# Lancaster University Athena SWAN Action Plan 2019-2023

This Action Plan is organised into six Work Packages (WPs), which mirror the WPs of the ISAT of 2018-19.

Each WP is Championed by a senior member of the University Management Advisory Group (UMAG). Each Champion will provide leadership for the relevant WPs and support as required, for example, through the work of UMAG.

Some WPs are sub-divided into sub-sections for ease of interpretation.

The ‘Index’ column includes a reference to the 2019 Action Plan (i.e., 2019AP) and a further index (e.g., C1) which identifies each Action as unique.

Each of the six WPs has its own set of indices (e.g., Actions **C**0 to **C**17 for the WP on EDI **C**ulture and Governance), which is intended to increase interpretability when Actions are referenced within the Submission narrative.

Individual Actions are in some cases broken down into sub-parts (e.g., (a), (b), (c)). The ‘Timescale for Completion’ column refers to the relevant ‘Success/Outcome Measure’, not the ‘Action’ (\*). **For this reason, and to avoid confusion, the ‘Success/Outcome Measure’ and ‘Timescale for Completion’ columns are lined up between themselves, but they do not line up with the ‘Actions’ column.** Where the Success/Outcome Measure is given in sub-parts, the Timescales are also given for these sub-parts to increase clarity and SMARTness.

The ‘Monitoring and Review by EDI Committee or Delegated Body’ column is provided to serve two functions;

1. to provide ongoing review of actions once completed and, for those actions that are further away in time,
2. to provide monitoring of progress towards successful outcomes. The timelines for monitoring and review reference *either* the overall Action *or* the specific Success/Outcome Measure. Thus, the referencing in this column is extended to make it clear that the timings either refer to the *Action* or the *Outcome* (#).

It is anticipated that this Action Plan will be translated into a detailed Project Plan in December 2019 to support the implementation work of the Athena SWAN Implementation Group and the EDI Implementation and Impact Group.

Changes to the Athena SWAN charter in 2020 mean that awards are now valid for five years rather than four. As a result of this change, and disruption in 2020 due to Covid-19, the timescales are being adjusted on the working version of the action plan, and the Action Plan will be in place until 2024.

# refers to EDI committee or delegated body.

# 1. EDI Culture

## UMAG Champion: Vice-Chancellor

This Work Package focuses on changing the EDI culture at Lancaster University through definite and precise changes to leadership and governance arrangements, through early induction and training processes for new staff to ensure embeddedness, and through creation of a new policy to support trans-gender staff and students.

### Culture and governance

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CO** | Set an institutional KPI for gender diversity in STEMM to be in line with sector benchmarks. [[1]](#footnote-1) | The GPGTG and the ISAT together found that the GPG is 13.7% for academic staff. Of this, the major contributing factor is *gender diversity* at academic grades SL-L and Professor, particularly in STEMM subjects. Lancaster’s gender diversity in STEMM subjects is 14% F (sector benchmark 20% F) for Professor and 33% F (sector benchmark 40% F) for SL-L, which gives a clear focus for positive change. | 1. Gender diversity for **Professoriate** in STEMM is in line with sector benchmarks (20% F). 2. Gender diversity for **Senior Lecturer and Lecturer** in STEMM subjects. | 1. November 2021 16% F; November 2023 – 20% F. November 2023 | PVC Ed-EDI, Director of HR-OD, Deans of FST and FHM | Refers to Outcomes:  EDIAG will monitor progress on these two institutional KPI targets through metric reports at every, termly EDIAG meeting, and report them to UMAG, Senate and Council. |
| **C1** | Establish a new EDI Action Group, reporting to the EDI Committee, to project manage all equality-related work and to provide greater oversight between different EDI workstreams.  Also, introduce a formal measure to ensure oversight of all EIAs and policy-development work by the new EDI Action Group. | While pockets of best practice and EDI innovation exist, and are encouraged, there is insufficient join-up and standardization of policy and practice across the University. There is also an absence of EDI monitoring and implementation beyond the central EDI committee and a lack of operational oversight of EDI innovation and best practice currently being undertaken in pockets across the institution. This Action will ensure EDI is joined up across LU, cross-cutting all other strategic priorities, and is given much greater visibility across the whole institution. It will also strengthen the University’s awareness and considerations of intersectionality. | Implementation work on all EDI action plans is measured routinely as part of the “business-as-usual” of the University. | June 2020 | PVC Ed-EDI, Director of HR-OD | Refers to Action: Review annually from 2021 onwards. |
| **C2** | Increase resource in EDI strategic and operational leadership. Specifically:   1. Recast the PVC Education portfolio to include EDI explicitly. 2. Increase resource in the EDI team by at least 0.9 FTE. 3. Create a new Dean for EDI post at 0.5FTE. | Some ambiguity was identified in relation to EDI strategic and operational leadership, which can lead to occasional de-prioritisation of EDI focused activity. This investment signals our absolute commitment to EDI, and to address issues such as the gender pay gap that disadvantage women. | a. PVC for Education portfolio is recast.  b. Resource in EDI team increased by 0.9 FTE with establishment of second EDI Advisor role  c. New Dean for EDI post created and advertised at 0.5FTE. | a. Completed August 2019  b. Completed January 2020  c. October 2019 | PVC Ed-EDI, Director of HR-OD | Refers to Action: Review effectiveness of Dean for EDI role in July 2021. |
| **C3** | a. Reports on the following institutional KPIs, including intersectionality, to be provided to UMAG, Senate, and Council on a termly basis:  **% F and % BAME**   1. in our academic staff. 2. applicants for academic jobs, by grade. 3. academic staff leaving LU. 4. academic staff who apply for promotion and who are successful in securing promotion (annual reporting). 5. Number of flexible working requests submitted and supported, by grade.   b) Report on EDI aims, targets and institutional KPIs in Annual Planning processes. | This action will ensure that visibility and accountability is in place to address the above Actions (**C0, C1 and C2).**  This action will also support awareness and considerations of intersectionality in the reviewing and use of EDI data.  Consider copying to separate data table | a. Institutional KPI targets to be reported on are agreed by EDI Committee and termly reports provided to UMAG, University Senate and Council. Annual EDI report includes progress against AS Action Plan.  Specific EDI KPI targets are as follows:   1. **% F academic staff** increases from 37% (2017-18) to 25% F Professors, 45% F L-SL (in line with sector benchmarks).   **% BAME academic staff** increases from 16% (2017-18) to 17% (in line with sector benchmark).   1. **% F applicants** for academic jobs increases from 32% (2017-18) to 40%. 2. **% F academic leavers** on ICs decreases from 7% (2017-18) to 6%; % F academic FTC leavers decreases from 50% (2017-18) to 40% (in line with % M leavers).   **% BAME academic leavers** is monitored, including for intersectionality issues.   1. **% F promotion applicants** increases from 11% (2017-18) to 13%; success rate for F applicants increases from 89% (2017-18) to 92%.   **% BAME promotion applicants** and success rates monitored, including for intersectionality issues.   1. No baseline data for flexible working requests available. This will be established (**Action MCFW9**) and KPI will aim for equal distribution of requests across all grades.   **b.** Annual reporting on EDI KPIs is included also in Annual Planning process. | **a. June 2020**  1) November 2023  2) June 2023  3) June 2023  4) June 2023  5) December 2021  **b. October 2020** | PVC for Ed-EDI |  |
| **C4** | Implement EDI forums for EDI planning and action in *all* faculties and across the Professional Services. | Whilst there are EDI-themed informal networks in operation across LU, with varying degrees of efficacy, the ISAT found a lack of formal and consistent co-ordination, or mechanisms for mandating EDI activity, across *all* faculties and PS divisions. This action will create the structure needed to facilitate embedded EDI consideration in a consistent manner. | a. New EDI governance framework in place, linking EDI forums in faculties and divisions through to the new EDIAG. (Dean of EDI)  b. Each faculty and central PS division supplies annual reports of local EDI activity to feed into EDI Annual Report for Senate and Council. (Deans and CAO) | Summer 2020 | a. Dean of EDI  b. Deans, Deputy Chief Executive (operations) | Refers to Action: The impact of This Action will be reviewed in 2022, two years after first implementation. |
| **C5** | Highlight the importance of EDI in Lancaster’s values by:  a. Making it central in the recruitment process for selecting a new VC (and other senior hires), and  b. Including EDI as part of Senate’s strategic priorities for 2019-20. | There is a perceived absence of visible senior leadership on EDI themes in relation to Lancaster’s values. EDI themes should be integral to all those serving in senior roles and on senior bodies within the University’s governance structures. | a. The new VC appointed has demonstrable commitment to EDI and delivers this AS Action Plan. New VC’s objectives include EDI KPIs as a success measure.  b. Senate demonstrably considers EDI in discussions of the development of the academic work of the University (the cover sheet for Senate requires all items to present EDI considerations). | (a) and (b) June 2019 to June 2020 | a. Chair of Council, Director HR-OD  b. VC | **Refers to Action a:** For the new VC process, review immediately after VC appointment (summer 2020).  **Refers to Action b:** Does not need review. Will become standard practice. |
| **C6** | Recognise leadership in Athena SWAN and EDI work at departmental, faculty or institutional level as part of the PDR process and in academic workloads. | There is currently differing practice across all areas of the University in terms of how Athena SWAN and EDI leadership are recognised and celebrated. This Action will create the mechanisms to ensure that the importance of this work at an individual level is recognised, as well as providing an opportunity to celebrate successes. | Next revision of PDR questions and training includes leadership in AS and EDI activities explicitly as examples of leadership that are discussed in the PDR process.  EDI activities included in academic workload models. | June 2022 | Faculty Deans, Director of HR-OD | Refers to Action: Review annually from 2022 as part of Review of PDR processes. |
| **C7** | Silver award holders and applicants to serve as peer mentors for departments and faculties seeking their first awards. | There is limited opportunity for best practice sharing internally between those already achieving success in both Athena SWAN-related work, and EDI more broadly. We believe this a missed opportunity to accelerate progress in pockets of the University that are further behind in their Athena SWAN and EDI journeys. | Athena SWAN submissions for first award have received mentoring support from another faculty or department.  Mentors present best practice at Athena SWAN Awayday to all faculty and department AS leads. | November 2020 | Deans, faculty and departmental Athena SWAN leads | Refers to Action: November 2020 to ensure peer mentoring is reviewed for its value as a best practice sharing technique. |

### 1.2 Induction and training

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP 8** | Increase awareness of new EDI training module, develop new EDI training opportunities, and monitor the uptake of EDI training by:  a) New and  b) Existing staff.  Communicate to Heads of Department regarding completion rates in their areas and send reminders from them to non-completers. | There are currently varying levels of engagement and support with EDI-themed training across LU. We believe that there needs to be an institutional programme of EDI-related training for *all* staff (new and existing) to create the cultural change required. | a) 95% of all new starters have completed mandatory EDI training.  b) 95% of all (i.e., including existing) staff have completed mandatory EDI training. | a) October 2020  b) October 2022 | Director of HR-OD | Refers to Action: Monitor annually, from as soon as data are available.  a: 2020  b: 2022 |
| **CP 9** | Evaluate staff induction processes and create a feedback loop to support continuous improvement. Specifically:  a) Routinise reviews of data from the 3-month induction questionnaire, annually.  b) Review data from the same and provide feedback to the institution as a whole and to inducting departments and divisions to support continuous improvement actions. | Staff survey responses in 2018 highlighted that existing induction processes were variably effective at ensuring that all staff felt fully prepared to take up their roles in the University. | a) Routine reviewing mechanism is in place.  b) The next induction survey indicates improved satisfaction with induction processes and experience, in departments (at least 90%) compared with 2019 scores (excellent or good: 92% for central induction, 85% for departmental induction). | a) June 2020  b) December 2021 | Director of HR- OD | Refers to Action: Part of annual process of review and continuous improvement, starting:  **a:** June 2020  **b:** Review in December 2021 |
| **CP 10** | Provide greater opportunities for gender (and broader) diversity amongst leadership roles on University committees. Specifically:  a) Recognise active contribution through membership of University committees in workload recognition and PDR discussions.  b) Ensure review of the gender balance andbroader diversity amongst appointed members of Senate and Council committees.  c) Ensure appointments are fixed-term (where appropriate) to ensure wide and evolving participation. | Membership of University Committees can provide staff with opportunities to demonstrate leadership in support of promotion applications. Diverse membership of committees can increase the awareness of that body of EDI issues.  Current Committee Servicing Guidelines detail that the Secretary should prompt the Chair to consider EDI issues as part of the appointment process, but the proportion of female members has not significantly increased in University committees since the 2014 Athena SWAN submission; this action seeks to strengthen our guidelines further to achieve the desired impact. | a) Recognition of active contribution through membership of University committees is added within the ongoing University review of workload allocation models.  b) All Senate and Council committees review the diversity of their membership as part of annual reviews of Terms of Reference and when preparing to fill vacancies.  Membership of Senate and Council committees is recorded in the Core HR database to facilitate reporting and monitoring of diversity.  The diversity of new appointments to Senate and Council committees is representative of the diversity of Lancaster’s staff community and is in line with our commitment to the 30% club.  c) Terms of Reference are reviewed to ensure appointment terms are fixed, and amended if they are not at present. | a) October 2021  b) October 2020  October 2021  October 2023  c) October 2021 | Deans with Director of Strategic Planning and Governance and Director of HR- OD | **Refers to Action a:** Annually as part of Workload review and PDR review processes.  **Refers to Action b:** Review annually from start date.  **Refers to Action c:** Annually from start date. |
| **CP 11** | Provide induction, including EDI specific elements, to *all* new members of Senate and Council committees. | Existing induction for new members has not had a 100% take up. | All new members of committees have had induction before their first meeting. | Summer 2020 | Director of Strategic Planning and Governance | Refers to Action: Monitor annually. |
| **CP 12** | Ensure all *Chairs* of Senate and Council committees receive training on maintaining an effective and unbiased chair role as part of their induction. | Existing induction for Chairs has not had a 100% take up. | All Chairs of Senate and Council committees have had an induction that includes unconscious bias awareness training. | October 2020 | Deputy Chief Executive (operations), and Director of HR- OD | Refers to Action: Monitor for 100% uptake annually. |
| **CP 13** | a) All departmental workloads – both for total points or hours, and for leadership roles – to be reviewed for fairness by gender, as far as possible broader diversity characteristics, and by academic grade, annually.  b) As part of this we will also ensure any new software used for monitoring staff workloads permits reviews of loads by diversity characteristics and by grade. | Staff surveys conducted in 2018 and 2019 have shown that some staff suspect that more workloads are not fair in total allocation of duties or in allocation of time for research and other activities that can support applications for promotion. | The next staff survey (or equivalent) comments in 2021 show a reduction in the number of complaints about unfair distribution of workload. | Spring 2022 | Deans, PVC for Ed-EDI and Director of HR-OD | **Refers to Action a:** Review workloads annually from 2021 as part of Workload review process.  **Refers to Action b:** Review new software system in 2023. |
| **CP 14** | Conduct annual reviews of case work to identify any trends or emerging issues by equality characteristics, and take appropriate follow-on actions, e.g., targeted training or communications activity. | No analysis is conducted regarding trends across case work. There is also no central review of actions from disciplinary, grievance and redundancy processes. | Reviews published to EDI Committee annually, and results followed up by HR senior leadership as necessary. | June 2021 | Director of HR- OD | Refers to Action: Check completion in July 2021 and ensure annual monitoring subsequently. |

### 1.3 Support for trans staff and students

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP 15** | Complete the work to introduce our new Transgender Equality Policy. | Lancaster does not currently have a Transgender Equality Policy and guidance for staff, line managers and students and we acknowledge this as an omission. We have aspired to complete this work for some time, and further phases of implementation and review be started. | Policy adopted and communicated widely. | June 2020 | Director of HR-OD and Director of SEAS | Refers to Action: Undertake a comprehensive review of our policy, including wide staff and student engagement, in summer 2021. |
| **CP 16** | Publish a guidance document on the new policy for managers and colleagues. | There is an absence of Transgender/Transitioning guidance and support for staff, line managers and students. | Guidance document shared widely to *all* staff and students via appropriate channels. | June 2020 | Director of HR- OD and Director of SEAS | Refers to Action: Review as part of the review of C15 above. |
| **CP 17** | Work with partner organisations who offer information and guidance on addressing issues and incidents related to transphobia to build staff awareness of the obligation to report incidents and confidence that action will be taken as a result. | The University is a Global Diversity Champion member of Stonewall and has access to a range of materials and support in this area and needs to utilise this resource more effectively, in addition to working with other organisations in this area. | Guidance provided from LGBTQ equality partner organisations made available to all staff and to members of the Students’ Union. | October 2020 | Director of HR-OD and Director of SEAS | Refers to Action: Review as part of the review of C15 above. |

# 2. Gender Pay Gap

## UMAG Champion: PVC Education and EDI

This Work Package represents an extensive root and branch review of the Gender Pay Gap at Lancaster University undertaken by a GPG Task Group with diverse representation, which ran from May 2018 to July 2019. The pay-related actions in this section, and some gender diversity-related actions placed elsewhere within this Action Plan, are actions that come out of the associated GPG Task Group Report.

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **GPG 1** | Refresh University policies for salary setting and start pay for all grades, and for evaluating, recording, auditing, and reporting of additional (discretionary) payments and retention cases. Ensure these policies are applied consistently. | The GPGTG found a disconnect between University policy around salary, and the enactment/practice of these policies across the University (many examples provided through the work of the GPGTG). | a) All retention cases put forward include analysis and commentary on how the case would affect the GPG.  b) Staff survey (or equivalent) scores and comments demonstrate improved confidence (at least 75% positive response) in LU’s equality and fairness around pay (Q5-14c – 69% positive response from academic staff in 2018). | a) August 2019  b) December 2021 | PVC Ed-EDI, with Director of HR-OD | **Refers to Action a:** Review implementation and operation of the new policy by summer 2020.  **Refers to Outcome b:** Also, monitor in December 2021 the next staff survey scores for improvement. |
| **GPG 2** | Establish a Central Professional Services Reward and Recognition Groupto oversee reward, accelerated progression, regrades etc. for PS staff across the University. | Previous concerns from the staff survey and equal pay audits that provided evidence that different areas of the university were more liberal than other, leading to inequities. The primary rationale for this change was, thus, to bring about a more consistent and transparent approach to professional service reward and recognition and to enable calibration across the university. | a) CPSRRG established.  b) Staff survey or equivalent scores and comments demonstrate improved confidence (at least 75% positive response) in LU’s equality and fairness around pay (Q5-14c – 69% positive response from academic staff in 2018). | a) November 2019  b) June 2022 | PVC for Ed-EDI, with Director of HR-OD | **Refers to Action a:** Review operation of new CPSRRG in summer 2021.  **Refers to Outcome b:** Also, monitor in December 2021 the outcomes of the next Staff Survey for improvement. |
| **GPG 3** | Complete the mapping of performance against wages as a basis for deciding on any targeted corrective actions that may be required. | Women are slower to be promoted at LU, and there may be historical anomalies in women’s promotions cases at Lancaster, particularly teaching-focused or ‘balanced’ cases. | Future equal pay audits and gender pay gap reports demonstrate a decrease in gender pay gap for academic staff from 13.7% (2019) towards being in line with, or below, the national industry average (9.1% in 2018). | June 2021 for completing the mapping exercise.  November 2021 for corrective actions required.  November 2023 for demonstrable decrease in gender pay gap for academic staff (aiming for 11% or below). | PVC for Ed-EDI, PVC for AD, and Director of HR-OD | **Refers to Action:** Review not required, but Actions are likely to follow and need to be overseen by EDI Implementation and Action group. |
| **GPG 4** | Make the process by which retention cases are assessed and settled fairly more transparent by publishing details of the process and decision criteria in annual reports to Senate on case outcomes. | Inconsistencies in practice in relation to the approach taken to retention cases were evident across the four faculties at LU. | a) The annual report to Senate will include this data and information.  b) Future staff survey or equivalent in 2021 demonstrates improved satisfaction (at least 75% positive response) with fairness around pay (Q5-14c – 69% positive response from academic staff in 2018). | a) June 2021  b) December 2021 | PVC Ed-EDI with Director of HR-OD | **Refers to Action:** Review implementation of this policy by summer 2023. |

# 3: Academic Career Pipeline and Transition Points

## UMAG Champion: PVC Academic Development

This Work Package focuses on the career pipeline and, specifically, improvement of a set of four HR-related processes that can underpin and support academic staff gender equality, through supporting female staff and student career progression.

### 3.1 Application

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP 1** | a) Stress our inclusive culture, and family friendly policies when advertising appointments.  b) Adopt best practice wording in our adverts for all academic posts (and especially for senior roles, including PS roles),  c) Emphasise that applications from people wishing to work flexibly or job share are encouraged, and  d) Ensure internal communications about staff include positive coverage of colleagues on fractional contracts. | We found an under-representation of female applicants for academic posts at LU. | a) Proportion of applications from females for academic roles has increased from 32% (2017-18) to at least 40%.  b) A refreshed template recruitment brochure to minimise bias in adverts and recruitment literature is created.  c) All adverts have an agreed phrase around flexible working (unless a case can be made for its exclusion in a particular instance). Senior posts follow the same principle. | a) June 2023  b) December 2019  c) Spring 2020 | Director of HR-OD and Faculty Deans | **Refers to Action a:** Review annually through HR.  **Refers to Action b:** as for a) above  **Refers to Action c:** Review annually through HR from 2023 onwards. |
| **CP 2** | Through conscious review, ensure that images of staff engaged in research in recruitment and publicity materials feature women and other under-represented groups prominently. | We observed a tendency to feature males more heavily when promoting research both in recruitment and on the web.  Recruitment materials feature BAME staff in 27% of images, but only 20% of images on the website featured BAME staff. | a) The percentage of women pictured in University publicity materials and staff recruitment packs related to research is at parity with the percentage of men.  b) The current percentage (20%) of BAME staff and students featured in University publicity material images is increased to 25%. | a) December 2020  b) December 2022 | Director of Marketing and Communications | Refers to Action: Review annually through HR |
| **CP 3** | a) Extend pilot of advertising ‘returners posts’ in STEMM and other subjects *dominated by one gender*.  b) Monitor the proportion of female applicants for these posts to inform future actions. | We found an under-representation of female applicants for STEMM subjects at LU. | a) At least two further ‘returners’ positions in identified discipline areas are created.  b) EDIAG to monitor proportion of female applicants and recommend future actions. | a) October 2022  b) October 2022 | Deans and  PVC for Ed-EDI | **Refers to Action a:** Review this roll out at the time of completion (October 2022)  **Refers to Action b:** Review annually through HR. |
| **CP4** | New Centres for Doctoral Training, as a default, use paid student internships to maintain higher proportions of women and other minority groups through the student pipeline (UG to PGT to PGR). | Our STOR-i Centre for Doctoral Training, which has placements with industry for all PhD students, has been highly successful in attracting female candidates. We found that its approach to internships was a key factor in this success and, thus, wished to roll this practice out more widely across LU. | a) All new CDTs adopt internship programmes as the default or present business cases to Deans as to why this is not appropriate or possible.  b) EDIAG and Faculty EDI Forums report on success.  c) Proportion of women starting PhDs in STEMM subjects (37% in 2017-18) meets or exceeds HESA benchmark (39%). | a) Summer 2021  b) Summer 2022  c) Summer 2023 | Director of Research and Enterprise Services (with Deans) | **Refers to Outcome a:** Review in summer 2021 and then annually. If no progress, revise policy.  **Refers to Outcome b:** Check progress in Summer 2023 |

### 3.2 Appointment

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP5** | Extend the current requirement for internal appointment panel chairs to take ‘Recruiting the Best’ training to *all* panel members.  Record training in the HR system (Core HR) to support monitoring; send statistics on completion rates to HoDs and Deans to encourage active management towards the targets. | The ISAT found that there is no current requirement for panel members (except the chair) to be fully trained for recruitment panels. | a) 60% of panel members have completed ‘Recruiting the Best’ training by Oct 2021.  b) 80% of panel members have completed ‘Recruiting the Best’ training by Oct 2022 and increasing thereafter.  c) Core HR includes training data. | a) October 2021  b) October 2022  c) October 2022 | Director of HR-OD, and PVC for Ed-EDI | **Refers to Outcomes a and b:** Check training completion rates annually from October 2021.  **Refers to Outcome c:** Check completion in December 2022. |
| **CP 6** | For all academic posts at Lecturer or above, in cases where an initial shortlist shows a lack of diversity (e.g. is comprised of candidates of a single gender) a search committee should be formed to identify further possible candidates. | We found an under-representation of female candidates for academic posts at LU. | Year-long pilot is started in October 2020. | October 2020 | Deans and  PVC Ed-EDI | Refers to Action: Data on diversity of candidates shortlisted and appointed are reviewed at the close of pilot and further actions or wider roll out are pursued in the light of any impact seen. January 2022. |
| **CP 7** | Ensure the University’s next major academic recruitment drive results in an appropriate diversity of applicants through the use of a search committee charged with meeting appropriate targets for the disciplines being recruited to. | While our 50th Anniversary Lecturer scheme in 2016 was successful in attracting high quality candidates, the ISAT found that the proportion of female staff was relatively low. We are committed to changing this in future recruitment campaigns. | The diversity of applicants by gender and, where possible, by other diversity characteristics, exceeds or matches that of normal recruitment processes in all disciplines recruited to through any strategic investment recruitment campaigns. | As and when | Director of HR-OD with Deans | Refers to Action: As and when, at the completion of any recruitment campaign. |
| **CP 8** | Monitor and publish metrics internally per faculty/department on the diversity (including gender balance) of recruitment shortlists, and develop further actions to improve gender equality in light of the data collected, including for honorary and visiting staff appointments. | We found a lack of transparency and visibility of the diversity of recruitment shortlists. | a) Diversity metrics available per department on shortlists.  b) Departments meet their targets for gender diverse shortlists by October 2023. | a) October 2021  b) October 2023 | Director of HR-OD | **Refers to Outcome a:** Check completion in 2021.  **Refers to Outcome b:** Review in 2023 and annually. |

### 3.3 Academic Promotion

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP 9** | 1) Ensure line managers complete PDR training and, thus, understand their responsibilities to support staff and help with promotions applications.  2) Ensure faculty meetings (and PS equivalents) proactively look at PDRs to encourage staff to apply when they are ready.  3) Make promotions workshops an annual event, and include BAME speakers.  4) Faculties share existing good practice annually at a meeting of ULG, focussing on good practice in terms of supporting women and BAME staff to apply for promotion. | In recent years, promotion cases from female and BAME colleagues have had higher success rates than for males. While this is encouraging in that it does not point to any disadvantage for female applicants, it might suggest that some female and BAME staff may be delaying submission of promotion cases unnecessarily. | a) PDR reviewer training completion rates are 100% by 2020 cycle.  b) Evidence of calibration and action plans developed at faculty and central Professional Service level following annual PDR cycles.  c) ‘Making Professor’ workshop is rebranded to provide support to all levels of academics who may be seeking promotion, particularly those from under-represented groups.  d) ULG includes best practice sharing r.e. PDR.  e) % F promotion applicants increases from 11% (2017-18) to 13%; success rate for F applicants increases from 89% (2017-18) to 92%.  f) % BAME promotion applicants and success rates monitored, including for intersectionality issues. | a-d) December 2019  e-f) June 2023 | Deans and Director of HR-OD | **Refers to Outcome a:** Review as part of annual review of PDR from summer 2020 onwards.  **Refers to Outcome b:** Check being done from 2020 onwards.  **Refers to Outcome c:** Check completed in 2020.  **Refers to Outcome d:** Check being done in 2020. |
| **CP 10** | Monitor and promote the outcomes of the new PDR question which prompts a conversation with the appraisee about promotion opportunities for them. | **Same rationale as for CP9.** | a) The effectiveness of the new PDR system is evaluated during 2019-20, and the University explores whether further support and coaching is required around career planning.  b) The next staff survey (or similar engagement tool) shows improvements (at least 90% and 80% positive responses for the questions below) in scores for questions about the clarity of the PDR process (Q3-4 Did you agree clear objectives as part of your PDR? – 89% positive response from academics in 2018) and the value of the PDR (Q3-3 Was your PDR useful to you? – 75% positive response from academics in 2018). | a) June 2020  b) December 2021 | Director of HR-OD | **Refers to Outcome a:** June 2020 (as per the Action)  **Refers to Outcome b:** December 2021 (as per the Action) |
| **CP 11** | Continue developing the Academic Promotions Criteria to include more specific and tangible measures of success in non-research-focused cases. | Our analysis revealed that women are more likely than men to put in non-research-led cases (which have a lower success rate than research-led ones). | a) New promotions criteria are used for the 2019-20 cycle, supporting teaching-focused pathways and teaching criteria.  b) Work completed on the reshaping of *Professorial* profiles to enhance the importance of teaching and leadership excellence.  c) Parity is achieved in the success rate of teaching-led and leadership-led cases versus research-led cases. | a) Completed by October 2019  b) From now over 4 years  c) by October 2023 | Deans with Director of HR-OD | **Refers to Outcomes a and b:** Review annually as part of HR Annual Review.  **Refers to Outcome c:** Review post 2023 through HR. |
| **CP 12** | Establish new criteria for professorial banding to build on the recent improvement and rebalancing (i.e., to include alternatives to the research-focused pathway) of the academic promotions criteria. | The ISAT found an under-representation of women at higher professorial levels (Bands 2 and 3).  Moreover, movement within and between the Professorial Bands has been based predominantly on research performance. | a. Professorial Banding criteria developed (and communicated) that emphasise the importance of excellence in teaching, academic leadership and engagement, as well as in research.  b. The gender diversity of professors in Bands 2 and 3 (currently Band 2 33% F, Band 3 5% F across all disciplines) improves to be in line with sector benchmarks, following the trend of Professors in Band 1. | a. October 2020  b. October 2023 | Director HR-OD | **Refers to Outcome a:** Check completion in October 2020.  **Refers to Outcome b:** Check trend in October 2023. |

### 3.4 Retention

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **CP 13** | 1. To help us understand our ‘leaking pipeline’, line managers to offer and conduct (or an alternative staff member to conduct if requested) face-to-face exit *interviews* for all staff on open-ended contracts and those fixed-term staff who leave 6 months or more before the end of their contracts.  2. Ensure that this information is collated centrally so as to be able to draw conclusions and act on the data, including in relation to any intersectionality issues. | The proportion of female and of BAME staff leaving the university is greater than expected. Whilst this is not an issue unique to Lancaster it is one we are keen to better understand in order to design effective interventions to support career progression for these staff. | a. The percentage take up of face-to-face exit interviews from total leavers to be higher than the 2019 rate of 40% for completing the already existing online questionnaire.  b. This percentage to improve to over 70% by 2023.  c. **% F academic leavers on ICs** decreases from 7% (2017-18) to 6%; % F academic FTC leavers decreases from 50% (2017-18) to 40% (in line with % M leavers).  **% BAME academic leavers** is monitored, including for intersectionality issues. | a. October 2020  b. October 2023  c. June 2023 | Deans  Deputy Chief Executive (operations)  Director HR-OD | Refers to Outcomes a and b: Review percentage take -up annually through HR Annual Review. |

# 4: Academic Fixed-Term and Casual Staff

## UMAG Champion: PVC Research and Enterprise

This Work Package focuses on fixed-term contracts (FTCs) and casual staff because we found that these contracts were over-represented by females and that the chances of women advancing their careers may be related to the support that they receive in these roles. By focusing specifically on FTCs we aim to support women’s career progression.

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
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| **FT 1** | Promote best practice in the use of fixed-term and casual (engagement) contracts. In particular, implement our new policy on fixed-term and casual working, to reduce their use at LU. | There is overuse of casual contracts in some departments and successive fixed-term contracts can cause considerable insecurity for individuals. Further, data shows gender imbalances for FT and indefinite contract use. | a) Percentage of academic staff on fixed-term contracts decreased from 28% in 2017-18 to 10%. Percentage of female academic staff on fixed-term contracts improving from 32% in 2017-18 to 10%.  b) Average number of monthly casual academic contracts decreased from 666 (2017-18) to 400 and gender diversity improves from 54% F (2017-18) to 50% F. | a) November 2022  b) November 2022 | Director of HR-OD | Refers to Action: Review annually through HR from 2020 onwards. |
| **FT 2** | Ensure all fixed-term academic staff are provided with career support including:  a) PDRs,  b) Access to training (included in contracted working hours),  c) Access to subject-specific career development workshops (included in contracted working hours) and  d) Access to LU’s redeployment register for 6 months after the end of a contract. | Staff survey and focus group feedback emphasised the need to better support those on FTCs to progress in their careers. The CROS 2017 survey indicated that LU fell consistently below other universities in providing access to certain career development activities, such as teaching, project management, budget management and other leadership activities. | a) 90% of fixed-term academic staff with contracts of 2 years or more in duration have had a PDR.  b) Take up of training by FTC workers increases to 80%.  c) *All* FTC workers invited to at least 2 career development workshops annually.  d) Access to redeployment register is provided by October 2020. | a) October 2021  b) October 2021  c) October 2021  d) October 2020 | Deans | **Refers to Outcomes a-c:** October 2021 or shortly afterwards.  **Refers to Outcome d:** Check completion by October 2020. |
| **FT 3** | a) Implement a revised method for recording contracts per individual to allow tracking over time.  b) Introduce an automatic trigger for review when an individual has been on five contracts, even if within the 2-year period specified in our new fixed-term contract policy. | We found an apparent overuse of casual contracts in some departments, with the vast majority of these contracts held by women. Current data recording means that assessing the number of casual contracts per person (historically and current) is not possible. | a) Data on contracts are tracked and assessed, and this is included as a SMART measure in the new policy on fixed-term staff, as per the new policy (Action FT1).  b) Staff on consecutive and multiple overlapping casual contracts are being reviewed and, where appropriate, moved to alternative contract types, as per the new policy (Action FT1).  c) Percentage of academic staff on fixed-term contracts decreased from 28% in 2017-18 to 10%. Percentage of female academic staff on fixed-term contracts reducing from 32% in 2017-18 to 10%.  d) Average number of monthly casual academic contracts decreased from 666 (2017-18) to 400 and gender diversity improves from 54% F (2017-18) to 50% F. | a) August 2020  b) August 2021  c) November 2022  d) November 2022 | Director of HR-OD and Deans | **Refers to Outcome a:** Check completion of action by August 2020.  **Refers to Outcome b:** Check completion of Action by August 2021 and, as per the Action, ensure ongoing Review. |
| **FT 4** | a) To ensure the voice of fixed-term staff is heard (academic and PS), explore staff views on the most effective forms of engagement. Specifically, conduct a series of focus groups to ensure FTC academic and PS staff are, and feel, fully engaged, and put in place the recommended steps.  b) Ensure all fixed-term staff are included in staff mailings appropriate to their departmental locations and role types. | FST currently provides good practice with FTR representatives per department that feed into a Faculty FTR Panel that feeds into Faculty RES Committee. In other areas of the University there is no mechanism for feeding FTC staff voice into University committees. There needs to be a route for accessing *all* FTC voice across the University. | a) Focus groups completed.  b) Departments and divisions are issued with guidance on how to ensure that fixed-term staff are included in the relevant mailing lists for information sharing. | a) October 2020  b) October 2020 | Director of HR-OD and Deputy Chief Executive (operations) | **Refers to Outcomes a and b:** Check in December 2020 for completion. |
| **FT 5** | Scope the potential benefits and costs of extending the Faculty of Health and Medicine’s career-bridging scheme across the University and identify appropriate future actions accordingly. | A bridge funding stream has been piloted in FHM for fixed-term staff, but this is currently unavailable for other faculties leaving an imbalance of opportunities for FTC staff. | Research Committee has assessed the potential costs and benefits of creating a competitive fund for career bridging for fixed-term research staff and made recommendations to UMAG accordingly. | June 2021 | PVC Research and PVC AD | Refers to Outcome: Check in September 2021 for completion and initiate any subsequent actions as a result of findings. |
| **FT 6** | Provide opportunities for FTCs to teach at local, departmental, level in response to the needs of the department and faculty. | In the 2017 CROS survey, LU consistently fell below the scores of other universities in questions related to opportunities for teaching.  There is significant variance in access to teaching opportunities across the University, and this is not in keeping with the latest Concordat for Researchers. | All FTC academic staff are, if their funding source allows, offered teaching opportunities at the start of the academic year that they are able to accept or decline, subject to the availability of such opportunities in their discipline. | June 2021 | Deans | Refers to Outcome: Check availability and uptake amongst FTC staff through a survey in September 2021. Adjust approach if required. |
| **FT 7** | a) Develop new guidelines on the progression of research staff between grades, with a focus on moving between 6 and 7.  b) Follow up guidance for grant applications to be available through RSO to ensure funding for promotion to be made available within the bid. | The current promotion pathway for grades 6 to 7 is not clearly communicated to all affected FTR staff, disproportionately affecting career advancement opportunities for women given that female academics are more likely than are males to be on FTCs. | Re-grading will remain available for staff through the current faculty process, and HR will work with faculties to help improve communications and clarity around this process. Survey of FTC academic staff shows 95% are aware of regrading route and 90% feel the University operates this fairly with regard to EDI protected characteristics. | a) and b) August 2020 | Director of HR-OD  Director of RES | Refers to Outcome: Check completion in December 2020. |

# 5: Maternity, Family Leave, Support for Caring Responsibilities, Childcare Provision and Flexible Working

## UMAG Champion: **PVC Engagement**

This Work Package focuses on improving the conditions that support staff when they need it, for example, during and around maternity leave, with caring responsibilities, supporting them with their children and with flexible working arrangements. The goal was to improve the support and remove obstacles to its uptake.

| Index **2019AP** | **Action** | **Rationale** | **Success/outcome measure** | **Timescale for completion (\*)** | **Responsibility for completion** | **Monitoring and review by … #** |
| --- | --- | --- | --- | --- | --- | --- |
| **MCFW 1** | Revise parental leave policy for staff to bring it into line with industry standards by:  a) Providing leave for primary carer regardless of time in post,  b) Increasing parental leave provision to full pay for 26 weeks (primary carer) and 2 weeks (secondary carer), and  c) Simplifying the administrative burden of applying for secondary carer leave, supported by HR advice.  d)make the KIT policy clearer to line managers. | Parental leave entitlement and provision are below benchmarks. For example, one focus group member commented: “I have had a series of fixed-term contracts which adds up to six years’ service, but my entitlement is calculated on the length of my current contract.” Consequently, LU suffers from rates of female recruitment below HESA benchmarks. Moreover, uptake of shared parental leave is low. | Policy changed and updates clearly publicised in various formats. | October 2021 | Director of HR-OD | Refers to Action: Check completion in October 2021.  Review implementation and effectiveness in October 2022. |
| **MCFW 2** | Develop new parental leave policy for research students to bring LU into line with best practice by:  a) Providing research students with parental leave in line with staff cover, and  b) Ensuring that research students can access shared parental leave. | A greater proportion of students than staff take maternity leave, but there is no clear or consistent policy relating to parental leave for research students.  Students with no cover must suspend their studies (intercalate), thus, losing access to LU facilities, and resulting in longer completion times than their peers (>4yrs). [*need to check*] | a) New policy developed, advertised and available online.  b) By October 2025 – 4 years after introduction of the new policy - completion times for >90% of those taking parental leave to be <3.5 years.  (c) EDIIIG receives reports from Registry of numbers of students taking maternity leave and tracks their progress to completion. | a) October 2021  b) October 2025 (note: this is necessarily outside the period of this plan).  (c) from October 2021 | Director of HR-OD with PVC Research | Refers to Outcome a: Check completion in October 2021.  Refers to Outcome b: Monitor progress between 2021 and 2025 and adjust policy if necessary. |
| **MCFW 3** | Introduce more detailed record keeping in the HR data system, to capture if returners request a reduction in worked hours after they have returned from leave, and to understand whether support provided for returners is sufficiently effective in helping women advance in their careers. | We found that it was not possible to answer questions about the level of support provided for returners without speaking to administrators in each department because the data held centrally were insufficient. | a) HR Systems team has worked with CIS and the Data Analytics Unit to produce a dashboard view using existing data within the data warehouse.  b) Reporting on reductions in worked hours after returning from parental leave is done as standard. | a) March 2020  b) January 2021 | Director of HR-OD | Refers to Outcomes a and b: March 2020 and January 2021 to check completion of Actions.  Monitor effectiveness of new system subsequently annually. |
| **MCFW 4** | Extend Faculty of Science and Technology practice of offering academic returners a reduced and managed workload for the first year (e.g., returning to teach the same modules as before). | Staff reported that the level of support when returning from maternity leave was inadequate, although evidence of best practice does exist in the Faculty of Science and Technology. | Best practice for returners is implemented across the University as standard. | October 2021 | Deans | Refers to Action: Check implementation of best practice at completion point in October 2021. |
| **MCFW 5** | Provide grant applicants with support when writing budgets so that flexibility is written into budget lines to enable research staff on projects to be supported with parental leave and part-time working requests. | Grants are unable to fully accommodate requests for maternity leave. Consequently, researchers lose research time in post (as evidenced by a 31% retention at 18 months from leave) impacting career progression. | a) Guidelines for grant applicants is developed and implemented.  b) Fixed-term research staff retention/transition rates increased from 31% at 18 months to 60% at 18 months. | a) June 2020  b) October 2022 | Director of Research and Enterprise Services (RES) | **Refers to Outcome a:** Review guidelines in summer 2021 through survey.  **Refers to Outcome b:** Monitor retention/transition rates in 2021, 2022 and annually subsequently. |
| **MCFW 6** | Review and update the criteria for LU’s MARS scheme, and re-launch it, to support a greater number of academic staff taking parental leave, and to cover academic staff across *all* Faculties. | Positive feedback on MARS scheme supporting primary carers return to work, but uptake limited to STEMM subjects, thus, limiting impact. | a) MARS scheme eligibility criteria reviewed to ensure that “research active” is defined in a manner that applies in all subjects *and includes researchers on fixed-term contracts*.  b) 100% increase in uptake of MARS scheme, that is, increase from around 2 per year to 4 per year. | a) October 2021  b) October 2023 | Deans | **Refers to Outcome a:** Check completion October 2021.  **Refers to Outcome b:** Monitor uptake rates in 2021, 2022, 2023 and annually subsequently. |
| **MCFW 7** | Identify any shortfall in childcare provision to fully understand staff needs that are currently unmet, and take further actions as required and identified through that process. | Childcare centre is at full capacity. The cap on provision may be impacting female staff careers. | a) The scale of unmet childcare needs on campus is reported.  b) Options for meeting any childcare shortfall are brought forward. | a) October 2020  b) June 2021 | Director of Estates, Facilities and Commercial Services | Refers to Action: EDI Implementation and Action Group to monitor progress. |
| **MCFW 8** | Provide additional centrallyprovided facilities for mothers to express milk and store it in fridges beyond those existing (e.g., in departments). Provide one additional dedicated room in the north part of campus and one in the south part of campus. | While there exist facilities (e.g., in departments) for breast-feeding or expressing milk on the Bailrigg campus, we found that centrally provided facilities that included fridges were limited, and poor signposting. | a) Two additional dedicated rooms for breast-feeding and expressing of milk are identified.  b) Additional dedicated rooms in use, and clearly communicated in signage and online. | a) October 2020  b) June 2021 | Director of Estates, Facilities and Commercial Services | Refers to Action: Check completion at indicated dates and escalate in October 2020 if progress not satisfactory. |
| **MCFW 9** | Currently constituted Task and Finish Group looking at work life balance, following the 2018 staff survey, to report to HRLT with recommendations for how to increase LU support for flexible working to support better work-life balance choices. In addition:  a) Undertake an audit of current practice and communicate the results, and  b) Provide guidance for managers on LU’s flexible working policy and local, more informal arrangements, and ensure greater consistency of practice. | Whilst the University has a flexible working policy, in reality there are many local working arrangements in place across the University, many of which are not recorded. Staff surveys and focus groups have shown that some staff can feel reluctant to seek new roles in other teams in the University as they are not confident that their flexible working arrangements could be replicated. This concern, whether founded or not in reality, may be hindering the career progression of staff, especially those with caring responsibilities. | a) Task and Finish Group Report includes flexible working recommendations.  b) Current flexible working practices are sampled across the University through liaising with Departmental and Divisional Officers.  c) Results of audit inform communication plan to help all staff and managers adopt best practice. | a) May 2020  b) December 2021  c) April 2022 | Director of HR-OD | **Refers to Outcomes b and c** themselves define the timeline for Review and the Communication plan. |
| **MCFW 10** | Introduce common core hours of 10am-4pm, across the University for meetings (except for Council) and social gatherings, and ensure key meetings are held on different days to support inclusion of part-time workers. | We found that the majority of University meetings occurred during the period 10am to 4pm, but that a small number did not. We therefore felt that it would be a small step, but a highly significant one, protecting flexible working possibilities for staff, to introduce a core hours policy. | All University meetings (except for Council) and activities from the next academic year are scheduled between 10am and 4pm, and key meetings are timetabled on different days. HR Systems team has worked with CIS and the Data Analytics Unit to produce a dashboard view using existing data within the data warehouse. | October 2020 | Deans and Deputy Chief Executive (operations) with Director of HR-OD | Refers to Action: Review compliance with policy on an annual basis from October 2020. |
| **MCFW 11** | Communicate staff normal emailing hours and response times to students to support their own development of a good work life balance. | There are few cases of student frustration at not receiving email replies from staff in the evenings and at weekends. That is, their expectation is unreasonably high, but also their own work-life balance may be at risk. | Communications about email hours are sent annually. | October 2020 (with an interim email for the current cohort) | Director SEAS and CEO SU | Refers to Action: Check annually. |

# 6: Professional Services Career Progression

## UMAG Champion: Chief Administrative Officer

The Gender Pay Gap (GPG) Task Group, which worked on the GPG from May 2018, found that a disproportionate proportion of women were employed at lower grades (4-6) in Professional Services, thus, contributing significantly to the GPG at Lancaster. Recognising this issue, this Work Packages aims to take bold and innovative steps to support female career progression in PS

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| **PS1** | Undertake a review to establish where the most benefit can be drawn from developing our job families and deliver these. | In PS, career progression usually means moving into a different role. There is evidence to show that women are more likely than men to be put off by a job description where they feel they do not meet the criteria. Creating similar descriptions for similar roles across the University allows more scope for sideways movement (in and out of faculties, for example) and ensures that PS staff in similar roles are gaining the same skills. | Core job families are in place for large cognate groups (e.g. Departmental Officers). | June 2021 | PVC Ed-EDI, with Director HR-OD | Refers to Action: Progress against this action to be reviewed annually from 2019 as part of HR Annual Review. |
| **PS2** | Increase awareness and use of LU’s policy on secondment opportunities, and their use, to support PS career progression through acquisition of broader and/or higher-grade skills.  Introduce mechanism to measure number of roles offered as secondment opportunities. | PS staff have expressed frustration in the staff survey and world café’s about lack of opportunities to move into different roles due to ‘pigeon holing’ and not being able to gain the skills or experience to progress in their careers. Currently, the number of available secondments is small and we do not have a mechanism for capturing secondment data. There is an opportunity to increase the number of secondment opportunities (especially where the post is fixed-term) and better communicate the existing policy. | a) Career support pages for PS staff include case studies of staff who have taken advantage of secondments and, thus, moved into new career paths or higher-grade roles.  b) Number of secondment opportunities to support career development is increased by 20% relative to 2017-18 levels (once measured). | a) June 2021  b) June 2022 | Director of HR-OD | Refers to Outcome a: Check completion of Action by June 2021.  Refers to Outcome b: monitor awareness from June 2022 onwards. |
| **PS3** | Investigate how to improve the progression pathway for technicians, to support staff development and retention, and also workforce planning. | LU lacks a specific development route for technicians. These roles are often highly specialised and can play a pivotal role in research outcomes. There is some frustration in this group that, unlike for other parts of PS, their skills are not transferrable and there is no specific pathway for progression. | Technicians can see a progression route that recognises their expertise and its value for research.  Evidence this via a bespoke survey of technicians run by the group advancing the Technician Commitment. | October 2022 | PVC Research, PVC AD, PVC Ed-EDI with Director of HR-OD | Refers to Action: Emphasis here is on monitoring progress towards an improved progression pathway. EDI Implementation and Action Group to monitor progress annually from 2020. |
| **PS4** | Ensure that Professional Service Staff are aware of and can access flexible working options, in line with MCFW9, acknowledging that some site-specific PS roles will not be suitable for all flexible working possibilities such as home/remote working. | There is a perception in PS, especially in the higher grades, that flexible working is not an option (and the staff survey and world café’s show that FW practice is variable across, and even within, divisions). This can put some staff off moving to another position that has the perception of being ‘less flexible’. This is more likely to impact on the middle PS grades that are predominantly female, and often the ones carrying a caring role outside work (grades 4 – 7). | a) Awareness of flexible working options is increased (to 80% minimum), as measured by the next staff survey (or equivalent engagement tool) by 2021 (Q2-23 Are you aware of the University’s flexible working policies? 65% positive response from PS staff in 2018, 66% from all staff).  In support of impact (a) we will measure the following outcomes:  b) PS EDI and engagement forums will be taken forward to inform planning into PSLT and the University EDI Committee.  c) A set of working flexibly principles are agreed by PSLT that can be employed locally, within divisions, as appropriate.  d) A process for categorising work roles as potentially agile, desk-based or peripatetic is established to inform flexible working approaches. | a) December 2021  b-d) June 2021 | Director of HR-OD | Refers to Outcomes a-c: Check establishment by June 2022.  Refers to Outcome d: Check by December 2021 for improvement in the next staff survey. |
| **PS5** | Continue the practice of internal succession planning. Use PSLT as a group to help identify individuals capable of taking the next step, and encourage and support them to apply for progression opportunities. | The ISAT found that often PS staff at LU have been in a role for a long time or have reached the top of their grade and are not sure what the options are for progression. This Action takes a lead from, and adopts for PS staff, the good practice happening in faculties where academics are identified as capable of taking the next step and are supported to do so. | After the 2021 PDR round closes: PSLT discusses how best to develop staff identified through that process as ready to progress, and recommends those identified for the Bonington programme, the senior leaders Masters programme, secondments and/or job swaps to strengthen their skill sets. | October 2021 | Deputy Chief Executive (operations) | Refers to Action: Check completion of Action by October 2021, and monitor its implementation annually thereafter. |

1. This Action Plan contains a series of actions (particularly in WP3 on Pipeline) designed to address this high-level strategic target for academic gender diversity across grades, especially in STEMM subjects. [↑](#footnote-ref-1)