

EPSRC CDT in Fluid Dynamics - 30th March 2020

Action Plan for Equality, Diversity and Inclusion (ED&I)

The University of Leeds has an Equality and Inclusion Strategy and Framework which the CDT aspires to align to. The strategy aims to be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all.

The aims of this strategy are:

- 1) To develop a University-wide culture which promotes equality and inclusion.
- 2) Integrate and embed equality into all aspects of University business.
- 3) Attract, retain, support and develop an excellent workforce from across the world.
- 4) Ensure a world-class student experience through inclusion and academic excellence.

Our overall objective is to “Provide a recruitment process and training environment that is attractive, welcoming, inclusive and supportive, allowing students from diverse STEM backgrounds and all sectors of society to access the CDT, enabling each individual to maximize their potential”.

Action Points

1. Achieve improved diversity across CDT activities

- Ensure the CDT has a diverse student cohort. Based on student feedback we will include new case studies, including highlighting students with non-traditional backgrounds who join our Centre.
- Collate data across all CDTs at Leeds to ensure consistent ED&I measures are in place and making a difference.
- Actively consider and monitor diversity of speakers and chairs at events arranged by the CDT. Speaker diversity is a primary consideration for all CDT events including our external facing Annual Fluids Symposium; we have increased from 25% to 40% female over the past 4 years and we now aim for gender parity.
- Engage all of our industry and end-user partners in our ED&I principles. A key priority is to work with them on ED&I through sharing best practice on recruitment and professional development and enabling CDT students to interact with industry staff from a range of backgrounds, gender and career stages. Our induction and Professional Development programme will bring in speakers from our partners to share career experiences and deliver technical seminars.
- Recommend students to programmes such as Career Architect and Women Rising.

2. Engage students in equality and diversity issues

- Enable engagement, debate and consultation with student representatives and students from each of the protected characteristics to ensure that their views are reflected by consulting all students regularly.
- Promote equality and diversity issues via publication of a calendar of equality and diversity events including religious dates and festivals.
- Embed online equality and diversity training in student’s induction, by giving access to students to the online, interactive module, ‘An Introduction to Equality &

Inclusion'. This covers expected behaviours, equality law, support for equality and inclusion at Leeds, and the impact and mitigation of unconscious bias.

3. Integrate and embed equality into the CDTs business

- Identify and address equality gaps in the CDTs governance structures and management processes.
- Work with the Head of Equality & Inclusion and Faculty committees to measure accurately and improve diversity among staff who deliver taught elements, supervise students and contribute to recruitment days and Fluid Dynamics events.
- Nominate an Equality and Diversity Officer/Champion for the CDT
- Staff ED&I training for supervisors at supervisor briefing and new supervisor training

4. Support future ED&I in Fluid Dynamics

- A priority for our CDT is to work with partners to extend our ED&I principles beyond our students and supervisors to address diversity in academia and industry. In collaboration with the UK Fluids Network we will measure and monitor diversity, and define a national action plan to secure the future vibrancy of the discipline. Gender balance, is a particular challenge for Fluid Dynamics: an initial evaluation with the UKFN suggests significant national underrepresentation nationally and at Leeds.
- Work with the UK Fluids Network, Imperial Fluids CDT and UK universities to ensure national events such as the UK Fluids Conference have a good balance in speakers. For example we will develop a list of speakers to enable event organisers to identify people beyond their network.
- Work with schools/faculties and their ED&I/Athena SWAN committees to influence future recruitment into Fluid Dynamics related academic roles. We will use contacts within the CDT supervisor pool to promote roles widely, actively encourage people from underrepresented groups to apply, and support interview and visit days.
- Our Alumni Association (made up of our CDT PhD student graduates) will provide a long-term connection with graduates, including a diverse pool of future collaborators and routes to mentoring and sponsorship beyond their time in the CDT.
- Enable Early Career Academics to gain leadership experience through the CDT (e.g. member of the Management Board, supervising PhD projects and delivering training).

Appendix A: Summary of actions taken so far

Recruitment

- Actively consider and monitor diversity of staff involved in recruitment events. We have reviewed and adjusted our interview panels to improve gender balance (now normally 2/5 women).
- Ensure the CDT has a diverse student cohort. Our current CDT has successfully recruited a diverse cohort of students with a good gender balance (33% female), ethnic diversity (12% BAME), range of STEM disciplines and prior educational and industrial experience. This includes students who joined the CDT following a period of time out of education; they indicated the taught MSc is a particular attraction to enable them to return.
- Review and amendment of marketing materials to enhance broader appeal, we already ensure our marketing images reflect the diversity of our cohort, and we have reviewed written material with regards to aspects such as gendered language.
- Inclusion of diverse range of students in images and inclusive text.
- Highlighting Athena SWAN (this is a charter established by the British Equality Challenge Unit in 2005 that recognises and celebrates good practice towards the advancement of gender equality: representation, progression and success for all.)
- The protected characteristics (e.g. Gender, Age, Ethnicity and Disability status) are not included on summary paperwork prepared for the shortlisting and interview panels to remove any unconscious bias, they are also never asked about at interview.
- Interview panels are diverse (e.g. no single gender recruitment panels).
- Skype interviews are offered to candidates based abroad and to those who have difficulty travelling.
- Additional adverts in a broader range of marketing material to reach a wider audience (print and online).
- Revising the recruitment process at the interview stage to provide a better experience for applicants (inclusion of talks, tours and informal meetings with academics and staff).
- Tracking and reporting of diversity characteristics of applicants and students for the CDT. This is collated annually, compared with HESA data, and influences our strategy, particularly in recruitment.
- Preparation for reasonable adjustments for disabilities when notified.
- Update student quotes on talks slides delivered at open day, interviews etc
- All staff involved in recruitment complete ED&I and unconscious bias training.
- Offer students the opportunity to discuss extenuating circumstances with a member of staff at interview days, separate to their interview.

Day to day in the CDT

- Working to the equality and inclusion framework at the University of Leeds.
- Encouragement of students to engage in diverse networks e.g. WaLN (Women at Leeds network) by sharing events and updates from networks.
- Engaging students in delivering inclusive outreach.

- Collaborating with existing networks to learn best practice (Women in Nuclear programme).
- All new staff and staff involved in recruitment receive equality and diversity training at the University.
- Pro-actively supporting any students that report having a disability in collaboration with the Disability Support team.
- Ensuring diversity of speakers at events arranged by the CDT.
- Open discussion of equality and diversity issues amongst staff at Executive, Management and External Advisory Board meetings (e.g. underrepresentation of a gender).
- Support of maternity/paternity leave and flexible working for students.
- Support for students with caring responsibilities to attend conferences and placements. We have a scheme to financially support staff with caring responsibilities in attending conferences; we will extend this to students within the CDT.
- Making events accessible.
- Supporting the wider community at Leeds and sharing best practice across the University.
- Embedding an inclusive and supportive culture is promoted from day one, with a residential induction programme enabling the new students to get to know each other, and students and staff who are already part of the CDT.
- All new CDT supervisors attend University supervision training, and must attend a bespoke training session to introduce the structure, expectations and principles of the CDT.
- Speaker diversity is a primary consideration for all CDT events including our external facing Annual Fluids Symposium; we have increased from 25% to 40% female over the past 3 years.
- CDT group created to partner with Athena SWAN on the collation of ED&I data.
- Survey and table created to track ED&I data on invited speakers for the CDT and LIFD.
- Recommend students to programmes provided by the University to support progression (OD&PL courses, e.g. career architect and women rising).
- Inclusion of questions in students end of year surveys to get input on ED&I issues (e.g. do they feel they receive equal treatment regardless of background, do they feel they have any issues with discrimination, do they have any general comments on ED&I).
- Calendar of ED&I events to Minerva (see ED&I site for calendar).
- Gained access for students to complete the online ED&I module on Minerva, all new students required to complete online training.