Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

> Please note that the writing in purple; left-most column below is for Keele use only. It indicates where actions overlap with our University Equality Objectives and associated action plan.

Priority 1: Halt decline in female research participation **maintaining female representation at, or above, sector benchmark.** Contains 9 sub-actions (1.1.1 etc.).

Priority 2: Improving representation at recruitment to reach our priority targets of (i) **40%F** at **Professor**, (ii) **50%F** across **grade 9 and 10 PSS** (in conjunction with priority 4 actions on women's careers) and (iii) to increase the proportion of **PSS men recruited on the Keele Spine who are ≤ grade 4 by 5%**. Contains 5 sub-actions; these build on the existing 11 actions that have become business as usual from implementation of our 2017 action plan, a summary of "business as usual" actions will be placed on our Intranet to remind staff of how we have progressed.

Priority 3: Improving inclusivity and addressing sexism, racism, bullying & harassment, with a priority area of increasing female academic mean Likert Score for "I **know how to report bullying and/or harassment." by 10%**, to match male colleagues. Contains 17 sub-actions.

Priority 4: Supporting women's career development, with specific targets of reaching overall representation (i) and (ii) in priority 2. We also aim that at grades ≤ 7 female **PSS progression equals male peers**, as a minimum. Contains 15 sub-actions.

Priority 5: Improving culture and working practices, post-Covid-19, with a priority target of improving the female academic mean Likert Score to the statement "**My current workload is manageable." to be at, or above, the neutral point.** Contains 8 sub-actions.

Priority 6: Gender equality is embedded and visible in our student and community-facing work, to contribute to (i) empowering the future workforce to address sexist stereotypes and (ii) improving attractiveness of Keele to male taught students, who are under-represented at Keele and, higher education more generally, with an **initial priority target of achieving near parity of male and female student ambassadors**. Contains 10 sub-actions.

Total 64 sub-actions (reduced from 115)

Table 1: New Action Plan (2023-2028), Priority Area 1: Improving the proportion of women in research.

Ref.	Rationale and work to date	Action	Key actions Start	Timeframes End	Person Responsible	Success Criteria and Outcome
Priority 1: Halt decline in female research participation **maintaining female representation at, or above, sector benchmark.** Women have higher representation than men over total academic functions at Keele but lower, and recently declining, representation in research & education contracts (47% in 2019/20 to 43% in Dec 2023). Representation now matches that in the sector. Note action 1.2 also more supports female Education & Scholarship academic careers.						
1.1 Research culture strategy and support EO4 (item 4.4) also feeds into EO2 and wider external impact of research	Strategy review aims to develop a research culture of 'good research citizens' willing and able to mentor colleagues, and provide a supportive research framework, especially for women (disproportionately at lower grades). Keele Doctoral Academy training has considered gendered aspects of research careers e.g. 2023 Researcher Summer School had titles including "██ ████████: Juggling caring responsibilities" and "██ ████ ██████: Returning to work after a break" as well as academic retreats, which have proven popular with women. 65 staff have completed research leadership or research ethics training in last 5 years. FHSS, since 2021/22, carries out an annual Equality Audit into research	1.1.1 Review research committee structure to include researchers at all grades, to increase representation of women and marginalised groups, being mindful not to over-burden people who are in a minority and to provide a positive experience.	Jan 24	Jan 26 (parity reached)	Director of Research Strategy Delivery (DRSD)	Output: Terms of Reference updated to address representation by gender (as a minimum) Success: Women and men have approximate parity of representation on committees (+/- 5%) by 2026. See also equality audit.
		1.1.2 Revise research leadership training ensuring intersectional female visibility and address issues of (i) discrimination and (ii) work-life balance including career breaks and part-time working. Research Ethics training to additionally include sensitivity to gender (including non-binary & trans genders) and other protected characteristics.	Jan 25 (Leadership) Sep 25 (Ethics)	Impact report Sep 27	Director of Research Strategy Delivery	Output: Leadership training for all grades; completed by staff with representation equal to cohort (data are collected for Keele courses). Success: an increase in those trained by 20%. Impact report findings are acted on as required. See also equality audit.
		1.1.3 Introduce research mentoring for all staff on R-only and E&R contracts. Given male predominance in higher graded posts we do not envisage that mentoring work will fall disproportionately to women staff, but we will monitor and adjust as required. Software licences will be purchased to reduce administrative burden.	Oct 23 (purchase licences)	Pilot Jan 24 Implement Jan 25 Impact report Jan 27	Director of Research Strategy Delivery; input from Faculty Research Deans	Output: Mentoring in place. Success: 100% of female research-active staff, G9 and lower, are offered mentors and outcomes of impact report acted on as required. See also equality audit.

	leave allocation and internal funding (to date no issues have been found). We will extend this to internal research funding in all areas.	1.1.4 Complete an Equality Audit on research funds allocated by Keele (including pump priming initiatives) and address findings. FHSS have already completed their 2021/22 internal audit in August 2022.	All Faculties Aug 25	Report Sep 25 & annually thereafter	Director of Research Strategy Delivery; input from Faculty Research Deans	Output: Equality audit. Success: women have representation in internal funding equivalent to representation on relevant contracts (E&R contracts and R-only where there is responsibility for research) at Keele.
1.2 Improve support for maternity & adoption returners EO4 with potential for long term impact on 4.1(c) GPG	The fund was originally set up to enable women returners from maternity leave, adoption leave, or shared parental leave to re-establish their research. It has since been extended to include those on E&S contracts, to support scholarship. Eligibility has been extended to men and non-binary staff, but we envisage that it will remain a positive action for women, due to those most likely to take this leave.	1.2.1 To review the returners' fund to ensure it continues to meet its aims and increase allowance in line with inflation as a minimum. Adapt the timeframe of the Academic Returners' Fund so that applications can be made within 3 years of maternity/adoption/ShPL return instead of the current 12 months.	Aug 24	Annual review in August with changes implemented by following Sept.	Chief People Officer with Athena Swan Officer	Output: Fund is increased in line with inflation & eligibility period lengthened. Success: There is a 20% increase in uptake of staff using the Academic Returner's fund (uptake continues to be monitored). Reports on how money is spent are delivered to ASSAT bi-annually and any lessons learnt on what has been most useful to returners are fed back into the fund documentation.
	Fund recipients have been positive about its impact. Some recipients have subsequently been promoted. A couple of maternity returners have suggested that they would have benefitted from delaying their application to the fund once having found their "new normal".	1.2.2 Ask returners (Maternity, Adoption, Shared Parental) on how their transition back to work could be supported and if any changes to working practices, including part-time or formal flexible working, are going as planned.	Sept 25 on return to work.	Reports to HR Managers & AS SAT in Nov 27	Athena Swan Officer with HR Manager - Policy, Projects & EDI (PP&EDI) and feedback to HR Manager - Employee Relations.	Output: report on staff experiences delivered to AS SAT and HR Managers. Feedback also provides a process by which more urgent issues can be acted on promptly. Success: Our equality audit for family friendly policies & online guidance is informed by staff experiences, as evidenced in documentation.

1.3 Address other needs of staff returning to research for a variety of reasons.	Some people may have renewed capacity for research at times in their lives (e.g. following change in personal circumstances such as reduced caring commitments, or reduction in an administrative role or where a collaboration opportunity arises). This could include staff considering career change from E&S to E&R focus. Workshop feedback concluded that a buddy scheme would be useful for family leave research returners. See also **PAP_14.1**.	1.3.1 FNS will pilot a scheme for research returners who do not meet Keele Academic Returners' fund criteria because they've not recently returned from Maternity, Adoption or Shared Parental leave.	Sept 25	Pilot for two years Report Dec 27	FNS Faculty Dean for Research with FEDIL	Output: report is heard at EDISG for further consideration and, if proven useful, expansion within the University. Success: Women benefit with representation equal to or higher than Grade 7-9 FNS representation.
		1.3.2 Return to research community support Returners to be encouraged, via HR administration, to join our Parent & Carer forum, to enable staff support & questions relating to return to research. Researchers with caring responsibilities will also be invited to hybrid coffee mornings to encourage networking & discussion benefitting returners. We intend to minimise time taken for the activity (which will largely fall to women) by use of the Team and online/hybrid networking.	Dec 23	Pilot Team for two years Jan 24 (first coffee morning) Dec 26 (success measure met)	Athena Swan Officer & HR Administration Manager & Director of Research Strategy Delivery	Output: Community Support for Research Returners. Success: By Dec 2026, we have a vibrant online parent and carer community, as evidenced by postings averaging at least 1 per month and all new returners are automatically pointed to this resource.
1.4 Establish Research Awards, within the Keele Excellence Award Scheme EO4	We have teaching excellence awards, and more general awards (including a category for Equality, Diversity and Inclusion) but currently no research excellence awards, other than a Public Engagement with Research award. As women are over-represented at early career stages, some awards open only to ECRs could better facilitate the recognition of female ECRs and their transition into academic careers.	1.4.1 Establish a range of awards that would include early career researchers: 1. External engagement with research 2. Open research 3. Research citizenship 4. Research enablement 5. Research leadership Review categories, nominations/ award winners to measure distribution of recognition by gender	Launch revised scheme categories July 23	Review: Oct 23, Oct 24, Oct 25 and Oct26	HR Manager - Policy, Projects & EDI (PP&EDI) with Director of Research Strategy Delivery	Output: Annual awards made and review summary, taken to EDISG as required. Success: a cross-section of nominees is put forward for recognition (both academic and PSS) and an Equality Audit indicates women are not disadvantaged (i.e. representation equals that at Keele). At least one published award winner bio indicates how they have had a positive impact on research culture linked to gender equality.

Table 2: New Action Plan (2023-2028), Priority Area 2: Improving representation (across job roles and grades at recruitment).

Priority 2: Improving representation at recruitment to reach our priority targets of (i) **40%F** at **Professor**, (ii) **50%F** across **grade 9 and 10 PSS** (in conjunction with actions on women's careers) and (iii) to increase the proportion of **PSS men recruited on the Keele Spine who are ≤ grade 4 by 5%**.

2.1 Increase proportion of under-represented staff across all roles in **recruitment** (see also priority 4 for career progression) EO4 esp. of 4.1(C) (GPG) & 4.2	Senior lecturer representation target of parity was recently met, as was our 35%F professorial target. Work continues to reach parity at Prof and Reader. We are mindful of increasing female over-representation in junior and E&S academic roles (E&S Recruitment was 76%F 2018/19-2021/22 despite being near parity with men at application). Over the same time E&R recruits were 51%F despite being only 35%F at application stage but in the last 3 data fewer than 50% of E&R recruits were female (concurrent with an increase in E&S contracts). For PSS we met our male administrative target (but only in the most recent complete year - 2021/22). The OneKeele restructure has seen examples of women moving from administrative to technical roles (where women are under-represented). Keele grade 9 female representation (June 2023) is notably below sector (41.7% vs 53.1%). Hence the parity target (above) is very ambitious. On 1st Dec 2021 only 4.7% of PSS women, 7.3% of PSS men, 14.7% of academic women and 17.9% of academic men were BAME at	2.1.1 Increase proportion of women applying to E&R posts (from 35%F over last 5 years) by ensuring **adverts give clarity over supportive research culture** alongside existing recruitment actions and 2.1.3 below.	Aug 24	Target date: Aug 27	HR Manager - R&TM with Director of Research Strategy Delivery	Output: job adverts modified. Target: Female representation in E&R roles at recruitment remains near 50% (+/- 3%) over the next 4 years.
		2.1.2 Start to address gender imbalance on E&S careers by detailing **stereotypes of teachers (f) and researchers (m) on unconscious bias briefing sheet**. Note on small improvement in E&S male staffing is likely given that E&S staff predominate in some subjects including Nursing & Midwifery, Allied Health Etc.	Dec 24	Jan 25	Athena Swan Officer with HR Manager - R&TM	Output: UB Briefing sheet updated. Target: Male representation in lecturer (E&S) recruitment shows a small improvement (ca. 5% by July 27) on current data (E&S staff are 76%F).
		2.1.3 **Increase female representation in applications to Readership, Professorial and grade 9 and 10 PSS vacancies** by: (i) actively using **networks** and, where appropriate, by using **Executive Search firms**, who are to be given a clear remit to provide a **diverse long list** that includes multiple female candidates. (NB: we also intend to maintain School positive action at senior lecturer level where there is under-representation of either women or men by subject.).	Aug 24	Instituted by Dec 24 with ongoing implementation	HR Manager - R&TM with Faculty Deans & Directors and Chief Operating Officer (COO)	Output: (i and ii) Clarity of expectations in recruitment policy and guidance. (iii) Job title review. Success: recruitment contributed to targets as below.
						Target: 45% Female representation at Readership level by Jan 2028.

	Keele. We do not set separate actions here for BAME representation but work closely with RECSAT on ensuring intersectionality is considered in race actions. We do not list the extensive existing & ongoing recruitment and selection actions here but will summarise them within our Intranet pages as a reminder to all those involved. See also extensive recruitment actions put in place in previous submissions	(ii) Ensure there is a **staff member with gender equality expertise (or has completed more in-depth training) on Professorial and Grade 9 and 10 PSS panels**. (iii) Review grade 9 PSS job titles and seek to compare with colleagues in similar HEIs; reporting to PSG on any discrepancies and potential for positive action.				Target: 50% Female representation across grade 9 and 10 PSS by Jan 2028 (Grade 10 being inclusive of executive roles). Target: 40% Female representation for the professoriate by Jan 2028.
		2.1.4 Review, and adjust as required, our **guidance for starting salaries** to ensure active support for women's starting salaries where appropriate (e.g. where relevant skills significantly exceed minimum), in support of our GPG work and ensuring we maintain clear adherence to equal pay requirements.	Aug 25	Jan 26	HR Manager - R&TM	Output: New guidance. Success: guidance is linked to from our mandated Recruitment & Selection Training and a question on this is included in our quiz to check knowledge, with 100% of those trained successfully completing quiz.
		2.1.5 Use a free online **gendered language checker** as standard for all adverts to avoid use of male encoded words, except as a positive action for men into specific roles including **Administrative and Operational roles**, where they are under-represented (domestic, catering, nursery). Evaluate use of more sophisticated AI language checkers for purpose, cost and ethical usage (i.e. might they reinforce gender and ethnic stereotypes?). Particular attention will also be given to use of **imagery**. See also action **6.4** (**student ambassador representation**).	Sep 24	Institute d by Jan 25 with ongoing impleme ntation	HR Manager - R&TM	Output: Guidance provided on use of gendered language checker and use of images in recruitment. Success: Use of gender checker instituted as standard, as one of several actions to achieve priority 2.

Table 3: New Action Plan (2023-2028), Priority Area 3: Improving inclusivity and addressing sexism, racism, bullying and harassment.

Priority 3: Improving inclusivity and addressing sexism, racism, bullying and harassment, with a priority target of increasing female academic mean Likert Score for "I **know how to report bullying and/or harassment." by 10%**, to match male colleagues.

3.1 Address issues in retention EO4, esp 4.2 and 4.3, with potential for impact on 4.1 (c) GPG	In most years women have higher turnover from academic roles and men from PSS roles. Additionally, BAME staff have higher turnover. A leavers' form & interview process, instigated as part of our 2017 actions, had poor uptake (ca. 20%). This may relate to the time at which leavers receive the form request, possibly too late (e.g., for operational staff) or too early (e.g., for academics). Anecdotally, and from our leavers' form, disabled & BAME women in particular have left after being unhappy at work. We recognise that women may not be empowered to constructively express their dissatisfaction at work and that there is evidence that when women express anger they are often labelled hysterical or treated with ridicule (e.g., Salerno & Peter-Hagene, 2015). This may be worse for Black women (e.g., Motro et al., 2021). Whilst this remains unfair, we take a two-pronged approach to ensure focus on those directly impacted though (i) Assertiveness training, which has some evidence to help acculturative stress (e.g., Tavakoli et al., 2010)) and (ii) adapted Bias Awareness training for all colleagues, which was only mandated in 2022/23 and for which we have not sought feedback from staff networks.	3.1.1 Improve Leavers process to increase survey feedback (multiple email requests/reminders for those with long notice periods and increased speed with which staff are contacted for those with short notice periods). Leavers forms will be reviewed annually with themes reported to EDISG.	Feb 25	Sept 25 (and annual review)	HR Manager PP&EDI	Output: Leaver's data set Success: The number of responses to the Leavers' Form doubles and a process is implemented to record that HR Manager's act on reports that raise concerns.
		3.1.2 Offer co-development opportunities for assertiveness training to members of staff networks and arrange bespoke assertiveness workshops to networks: initially the international staff network, the BAME staff network and the Staff Disability and Accessibility network. Female and gender minority members should inform how workshops are held and give suggestions on who should lead them.	Oct 25	May 26	Network Chairs with Athena Swan Officer, Race Equality Officer and Organisational Development (OD)	Output: Co-developed assertiveness training both for online and in person delivery (two per year). Success: Less than 5% of participants give negative feedback on course content.
		3.1.3 Adapt mandatory Bias Awareness module, to emphasize understanding of the different standards to which people can be held when they assert viewpoints, at times of stress, with staff network input. Link training to resources (including "Having Difficult Conversations", "Assertiveness", "Chairing meetings" training (see **3.6.1**) and other sources of help, including Staff Counselling). Extend lessons learnt to other training modules to widen manager perspectives e.g. "Dealing with Conflict & Disagreement in Your Team" and "Having Difficult Conversations".	Seek feedback from networks from Jan 25 and as part of normal training review process	Launch Oct 25	Athena Swan Officer, Race Equality Officer with Organisational Development	Output: training is reviewed and adapted considering network feedback. Success: Less than 5% of participants give negative feedback on course content.

			Aug 25	Jan 26	HR Manager PP&EDI	Output: updated maternity policy.
3.2 Family leave improvement EO4	We need to ensure family leave policies are inclusive, promote retention & development, whilst maintaining financial stability Current maternity policy has a qualifying period, meaning that staff who are pregnant when they start have no access to occupational maternity pay.	3.2.1 Review University provision and to consider if service requirements for occupational provision are optimal e.g. introduce statutory maternity pay for all employees, irrespective of length of employment.	Aug 25	Jan 26	HR Manager PP&EDI	Output: updated maternity policy. Success: policy has no minimum service length for Occupational Maternity Pay eligibility.
3.3 Family Leave cover EO4	We need to ensure adequate cover for maternity & adoption & longer shared parental leave. Despite having been communicated in the past there are still instances where staff survey respondents report that maternity leave is not covered. We do not have robust process for checking what cover has been provided.	3.3.1 Draft guidance for managers on providing replacement labour cover for maternity, adoption and longer periods of Shared parental leave that is more accessible and available to them from our Intranet, rather than relying on *ad hoc* communication. Investigate best process for obtaining reliable information on what type of cover is provided for those on maternity leave.	Sept 25	with periodic review	Chief People Officer with Athena Swan Officer	Output: Intranet guidance. Success: Process instituted and provides a reliable record of maternity, adoption & ShPL cover, which can then be used to measure success. Should it be necessary, a target level for improvement would be set once base data is available.
3.4 ShPL uptake EO4	Lack of occupational shared parental leave pay (ShPL) discourages shared child-caring at early stages of parenthood, often with men taking little leave. ShPL provides greater opportunity for mothers to return to research/scholarship activities more quickly. Over the period 2018-2022 inclusive (calendar years) there have been only 8 cases of ShPL taken (mostly male).	3.4.1 Introduce an occupational shared parental leave pay scheme.	Aug25	Jan 26	HR Manager PP&EDI	Output: an occupational pay scheme similar to maternity is in place and the cost-benefit of changing provision is positive for Keele. Success: doubling of ShPL uptake following policy implementation over a 4-year period.
3.5 Recognise & support gendered health needs	Building on menopause awareness work and other work of the Healthy University Group (which has input from the Women's Health Research Group), we seek to extend support for other gendered health issues, including those that impact men, to reduce stigma and taboos and to normalise discussion.	3.5.1 Develop a fertility policy, considering work from CIPD and Stonewall NB: For success measure we will not ask for feedback, as we consider this too intrusive. We point all staff to our general anonymous policy feedback form and will seek approval from the staff LGBTQ+ network.	Sep 26	Launch Sep 27	HR Manager PP&EDI	Output: a fertility policy is provided. Success: The new policy is inclusive, regardless of marriage or partnership status (i.e. includes single staff members)

EO3: esp 3.3 and 3.4	Staff survey responses indicated that academic staff were only weakly positive about mental health support in their departments (F3.3;M3.5) and PSS slightly more so (F3.8;M3.6). When it came to intersection with other protected characteristics BAME and LGBTIQ+ men dropped below the neutral point for being confident in seeking mental health support.	3.5.2 Develop training and guidance for line managers for discussing health issues including menopause, menstruation, miscarriage, infertility, assisted reproduction & voluntary childlessness.	Sep 25	Delivery May 26	Organisational Development Manager with Health University Group (HUG)	Output: training & resources provided. Success: training uptake in all University areas. Both men & women participate.
	Additionally, there was the odd free text comment that indicated staff had shared distressing personal details to their line manager but had not received follow up communication to check they were OK. This is not the sort of culture we wish to have at Keele.	3.5.3 Run health campaigns e.g., on breast, cervical or prostate cancer awareness. One topic or awareness period to be chosen per year by HUG informed by the Women's Health Research Group and others at Keele with professional expertise. Maintain sensitivity to gender minority staff.	ongoing	Annual review	HUG Chair with Director of Strategic Comms & Brand	Output: 1 communications campaign per year. Success: Intranet pages receive 400 views (ca. 20% of staff) & emails continue to be sent to all staff.
		3.5.4 Targeted Sports Centre programmes. Initially with a focus on menopause following on from consultation (May 2023) with staff impacted by menopause.	Sept 23	To run for 6 - 12 weeks & Ongoing	Sports Centre Manager in consultation with HUG	Output: At least two programmes delivered with a particular focus on health needs based on sex. Success: participants report that the programme is accessible, raises awareness & helps them as individuals (feedback form). Fewer than 5% of participants report dissatisfaction.
3.6 Tackle sexism, transphobia, racism and other forms of bullying & harassment in the workplace	Student Services encourage positive behaviours and help students address inappropriate behaviour with their #NeverOK campaign and encourage reporting of unacceptable behaviour. Staff have face to face EDI training in the initial Keele Welcome training session, and mandatory online "Equality in the Workplace" and "Bias Awareness" Training.	3.6.1 Introduce Chairing meetings training, to challenge unacceptable behaviour that disproportionately impacts women and, in particular, where there are intersections with other characteristics including race, age (both old and young), religion and disability. To acknowledge it is often harder for those in a minority to speak up and, whilst this should be encouraged, it needs to be done appropriately.	Oct 26	Aug 27	Organisational Development Manager with input from Athena Swan Officer and Race Equality Officer	Output: training is provided and is completed by managers. Success: Fewer than 5 comments are received in the next survey concerning Bullying & Harassment in meetings.

EO4 contribution to 4.3	Anecdotally, and in staff survey responses, some individuals report experiencing sexist, racist or bullying behaviours. These included meeting behaviour (dismissive comments; taking credit for other's work or ideas, "mansplaining" & benevolent sexism "ladies first") & concerns of mis-gendering. BAME female academic responses, whilst only 10, generally disagreed that their "*Department management is active in tackling bullying and harassment*." LGBTIQ+ male academics were also generally in disagreement (even fewer responses). HR receives few comments on bullying outside surveys.	3.6.2 Clearer signposting for staff to the anonymous reporting tool, with permanent link from Intranet homepage, and promotion of safety (SafeZone) app. The Keele Internal Comms email newsletter periodically reminds staff & students of routes to reporting any issue and #NeverOK campaigns remain prominent. Investigate examples of best practice (e.g., UCL) in following up bullying & harassment (B&H) reports (anonymous or otherwise) in considering a range of responses from training (to address cultural issues) to completing an in-depth investigation as required. Taking into account views from BAME, LGBTIQ+ and carer networks.	Mar 24	Best practice by Jun 24 Review efficacy of reporting tool annually in June	HR Manager PP&EDI with input from FEDILs, REC Officer, Head of Residence Life, Head of Student Wellbeing, HR Manager- Employee Relations, and staff networks.	Output: Link is on our Intranet Homepage Success: Female academic staff have better awareness of how to report B&H (Likert to increase by 10% to match male response).
	In 2022 we officially launched our PSS Values & Behaviours Framework incorporating; knowledge & experience, honesty & integrity, professionalism, taking ownership and teamwork. The integration and further embedding of these values & behaviours is an under-pinning activity designed to help promote positive behaviours	3.6.3 Subtle sexism training (as led by Advance-HE for our most senior staff in summer 2023) to be extended to the next level of management to additionally include discrimination faced by non-binary and trans people & include intersection with other characteristics. Workshops provides opportunity for worked exercises and managers would be reminded of intranet guidance, policy and further training that supports the workshop and is inclusive of trans and non-binary staff.	Sep 24	Delivery Nov 24	HR Manager PP&EDI with Athena Swan Officer and Race Equality Officer	Output: Workshop, informed by staff experiences, is held. Success: Attendance is representative of Head of School / Director management level by gender (ca. 50 staff in total); resource use is evidenced by page views (to at least match workshop attendance).
3.7 Ensure EDI work is visible, valued and recognised EO1	Our staff survey indicates that some individuals feel that EDI work is under-appreciated in some areas across the university, falling disproportionately to female, and sometimes junior, staff. There has been different ways of allocating EDI work between, and sometimes, within faculties. Academic survey responses were Likert 3.5F	3.7.1 Develop guidance for Faculty EDIG chairs to review School EDIG leadership and membership regularly. Increase representation of men on School and Faculty EDI groups and ensure all staff taking roles have appropriate support and training, which sets out expectations of participation and what the role should bring to both the individual and the department.	Jun 24	Implement AY 24/25 & Annual reminder	Athena Swan Officer (guidance for Faculties to implement)	Output: Guidance is shared through FEDIGs, as evidenced by Minutes. EDISG receives membership reports from FEDILs. Success: Gender representation is equivalent to that of the Faculty.
		3.7.2 Ensure that in forthcoming reviews of the Workload Allocation Model (WAM), academic workload allocation for EDI work is applied equitably for school and faculty EDI leads and staff network chairs. Work has started; first	Ongoing	Review progress Dec 23	Deputy Vice Chancellor FEDIL's to report back to	Output: EDI Leads, and network leads have a fair, transparent workload allowance.

	& 3.7M, "*Equality, diversity and inclusion work is recognised when workload is allocated*." PSS responses were higher at 3.9 regardless of sex. PSS responses may be higher as EDI work is more often linked to role rather than as a "voluntary" activity.	meeting of working group on WAM was held 31/10/2022; second 12/01/2023. See also 5.1.3		EDISG on implementation.	Success: Staff report workload is achievable (Survey SEDILS and FEDILs).
3.8 Estates' new builds and redesigns account for student and staff needs. Including requests for gender neutral facilities. EO3	Staff and students have indicated that they would like more gender-neutral facilities. A commitment to EDI in Estates work has been made (Keele Estates Masterplan 11 October 2022 - as on Keele's "Policy zone", retrieved 9th June 2023).	3.8.1 Review provision of gender-neutral facilities to firstly define if the need is for "Gender Neutral" or "Inclusive" Facilities, the latter being a fully self-contained cubical with toilet and hand washing facilities. Then, secondly, develop a plan for refurbishment and New Build Programmes. Approval is via Budget Finance Group in 1st QTR 2025	Launch further review Sept 24	Agree by Mar 25	Director of Estate and Campus Services (with approval via Budget Finance Group)	Output: map of facilities. Success: action establishes a baseline, from which we can measure the success of 3.8.2.
		3.8.2 Expand the current provision of gender-neutral toilets. Approval is via Budget Finance Group in 1st QTR 2025		Agree by Mar 25	Director of Estate and Campus Services (with approval via Budget Finance Group)	Output: gender neutral facilities installed where appropriate in redesigns and new builds. Success: Increased availability of facilities by 10%.

Table 4: New Action Plan (2023-2028), Priority Area 4: Supporting women's careers.

Priority 4: Supporting women's career development, with specific targets of reaching overall representation (i) and (ii) in priority 2. We also aim that at grades ≤ 7 **female PSS progression equals male peers**, as a minimum.						
4.1 Improve implementation of workload allocation model and role allocation for academic staff EO1 and EO4	Survey feedback indicates a perceived gender imbalance in roles assigned to academics, with women anecdotally assigned lower "value" roles. >75% of academic roles are advertised (SEDIL & FEDIL survey) but more can be done to standardise role descriptors & expectations, to reassure applicants of requirements & workload. Responses to *"the workload allocation model is applied satisfactorily in my department"* were below neutral (Likert 2.8F & 2.9M) & "*Workloads in my department are allocated fairly*" were only just at neutral for women (Likert 3.0F & 3.3M).	4.1.1 Review and address any issues in distribution of administrative roles across academic staff by gender.	Other Faculties to commence by Apr 24	Review annually in Apr with success measure met by 27	Deans working with Heads of Schools and FEDILs	Output: Report on role allocation by gender. Success: Report on roles creates a baseline on which to create targets.
		4.1.2(i) Standardise academic role descriptors for Education roles (see also 5.1.4 which acts to limit growing expectations on roles), initially School Education Directors. 4.1.2 (ii) Standardise expectations for EDI School and Faculty roles.	Oct 24	Sept 25	PVC Education Deputy Director HR with RECSAT Co-Chair and Institute Lead for Gender Equality	Output: roles descriptors and published Success: Descriptors are standardised across schools and faculties.

4.2 Encourage uptake of leadership roles by women EO4	Disproportionately small numbers of women put themselves forward for leadership opportunities; we wish to encourage them to do so. Priority areas to address current under-representation in senior roles include Head of School roles in FHSS, Faculty leadership roles in FNS and membership of Education committee in FNS.	4.2.1 Encourage discussion of leadership and managerial roles in SPRE for academic staff and, within post, opportunities for PSS (e.g., membership of working groups etc.). In addition to broader career progression/ promotion as instituted following our 2017 submission.	SPRE season 24 onwards	Ongoing	HR Manager PP&EDI with OD Manager to update SPRE guidance. Line managers following SPRE guidance	Output: Modified SPRE guidance & training. Success: Minimum 10% increase in female representation in academic leadership roles across areas noted to have very low female representation (FHSS and FNS)
4.3 Expand committee observation opportunities (both academic & PSS) EO1	Building on our objectives for committee observation in our last action plan, we aim to expand the range of future shadowing opportunities. See also addition of staff to Research committees (**1.1.1**)	4.3.1 Observation of key committees to be expanded to include committees at all levels and a record of those benefiting held. Women and BAME staff to be prioritised. In addition, PSS identified in **4.7.3**. are afforded suitable observation opportunities.	Review of opportunities and expand from Sep 25	Implement Sep 26	Governance Secretariat Manager (university level committees) FEDILS (Faculty level and below)	Output: opportunities provided. Success: ≥ 10 women take opportunities from AY2023/24 to AY2027/28 & BAME women's representation ≥ the staff pool.

			Commencement	Review/Ongoing	Responsibility	Success Measure
4.4 Augment annual university academic promotion workshops with locally held events) EO4	The current and ongoing annual promotion workshops (one for senior level; one for Reader/Professor) will be augmented by the Faculties. Faculty-level advice would be more tailored to subjects, faculty timelines and individual faculty support. Workshops / drop-in sessions will be led by senior staff and will cover both promotion levels and career pathways.	4.4.1 Faculty-Specific career support to build on university-level promotions workshops. This action should also encourage Faculty-specific scholarship conversations and communities of practice (see also mentoring circles) Scheme for E&S staff aligned to Education strategy	Sep 25	Ongoing as required	Faculty Deans with Faculty Deans of Education and Research	Output: All faculties hold an open session on promotion support. Success: At least one workshop attendee promoted within 3 years of attendance.
4.5 Identify of staff at top of grade, for additional career support (academic & PSS) EO4	Staff who have been at the top of their pay grade for more than three years may need additional support to consider their career development	4.5.1 HR to develop a process to identify individuals and report to line managers, for more in-depth career discussion, to identify any barriers to progression, career development plans and/or consideration of progression points. Data will be collated on adoption of scheme and barriers to career progression.	Jan 24	Apr 25 with annual review thereafter	HR Manager Employee Relations with HR Manager PP&EDI and Organisational Development Manager	Output: All staff and their managers notified. Success: 75% of staff participate in carer discussion and women have representation equal to the staff body; we identify gendered barriers to progression & put actions in place to address.
4.6 Improve mentoring resource, range & culture. EO4 with potential for medium term impact on 4.1(c)	Improve opportunities for women to network across the university and provide peer support. See also **4.13.3** (senior women's network). Mentoring guidelines are available via our Organisational Development webpages, but career mentoring is not consistently available across all areas of the University and promotion mentoring (for women and BAME staff has only been available to academics to date.	4.6.1 Create resources to support different types of mentoring, to be more **inclusive of PSS staff**. Guidelines clarify manager responsibilities to ensure equitable mentoring workload across established staff, regardless of gender. A specific mentoring scheme will be piloted for PSS who are within 3 years of an application to a	Sep 24 BAME women pilot Spr 25 for both scholarship & senior PSS pilots	Different mentoring types instituted by Oct 25 with review as required.	Organisational Development with input from Chief People Officer & Chief Operating Officer for PSS schemes; Director KIITE	Output: scheme resources provided Success: i)PSS mentoring partnerships double on AY 23/24 value by 2026.

			Start	End		
(GPG) and 4.2 (intersectionality)	Work is ongoing to promote scholarship communities of practice. These could be more formalised in terms of mentoring circles to focus on development areas.	grade 9 or 10 role, to include a protocol for prioritisation, based on equalities data. We will also pilot **mentoring circles.** Examples include (i) scholarship for career progression, developing from communities of practice and (ii) a BAME women's mentoring circle in conjunction with REC colleagues.			for scholarship; AS SAT Chair & REC Co-chair for BAME women scheme.	ii) Focussed peer mentoring circle pilots are developed (BAME women; E&S) iii) ≥75% of participant feedback is positive
4.7 Improve PSS Career Support EO4	Build on the Professional Service Restructure (OneKeele) in expanding career progression opportunities for PSS, who occasionally report in survey free text comments and in leavers forms etc., that they have little scope to progress at Keele. The University will develop a new **process document on PSS careers**. The document will cover actions: 4.7.1 - 4.7.4. Whilst not explicitly set as a target for any of these actions, it is our intention that, in supporting these careers, we will help to reduce Keele GPG (i.e. in supporting progression of a largely female group). Note PSS are also eligible for our Excellence award scheme (see section 1: Research) and we expect representation of nominations equal to the workforce.	4.7.1 Job Evaluation: Improve definitions of PSS job roles and create clear criteria for transferrable skills as well as the specific knowledge required for a role.	Sept 24	Apr 25	HR Manager - Employee Relations leading with input from Organisational Development Manager and HR Manager - R&TM	Output: Updated documentation on Intranet (encompasses all actions under 4.7). Success: Quiz question in SPRE reviewer (i.e., manager) training with 100% of those trained successfully completing quiz.
		4.7.2 (i) Advice to all staff on accessing OD training will be placed on the Organisational Development (OD) webpages, to include out-of-hours training provision. (ii) Ensure dialogue concerning training needs of shift and part-time staff.	(i) Oct 23 (ii) During meetings with management from Oct 23 onwards	(i) Oct 23 (ii) Oct 24	Organisational Development Manager	Output: Improved communication of how to access OD training. Success: 50% of PSS have accessed some form of training or development, beyond that mandated.

		4.7.3 Identifying Talent: Develop a new process for identifying experienced and skilled PS colleagues to be placed in a talent pool for future opportunities, providing them with a chance to apply for roles on higher grades before they are advertised. The process will be transparent and linked to SPREs.	Sept 25	Sept 26	HR Manager - Employee Relations leading with input from Organisational Development Manager and HR Manager - R&TM	Output: talent pool in place. Success: Equality analysis show no disadvantage to women in terms of talent pool and regrade process.
		4.7.4 Deliver a second annual Professional Services Staff Conference. PSS conferences will include: a range of networking opportunities; sessions on career progression; talks related to equalities; diverse speakers and staff who have progressed careers at Keele.	2nd Conference Instituted 23	Review annually	Organisational Development Manager	Output: Two PSS conferences per year Success: half-yearly conferences have at least one PSS career session. Fewer than 5% of participants give negative feedback on career sessions.

4.8 Clarify promotion criteria for Education & Scholarship (E&S) roles. EO4 with potential for medium term impact on 4.1(c) GPG and impact on EO2	2023 AS survey feedback (31 comments) indicated either a lack of clarity around expectations and definitions of scholarship, particularly for promotion, or bias against E&S staff careers. However, **definitions of scholarship are clearly provided in our online academic role expectations and promotions documentation.** A further 10 comments stated respondent's perception that E&R staff are disadvantaged in promotions. Likert scores were 2.9(F) and 2.8(M), for agreement with parity in promotion opportunities for E&S and E&R contracts. This varies little by contract type: E&R staff have Likert scores 2.8(F) & 2.8(M); E&S have Likert Scores 3.0(F) & 2.7(M). Small numbers of academic respondents on other academic contract types T-only; R-only or PNS Likert: 3.0(F) & 3.0(M). E&S staff are predominantly women. Hence, clarity of this promotion route is important for women's careers and, also to reassure new staff, regardless of gender, that they can develop an E&S career at Keele. A talk has been organised for our Researcher Summer School "*Research vs Scholarship Contracts*" to start to address lack of understanding by PVC - Education Professor ▮▮▮▮▮▮▮ ▮▮▮ and ▮▮▮▮▮▮▮▮▮▮ (Senior Lecturer). A Faculty-specific scholarship expectation guidance is being developed in FHSS.	4.8.1 Review and clarify E&S promotion criteria.	Jan 25	Guidance updated and on webpages Sept 25	PVC-Education and Deputy Vice-Chancellor	Output: Updated promotion guidance on Intranet and advertised to staff directly and through promotion workshops. Success: there are fewer than 10 comments (adjusted for total survey responses) from respondents citing lack of understanding of criteria or Keele bias against scholarship careers.

4.9 Senior female leadership training, networking, ongoing support and development	We have had good engagement from Keele with Aurora (83 participants, over last 5 years with spread across faculties and Directorates) and Springboard. However, we are not aware of any staff having taken Advance-HE's Women's Senior Leadership course, but it has now (Jun 2023) been advertised through our Organisational Development webpages. Organisational Development also promoted Santander W50 and W30 programmes (Feb 23). Other significant training opportunities have included Keele's own MBA; which has been available to staff and data provided to the ASO indicated no disproportionate uptake by gender. Any ongoing significant opportunities to have an EIA (and be addressed as required).	4.9.1 Encourage participation in Advance-HE's Women's Senior Leadership course and Santander W50, and continue encouragement to engage with Aurora and Springboard, through active targeting of women at SPRE and in roles where leadership development may be important (e.g. School EDI, Education, Research and Internationalisation leads) or PSS stepping up into grade 8 or 9 roles. The Santander W50 programme is for women in executive roles.	Started advertising	Annual alert	Chief Operating Officer, Deputy Vice-Chancellor and Faculty Deans working with other managers	Output: Female staff in leadership roles, or stepping up to leadership roles, have had the offer of appropriate training. Success: Mean 5 women per year take one of: Advance-HE Aurora, Senior Leadership training (or similar) or W50.
	Keele has previously had a women's network and, whilst, it had large numbers participation was low except for University-wide International Women's Day events. Hence, more defined networks might better meet needs. An initial meeting of "Aurorans" has taken place (Mar 2023), to ensure continuing benefit from the leadership programme.	4.9.2 Develop a leadership network open to women, non-binary and trans staff, bringing together PSS and academics, for informal networking meetings. * For 23/24 this will be FNS EDIL joint with Marta Wołoszynowska-Fraser Extend to other networks where need is seen (e.g. senior women's network) Survey Aurorans regarding network and any follow-up actions.	Formal launch Summer 23	Ongoing with annual review	Network chair responsibility to be swapped annually. *	Output: network is in place & welcomes new members. Success: 75% of recent (<3 years since programme) Aurorans report network meets their requirements.
	We have only a small number of Black female staff who may wish, and feel ready, to take on the 100 Black Women Professors NOW Programme (currently taking applications for the next programme to commence in Jan 2024).	4.9.3 Engage with 100 Black Women Professors NOW Programme (or another suitable programme for Black PSS).	From 25, if suitable candidate	annually thereafter	Faculty Deans (or Chief People Officer if relevant for appropriate PSS)	Output: we advertise this as an opportunity Success: a colleague participates

Table 5: New Action Plan (2023-2028), Priority Area 5: Improving culture and working practices, post-Covid-19, with a workload focus.

Priority 5: Improving culture and working practices, post-Covid-19, with a priority target of improving the female academic mean Likert Score to the statement "My current workload is manageable." to be at, or above, the neutral point.						
5.1 Address excessive workloads EO4 with potential impact on 4.1(c) (GPG)	A workload working group has been set up, to try to reduce ever increasing workloads as reported anecdotally by some staff and in our AS survey (mean Likert: for question "My current workload is manageable" F: 3.2 & M 3.1 (all staff), with academic women scoring below the neutral point at 2.9). Staff free text comments also reported issues in being able to recruit temporary workers (e.g. to cover longer term sickness).	5.1.1 Improve speed in which casual contracts are issued.	Working Group commenced Oct 2022 Progress review winter 23 (5.1.1) Policy work from Sep 2025	5.1.2 is ongoing; all others to be reported on by Dec 2026	5.1.1: HR Manager Resourcing & Talent Management. 5.1.2 - 5.1.4 Deputy Vice-Chancellor (Chair Workloads Working Group).	Outputs: Improved casual recruitment process; Workload stability policy; Reviewed WAM. Success: (i) Actions 5.1.1-5.1.4 contribute to an improvement in Likert scores for manageability of workload, as a minimum to increase female academic above 3 (i.e. the neutral point. And (ii) for 5.1.1 once baseline and complexities are understood, a target for casual contract completion is set and maintained.
		5.1.2 Find ways to reduce existing workloads, including changes to ways of working and processes.				
		5.1.3 Review the limitations of the WAM process.				
		5.1.4 Develop a workload stability policy where new changes / policies / initiatives are assessed for their workload impact and, where additional workloads are identified, these are offset by a reduction in workloads elsewhere.				
5.2 Raise awareness of mental health support for staff and continue to EO3 (3.3) and EO4	Building on our extensive support for Student mental health we have made good progress in ensuring that staff can also access mental health support without any prior referral from line managers. However, we acknowledge that the current national & global challenges put pressure on aspects of staff's lives. Small number of leavers, mainly women, made comments relating to stress and men (based on national statistics on suicide) have difficulty in seeking & male responses to mental health &	5.2.1 Have annual Comms campaigns to raise awareness of support available to staff and students. Conduct regular pulse surveys monitoring staff and students' mental health and well-being and analyse by equality characteristics, at the same time as reminding people about mental health support.	Mental health week 2025 (First Survey); Jan 2026 (Data analysis)	Repeat surveys as required.	Healthy University Group Chair; BAME Staff Network Chair; LGBTIQ+ Staff Network Chair and Director of Student Services with survey run by Athena Swan Officer	Output: comms campaigns and surveys. Success: Survey data informs future awareness raising campaigns
		5.2.2 Analyse absence data to see if there are points in the year when staff are more likely to be absent due to stress.	Dec 24	Feb 25 & review as needed	Athena Swan Officer (analysis)	Output: data analysis Success: either data doesn't support stress-related absence annual

	wellbeing were below those of female staff, particularly notable for male BAME & LGBTIQ+ respondents (Likert 2.8 and 3.1, respectively, for *"I feel confident asking for mental health and/or wellbeing support at work".*) *"My mental health and/or wellbeing are supported in my department."* were also low for BAME men (3.2).				Occupational Health Manager (further action)	trigger points or, if it does, papers are sent to Academic & Professional Service Strategy Groups with a response on any required actions received by ASSAT and/ or EDISG.
5.3 Continue to embed EDI work throughout the university EO1	PSS have increasing involvement in EDI work through their roles & Directorates EDIG but there is more scope for engagement.	5.3.1 Pursue an Athena Swan award at the professional services level	Aug 25 (initiate work for a submission)	Submit by Jul 26	Chief Operating Officer with PSS EDIG and Athena Swan Officer	Output: submission. Success: A Bronze award, by Dec 2026, evidences PSS engagement
	The Vet School joint with Harper Adams is ineligible for an AS award but is aware of EDI issues in their field. Gender equality issues include significant male student under-representation and paucity of senior female staff.	5.3.2 Develop EDI action plan in Harper-Keele Vet School, with advice from FEDIL and Athena Swan Officer.	Sept 24	Sept 25 for ongoing implementation	SEDIL (input from FEDIL and ASO)	Output: Group established. Success: Action plan is presented to FEDIG and includes work on gender equality issues.

Table 6: New Action Plan (2023-2028), Priority Area 6: Empowering the future workforce and starting to address male under-representation in our taught programmes.

Priority 6: Gender equality is embedded and visible in our student and community-facing work, to contribute to (i) empowering the future workforce to address sexist stereotypes and (ii) improving attractiveness of Keele to male taught students, who are under-represented at Keele and, higher education more generally, with an **initial priority target of achieving near parity of male and female student ambassadors**.

6.1 Provide inspirational role models for all our students EO2 and EO3	We wish to ensure that students have inspirational role models in displays in our buildings. This builds on work from: (i) Strategic Communications and Brand to embed EDI principles in content and design of our webpages and media; (ii) the proactive approach taken by ArtsKeele in providing thought-provoking exhibitions often featuring women with intersections with other protected characteristics, and (iii)The Honorary degrees committee in highlighting need for nominations to give good coverage to women and people from diverse backgrounds.	6.1.1 Use media displays in building e.g. Central Science Laboratories (CSL) to improve visibility of women and under-represented groups. See also action 6.2.1 (library). Planning is already advanced for "Faces of Science".	Started	CSL display installed Sept 23	AS SAT Chair oversight with Director of Strategic Communication and Brand; ArtsKeele; FEDILs, and REC Co-chair.	Output: (i) A permanent but flexible display is provided in the CSL. Success: The CSL display helps improve visibility of women (more than 50% of images are of women) and those who have been minoritized in science **Update (before submission of revised action plan):** the output has been achieved and meets our success measure in that 12 of the images depict female scientists and 6 are male scientists, a breadth of ethnicities and nationalities are included as are people with visible disabilities, people who are open about invisible disabilities, and people from the LGBTQ+ community. We will extend activities to ensure ArtsKeele activities formalise inclusion of gender in their work.
		6.1.2 Improve gender balance of building names. Budget Finance Group to consider Gender Balance and the Opportunity to rename buildings as part of any New Build, Refurbishment and Funding Structure (Note blanket renaming and updated WayFinding c £5m plus)	As opportunity arises	Ongoing	Chief Operating Officer, Deputy Vice-Chancellor, Vice-Chancellor and Director of Estate and Campus Services	Where new buildings or rooms are named, these are minimum 50:50 female and male over the 5-year period. OR all Buildings renamed as part of a full review of Buildings, e.g.10 Year Investment Plan. OR a decision is made not to name buildings after people.

| 6.2 Decolonise library content EO2 item 2.3(c) | Research literature is dominated by white, male, N. American and European publications. Decolonising the Libraries workshop (Apr 2023) was attended by 9 librarians; 2 subsequently presented at faculty workshops; another is developing library contacts in Global South countries. We recognise this will be a long-term plan with budgetary pressures. Nevertheless, we can acknowledge what we know and work to improve access to authors from diverse backgrounds e.g. female and gender minority authors especially from the Global South. The libraries are also a space for raising awareness and have significant footfall especially from students. For example, the Health Library has a display for Pride month 2023. | 6.2.1 (i) Form a library working group on diversifying & decolonising our collection (DDC). (ii) Provide a statement on DDC and draft a Collection Development Framework (CDF), for Director approval (iii) Consult the Student Library Advisory group & gain feedback on our draft strategy and CDF; encourage participation in workshops to promote DDC understanding & knowledge. (iv) Promote existing & new resources through displays & Library events, including invited speakers; describe work to Keele community with a "Learn About" webinar. (v) Extend collections using demand driven acquisition & online reading collections, such as the leisure reading service Libby, to diversify fiction and non-fiction titles. (vi) Allocate a library budget towards DDC. | Started with Workshop Apr 23 | Milestones: (i) Aug 23 working Group (ii) Nov 23 Library statement (iii) Apr 24 Library Strategy (iii) Nov 25 CDF. (iv) Apr 26 Description of decolonising work in "Learn About" webinar series | University Librarian with Head of Library Content & Collections and Head of Academic Library Services. Input from Decolonising the Curriculum Lead and the Athena Swan Self-assessment Team Chair and Race Equality Officer & Athena Swan Officer (for survey). | Outputs/Measures: (ii) Statement, (iii) Consultation workshops & CDF and DDC Strategy, (iv) webinar, displays and speakers, (v) demand driven diverse collections, (vi) budget. Success: We have no baseline on which to gauge success and will judge this based on completion of the outputs, taking into account any feedback received from the Keele community. |

6.3 Improve gender balance on taught programmes EO2	Overall **male students are under-represented** at Keele and in the sector, a continuing trend and is normally exacerbated in low participation neighbourhoods. Keele works closely with **Higher Horizons** who have studied "The educational ambitions and intentions of young white British males from five disadvantaged areas in North West England" and continue to put theory into practice. Intersection of sex and POLAR Quintile data indicates that Keele is doing better in attracting male students from low participation neighbourhoods than previously, although both these students and men from higher participation areas were under-represented at Keele (Polar 1&2 male entrants were 81% and POLAR 3-5 were 86% of what might be expected if everything else was equal, OfS data dashboard, 07/07/2023). Academic schools (except HKVS) have AS action plans addressing subject-level gender imbalance. Success has been limited, except for the Data Science and AI Masters, which had targeted OfS-funded bursaries. An increase in allied health courses will add challenges to overall male representation at Keele.	6.3.1 Maintain Marketing & Recruitment Media Policy and assess facilitators in student recruitment **by highlighting subjects that have achieved desired changes,** as, and when, Schools apply for Athena Swan awards. Harper-Keele Vet School, Language Centre and Foundation Year course data to be analysed every two years. Report to AS SAT every two years in March, with a summary also being shared with the Action and Participation Plan (APP) group.	Ongoing but with next analysis in Mar 25	Biannually in March	Athena Swan Officer (to analyse data)	Output: analysis of any successes in Athena Swan submissions is summarised. Success: analysis is reviewed by AS SAT and APP group and actions developed as required.
6.4 Address male student ambassador under-representation EO2 & EO 4.1 (C) (GPG)	Low representation of male student ambassadors may reduce attractiveness to prospective male students and is one factor in our Gender Pay Gap.	6.4.1 Positive action is taken in student ambassador recruitment.	Instituted 2023	No disparity and BAU by 2026	Director of Global Student Admissions and Recruitment; Athena Swan Officer to confirm data and SEDILs to report back satisfaction.	Output: positive action evidenced. Success: Ambassador use is not above female student representation (60%F) and not below parity (50%F).

6.5 Strengthen student EDI input	Student links have been useful, as below, but could be further strengthened. i) student EDI committee representatives have raised issues relating to the well-being of trans & non-binary students and have been effective in instituting new work (e.g., gender identity student fund). ii) anonymous reports, Student Voice Committees, direct feedback to Student Support and School EDI Groups and formal complaints & conduct reporting routes also inform work. iii) KeeleSU have student groups including women's & LGBTIQ+ networks.	6.5.1 Ensure issues, including those related to gender, which are reported via multiple routes, including the anonymous reporting tool, are reviewed and appropriate actions are undertaken to address areas of concern. A longer-term aim is to work towards, and encourage use of, a more streamlined reporting system.	Oct 24	Ongoing with annual report	Director of Student Support, Head of Residence Life & Head of Student Wellbeing working with KeeleSU and the Keele Postgraduate Association	Output: Anonymised summary of issues impacting students (outside of formal reporting routes). Success: Anonymised summary report is used together with data from formally reported incidents (also anonymised) to identify key themes and actions to address them (e.g., in #NeverOK campaigns). Issues and solutions will be summarised where appropriate for EDISG and, where relevant to gender, for ASSAT.
6.6 Improve aspects of EDI training and education for students EO2	EDI training for students is available and does touch on microaggressions that impact women and trans / non-binary people. Some Schools, including Nursing & Midwifery, have developed this further. PVC Education has an institutional EDI action item (Equality Objective 2) to Develop and implement embedding of EDI in new courses and/or redevelopment of modules. Concerns about potentially biased student feedback have previously been raised by EDISG; with a response to (i) remind students about respect and civility in feedback (on forms) and (ii) raise awareness with faculty through EDI Leads about the limitations of student feedback.	6.6.1 Enhance Student EDI training and /or EDI campaigns, with input from a range of staff who are experts in gender equality in their academic areas to include examples that impact staff (e.g. questioning female authority and expertise, making assumptions about caring and nurturing roles) and to point students to resources to help address issues including internalised sexism which may lead to imposter syndrome, self-deprecation or trying to conform to certain "gender ideals" including by use of unhealthy dieting etc.	Sep 26	Launch Sep 27	Head of Student Wellbeing & Head of Residence Life with input from Athena Swan Officer, Race Equality Officer, SEDIL for Nursing & Midwifery and the Staff LGBTIQ+ network Chair	Output: revised training / information material is available. Success: we are able to estimate the reach of these materials, giving a baseline on which to gauge future uptake success and whether further actions, including evaluation of training efficacy, are a realistic possibility.

6.7 Ensure diverse female, male and, where possible, trans and non-binary alumni are visible to students, and prospective students, as role models & Keele Connect Mentors Ensure networking & fundraising events reflect a diverse range of alumni and supporters. EO2	Continue to highlight diverse alumni as role models and mentors to our students and supporters. Work to date has shown that we have diverse alumni and, of note are our LGBTIQ+ alumni role models. **We have 120 (to nearest 5) mentors for Inclusivity Support (includes learning and physical disabilities, gender, LGBTQ+) and 35 (to nearest 5) mentors specifically for Black, Asian or minoritized ethnic background.** Attention will be given to priority areas (e.g., working-class male students (who are under-represented at Keele and in UK universities and, therefore may have fewer roles amongst our staff*) and women in minority groups (who have fewer visible role models, within our staff body). *We do not currently collate measures of socio-economic background for staff.	6.7.1 Develop Alumni Office Protocol to ensure diverse alumni are available as student role models and mentors with near parity of female and male representation and inclusion of gender diverse alumni where possible. Actively recruit mentors from focused areas where needed. Continue ensuring that events such as networking or fundraising events are inclusive of a range of female, male and gender minority alumni. Work with colleagues in Vice-chancellors Office and Conferencing where applicable.	Sept 23	Jun 27	Head of Alumni and Supporter Engagement	Output: Diverse role models remain visible to students Success: We continue to increase numbers of mentors for inclusivity support by 10% and work to adjust any gender imbalance. If any complaints are received by the Alumni Office in relation to lack of role models, these are rectified promptly.
	Continue to highlight a diverse selection of alumni via testimonials, to our students and supporters. Attention given to priority areas (e.g., working-class male students; women in minority groups). **Currently we have 15 Female and 15 male testimonials on our webpages (both quoted the nearest 5), and these are inclusive of 10 people (to nearest 5) who have a visible disability or are from a minoritized group.**	6.7.2 Work with team in Strategic Communications & Brand and across schools to ensure alumni testimonials reflect a diverse range of individuals.	Sept 23	Jun 27	Head of Alumni and Supporter Engagement	Output: A range of published testimonials Success: Webpage audit shows testimonials from female and male alumni, with approximate parity of representation (maximum 60%F; minimum 50%F, given predominance of female students) and a breadth of representation by ethnicity and inclusive of those in other minority groups (e.g., non-binary students, disabled students).

6.7 (continued) Ensure philanthropic funding plays a role in addressing EDI needs EO2 and, potentially, EO3	Learning from Community-Centric Fundraising (CCF) approaches, which challenge Donor-centric Fundraising. A core idea of CCF is that both philanthropy and fundraising can be inherently racially and economically unjust because of the power they afford to donors who are already powerful and privileged. The relevance to Keele occurs when we consider the destination of our philanthropic funding and how we identify the need within the institution. Starting data for reference on scholarship & bursaries show notable male under-representation with 85 women and 25 men (both to nearest 5) receiving bursaries or scholarships, across the following schemes: - **Article 26 (Asylum /forced m*igrant) scholarships;*** - ***Denise Coates scholarships;*** - ***Phil Soar Scholarships and*** - ***Student of the Year.***	6.7.3 Engaging key audiences, expertise, and advice when considering the destination and obtainment of philanthropic funding. Continue to work on focused scholarships such as Article 26 and ODA scholarships as well as developing new scholarships if relevant (Such as Women in Science Scholarship).	Sept 23	Jun 27	Head of Alumni and Supporter Engagement	Output: Increased awareness of impact donation origin may have on destination and protocol in place in consideration of this. Success: Funded scholarships show improved gender balance working towards that of our student body (i.e., 60%F).