 38% | 2 | 39% | 100% | 32.5% | 4.7% |
| | | M | 26.9 | 62% | | M | 23.9 | 62% | 3.1 | 61% | 100% | | |
| | | Total | 33,4 | 100% | | Total | 37.9 | | 5.1 | | | | |
| | 2020 | F | 15.4 | 40% | 2020 | F | 13 | 39% | 2 | 40% | 100% | 33.7% | 2.6% |
| | | M | 23.6 | 60% | | M | 20.6 | 61% | 3.0 | 60% | 100% | | |
| | | Total | 39 | 100% | | Total | 33.6 | | 5 | | | | |
| | 2021 | F | 12.9 | 40% | 2021 | F | 11 | 41% | 2 | 40% | 100% | 34.4% | 6.7% |
| | | M | 19 | 60% | | M | 16.0 | 59% | 3.0 | 60% | 100% | | |
| | | Total | 31.9 | 100% | | Total | 27 | | 5 | | | | |
| **Reader** | 2018 | F | 17.7 | 45.3% | 2018 | F | 15.7 | 89% | 2.0 | 11% | 100% | 40.2% | 5.1% |
| | | M | 21.4 | 54.7% | | M | 18.1 | 84% | 3.4 | 16% | 100% | | |
| | | Total | 39.1 | 100% | | Total | 33.8 | | 5,3 | | | | |
| | 2019 | F | 18.7 | 40.4% | 2019 | F | 15.8 | 84% | 2.9 | 16% | 100% | 34.1% | 6.3% |
| | | M | 27.6 | 59.6% | | M | 23.1 | 84% | 4.5 | 16% | 100% | | |
| | | Total | 46.3 | 100% | | Total | 38.9 | | 7.4 | | | | |
| | 2020 | F | 19.5 | 38.9% | 2020 | F | 16.5 | 85% | 3.0 | 15% | 100% | 32.9% | 6% |
| | | M | 30.6 | 61.1% | | M | 23.0 | 75% | 7.6 | 25% | 100% | | |
| | | Total | 50.1 | 100% | | Total | 39.5 | | 10.6 | | | | |
| | 2021 | F | 19.8 | 38.2% | 2021 | F | 15.8 | 80% | 4.0 | 20% | 100% | 30.5% | 7.7% |
| | | M | 32.0 | 61.8% | | M | 23.7 | 74% | 8.3 | 26% | 100% | | |
| | | Total | 51.8 | 100% | | Total | 39.5 | | 12.3 | | | | |
| **Professor** | 2018 | F | 15.3 | 32.3% | 2018 | F | 10.5 | 68% | 4.8 | 32% | 100% | 22.7% | 10.4% |
| | | M | 32.1 | 67.7% | | M | 26.2 | 15% | 4.7 | 15% | 100% | | |
| | | Total | 47.4 | 100% | | Total | 36.7 | | 9.5 | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2019 | F | 13.8 | 31.2% | 2019 | F | 10.5 | 76% | 3.3 | 24% | 100% | 23.8% | 7.5% |
| | M | 30.5 | 68.8% | | M | 25.3 | 16% | 5.0 | 16% | 100% | | |
| | Total | 44.3 | 100% | | Total | 35.8 | | 8.3 | | | | |
| 2020 | F | 11.3 | 32.8% | 2020 | F | 9.5 | 84% | 1.8 | 16% | 100% | 27.9% | 5.3% |
| | M | 23.1 | 67.2% | | M | 19.5 | 14% | 3.3 | 14% | 100% | | |
| | Total | 34.4 | 100% | | Total | 29 | | 5.1 | | | | |
| 2021 | F | 14.8 | 45.5% | 2021 | F | 12.8 | 86% | 2.0 | 14% | 100% | 42.2% | 6.6% |
| | M | 17.7 | 54.5% | | M | 13.5 | 11% | 2.0 | 11% | 100% | | |
| | Total | 32.5 | 100% | | Total | 26.3 | | 4.0 | | | | |

**Table 8.2 applications and success rates for academic promotion into readership and professor posts, by gender**

| | | | Applications by Gender | | | Success rate by gender | |
|---|---|---|---|---|---|---|---|
| | | | n | % /F M | | n | % /F M |
| **Reader** | 2016 | F | 28 | 42% | F | 15 | 53.6% |
| | | M | 39 | 58% | M | 15 | 38.5% |
| | | Total | 67 | | Total | 30 | |
| | 2017 | F | 10 | 28% | F | 2 | 20% |
| | | M | 26 | 72% | M | 11 | 42% |
| | | Total | 36 | | Total | 13 | |
| | 2018 | F | 9 | 31% | F | 1 | 11.1% |
| | | M | 20 | 69% | M | 5 | 25% |
| | | Total | 29 | | Total | 6 | |
| | 2019 | F | 7 | 30% | F | 3 | 42.8% |
| | | M | 16 | 70% | M | 4 | 25% |
| | | Total | 23 | | Total | 7 | |
| | 2020 | F | 9 | 56% | F | 6 | 67% |
| | | M | 7 | 44% | M | 4 | 57% |
| | | Total | 16 | | Total | 10 | |
| | 5 year total | F | 63 | 36.8% | | 27 | 43% |
| | | M | 108 | 63.2% | | 39 | 36% |
| **Professor** | 2016 | F | 12 | 44.4% | F | 6 | 50% |
| | | M | 15 | 55.6% | M | 5 | 33.3% |
| | | Total | 27 | | Total | | |
| | 2017 | F | 1 | 14.3% | F | 0 | 0% |
| | | M | 6 | 85.7% | M | 2 | 33.3% |
| | | Total | 7 | | Total | | |
| | 2018 | F | 3 | 60% | F | 1 | 33.3% |
| | | M | 2 | 40% | M | 0 | 0% |
| | | Total | 5 | | Total | | |
| | 2019 | F | 8 | 61.5% | F | 3 | 37.5% |
| | | M | 5 | 38.5% | M | 1 | 20% |
| | | Total | 13 | | Total | | |
| | 2020 | F | 4 | 40% | F | 2 | 50% |
| | | M | 6 | 60% | M | 4 | 67.7% |
| | | Total | 10 | | Total | | |
| | 5 year total | F | 31 | 47.7% | | 12 | 39% |
| | | M | 34 | 52.3% | | 12 | 35% |

# Table 8.3 Intersectional data for applications and success rates for academic promotion into readership and professor posts, by gender and ethnicity

| | | | Applications by Gender and ethnicity | | | | Success rates by gender and ethnicity | | | | | 5 year total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | White | | BAME | | | White | | BAME | | |
| **Reader** | 2016 | F | 23 | 82% | 5 | 18% | F | 13 | 56.5% | 2 | 40% | 6/14 43% BAME (F) successful |
| | | M | 29 | 74% | 10 | 26% | M | 12 | 41.4% | 3 | 30% | |
| | | Total | 52 | 61% | 15 | 22% | Total | 25 | 83% | 5 | 17% | |
| | 2017 | F | 6 | 60% | 4 | 40% | F | 1 | 16.7% | 1 | 25% | 21/49 43% White (F) successful |
| | | M | 21 | 81% | 5 | 19% | M | 10 | 47.6% | 1 | 20% | |
| | | Total | 27 | 75% | 9 | 25% | Total | 11 | 85% | 2 | 15% | |
| | 2018 | F | 9 | 100% | 0 | 0% | F | 1 | 11.1% | 0 | - | 8/30 (27%), BAME (M) successful |
| | | M | 11 | 55% | 9 | 45% | M | 4 | 36.4% | 1 | 11.1% | |
| | | Total | 20 | 69% | 9 | 31% | Total | 5 | 83% | 1 | 17% | |
| | 2019 | F | 5 | 71% | 2 | 29% | F | 2 | 40% | 1 | 50% | 31/78 (40%) White (M) successful |
| | | M | 11 | 69% | 5 | 31% | M | 2 | 18.2% | 2 | 40% | |
| | | Total | 16 | 70% | 7 | 30% | Total | 4 | 57% | 3 | 43% | |
| | 2020 | F | 6 | 67% | 3 | 33% | F | 4 | 67% | 2 | 67% | |
| | | M | 6 | 86% | 1 | 14% | M | 3 | 50% | 1 | 100% | |
| | | Total | 12 | 75% | 4 | 25% | Total | 7 | 70% | 3 | 30% | |
| **Professor** | 2016 | F | 11 | 92% | 1 | 8% | F | 5 | 46% | 1 | 100% | 2/3 (67% BAME (F) Successful |
| | | M | 12 | 80% | 3 | 20% | M | 5 | 42% | 0 | 0% | |
| | | Total | 23 | 85% | 4 | 15% | Total | 10 | 43% | 1 | 25% | |
| | 2017 | F | 1 | 100% | 0 | 0% | F | 0 | 0% | 0 | 0% | 10/27 (37%) White (F) Successful |
| | | M | 4 | 67% | 2 | 33% | M | 2 | 50% | 0 | 0% | |
| | | Total | 5 | 61% | 2 | 29% | Total | 2 | 50%- | 0 | 0% | |
| | 2018 | F | 3 | 100% | 0 | 0% | F | 1 | 33% | 0 | 0% | 0/10 (0% BAME (M) Successful |
| | | M | 0 | 0% | 2 | 100% | M | 0 | - | 0 | 0% | |
| | | Total | 3 | 60% | 2 | 40% | Total | 1 | 0% | 0 | 0% | |
| | 2019 | F | 8 | 100% | 0 | 0% | F | 3 | 38% | 0 | 0% | 12/24 (50%) White (M) Successful |
| | | M | 4 | 80% | 1 | 20% | M | 1 | 25% | 0 | 0% | |
| | | Total | 12 | 92% | 1 | 8% | Total | 1 | 8% | 0 | 0% | |
| | 2020 | F | 4 | 67% | 2 | 33% | F | 1 | 25% | 1 | 50% | |
| | | M | 4 | 67% | 2 | 33% | M | 4 | 100% | 0 | 0% | |
| | | Total | 8 | 67% | 4 | 33% | Total | 4 | 50% | 0 | 0% | |

# Criteria 9 Applications and success rates for PTO promotion

## Table 1. Proportion of professional, technical and operational staff promoted by gender

| | Gender | | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Senior Manager | Male | FTE | 18.7 | 17.3 | 14.6 | 14.1 |
| | | FTE Promoted | 3.2 | | | |
| | | Proportion promoted in year (FTE) | 16.9% | | | |
| | Female | FTE | 18.1 | 18.0 | 15.6 | 14.8 |
| Professional and managerial | Male | FTE | 183.9 | 181.0 | 181.0 | 179.7 |
| | | FTE Promoted | 15.8 | 19.8 | 12.1 | 7.9 |
| | | Proportion promoted in year (FTE) | 8.6% | 10.9% | 6.7% | 4.4% |
| | Female | FTE | 220.4 | 227.8 | 217.2 | 205.2 |
| | | FTE Promoted | 23.7 | 15.8 | 25.4 | 5.0 |
| | | Proportion promoted in year (FTE) | 10.8% | 6.9% | 11.7% | 2.4% |
| | Other | FTE | | | 1.7 | 1.6 |
| | | FTE Promoted | | | 0.7 | |
| | | Proportion promoted in year (FTE) | | | 41.2% | |
| Administration | Male | FTE | 231.3 | 218.5 | 203.4 | 192.8 |
| | | Promoted | 19.9 | 12.6 | 15.0 | 13.5 |
| | | Proportion promoted in year (FTE) | 8.6% | 5.8% | 7.4% | 7.0% |
| | Female | FTE | 440.6 | 424.0 | 391.1 | 388.8 |
| | | FTE Promoted | 33.9 | 25.2 | 34.8 | 23.3 |
| | | Proportion promoted in year (FTE) | 7.7% | 5.9% | 8.9% | 6.0% |
| | Other | FTE | | | 0.7 | 3.0 |
| | | FTE Promoted | | | 0.3 | |
| | | Proportion promoted in year (FTE) | | | 41.9% | |
| Technical | Male | FTE | 58.0 | 52.3 | 46.1 | 45.2 |
| | | FTE Promoted | 3.1 | 1.6 | 3.9 | 0.8 |
| | | Proportion promoted in year (FTE) | 5.3% | 3.1% | 8.5% | 1.8% |
| | Female | FTE | 29.1 | 26.7 | 26.3 | 25.7 |
| | | FTE Promoted | 1.9 | 1.0 | 3.4 | 2.0 |
| | | Proportion promoted in year (FTE) | 6.6% | 3.7% | 13.1% | 7.8% |
| Operational | Male | FTE | 119.5 | 122.5 | 109.1 | 101.1 |
| | | FTE Promoted | 1.6 | 5.3 | 9.4 | 1.5 |
| | | Proportion promoted in year (FTE) | 1.3% | 4.3% | 8.6% | 1.5% |
| | Female | FTE | 78.4 | 75.1 | 64.7 | 60.2 |
| | | FTE Promoted | 2.0 | 2.1 | 6.5 | 0.1 |
| | | Proportion promoted in year (FTE) | 2.5% | 2.8% | 10.0% | 0.2% |

# Table 9.2 Intersectional data of the proportion of professional, technical and operational staff promoted by gender and ethnicity

| | Gender | | White 2018 | 2019 | 2020 | 2021 | BAME 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Senior Manager** | Male | FTE (n) | 18.7 | 17.3 | 14.6 | 14.1 | 1.0 | 1.0 | 0.7 | |
| | | FTE Promoted (n) | 3.2 | | | | | | | |
| | | Proportion promoted in year (FTE) (%) | 16.9% | | | | | | | |
| | Female | FTE (n) | 16.2 | 16.0 | 13.8 | 13.3 | | | | |
| | | FTE Promoted (n) | 3.0 | 0.9 | 2.9 | 0.6 | | | | |
| | | Proportion promoted in year (FTE) (%) | 18.7% | 5.7% | 21.3% | 4.3% | | | | |
| **Professional and managerial** | Male | FTE (n) | 165.7 | 166.6 | 166.3 | 164.8 | 13.9 | 12.4 | 12.4 | 11.9 |
| | | FTE Promoted (n) | 15.8 | 18.7 | 10.3 | 7.9 | | 1.1 | 1.7 | |
| | | Proportion promoted in year (FTE) (%) | 9.5% | 11.2% | 6.2% | 4.8% | | 8.8% | 14.2% | |
| | Female | FTE (n) | 199.4 | 207.0 | 200.2 | 187.2 | 18.5 | 18.8 | 15.9 | 16.0 |
| | | FTE Promoted (n) | 23.7 | 14.8 | 22.1 | 4.8 | | 1.0 | 3.3 | 0.2 |
| | | Proportion promoted in year (FTE) (%) | 11.9% | 7.2% | 11.0% | 2.6% | | 5.3% | 20.9% | 1.4% |
| | Other | FTE (n) | | | 1.7 | 1.6 | | | | |
| | | FTE Promoted (n) | | | 0.7 | | | | | |
| | | Proportion promoted in year (FTE) (%) | | | 41.2% | | | | | |
| **Administration** | Male | FTE (n) | 199.6 | 191.9 | 182.8 | 173.8 | 26.9 | 20.9 | 17.4 | 16.5 |
| | | FTE Promoted (n) | 19.9 | 9.6 | 12.8 | 10.8 | | 3.1 | 2.3 | 2.0 |
| | | Proportion promoted in year (FTE) (%) | 10.0% | 5.0% | 7.0% | 6.2% | | 14.6% | 12.9% | 12.1% |
| | Female | FTE (n) | 388.5 | 376.1 | 348.2 | 340.5 | 45.4 | 43.6 | 37.7 | 41.8 |
| | | FTE Promoted (n) | 30.8 | 23.8 | 30.8 | 19.7 | 3.0 | 1.4 | 4.0 | 3.6 |
| | | Proportion promoted in year (FTE) (%) | 7.9% | 6.3% | 8.8% | 5.8% | 6.7% | 3.2% | 10.6% | 8.7% |
| | Other | FTE (n) | | | 0.7 | 3.0 | | | | |
| | | FTE Promoted (n) | | | 0.3 | | | | | |
| | | Proportion promoted in year (FTE) (%) | | | 41.9% | | | | | |
| **Technical** | Male | FTE (n) | 54.0 | 48.9 | 42.5 | 41.9 | 2.0 | 1.5 | 2.0 | 2.0 |
| | | FTE Promoted (n) | 3.1 | 1.4 | 3.9 | 0.5 | | 0.3 | | |
| | | Proportion promoted in year (FTE) (%) | 5.7% | 2.8% | 9.2% | 1.3% | | 17.2% | | |
| | Female | FTE (n) | 25.2 | 22.7 | 22.8 | 22.7 | 3.0 | 3.0 | 2.5 | 2.0 |
| | | FTE Promoted (n) | 1.9 | 1.0 | 2.9 | 1.0 | | | 0.5 | 1.0 |
| | | Proportion promoted in year (FTE) (%) | 7.6% | 4.4% | 12.9% | 4.4% | | | 20.1% | 50.0% |
| **Operational** | Male | FTE (n) | 101.2 | 100.2 | 92.4 | 86.5 | 14.8 | 16.4 | 13.8 | 13.1 |
| | | FTE Promoted (n) | 1.0 | 4.3 | 8.4 | 1.5 | 0.6 | 1.0 | 1.0 | |
| | | Proportion promoted in year (FTE) (%) | 1.0% | 4.2% | 9.1% | 1.8% | 3.9% | 6.1% | 7.3% | |
| | Female | FTE (n) | 65.6 | 61.6 | 52.1 | 48.5 | 10.0 | 9.5 | 9.3 | 9.1 |
| | | FTE Promoted (n) | 1.5 | 1.9 | 6.5 | 0.1 | 0.5 | 0.2 | | |
| | | Proportion promoted in year (FTE) (%) | 2.2% | 3.1% | 12.4% | 0.3% | 5.0% | 2.0% | | |

# Appendix 3: Glossary

| Abbreviation | Full Term |
| --- | --- |
| AHBSSL | Arts, Humanities, Business, Social Sciences & Laws |
| AP | Action Plan |
| AS | Athena SWAN |
| BAME | Black, Asian, Minority, Ethnic |
| BEEC | School of Built Environment, Engineering and Computing |
| BTEC | Business and Technology Educational Council |
| CROS | Careers in Research Online Survey |
| CSE | Carnegie School of Education |
| CSH | School of Cultural Studies and Humanities |
| CSS | Carnegie School of Sport |
| DVC | Deputy Vice Chancellor |
| EDI | Equality, Diversity & Inclusion |
| ETHM | School of Events, Tourism and Hospitality Management |
| EU | European Union |
| FSRC | Finance, Staffing and Resources Committee |
| HR | Human Resources |
| ISAT | Inclusion Self Assessment Tool |
| JCC | Joint Consultative Committee (Trade Union's) |
| LBS | Leeds Business School |
| LBU | Leeds Beckett University |
| LGBTQ+ | Lesbian, Gay, Bisexual Transgender, Queer Plus |
| LLS | Leeds Law School |
| LSS | Leeds School of Social Sciences |
| NSS | National Student Survey |
| PDR'S | Personal Development Reviews |
| PG | Postgraduate |
| PRES | Postgraduate Research Experience Survey |
| PGR'S | Postgraduate Researchers |
| PhD | Doctor of Philosophy |
| POD | People and Organisational Development |
| PS | Professional Services |
| PTO | Professional Technical Operational |
| REF | Research Excellence Framework |
| SAT | Self-Assessment Team |
| SMG | Senior Management Group |
| SME'S | Small & Medium Size Enterprises |
| SOH | School of Health |
| SSRR | Senior Staff Renumeration Committee |
| STEMM | Science, Technology, Engineering, Mathematics, Medicine |
| SU | Student Union |
| TRANS | Transgender |
| TU | Trade Unions |
| UET | University Executive Team |
| UG | Undergraduate |
| VC | Vice Chancellor |
| WP | Widening Participation |

**LEEDS BECKETT UNIVERSITY**

To find out more about the Athena Swan Charter visit:
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