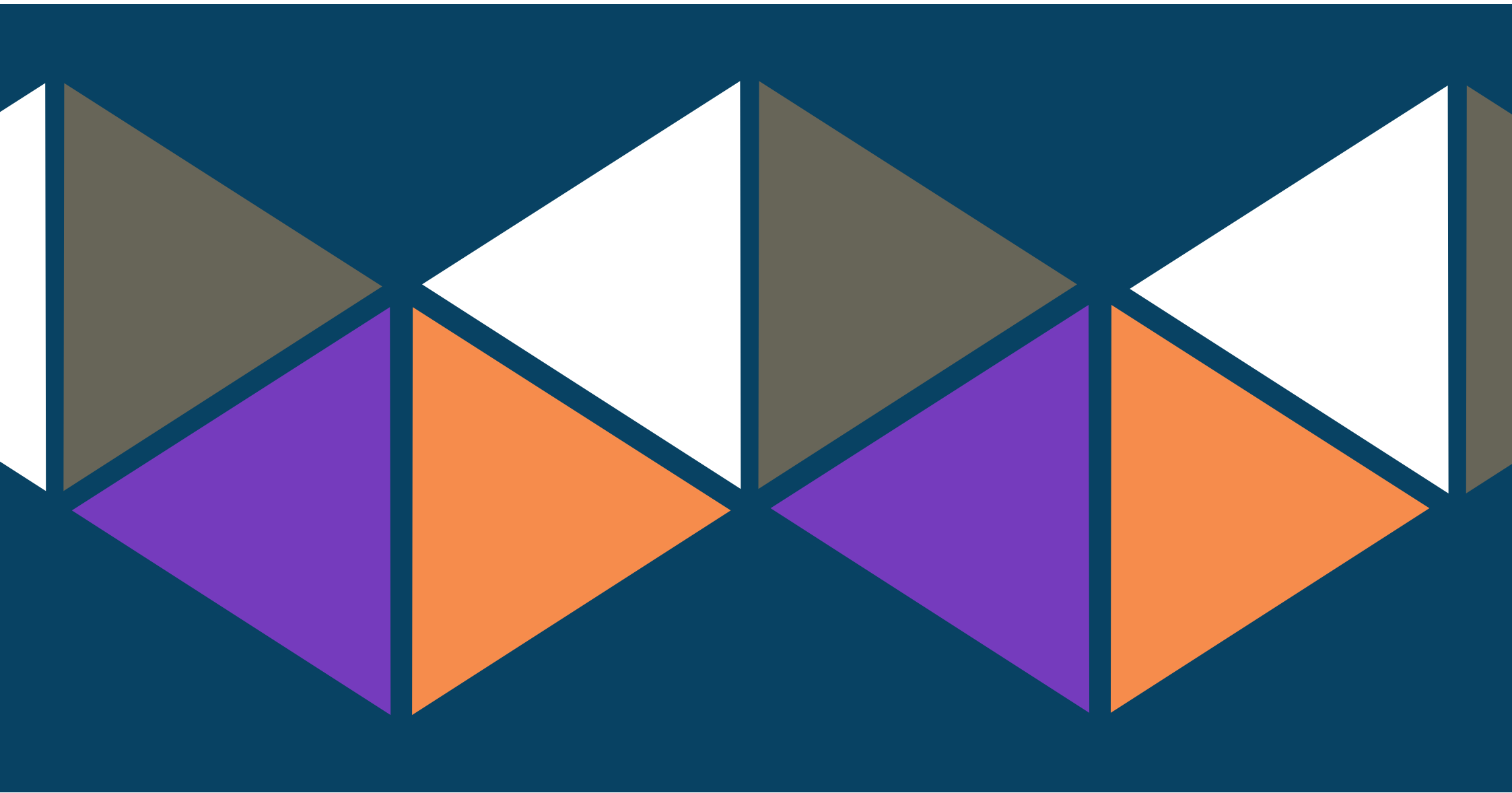


# ATHENA SWAN: ACTION PLAN



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## 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 Beckett's accreditation of bronze award 2022 and these are available to review here.

This charter's 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 **[equalityleedsbeckett.ac.uk](https://equalityleedsbeckett.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 in career paths.

## 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

Objective	Action	Implementation					Operational Responsibility & Accountability	Targets & Indicators
		22	2023	2024	2025	2026		
<b>AP1.</b> 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							
<b>AP2.</b> All Schools & Services will have a data-driven EDI plan with KPI's (linked to <b>AP3</b> 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							

Objective	Action	Implementation					Operational Responsibility & Accountability	Targets & Indicators
		22	2023	2024	2025	2026		
<b>AP3.</b> Publication and full engagement with new institutional EDI Plan (linked to <b>AP2</b> above) with equality objectives that are publicly reported against annually	Evidence-gathering (quantitative and qualitative) to inform development of new institutional equality objectives and EDI plan							Revised plan signed off by Board of Governors per timeline
	Consultation and objectives and plan approved through formal governance routes							
	Annual report published online with progress against objectives							Objectives to be SMART so that progress can be monitored, and adjustment actions put in place.
<b>AP4.</b> Development of new <i>process</i> metrics (not <i>outcome</i> metrics) to interrogate more effectively at what point EDI interventions are needed in the employment cycle and to design better EDI interventions that can be measured	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)							As process metrics are identified, they are integrated into existing action plans and measured alongside others in Annual Report  (see <b>AP10</b> for recent example of concern identified through data interrogation and how this is now being actioned)
	Data development work to capture and report on these indicators							
	Indicators / metrics are being utilised in School / Service EDI plans and informing more evidence-based, targeted interventions locally and institutionally							
<b>AP5.</b> 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  AD EDI to sit on steering group for new programmes to make sure that EDI is embedded.  Use of 360-degree appraisal and feedback provided  HR Director to provide assurance to SSRC on the inclusion of EDI objectives in personal objectives for senior managers
	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 the LBU leader and supports individuals to get feedback about how their leadership aligns with our values							
	LBU Leaders are held to account for the framework							

Objective	Action	Implementation					Operational Responsibility & Accountability	Targets & Indicators
		22	2023	2024	2025	2026		
<b>AP6.</b> Listening exercises are routinely /consistently held and driving inclusion across Schools & Services on key strategic activity – with a focus on ensuring under-represented and marginalised women’s voices are heard and feedback loops are closed	Listening exercises are piloted in HR on post-pandemic ‘new ways of working’ and informing good practice / positive EDI outcomes							
	Good practice guidance and resources developed for Schools / Services SLT’s also integrated into leadership training							
	Listening culture is live, activated through SMG, and with ongoing support and monitoring from HR							
<b>AP7.</b> Colleague involvement in EDI (and EDI factors) are recognised through culture & processes of fair & transparent academic workload allocation.	Project group is established and reviewing practice across the institution. Proposal developed for a new University-wide framework (that includes EDI)							
	Build systems to enable university-wide implementation and implement framework							
	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)							
<b>AP8.</b> Consistent and visible leadership and tangible institutional action in relation to anti-racism, to improve the culture and outcomes for women students and staff of colour	Evidence gathering, activity and submission for Race Equality Charter (REC)							
	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							
	Innovative blended learning resources are on the new learning management platform, with an anti-racism learning community supporting institutional anti-racism culture and practice							



## THEME 2: IMPROVING THE CAREER PATHS FOR WOMEN

Objective	Action	Implementation					Responsibility & Accountability	Example Targets & Indicators (to be confirmed by UET)	
		22	2023	2024	2025	2026			
<b>AP10.</b> 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							[Redacted]	System / data improvements in place by start of 2023 to provide a more accurate picture of non-viable 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
	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 Improve								
<b>AP11.</b> Improve the representation of women of colour by piloting, evaluating and developing a framework for positive action	Develop and pilot positive action approaches with Schools / Services who will be undertaking significant recruitment drives							[Redacted]	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
	Evaluate approaches and develop processes and guidance considering outcomes, guidance endorsed by Board of Governors								
	Processes become systematised and training on positive action part of mandatory training								
<b>AP12.</b> Achieve a 50:50 gender balance at Reader and Professorial level	Undertake deep dive review of culture and process for senior academic promotion, including 5 years academic outcomes review							[Redacted]	Aim to achieve appropriate gender balance at Reader and Professor level by 2026 (current baseline: 38% female at Reader and 45% at Professor level) –
	Undertake interventions in response to deep dive – for example providing promotion workshops much earlier								



Objective	Action	Implementation					Responsibility & Accountability	Example Targets & Indicators (to be confirmed by UET)
		22	2023	2024	2025	2026		
	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							
<b>AP13.</b> 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 <b>AP5</b>							
<b>AP14.</b> 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							

Objective	Action	Implementation					Responsibility & Accountability	Example Targets & Indicators (to be confirmed by UET)
		22	2023	2024	2025	2026		
	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

Objective	Action	Implementation					Operational Responsibility & Senior Accountability	Example Targets & Indicators (to be confirmed by UET)
		22	2023	2024	2025	2026		
<b>AP15.</b> Address negative trends in admissions (particularly in relation to white males from low-socio-economic backgrounds) improve gender balances across subjects and improve ethnic diversity	Implement activities and initiative's from Go Higher West Yorkshire group on improving representation and outcomes for white males from low socioeconomic groups							3 strategic events hosted by LBU with key stakeholder involvement
	Run residential outreach programmes for Black African boys and South Asian girls							50 students on each with a 60% access rate into HE
	Expand the boys into health and education programme							Increase male participants from 30 to 60 by 2025
	Marketing teams to support Schools with resources to attract students of colour / female / male students dependent on their priorities in relation to under-representation							3% improved gender balance for each School by 2026
<b>AP16.</b> 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							94% continuation rate across all Schools for male and BAME students by 2026 – rate of progression varies by School
	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 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							



Objective	Action	Implementation												Operational Responsibility & Senior Accountability	Example Targets & Indicators (to be confirmed by UET)				
		22	2023			2024			2025			2026							
	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																		

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