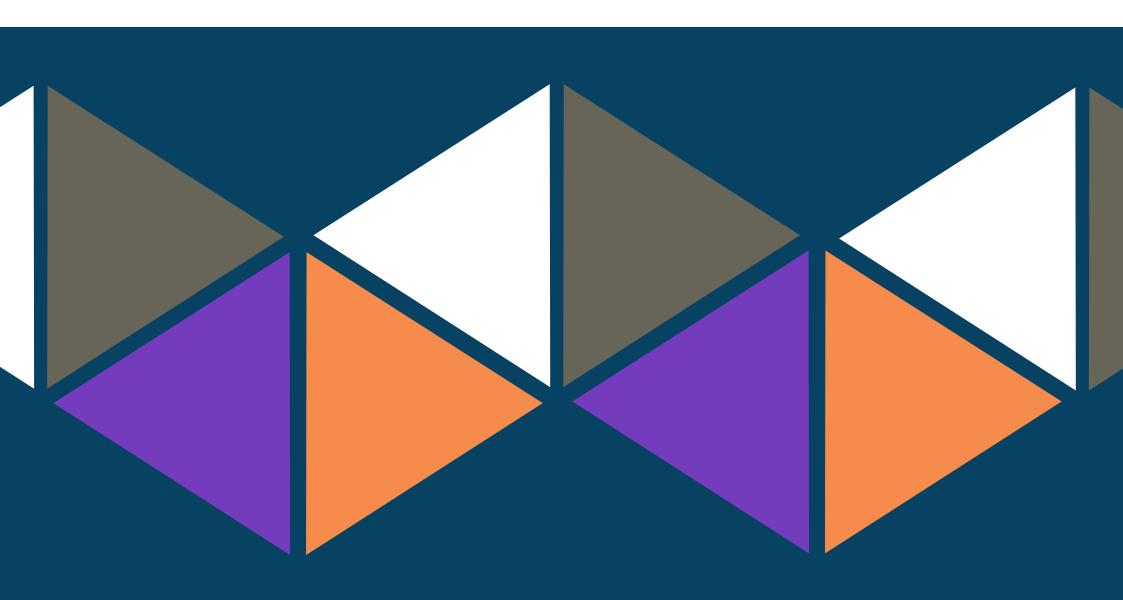
## ATHENA SWAN: ACTION PLAN





#### INTRODUCTION

At Leeds Beckett we have been working hard to review our internal data, engage with our community to assess our culture and review our policies; all contributing to producing a robust set of actions for us to work towards. Our evidence and our action plan have contributed towards Leeds Beckets accreditation of bronze award 2022 and these are available to review here.

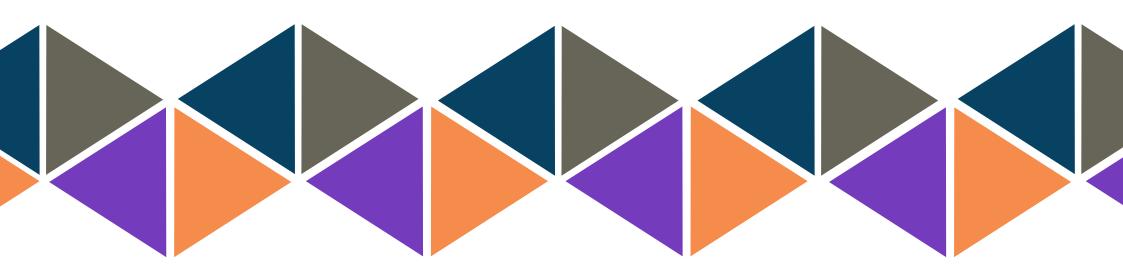
This charters work continues to be led by our Athena Swan Self-Assessment Team, chaired by

Professor Cathy Barnes (Director of Research & Enterprise)

To find out more about the Athena Swan Charter visit: **Advance HE** 

Any further information about the Athena Swan Charter, please contact the Equality and Inclusion Team via **equalityaleedsbeckett.ac.uk.** 

Please note that some details in the Application and Action Plan have been redacted to protect the identity of colleagues involved in their creation.



### **FUTURE ACTION PLAN**

#### 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 Our key priorities:

- **1.** We will hold ourselves to account for EDI improvements
- **2.** Contributions to EDI activity will be recognised and valued
- **3.** Our University should be a welcoming place for trans and non-binary members of our community

#### Theme 2

Improving the career paths for women Our key priorities:

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

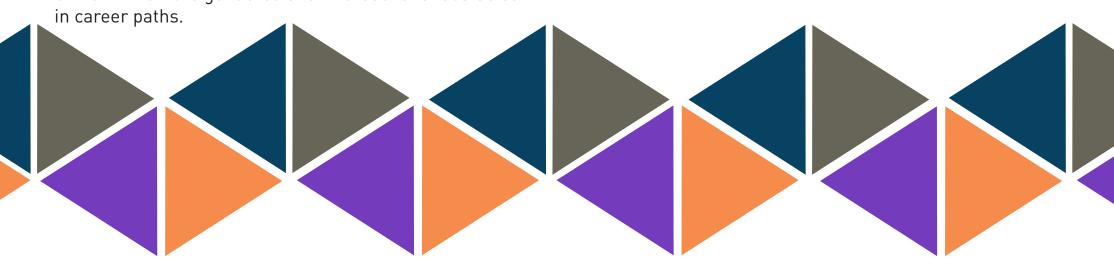
**5.** We will remove gendered and intersectional obstacles

#### Theme 3

Creating equality of opportunity and structural change for all our students.

Our key priorities:

- **6.** We will challenge the biases and stereotypes that create significant gender imbalances in some disciplines.
- **7.** We will address barriers that lead to gendered and intersectional differentials in student progression, continuation and employability



# 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

				Implemen	tation	- W-	Operational Responsibility	
Objective	Action	22	2023	2024	2025	2026	& Accountability	Targets & Indicators
AP1. Our Equality Networks have greater institutional impact and are playing a crucial role in accelerating the pace of change and helping to create an environment where all our communities feel valued and trust our processes to deliver fair outcomes.	EDI Committee approves proposal from working group which includes recognition, time allocation and strategic support  Networks re-launched, recruitment drive, new steering groups to boost capacity and enable more participation in decision making  Annual activities programme undertaken by networks and profile raising of initiatives and successes  Review and evaluation of networks and additional support / changes implemented as needed							60% increase in the size of each network  2 flagship events or activities per year (supported by EDI Team)  Track input from networks to policy and practice reviews — publish evidence of their influence in the annual EDI report  Qualitative feedback from networks that they are having influence and that we are listening
AP2. All Schools & Services will have a data-driven EDI plan with KPI's (linked to AP3 below) that will be scrutinised by UET and, in aggregate, by the Board of Governors.	Development and piloting of new Inclusion Self-Assessment Tool (ISAT) with 2 Schools  Roll-out of ISAT to every School and Service through workshop-led participatory approach to developing an EDI Plan / objectives for every area  Annual scrutiny of progress of plans by UET and (in aggregate) Board of Governors							Timely and accurate provision of data to inform plans  Every School & Service has a data driven EDI plan by 2024  Plans and progress are monitored in annual reporting to UET, and Board of Governors and accountability embedded in individual performance reviews by 2025

					li	mple	me	ntat	ion			Operational	
Objective	Action	22	?	20.	23	2	024		202	5	2026	Responsibility & Accountability	Targets & Indicators
AP3. Publication and full engagement with new institutional EDI Plan (linked to AP2 above) with equality	Evidence-gathering (quantitative and qualitative) to inform development of new institutional equality objectives and EDI plan  Consultation and objectives and plan approved through formal governance routes												Revised plan signed off by Board of Governors per timeline
objectives that are publicly reported against annually	Annual report published online with progress against objectives												Objectives to be SMART so that progress can be monitored, and adjustment actions put in place.
AP4. Development of new process metrics (not outcome metrics) to interrogate more effectively at what	Consult with Equality Networks, EDI School leads and through ISAT workshops on development of new process metrics (for example, how long it takes men versus women to get promoted and why)  Data development work to capture and report on these												As process metrics are identified, they are integrated into existing action plans and measured alongside others in Annual Report
point EDI interventions are needed in the employment cycle and to design better EDI interventions that can be measured	indicators Indicators / metrics are being utilised in School / Service EDI plans and informing more evidence-based, targeted interventions locally and institutionally						ľ		١				(see <b>AP10</b> for recent example of concern identified through data interrogation and how this is now being actioned)
AP5. Embed EDI in all strategic leadership activity	The agreed and published definition of an 'LBU Leader' and all supporting frameworks / guidance includes EDI expectations												LBU leader to identify specifically how values show up in the behaviours of the LBU leader
	EDI is fully embedded into the design and roll-out of new the leadership development programmes to support 'LBU Leader'  Roll out new 360-degree appraisal which is based on						ı						AD EDI to sit on steering group for new programmes to make sure that EDI is embedded.
	the LBU leader and supports individuals to get feedback about how their leadership aligns with our values												Use of 360-degree appraisal and feedback provided
	LBU Leaders are held to account for the framework												HR Director to provide assurance to SSRC on the inclusion of EDI objectives in personal objectives for senior managers

				lm	ple	ment	tati	on			Operational Responsibility	
Objective	Action	22	202	3	20	024		2025	5	2026	& Accountability	rargets & indicators
AP6. Listening exercises are routinely /consistently held and driving inclusion across Schools & Services on key strategic activity – with	Listening exercises are piloted in HR on post-pandemic 'new ways or working' and informing good practice / positive EDI outcomes											'My Voice feels like it counts' in the Colleague Survey increases from current baseline of 41% to 51% for female satisfaction across all Schools / Services
a focus on ensuring under-represented and marginalised women's	Good practice guidance and resources developed for Schools / Services SLT's also integrated into leadership training											
voices are heard and feedback loops are closed	Listening culture is live, activated through SMG, and with ongoing support and monitoring from HR											
AP7. Colleague involvement in EDI (and EDI factors) are	Project group is established and reviewing practice across the institution. Proposal developed for a new University-wide framework (that includes EDI)											Published framework includes EDI factors and fair and inclusive principles
recognised through culture & processes of	Build systems to enable university-wide implementation and implement framework											Equality analysis in 2024 shows
fair & transparent academic workload allocation.	Equality analysis & interventions undertaken if monitoring shows women /people of colour have an unfair burden of specific types of 'under-valued' and hidden academic service activity, and impact of EDI factors (such as caring responsibilities)											mitigations in place where differentials in the workload allocation of women and men are identified
<b>AP8.</b> Consistent and visible leadership and	Evidence gathering, activity and submission for Race Equality Charter (REC)		Ш	Ш								Achievement of Bronze Race Equality Charter in 2023 and full
tangible institutional action in relation to anti-racism, to improve the culture and	Implementation of REC action plan (see link to <b>AP3</b> )  Development and delivery of an impactful race allies programme for UET and SMG  Roll-out of programme to all senior colleagues											implementation its targets by 2027
outcomes for women students and staff of colour	Innovative blended learning resources are on the new learning management platform, with an anti-racism learning community supporting institutional anti-racism culture and practice											

				lr	mple	menta	tion		Operational Responsibility	
Objective	Action	22	20	023	2	024	2025	202	Responsibility &	Targets & Indicators
						4			Accountability	
	Race allies programme is systemised (linked into employee life cycle such as promotion)	5								
AP9. Ensure we are a welcoming and supportive community to trans and nonbinary members of our community	Create an environment where more colleagues and students are willing to disclose their gender identity.  Independent review of policies undertaken by Stonewall and refresh considering this.  Development of code practice on supporting trans members of our community  Trans awareness training delivered regularly, and									Close 16% non-disclosure rate to 5% for gender identity data by 2024  4 Trans awareness sessions delivered per year and receiving 75% overall positive feedback response from participants
	badges / lanyards disseminated Improve data collection in annual exercise to drive up disclosure data for trans and non-binary students and colleagues Review systems to ensure transitioning students and colleagues face minimal challenges and receive		I	ļ	Ī	H				
	consistent support									

## THEME 2: IMPROVING THE CAREER PATHS FOR WOMEN

Objective	Action			lm	plementa	ition	45		Responsibility &	Example Targets & Indicators
Objective	Action	22	202	3	2024	202	5	2026	Accountability	(to be confirmed by UET)
AP10. Ensure that women (and men) of colour are not disadvantaged through our recruitment processes and hiring culture	Improve data collection for greater insights into specific trends (UK/ non-UK, applications where the criteria have not been filled out) as BAME women are far less likely to make it from application to shortlisting Review and improve recruitment materials and systems to make them more inclusive, dynamic, and non-biased (including automatically populating applications with criteria to make it easier for all candidates and automatically offering job-shares)  Evaluate use of CV v application form to understand which yields better outcomes on diversity appointments Explore establishment of a 'fair recruitment allies' initiative to help mitigate against implicit bias on interview panels									System / data improvements in place by start of 2023 to provide a more accurate picture of nonviable applications to improve interventions  Improve interview to appointment rates for women of colour academics by 5% by 2026 (Current rates are 41% applications, 25% short-listed and 11% for BAME women academics) 226 applications – 9 appointments
AP11. Improve the representation of women of colour by	Develop and pilot positive action approaches with Schools / Services who will be undertaking significant recruitment drives									Improve interview to appointment rates for women of colour academics by 5% by 2026
piloting, evaluating and developing a framework for positive	Evaluate approaches and develop processes and guidance considering outcomes, guidance endorsed by Board of Governors									(Current rates are 41% applications, 25% short-listed and 11% for BAME women
action	Processes become systematised and training on positive action part of mandatory training									academics) 226 applications – 9 appointments
AP12. Achieve a 50:50 gender balance at Reader and	Undertake deep dive review of culture and process for senior academic promotion, including 5 years academic outcomes review									Aim to achieve appropriate gender balance at Reader and Professor level by 2026 (current
Professorial level	Undertake interventions in response to deep dive – for example providing promotion workshops much earlier									baseline: 38% female at Reader and 45% at Professor level) –

Objective	Action			In	nple	menta	tion		Responsibility	Example Targets & Indicators
Objective	Action	22	202	3	2	024	2025	2026	Accountability	(to be confirmed by UET)
	in careers and changing language / mindsets of mitigating circumstances  Address a culture of inconsistent mentoring support (and its impacts on women and people of colour) through developing academics to support junior colleagues - embed EDI expectations in 'LBU Academic' and new 5-year personal research plans. Implement bespoke interventions									through combination of promotion and recruitment. Assumption that this will be 50:50 on a comply or explain basis
AP13. Dismantle systemic barriers for women of colour, to help boost career progression and reduce turnover	Undertake full EDI analysis of turnover data by race/gender intersectionality – including exit surveys, organisational change, and voluntary severance  Advance HE research commissioned to understand barriers for academic /research women of colour and to make concrete recommendations on interventions based on consultative activity with LBU women of colour  Begin implementing findings of Advance HE research in consultation with Race Forum and REC SAT  Developmental resources on intersectionality promoted through new learning management platform – integrated into AP5									Achieve increase of 5% in women of colour at grades 8-10 in professional services by 2026 (from current 6% to 11%)  Achieve 5% increase in women of colour academics at grades 8-10 by 2026 (from current 12% to 17%)
AP14. Address the impact of maternity leave and gendered nature of caring responsibilities on women's careers and ensure a supportive management culture	Improve system to ensure all maternity returners get offered a mentor – evaluate and improve scheme as necessary  Develop and implement consistent approach for modified teaching and workload load following maternity and embed it in formal workload allocation model  Develop and undertake a tracking exercise on maternity returners and the leave's impact on promotion readiness and take targeted actions in response – including amending promotions procedure as appropriate									75% of women returning from maternity accessing bespoke career support as evidenced by AS Survey results (2021 baseline is 28%).  Improvement in Athena Swan survey question on 'On My return to work I was supported to pick up my research profile' from 28% to 65% by 2026

Objective	Action		li	mplementa	ation		Responsibility	Example Targets & Indicators
Objective	Action	22	2023	2024	2025	2026	Accountability	(to be confirmed by UET)
	Develop and implement a maternity strategy which includes developing managers to have a supportive approach to all aspects of it							

## THEME 3: CREATING EQUALITY OF OPPORTUNITY FOR ALL OUR STUDENTS

				Imp	olementa	ition		Operational Responsibility	Example Targets & Indicators (to be confirmed by UET)
Objective	Action	22	2023		2024	2025	2026	& Senior Accountability	
AP15. Address negative trends in admissions (particularly in relation to white males from low-socio-economic backgrounds) improve gender balances	Implement activities and initiative's from Go Higher West Yorkshire group on improving representation and outcomes for white males from low socioeconomic groups  Run residential outreach programmes for Black African boys and South Asian girls  Expand the boys into health and education programme								3 strategic events hosted by LBU with key stakeholder involvement 50 students on each with a 60% access rate into HE Increase male participants from 30 to 60 by 2025
across subjects and improve ethnic diversity	Marketing teams to support Schools with resources to attract students of colour / female / male students dependent on their priorities in relation to underrepresentation								3% improved gender balance for each School by 2026
AP16. Improve continuation and completion rates for male students and particularly Black and Asian male students	Review of male and BAME student engagement with key academic skills interventions such as Study Ready and Study Smart  Further entrench inclusivity in the curriculum to support continuation and degree attainment by embedding in all courses and monitored through Academic Standards and Quality Committee  Expand the 'building course communities' pilot led by								94% continuation rate across all Schools for male and BAME students by 2026 – rate of progression varies by School
<u>  t</u>	the SU in the Business School. Develop rollout plan Evidence-gathering of why male, particularly BAME male students leave at a higher rate by new Head of								

					fi	mpl	em	enta	atic	n				Operational Responsibility	Example Targets & Indicators
Objective	Action	22	?	202	23	79	202	4		202	5	20	026	& Senior Accountability	(to be confirmed by UET)
	Student Life, including Student Ambassadors undertaking leavers interviews  Development of targeted and strategic interventions		5												
	informed by evidence gathering, to stem above attrition, led by Student Services														
	Embed consideration of male and intersectional student wellbeing and mental health as part of activity and action plan for Mental Health Charter (in the curriculum and through student support)														
	Wellbeing practitioners to work with Academic Advisors and Course Teams, training provided on supporting students who are not engaging														
	Design and implement School Engagement Programme - IT tracking system to monitor student engagement and enable quicker, local intervention when students are disengaging														
AP17. Improve graduate outcomes for female students in	Recruitment of a dedicated careers professional to strategically lead work on providing tailored provision to students facing additional barriers into work														80% of female students in 'graduate jobs' by 2026 – rate of progression varies by School
specific subjects and for students of colour	Enhance EDI data collection and analysis in relation to student career readiness and address gaps in provisions														
	Expand and embed in the curriculum the Elevate programme which targets provision based on needs of students of colour and boosting their opportunities for professionally orientated work experience									3					
	Consistently raise EDI as a high priority in discussions with employer partners (particularly in relation to the gendered impact of hybrid working, inclusion antiracism practice) – embed in employer engagement strategy														
	Share LBU applicant talent pool diversity metrics with employer partners for insights and review into inclusive practice														

			lr	nplementa	ıtion		Operational Responsibility	Example Targets & Indicators (to be confirmed by UET)
Objective	Action	22	2023	2024	2025	2026	& Senior Accountability	
	Expand our Women in Leadership programme to include a STEM strand and incorporate mentoring							
	Help meet employer-led digital skills demand particularly for female students by exploring course content (particularly in Social Sciences and Cultural Studies) so female students have transferable skills							
	Support regionally-based SME organisations to hire more of our female non-tech graduates							

To find out more about the Athena Swan Charter visit:

#### **Advance HE**

Any further information about the Athena Swan Charter, please contact the Equality and Inclusion Team via **equalityaleedsbeckett.ac.uk.** 



