

LUMS Athena Swan Action Plan

LUMS received the Athena Swan Bronze Award in April 2021. During the self- assessment process, we identified 13 action areas summarised below that have been aligned to our strategic capabilities.

Building community		
LUMS will continue to build on promoting a healthy, diverse and growing community of staff and students. We aim to provide an environment and educational experience that enables students, staff and stakeholders to develop the tools needed to create positive social impact.		
Action Area	Report Findings	Actions
Action Area 1: Student Data	Below HESA average on female students in both UG and PG.	We need to undertake a UG and PG review of programme and marketing content, with the aim of understanding and reversing both the temporal decline in proportion of female students and the structural gender imbalance.
Action Area 2: Academic Recruitment	We have difficulty attracting female applicants across LU, and in specific subject areas in LUMS	We need to undertake a school review of publicity, communication and advertising materials.
Action Area 3: Gender Diversity	We do not have enough female representation in school materials, committees and external events. LUMS staff survey showed a stronger response from male staff being encouraged and given opportunities to represent their department externally and/or internally	Increase numbers and visibility of female reps at internal and external events

Fostering Collaboration		
LUMS advocates a collaborative approach by creating open and transparent governance and communication processes across the School. We ensure our community is kept informed and involved, with all members clear on how their roles and actions contribute to realising our ambitions.		
Action Area	Report Findings	Actions
Action Area 4: Governance	Communication between LUMS specific EDI agenda and LU HR/EDI policies and practices to staff at department level need to be improved.	Create a new EDI Committee with good representation both PS and academic to increase the awareness of EDI issues/actions.
Action Area 5: Data Collection & Record Keeping	Lack of systematic record keeping in many areas relating to gender equality such as induction participation, flexible working requests, attendance of events and PURE.	Develop reliable ways of collecting data which will allow for deeper insight and evaluation in areas such as Induction, Training, flexible

		leave etc. To work with RES to explore PURE changes.
Action Area 6: Human Resources	Inconsistency and lack of awareness of HR policies which could be contributing to low uptake in areas such as training, parental leave, and developmental opportunities.	Create a new EDI Committee with good representation both PS and academic to increase the awareness of HR policies across the school and EDI issues/actions.

Developing People		
LUMS is committed to providing an inclusive, enabling and rewarding environment. Through development and training, we leverage our academic excellence and contribute to world-leading, impactful research.		
Action Area	Report Findings	Actions
Action Area 7: Academic Promotion	Our findings showed that females take longer to apply for promotion, particularly with G7/8 roles. There is also an imbalance of females/males submitting to REF.	Identify barriers to promotion for females and run workshops.
Action Area 8: Training	Uptake of unconscious bias and EDI training needs to be improved Our data indicates that males are less aware of training and development opportunities. We also want to work with OED to create LUMS specific training in grant writing and mentoring.	Improve our equality, diversity and inclusion training rates. To work with OED to see if there is an opportunity to help create LUMS specific training.
Action Area 9: Induction & Mentoring	Mentoring and induction practices are inconsistent across the school which we want to improve.	Review induction process to ensure fair and consistent support for all staff Investigate how mentoring can help staff, especially for those returning to work.

Challenging Convention		
LUMS seeks to challenge common assumptions and norms that our School has been built on by understanding how our culture drives our behaviours and ways of working both negatively and positively so that we can implement effective change, whilst maintaining and building on our core values.		
Action Area	Report Findings	Actions
Action Area 10: Workload	There is inconsistency in allocation of roles and female academic staff have concerns regarding fair allocation of academic work. This was further exacerbated by COVID. The survey we evaluated also highlighted that more men felt encouraged to apply for senior leadership roles.	WLM to be reviewed annually to ensure fairness. Analyse WLM to understand distribution of tasks to males/females (esp. at G6/7)
Action Area 11: Flexible working, maternity, paternity, adoption and caring leave	It was noted that taking career breaks could be disadvantaging staff and this could be why we have a low uptake on academics taking long maternity periods. In addition,	Explore ways of consolidating guidance on HR policies Move towards a norm of sabbatical in first year of return after a break and

	COVID has accelerated our need to carefully review flexible working.	consider ways PSS can have increased flexibility
Action Area 12: Culture	<p>Our 2019 staff survey revealed that females feel less safe and secure in their work environment which we want to investigate further.</p> <p>There were discrepancies between male and female staff (especially academics) over the perception of implementation of core hours. It was also highlighted that we do not undertake enough LUMS specific staff and student surveys to effectively assess perceptions and experiences of the LUMS culture.</p>	<p>Undertake focus groups to understand why women feel less safe, and to gauge their perceptions of equality and opportunity.</p> <p>Evaluate implementation of core hours.</p>
Action Area 13: Wellbeing	Our recent Athena Swan padlet indicated that we need to put wellbeing as a priority	Continue initiatives started during the COVID pandemic which have been positively received.