

Statement of Continued Support by the Interim Vice-Chancellor and President

I am pleased to reaffirm the University of Leeds' support of the ten principles of the UN Global Compact with respect to human rights, labour, environment and anti-corruption.

Our strategy – '[Universal Values, Global Change](#)' – has the UN's 17 Sustainable Development Goals (SDGs) at its heart, with the aim of using our research and education to reduce inequalities and positively shape the world. We are committed to contributing towards the SDGs through our teaching, operations and research.

This means strategically aligning our core activities, collaborating internally and supporting our community of students and staff to deliver global impact. We also recognise the need for universities, businesses and other organisations to work together to help deliver the SDGs. We are in partnership with colleagues across disciplines and sectors, bringing together policy makers, business, third sector organisations and others, to deliver long-lasting change in research, development, education and lifelong learning, in line with our shared values.

We believe that excellence flourishes in an environment that welcomes the broadest range of people, one that helps them to achieve their full potential and celebrates and promotes diverse backgrounds, ways of knowing, and ideas.

We are committed to making a difference to the world. We are an outstanding research-intensive university, carrying out world-changing research and innovation through international collaboration to maximise global impact. With this Communication on Engagement, we set out the progress we have made integrating the principles of the Global Compact into our business, operations and culture.

Highlights include our ambitious and sector-leading Climate Plan to achieve net zero greenhouse gas emissions by 2030, which includes emissions associated with the energy we use across our estate as well as business travel and commuting. We are also committed to moving our research and teaching away from the fossil fuel sector as we transition to a low carbon future in a just and fair manner.

The University is specifically focusing our research on the SDGs and tackling the world's biggest challenges to extend our global impact, having supported more than 70 research projects backed by either the Global Challenges Research Fund or Newton Fund, across more than 40 different countries.

We are also successfully securing funding from one of the successors to those funds – the International Science Partnership Fund – and Horizon Europe, to continue partnering with researchers in lower income countries. Driving our work on sustainability, the SDGs are embedded into our student education and teaching through our [Discovery Modules](#) and our [Sustainable Curriculum](#).

This year we also launched our Priestley Centre for Climate Futures - an interdisciplinary climate research, innovation, and learning centre, which uses our expertise to shape a better future for our communities, our region and the world.

The University of Leeds is pleased to continue its support of the UN's mission, in line with our own values of compassion, collaboration, inclusivity and integrity.

We also commit to sharing this information with our stakeholders using our primary channels of communication.

Professor Hai-Sui Yu FREng

Interim Vice-Chancellor and President, University of Leeds

Environment

We recognise that our planet and its population face unprecedented challenges and that we have a responsibility to act – in terms of our operational impact, our research and in developing our students as global citizens ready to tackle global issues. Reflecting this, sustainability is embedded in our University of Leeds strategy - Universal Values, Global Change. To us sustainability means creating value for society by taking responsibility for our economic, cultural, social and environmental impacts, and that everything we do is inclusive, making sure everyone's voice is heard and considered along the way. We use the UN Sustainable Development Goals (SDGs) to help frame and guide our activity.

In 2019 we agreed seven principles to address the climate crisis, and in 2021 this was brought to life with our full, deliverable Climate Plan. University-wide collaboration between the Sustainability service, professional services, students, and academic colleagues helped shape the ambitious plan. It outlines our single biggest investment of £174 million, and sets out how we, as a University community will play our part in the global effort to address climate change. A key principle of the University's Climate Plan is our ambition to deliver net zero emissions by 2030, and no direct emissions by 2050. More than £150 million is being invested in this programme over the decade. Our Pathway to Net Zero sets out our approach to achieving this, alongside our Net Zero Delivery Plan which sets out the specific programmes of work designed to tackle emissions from our estate. We are also working with Leeds City Council, fellow anchor organisations and third sector groups to support a net zero city for Leeds.

We have set out targets to reduce business travel and commuting emissions to 50% of their 2018/19 baseline level. In order to achieve our targets are working closely with the wider city and considering how we can support our staff and students to adopt more sustainable, low emission transport whilst balancing our commitments to deliver academic excellence and a just transition. A key aim is the promotion of active travel and we offer a variety of facilities and service to our University community to support this. This includes the University Bike Hub, offering bike rentals, repairs and maintenance as well as guidance on active travel from routes to safety information. This year we have also significantly increased the number of electric vehicle charging points on campus and offer car hire and car pool services.

Through our Sustainable Curriculum programme we aim to enable all our students to have the opportunity to study, research, work and participate in sustainability as part of their studies. Our framework will ensure that education for sustainable development is embedded within our teaching. By providing our students with the knowledge and skills they need to have a positive impact in the world, we enable them to contribute solutions in our local community and globally in an equitable and just way. In 2023 we have developed a new Introduction to Sustainability module to ensure all students arriving at the University of Leeds have an understanding of the importance of sustainability. We have also created new programmes such as the new MSc Climate Futures course and continue to provide students with experiential learning opportunity within the University and with partners across the city.

At Leeds, we aim to be exemplars of urban biodiversity. We do this by recognising and embracing the challenges faced in urban centres and embedding biodiversity into all our campus works. We ensure continual improvement by using our campus as a living lab for learning and teaching as well as testing new approaches to monitoring and management and creating welcoming spaces that support improved wellbeing and health of all. Our Biodiversity Standard and action plan provide a framework for our approach. In 2023 we launched Gair Wood, a new 36 hectare site, planting 66,000 trees to transform biodiversity, provide a living lab for forestry research and education and a site for recreation and community engagement. We have also gained Gold Hedgehog Friendly Campus status and designed a forest garden with a local primary school alongside our ongoing biodiversity programmes.

Since 2018 we have been working across the University of Leeds and Leeds University Union to remove single use plastics from our operations. Together we removed more than a million single use plastic items whilst also developing a deeper understanding of the challenges around replacing single use plastics. In 2023 we have taken everything we learnt from our plastic journey to date to develop our Plastics Programme. We continue to be committed to tackling single use plastics as well as considering the wider challenges of over-consumption and single use items.

Our researchers are pushing the frontiers of knowledge and discovery to shape a more sustainable future. Through our interdisciplinary and partnership approach we are advancing knowledge and creating solutions to local, national and global sustainability challenges. And we are committed to ensuring a sustainable

approach to research, through reduced environmental impact, and increased social and community benefits.

The Priestley Centre for Climate Futures is an interdisciplinary climate research, innovation, and learning centre, using world-leading expertise to shape a better future for our communities, our region and the world. Through collaboration with businesses, governments and civil society, we harness our expertise in climate research to develop innovations, deliver education and inform policy for a fair, resilient, and decarbonised world. Our expertise were evident at the recent United Nations global climate change conference COP28, helping raise awareness and shape international policies on areas ranging from decarbonisation and glacial melt to biodiversity and sustainable food supplies.

Our Sustainability Research Institute explores a wide range of issues including climate change, energy, transport, water, resource use, land use, conservation, cities and communities, business and lifestyles. They specialise in participatory, action-oriented research that brings together government, business, NGOs and local communities to enhance the relevance, quality and practical influence of our research. Current projects include co-production of climate services for East Africa (CONFER) and scaling up place-based food initiatives.

Our Global Food and Environment Institute (GFEI) is an interdisciplinary research community which brings together members from across academia, industry and public policy. They envisage a radically different global food system which works with nature and provides everybody with access to safe and nutritious food. An example of a current projects is our Research Farm where we work with academic and industry partners from across the UK to co-develop high-quality research programmes that address modern agricultural challenges. It is a large-scale outdoor laboratory that supports our wider Smart Agri-Systems research programme.

We have outstanding facilities that allow research to thrive. However, laboratory activity consumes around 5-10 times more energy per square meter than typical academic spaces. As places of innovation and discovery, our laboratories play a key role in embedding sustainability across the whole institution. But there's a real need – and opportunity – to tackle this and reduce the negative environmental effects of laboratories on campus and beyond. We use the Laboratory Efficiency Evaluation Framework (LEAF) to help researchers, staff and students understand and improve the sustainability and efficiency of their laboratories. LEAF contains criteria that lab users can implement around areas such as waste & recycling, equipment management, procurement, and more.

Anti-corruption

The University of Leeds has a thriving research and innovation (R&I) community and numerous fruitful international research collaborations, which are vital to the continued success of the UK's R&I sector as a whole. While the university encourages international research collaborations and welcomes international students into their programmes, it also endorses all Trusted Research principles produced jointly by the National Protective Security Authority (NPSA) and National Cyber Security Centre (NCSC). The university has published and implemented Trusted Research guidance to help university staff and students understand and manage the potential risks of these partnerships. The aim is to conduct safe, secure and transparent research whilst supporting the UK's research integrity and strong ethical frameworks. To support the principles, the university has refined and enhanced due diligence processes in high risk research areas to protect intellectual property, sensitive research and personal information. It has embarked on a training delivery programme to equip staff at all levels with the required knowledge to identify the potential risks, make informed decisions around those and a mechanism to escalate any issues. The University of Leeds recognises the importance of building Trusted Research life-long skills that can be utilised by staff and students in their future career endeavours, which would help assess the suitability of research partners, safeguard information and knowledge sharing and protect intellectual property.

In addition, the University of Leeds has a dedicated Trusted Research Environment team responsible for the identification of key areas and implementation of appropriate measures and processes to mitigate any risks identified in terms of trusted research, international risk and export control. This work supports the university's compliance with export legislation and collaborations within the global context. The team engages nationally with key bodies such as the Export Control Joint Unit (ECJU), Universities UK (UUK),

Russell Group Trusted Research Forum, Higher Education Export Control Association (HEECA), Association of Research Managers and Administrators (ARMA) and the government's Research Collaboration Advice Team (RCAT). Internationally, the team is learning from peers in the EU, US, Canada and Australia. There is on-going work across the university to reflect on best practice and to drive effective policies. The aims are to maintain safe, secure and sustainable collaborations in high risk areas which are paramount to national and economic security and to embed security mindedness across the institution.

The University is also committed to the prevention of bribery connected to any University business. Serious action is taken against anyone found to be involved in bribery and an [Anti-Bribery Policy](#) supports the prevention of such.

Human Rights

At the University of Leeds, Equity, Diversity and Inclusion (EDI) is central to everything we do as an institution and community, and it is a vital and inseparable component of 'Universal Values, Global Change', the University's [2020-2030 Strategy](#). This is augmented by the [EDI Strategy 2022](#) which aims to integrate EDI into the University's culture. It is grounded into evidence, sets out our key strategic objectives and priorities and has informed the development of our Key Performance Indicators (KPIs) on developing, supporting and retaining a diverse and inclusive staff community. To ensure delivery, the University has introduced a [Strategy Implementation Plan](#), setting out a framework for our approach to implementing the strategy over the course of two years. The plan is action focussed within seven workstreams: Resourcing, Rewarding and Recognising EDI work; EDI Governance; Positive Action; Culture, Behaviour and Systems Change; Data and Insight; Learning and Development; and Equality Charter Marks. An internal audit by Price Waterhouse Cooper in 2023 concluded that the University's delivery plan for EDI is well designed, giving a clear programme of work which is effectively monitored.

Alongside the EDI Strategy, EDI runs as a golden thread throughout other strategies. The [Access and Student Success Strategy](#) sets out how we will reduce – and eventually eliminate – inequity at all levels of study, from undergraduate through to PhD. The strategy is a whole institution endeavour, and roles to lead on identifying areas for change in faculties and schools such as 'belonging' and 'inclusive practice' have been integral in identifying barriers and facilitating change. The [Research Culture strategic plan](#) sets out actions to promote a more supportive, inclusive, and collaborative research culture across five broad themes including equality, diversity and inclusion.

The University has invested in EDI by increasing staff capacity and strengthening the governance structure. The University has appointed a Dean of EDI and a Director of EDI who have joint oversight of the EDI strategy and work with the whole University to deliver the Strategy.

The Director of EDI leads the [Equality and Inclusion Unit](#) (EIU) which offers expert information, guidance and support on a wide range of EDI issues. This involves developing resources to ensure that freedom of expression and academic freedom are protected, and to clarify the boundary between lawful and legitimate freedom of expression and unlawful harassment under the Equality Act 2010.

The EIU works in partnership with faculties and other services, for example to develop steps to systemically prevent and address bullying, harassment and sexual misconduct in the workplace. This aligns with student-facing work.

The EIU collaborates with [Staff Equity Networks](#) that give a dedicated place and space for marginalised staff members who share a protected characteristic specified in the Equality Act 2010. Equity Champions from the University Executive Group support staff networks with their objectives and profile-raising, and the networks' co-chairs meet regularly with the EDI Director. This ensures that a diversity of employee voices is heard at the highest level, and representatives of staff networks are involved and consulted in the development of policies, procedures and equality impact assessments.

The EDI Dean is working to leverage the University of Leeds as a civic university internally and beyond the University. At institutional level, the EDI Dean leads the University's work towards gaining a [Race Equality Charter](#) (REC) award, in collaboration with the Equality and Inclusion Unit. The REC scheme is run by Advance HE, which aims to help universities to break down the barriers faced by Black, Asian and Minority Ethnic staff and students.

The EDI Dean is establishing the University of Leeds as an institute for international equity partnerships including through the [Knowledge Equity Network \(KEN\)](#), co-founded by the [University of Leeds and the University of Pretoria in South Africa](#). KEN is a collaborative community of engaged institutions, organisations and individuals across the world. The Declaration on Knowledge Equity aims to capture our collective commitment to reduce inequality by increasing access to knowledge and as of 1 March 2024 has been signed by 20 higher education institutions across the world and 36 organisations such as the UNESCO Chair on Sustainable Development and Environmental Education. The EDI Dean has instigated international collaboration on initiatives such as a Women Leadership Programme with the University of Pretoria and EDI, Decoloniality and Indigenous Knowledge Systems with the Deakin University in Australia.

The University conducts research that aim to address human rights challenges such as the relationship between law, human rights and sexual orientation and the [relationship between deliberation or dialogue and human rights reform](#).

This research informs a wide range of courses that advance understanding and practice of human rights. Taught by international experts, the International Human Rights Law LLM offers a unique and distinctive focus on human rights legal protection and debates while in 2024 the University launched the [online MSc Disability Studies, Rights and Inclusion](#) that will support students to recognise, understand and meet the human rights challenges facing disabled people around the world. The EDI Dean has been instrumental in shaping the decolonising the curriculum agenda of the University and is a lead on it.

To further broaden the diversity of worldviews and knowledge within the academic community, the University intends to establish up to 25 PhD Pride scholarships exploring global issues that impact the Lesbian, Gay, Bisexual and Transgender community alongside existing scholarships such as [Data Science scholarships](#) for underrepresented groups, including women and Black students.

The University is unswerving in its commitment to meeting the requirements of the [Modern Slavery Act](#) and we take all reasonable steps to ensure that modern slavery or human trafficking does not occur in any part of our organisation or supply chains.

In 2022, the University set out its [Policy on Responsible Investment](#) explaining the commitment to ensuring the University in which it invests adopt high ethical standards and responsible attitudes towards the environment and human rights.

Following the introduction of the Modern Slavery Act 2015, the University updated all procurement documentation and processes to enable more initiative-taking steps to investigate and act upon any indications of modern slavery or human trafficking evidenced in the supply chains upon which we rely. Before the University awards contracts of significant value, suppliers must confirm compliance with the Act, and confirm that they will support our ambitions in this regard.

The University has appointed a Sustainable Procurement Manager to deliver continuous improvement in the approach of Purchasing through maintaining an overview of risks in Purchasing activity, embedding tackling modern slavery and human trafficking within our Category Plans and Purchasing strategies, managing training and improving provision of tools and resources and improving supply chain transparency through supplier engagement and continuous improvement.

The University is committed to raising awareness of the risks of modern slavery and human trafficking in our organisation and supply chains. We delivered Social Value training to our procurement team in 2020-21 and further training on Protecting Human Rights in the Supply Chain in 2022-23. To further enhance our understanding of modern slavery and human trafficking risks, all category team members are either working towards, or are Chartered Institute of Procurement and Supply (CIPS) -qualified; follow the CIPS Code of Conduct; and, where possible, have completed the CIPS Ethical Procurement and Supply course giving them Chartered Status.

We are proud to be a Fairtrade university and have been since 2005. Along with Leeds University Union we sell Fairtrade foods in all shops and food outlets on campus and we're passionate about raising awareness of Fairtrade. The Fairtrade label guarantees a better deal for disadvantaged producers in the developing world.

Labour

The University's vision is for a labour force where all staff members can thrive and achieve their full potential. To achieve this, measures are being put in place to remove the barriers they face, some of which are deeply entrenched.

A Positive Action Framework is being developed to accelerate the elimination of systemic and historic inequalities that hold back diverse representation across our workforce.

The University participates in Advance HE's [Athena Swan](#) scheme, to address gender inequalities in universities. The University has identified a number of issues, such as the low numbers of female academics who apply for promotions compared with males. An Academic Promotions task and finish group completed a report in February 2024 and made a wide range of recommendations to improve the position.

The University has introduced Global Majority Leadership programmes to address under-representation of Black, Asian and Minority Ethnic staff across the workforce. These programmes include the 100 Black Female Professors initiative, which aims to address the underrepresentation of Black women across the academic pipeline. This also encourages senior leadership to reflect on barriers in the institutional work culture. By the end of 2023, this initiative had led to the promotion of two talented Black women to Professor status.

Systemic improvements are being made to ensure the University can meet its legal duties under the UK Equality Act 2010 which align with the UN Convention on the Rights of Persons with Disabilities to provide reasonable adjustments for disabled people in the workplace. The new process is being tested and rolled out during 2023 and 2024.

The University has a wide range of [Equality-related policies and guidance](#) in place, which are kept under review, and [Equality Impact Assessments](#) are carried out on policies to prevent or remove negative impact on people who share a protected characteristic and to foster good relations. [Human Resources](#) developed a wide range of policies to ensure that employee rights are clearly set out and readily available to staff and managers. The University recognises three trades unions, the University and Colleges Union, Unison and Unite.

The University has ambitious outcome focused KPIs on EDI. These include addressing the gender imbalance at senior level and increasing the percentage of staff from Black, Asian and Minority Ethnic backgrounds. The University Council and Senate monitor progress against the KPIs.

The creation of two EDI data and insight posts helps to ensure that data is robust and of a high quality and informs evidence based work, allowing the University to evaluate our work and increase our transparency and accountability.

The University monitors its [Gender Pay Gap](#) and publishes a report on this each year as required by the law. From 2023, the report includes its Ethnicity and Disability Pay Gaps. The report is publicly available and sets out the commitments and actions from the EDI Implementation Plan that the University is putting in place to close the gaps.

Through its participation in the Athena Swan scheme, the University has developed a comprehensive action plan which identifies key actions, responsibilities and timescales. This is monitored by an Institutional Self Assessment Team (ISAT) which meets on a regular basis to monitor progress on the actions, and discuss any areas of work which are not on the plan but need addressing. In addition, many of the University's schools and faculties also participate in Athena Swan, and they have developed local action plans. The [Athena Swan submissions](#) are published on the University website.

In line with the Public Sector Equality Duty (Equality Act 2010), the University publishes data on the demographic make-up of our labour force by age, caring responsibilities, disability, ethnicity, religion and belief and sexual orientation. This gives a breakdown of job type, allowing for monitoring of areas of under or over representation. The information is published annually, which allows comparisons over time to be made.

Measurement of Actions

The University's 10-year strategy – Universal Values, Global Change – sets out our academic ambitions to 2030 to help shape a better future for humanity. Measuring the delivery of our strategy, ambition and values is critical, to enable these to be meaningfully and strategically implemented, to identify opportunities to solve societal challenges through innovation and collaboration, and to enable maximum global impact and contributions to the delivery of the SDGs.

The outcome-based, values-driven measures ensure we are harnessing and enhancing our high-quality academic endeavour to achieve positive world impact, underpinned by fundamental and challenge-led interdisciplinary world-changing research, and an evidence-based, research-led and digitally enabled student education offer. They cultivate an inclusive, compassionate and collaborative community – one that is characterised by a culture of partnership, integrity and a sense of belonging for all. They are transforming how we operate to enhance our agility, effectiveness and sustainability in an increasingly rapidly changing global environment – underpinned by digitally enabled, modernised and collegiate ways of working.

The university has set 9 high level KPI outcomes underpinned by 78 detailed metrics with associated targets. The 9 KPI outcomes are:

- Making a positive difference in the world ('being a force for good')
- Sustaining a strong academic reputation
- Developing, supporting and retaining a diverse and inclusive staff community
- Securing successful outcomes for students
- Delivering impactful research and innovation
- Providing a healthy, safe and inclusive environment and an enriching experience for staff and students
- Delivering environmental sustainability
- Sustaining an adaptive, effective and financially stable university ('doing good and doing well')
- Ensuring a sustainable and balanced student cohort mix

53 of the metrics are directly or indirectly linked to the UN SDGs. These will ensure that our ambition to make a positive impact to society - locally, nationally and globally - is delivered, bringing confidence that engaging with our values and strategic goals will result in a visible and tangible difference to the world.

The directly relevant KPI metrics are:

- 1Ai-Official Development Assistance (ODA)-funded global challenges research and development projects;
- 1Aii-Relevant donation and fundraising-supported projects
- 1Aiii-Our contribution to SDGs – measured via Times Higher Education Impact ranking data
- 1Bi-National Economic Impact
- 1Bii-Regional Economic Impact
- 1Biii-Local Economic Impact
- 2Ai-Count of University of Leeds impactful partnerships
- 2Bi-Rank within the Russell Group for the academic reputation metric of the most recent QS World University Rankings
- 3Ai-% unfavourable response - I believe the University is taking meaningful action on equity, diversity and inclusion
- 3Aii-% unfavourable response - I feel a real sense of belonging working at the University
- 3Aiii-% unfavourable response - I am confident complaints about discrimination, bullying, harassment or sexual misconduct are dealt with effectively by the University
- 3Bi(a)-Gender balance in senior roles G9
- 3Bi(b)-Gender balance in senior roles G10
- 3Bii(a)-Distribution of females in professorial zones - 1
- 3Bii(b)-Distribution of females in professorial zones - 2
- 3Bii(c)-Distribution of females in professorial zones - 3

- 3Biii(a)-Appointment rate between Black, Asian and Minority Ethnic interviewed candidates and White interviewed candidates
- 3Biii(b)-Difference between the proportion of Black, Asian and Minority Ethnic staff at Grade 7 and Grade 8
- 3Ci-Percent of professional services staff from Black, Asian and Minority Ethnic Backgrounds
- 3Cii-Percent of professorial staff from Black, Asian and Minority Ethnic Backgrounds
- 3Ciii-Percent of professorial staff that are female and from Black, Asian and Minority Ethnic Backgrounds
- 3Di-Percent of staff actively engaged in recent leadership development activities that are from Black, Asian and Minority Ethnic Backgrounds
- 4Ai-Percent of graduates that believe what they are doing is meaningful
- 4Aii-Percent of graduates that believe what they are doing fits their future plans
- 4Aiii-Percent of graduates that believe what they are doing utilises the skills learnt during their studies
- 4Bi-Difference between % of Black, Asian and Minority Ethnic students attaining 2:1 or above and % of white students attaining 2:1 or above
- 4Bii-Difference between % of mature students attaining 2:1 or above and % of young students attaining 2:1 or above
- 4Ci-Percent of Home / International (Leeds) UG Students who are present in higher education in the academic year following commencement
- 4Cii-Percent of Home / International (Leeds) UG Students who complete a course at the same or higher level than they commenced on
- 5Ai-Proportion of KEF2 metrics assessed as 'very high' or 'high' engagement using metric quintile (engagement level) assessment across all KEF metrics when self-assessment is excluded (n=15)
- 5Bi-FTE Weighted GPA for University of Leeds in Units of Assessment assessed by Panel D (UoA 25 to 34 inclusive)
- 6Ai(a)-Percentage of responses that are positive on the following NSS scales: Teaching on my course, Assessment and Feedback, Academic support, Learning Resources, Student voice.
- 6Ai(b)-Percentage of responses that are positive on the following PGT survey scales: Teaching on my course, Assessment and Feedback, Academic support, Learning Resources, Student voice
- 6Ai(c)-Percentage of responses that are positive on the following scales: Supervision, Resources, Progress and Assessment
- 6Aii-Quality of online and digital learning on course
- 6Aiii(a)-Students reporting low or low average levels of connectedness to the university
- 6Aiii(b)-Students reporting low levels of wellbeing
- 6Bi-Percent of all staff who feel engaged at the University of Leeds.
- 6Bii-Percent of staff who feel that they are able to manage their wellbeing and have a healthy work/life balance.
- 7Ai-Estate based emissions (tonnes CO₂e)
- 7Bi-Percentile rank for People and Planet overall score
- 7Ci-Shaping institutional decision making
- 7Cii-Reorienting research and teaching
- 7Ciii-Providing a sustainable curriculum
- 7Civ-Supporting a net zero city
- 7Cv-Achieving sustainable travel
- 7Cvi-Enabling responsible investment
- 9Bi-Ratio of undergraduate entrants from low participation neighbourhoods POLAR 4 quintile 1 vs quintile 5
- 9Bii-Difference in non-continuation percentage between POLAR 4 quintile 1 and quintile 5 undergraduate students
- 9Biii-Difference in non-continuation percentage between young and mature full-time first degree students
- 9Di(a)-Black student representation
- 9Di(b)-Asian Student Representation
- 9Di(c)-Combined Asian, Black, Mixed and other student representation

Progress on delivering the strategy is overseen by a Strategic Performance and KPI review board which is chaired by the Vice-Chancellor and President. Progress on delivering the strategy including full reports on the KPIs are made biannually to the University Council.

Full details of the KPIs and underpinning component measures can be found on the KPI website. Please feel free to contact analytics@leeds.ac.uk should you have any questions, comments or concerns.

Our annual report for 2021/22 can be found at this [link](#) detailing in full our activities and accounts for the period up to 31 July 2022.