HEFORSHE IMPACT CHAMPION

IMPACT CHAMPION: Paul Boyle, University of Leicester

Men and women have a joint responsibility to achieve gender equality for societies around the world. We should aim to deliver fundamental change within a generation, so that organizations such as HeForShe become redundant and my two daughters and two sons take it for granted that they will be judged on their merits, not their gender.

Professor Paul Boyle, President & Vice-Chancellor, University of Leicester, UK

Location: Leicester, UK
Number of students: 21,175
Gender split of student: 52% female, 48% male
Gender split of faculty: faculty and staff, 53% women, 47% male. Professorships¹ 22% female, 78% male

HEFORSHE COMMITMENT

University of Leicester aims to achieve and promote gender equality, through the balanced engagement of male and female champions. Focus Areas:

1. Close the gap between men and women in key academic and career areas, in both directions

2. Raise awareness of gender norms, biases, and gaps at all levels by embedding it in the culture of the university, and the decisions staff and students make

3. Make public the conversation around gender, provide transparency, and actively monitor progress on these issues

¹ Professor refers to ‘full tenure’ position
Area 1 — Close the gap between men and women in key academic and career areas, in both directions

Ensure that academic areas of male and female under-representation are given equal weight and that women and men are supported to pursue their desired careers.

Current Challenge: In 2013 new graduates from University of Leicester had the following patterns in post-graduate employment:

- Similar proportions of males and females went into work (female 73%, male 71%) or continued with post-graduate study (female 18%, male 17%)
- Males were slightly more likely to be unemployed (female 5%, male 8%)
- Of those commencing paid employment, 64% of all females went to professional/managerial jobs\(^2\) against 73% males\(^3\)
- In 2013, the median pay of professional/managerial jobs was £22,000 pa. Median pay for non-professional jobs was £15,000 pa\(^4\)

As of 2015, the student body at University of Leicester is 52% female, 48% male. There are marked differences in this by discipline, including:

- Computer Science: 15% female, 85% male
- Engineering: 11% female, 89% male\(^5\)
- Psychology: 81% female, 19% male
- Media & Communications: 81% female, 19% male
- Sociology: 80% female, 20% male

As of 2015, the staff and faculty at University of Leicester was also broadly gender balanced, with 53% women and 47% men. Again, there are marked differences in this ratio by grade. Currently, 22% of all Professors are female, and 17% of all Professors in (STeMM\(^6\)) subjects are female, an improvement on the position five years ago.

University of Leicester has undertaken a number of programs to address the gender imbalance in higher education. In particular, the Athena SWAN project has been key, driving the university’s current gender equality work. Athena SWAN is a national award scheme targeted at improving the representation and academic career prospects of women in science-based academic and research roles. Today, University of Leicester has 20 discipline-based Self-Assessment Groups\(^7\) actively analyzing data to determine and implement the best solution to advance gender diversity in science. The University is currently a bronze award holder, in addition to 9 departmental bronze awards and 1 departmental silver award\(^8\). From April 2015, Athena SWAN will expand to include all aspects of gender equality and all academic disciplines.

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\(^2\) Derived from the UK Standard Occupational Classification (SOC2010) whereby occupations that fall into SOC groups 1-3 = ‘Professional/Managerial’ and those that fall into SOC groups 4-9 = ‘Non-Professional/Managerial’

\(^3\) Non-professional destinations therefore 38% female, 27% male

\(^4\) University of Leicester, home, first degree, full-time leavers but applies only to those people in full-time paid employment. Data is sourced through the UK Higher Education Statistics Agency

\(^5\) Engineering constitutes all engineering disciplines except civil & chemical (in which there is a higher proportion of females in the UK). Also does not include Computer Science or Maths

\(^6\) Science, Technology, Engineering, Medicine & Maths

\(^7\) Approximately 180 people in total

\(^8\) A bronze award signifies that the university understands its problems of under-representation of women in science and has a credible plan to address it
University of Leicester was part of the national trial in 2014 and gained an additional departmental bronze award.

**HeForShe Impact:**

- Aim to increase female Professorial representation overall by an average of 1.5% per annum to reach 30% by 2020
- Improve progress towards gender parity\(^9\) of students aiming for an average 1% per annum in key gender-imbalanced departments\(^10\)
- Obtain an institutional Athena SWAN Silver award by end of 2016\(^11\)

**HeForShe Initiatives:**

- Launch a staff/student seminar series focused on highlighting women in science
- Develop a campaign through the Career Development Service to de-gender career choices
- Develop a workshop promoting work-life balance for men, partnering with the Timewise Foundation which promotes the societal benefits of quality flexible working
- Promote the uptake of shared parental leave, by:
  - Paying those on shared parental leave a higher rate than is legally required, to incentivize shared leave-taking\(^12\)
  - Launching a workshop series in April 2015 for future parents, including pregnant women and their partners, prospective adopters, and prospective fathers to increase awareness of the new provisions
- Integrate diversity & equality messaging approach to student employability, the development of personal and professional skills for future professional careers, our teaching and learning strategy and our graduate attributes:–
  - Our aim is for all students to understand the significance of a positive awareness of diversity and equality in their professional careers and personal development and in the way they present themselves to potential employers and graduate recruiters
  - Our approach to employability reflects the social and cultural diversity of our student body, many of whom are the first in family to attend higher education; our aim is to help our students to build a strong, convincing story about their values, professional dispositions and behaviours, including awareness of the positive contribution that diversity and equality make to all professional realms

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\(^9\) Defined as 40-60% men, 40-60% women

\(^10\) Focus faculties: Computer science, Engineering, Physics & Astronomy, Psychology, Media & Communications, Sociology

\(^11\) A bronze award signifies that the university understands its problems of under-representation of women in science and has a credible plan to address it

\(^12\) Statutory pay is up to 37 weeks at a fixed low rate of approx. £139/week. University of Leicester pay eligible staff 8 weeks at full pay, inclusive of any statutory pay, and 16 weeks at half pay plus statutory pay, then statutory pay only for up to 13 more weeks. The enhanced pay applies to the first continuous period of shared parental leave
This will include a strong emphasis on this value in our employability initiatives and our statement of graduate attributes and the highlighting of diversities and equalities in our new institutional education strategy.

- Engage male as well as female students in active learning about equality and diversity in the formal and informal curricula, for instance by using students minors in new subject areas such as ‘diversities and equalities’ and through extra-curricular opportunities such as volunteering, community engagement and the Leicester Awards.¹³

¹³ Leicester Award is a recognized personal skills development programme (over and above degree programme) combining approved activity such as volunteering with formal skills development.
Area 2—Raise awareness of gender norms, biases, and gaps at all levels by embedding it in the culture of the university, and the decisions staff and students make

Integrate into the university the ideas of gender equality and sensitization. Work with individuals at all levels—from school-aged students to faculty, staff, and administrators—to create a cultural transformation around gender. Identify gender leaders, teach awareness, and build gender into the culture of University of Leicester.

Current Status:
Our new President and Vice Chancellor, Paul Boyle, has established a new Senior Executive Group to lead and champion our gender diversity initiatives. This group will steer our HeForShe commitments. A strategic action plan is being developed for this group currently, with ambitious and well-defined targets, against which we will frequently report.

Prior to his role at Leicester, Professor Boyle chaired one of the UK’s leading research councils, and was the President of Science Europe. In both roles, Paul was a champion for gender equality, leading Science Europe to identify gender & diversity as priority action areas under his leadership. In his new role, Paul has emphasized his ongoing commitment to these issues within and beyond the University of Leicester, calling it out in recent speeches.

Our HeForShe commitments build upon the university’s existing strong commitment to gender balance and diversity. Under the banner of HeForShe, we commit that students and staff have the benefit of appropriate training material and debate to raise their sensitivity to the subtle and pervasive nature of prejudice and stereotyping and the importance and benefits of diversity.

HeForShe Impact: Changing the culture of a university requires examining its policies, procedures, and behaviors from top to bottom. We will role model these changes, and make a number of concrete changes, including:

- Monitoring the gender of guest speakers at the university, with the goal of >40% female speakers by 2017
- Achieving gender parity in rates of enrollment in equality & diversity modules
- Increasing overall attendance at the annual Athena SWAN event by 100% and reaching gender parity in attendees

HeForShe Initiative:
- Identifying and developing new gender leaders:
  - Establish a dialogue between student societies who have widely different views on gender equality (e.g. sports societies, faith groups, heritage groups, discipline specific) with a view to share good practices, legitimize positive but hidden perspectives on gender equality and discover positive case studies

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14 This annual event (established 5 years ago) is themed around particular aspects of gender equality. We invite guest speakers who then participate in Q & A sessions. It also gives the opportunity for delegates to engage and challenge senior staff on aspects of gender equality. Mostly women attend, hence our commitment to increasing male attendance
– Use existing volunteer work in local schools to extend the conversation on gender equality to school children, particularly boys
– Embed a shared commitment to a culture and practice of gender equality as a central component in our student welcome, induction and transition programme

■ Teaching gender awareness in an academic setting
– Establish a student equality representative for each department from 2015/16
– Incorporate awareness training into under-graduate and post-graduate curricula by 2016/17
– Establish succinct video training to raise basic awareness of gender and other equality issues by the end of 2015.

■ Integrating gender equality into the fabric of the university
– Embed HeForShe objectives in new academic and professional services leadership development programmes
– Reflect the central importance of commitments to diversity and equality in our approach to student employability, the development of personal and professional skills for future professional careers, our teaching and learning strategy and our graduate attributes
– Reflect the principles and case for gender equality in the partnership arrangements with our international partners including in Ethiopia, China, Indonesia, Kurdistan and elsewhere
– Invite and sensitively encourage our international partners to find locally relevant ways of embracing the principles of HeForShe and encouraging men to give their support for gender equality
Area 3—Make public the conversation around gender. Provide transparency and actively monitor progress on these issues

We will highlight gender equality externally and internally, elevating the conversations to ensure they are reaching a broad audience of men and women. We will actively track progress on gender equality, identifying strong performers and laggards. We will use HeForShe as a platform to galvanize students, and hold the university accountable to progress on an annual basis.

Current Challenge: Although there has been a recent increase in the number of people in the University actively working on gender equality issues - either through being members of a self-assessment group or taking part in the recently established Women’s Network - most staff and certainly almost all students are not familiar with this work or with the case for advancing gender diversity. Thus we have achieved a significant increase in gender diversity activity but we have not necessarily reached significantly more people.

HeForShe Impact:
- Increase the number of male staff and students signing the HeForShe commitment to 25% of all males
- Monitor and publicise data on the number of staff and students undertaking formal equality and diversity awareness training
- Aim for 80% of both staff and students taking part in equality and diversity awareness training

HeForShe Initiative:
- Gender equality awareness & monitoring
  - Showcase and utilise research with a strong gender element undertaken in the University
  - Establish an annual prize for exceptional work in advancing gender equality
  - Use key events to spotlight relevant data and research on gender equality
  - Monitor the gender of all external speakers to ensure balance
  - Analyze the timing of key events and provide arrangements for live streaming/recording in order to improve diversity and accessibility of events across the University
- HeForShe awareness & monitoring
  - Record the number of men across the University making the HeForShe pledge
  - Run a competition amongst departmental Athena SWAN groups to see who can achieve the highest proportion of male students signed up to the HeForShe commitment
  - Host a HeForShe conference with external partners 12 months from launch to reinforce messages and evaluate progress
  - Establish an annual event encompassing HeForShe
  - Challenge the HeForShe Association to develop imaginative methods of engagement and monitoring through the use of interactive web applications, social media and non-web approaches