Institution Application

Bronze and Silver Award

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	**10,000**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Name of institution	**University of Wolverhampton**
Date of application	**April 2019**
Award Level	**Bronze**
Date joined Athena SWAN	**2010**
Current award	**N/A**
Contact for application	**Will Cooling**
Email	**W.Cooling@wlv.ac.uk**
Telephone	**01902 32 1146**

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

Please see separate attachment

[Word count: 580]

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) information on where the institution is in the Athena SWAN process

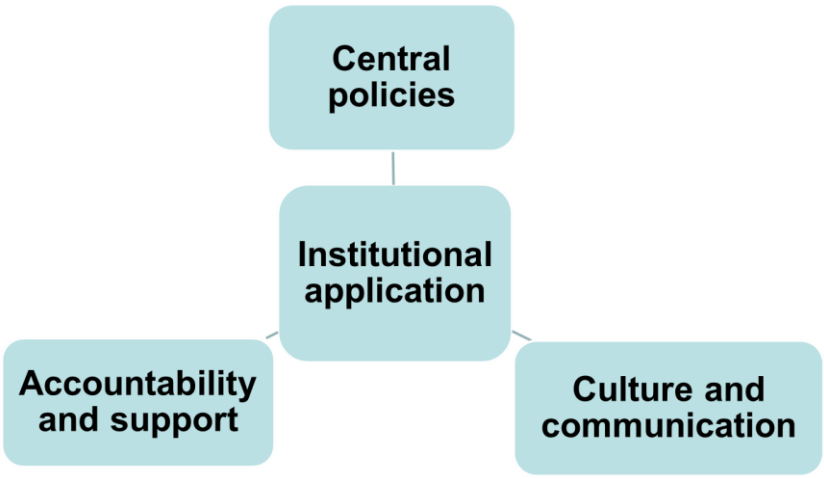
The University has had a difficult Athena SWAN journey. We first secured an Athena SWAN Bronze Award in 2013, but were unable to renew the award in 2017, or after our one-year extension period.

At the time of being unsuccessful we were devastated, as we have genuinely devoted a great deal of time and resources to our gender equality work.

Our feedback primarily focussed on the disconnect between our application and action plan, and with hindsight, and after much debate amongst our renewed self-assessment team (SAT), we realised that we had not used Athena in the strategic way it is intended. We always approached our gender equality work with the best of intentions, but we have missed the opportunity to ensure it is systematic and consistent across the university.

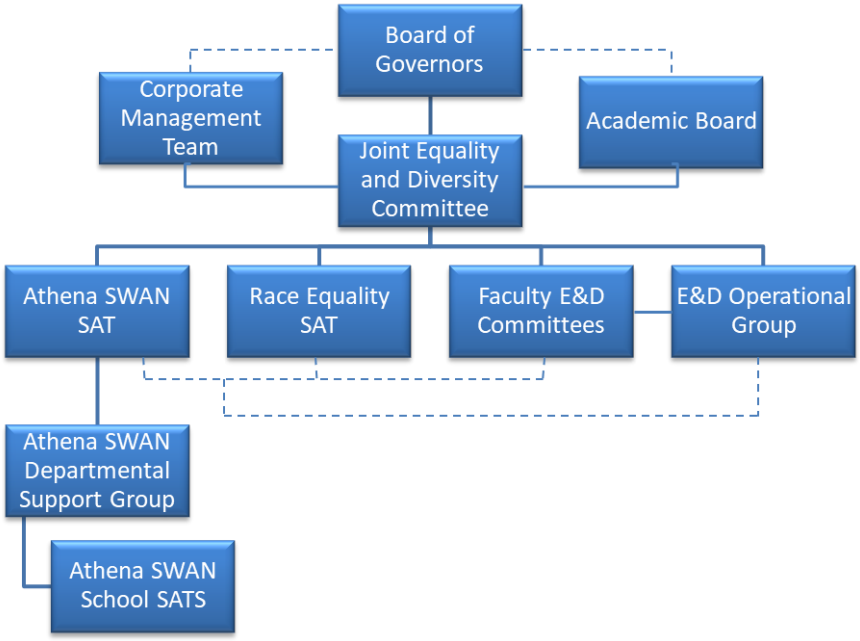
Our aim with our refreshed self-assessment was to take the good work we have done to date, build on it and embed gender equality across the university, targeting our key attrition points, and supporting Schools to apply for their own awards, as set out in Figure 1:

Figure 1: SAT priorities



We have also created robust governance structures for E&D within the University, outlined below in Figure 2.

Figure 2: E&D Governance Structures within the University



(ii) information on its teaching and its research focus

The University is an anchor institution for, and of, the Black Country and wider West Midlands. We are proud to call ourselves the 'University of Opportunity', with priorities driven and influenced by our location. As well as focussing on employment opportunities for our students, we are also a major employer ourselves within the local area.

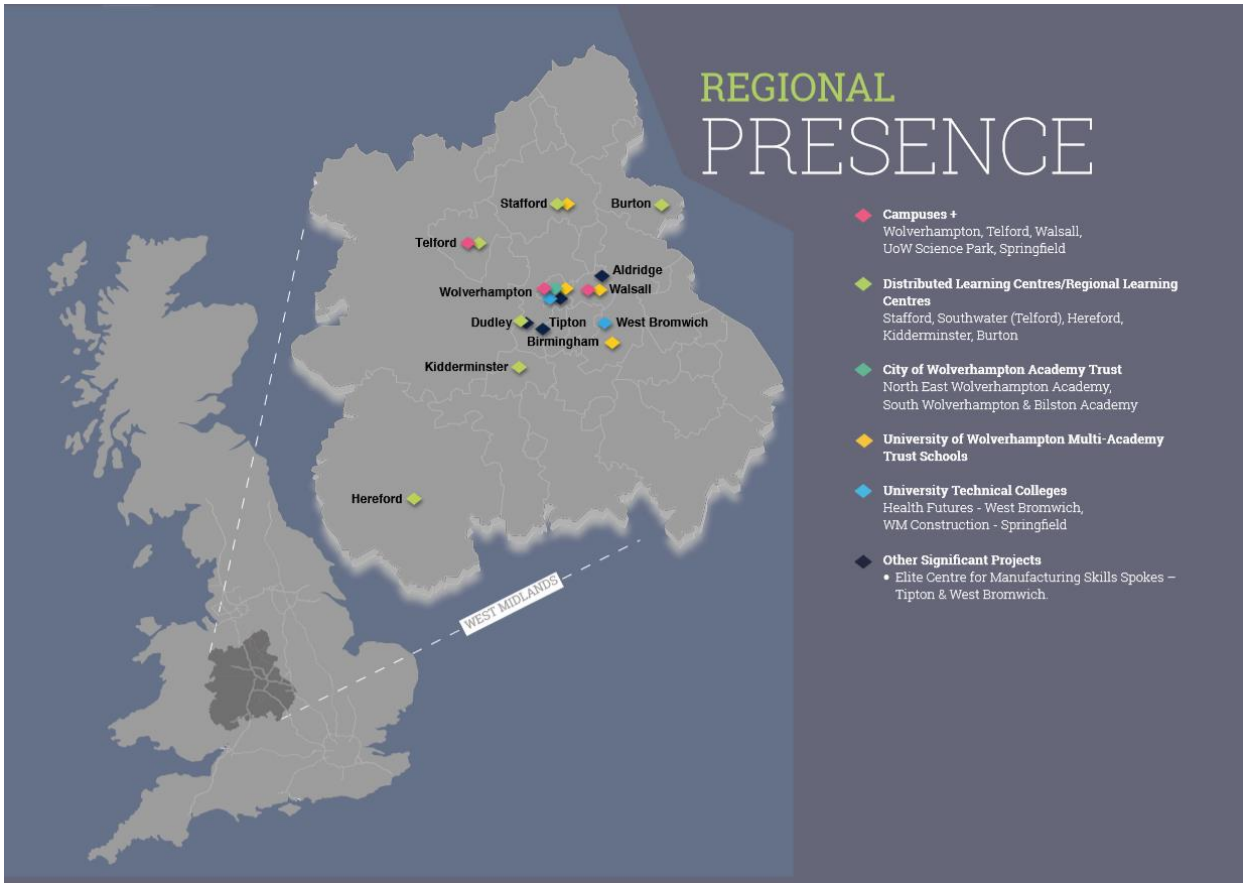
The University has a long history, dating back to 1827. By the early 1930s, and with further education traditionally accessible only to the wealthy, we vowed to ensure that even the most under-privileged would have the opportunity to study in higher education – an ethos nurtured and sustained to the present day.

Figure 3: Original University of Wolverhampton

Courses included science and engineering, and with the creation of a Women's Department, over a third of our students were women, bucking the traditional all-male trend typical of higher education establishments.

In 1992 we were granted University status and have expanded. The expansion, whilst positive has also brought the challenge of providing equitable facilities across campuses and ensuring consistency in culture and policy implementation, for example, childcare facilities and flexible work (which are discussed later).

Figure 4: regional presence of the University



We are a teaching-focussed institution, and most of our academic staff are on Teaching and Research contracts, with very few on Research Only contracts. However, research still underpins our Strategic Plan, and focuses especially on transforming lives, making an impact internationally and fostering global knowledge exchange and collaborations. In successive research assessment exercises, we have increased the number of Units of Assessment and staff submitted, improved the quality of our research, and will enter all staff with significant responsibility for research into REF2021.

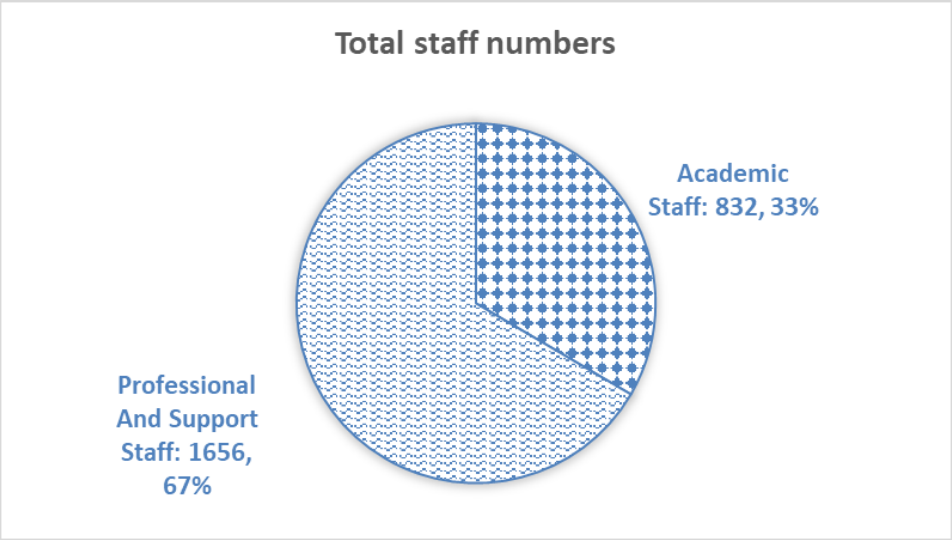
(iii) the number of staff. Present data for academic and professional and support staff separately

Overall the University has 832 academics and 1656 professional service staff (PSS), working across 18 Schools, organised into four Faculties.

Please note: we have 1 STEMM academic who works in academic services, 9 AHSSBL academics who work in our Research Institute in Information and Language Processing (RIILP) and ten senior academics who are on academic contracts but work centrally, rather than being linked to a School. Therefore, the 'total' numbers throughout the submission can vary slightly, depending on how the data have been analysed.

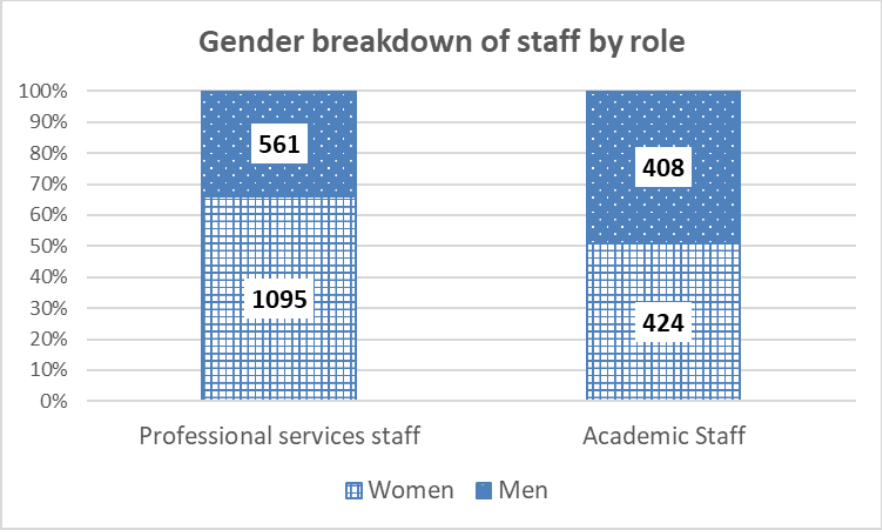
Unless otherwise stated, any benchmarking data is taken from the Advance HE 2018 Statistical Report, based on HESA data.

Figure 5: total staff numbers:



Our academic staff are 51% female, up from 47% in 2014/15, and higher than the national average (45.7%). Our PSS are 66% female, reflecting the high number of women in lower-level administrative roles (which is discussed in more detail in our gender pay gap analysis), and higher than the national average (62.6%).

Figure 6: Gender breakdown of professional services staff and academic staff



(iv) the total number of departments and total number of students

Our student representation across Schools is reflective of national trends and gender stereotypes: we have a significant underrepresentation of men in most Schools within Health, Education and Wellbeing, and a significant underrepresentation of women in some Schools in the Faculty of Science and Engineering. Nationally, Subjects Allied to Medicine comprises 79.1% women, Education has 76.5% women while Engineering comprises 17.6% women,

Computer Science has 17.2% women and Architecture, Building and Planning is 37.8% women.

We plan to address this through:

- supporting School-level Athena SWAN applications
- targeted outreach activities
- role models and bursaries to encourage participation from underrepresented groups (actions included throughout the application).

Table 1: Numbers of students across all Faculties and Schools

Name	Women	Men	Total	% Women
Faculty of Health, Education and Wellbeing	**6365**	**1487**	**7854**	81.04%
The Institute of Health	2382	406	2789	85.41%
The Institute of Community and Society	1478	185	1664	88.82%
Institute of Education	1766	367	2133	82.79%
Institute of Human Sciences	739	529	1268	58.28%
** Institute of Psychology*	*607*	*108*	*715*	*84.90%*
** Institute of Sport*	*132*	*421*	*553*	*23.87%*
Faculty of Arts	1234	939	2174	56.76%
School of Humanities	282	101	383	73.63%
School of Media	168	249	417	40.29%
School of Performing Arts	384	401	786	48.85%
Wolverhampton School of Art	400	188	588	68.03%
Faculty of Social Sciences	2095	1980	4076	51.40%
International Academy	24	29	53	45.28%
School of Social, Historical and Political Studies	618	533	1152	53.65%
Wolverhampton Business School	1028	1168	2196	46.81%
Wolverhampton Law School	425	250	675	62.96%
Faculty of Science and Engineering	1821	3491	5313	34.27%
School of Medicine and Clinical Practice	33	36	69	47.83%
Wolverhampton School of Sciences	807	472	1280	63.05%
School of Architecture and Built Environment	291	1209	1500	19.40%
School of Engineering	87	736	823	10.57%
School of Mathematics and Computer Science	180	736	916	19.65%
School of Pharmacy	423	302	725	58.34%
Grand Total	**11515**	**7897**	**19417**	**59.30%**

(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Overall, we have equal gender balance across STEMM and AHSSBL. Our issues come when we break the data down by School and grade, which is covered in the next section.

Figure 7: Distribution of academic staff across STEMM and AHSSBL

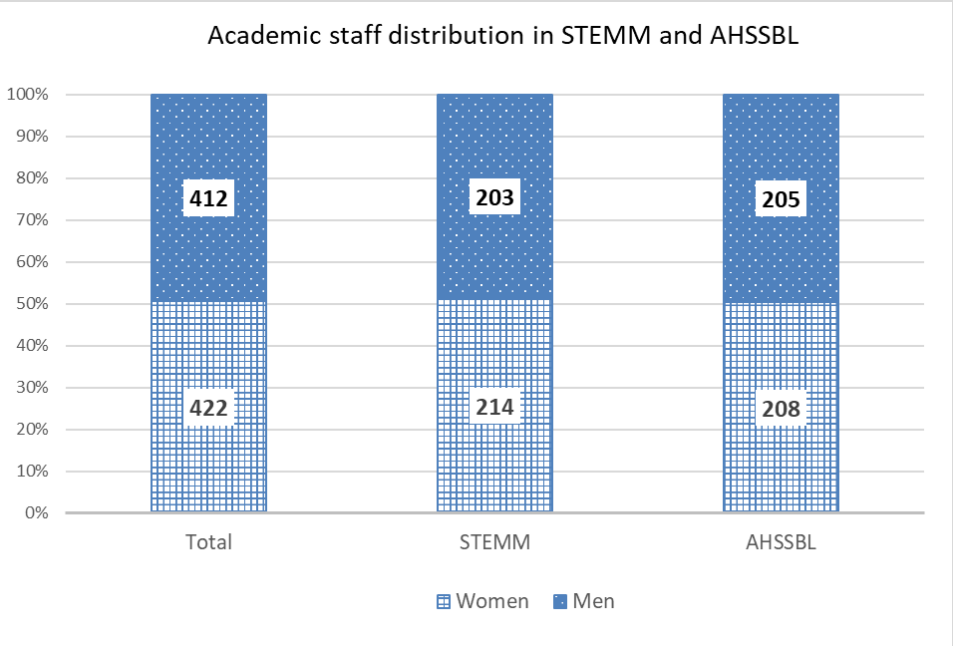


Table 2: Staff numbers in each School and Faculty

Faculty	School	STEMM OR AHSSBL	Academic Staff	PSS Staff
Faculty of Science & Engineering	School of Sciences	STEMM	54	13
	School of Architecture and Built Environment	STEMM	44	14
	School of Mathematics and Computer Science	STEMM	41	0
	School of Engineering	STEMM	25	6
	School of Pharmacy	STEMM	20	4
	Other	STEMM	21	100
Faculty of Education Health & Wellbeing	Institute of Human Sciences	STEMM	48	87
	Institute of Health	STEMM/ AHSSBL	142	12
	Institute of Education	AHSSBL	76	6
	Institute of Community and Society	AHSSBL	20	2
	Other	STEMM	37	90
Faculty of Arts	Wolverhampton School of Art	AHSSBL	62	0
	School of Performing Arts	AHSSBL	25	0
	School of Humanities	AHSSBL	22	0
	Other	AHSSBL	13	97
Faculty of Social Science	University of Wolverhampton Business School	AHSSBL	56	2
	School of Social, Historical and Political Studies	AHSSBL	46	2
	University of Wolverhampton Law School	AHSSBL	24	2
	Centre for International Development and Training	AHSSBL	11	4
	International Academy	AHSSBL	9	5
	Other	AHSSBL	16	56

[Word Count: 748]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

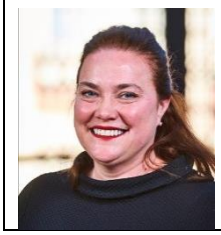
Describe the self-assessment process. This should include:

(vi) a description of the self-assessment team

The current team represents consistency, with some members from the previous SAT, as well as new members, and increased coordination across the university with the Director of HR, Dean of Research and University Secretary. The Terms of Reference for the SAT were updated and circulated to everyone.

The SAT comprises 14 members: nine women and five men. Every member brings a different skill and area of expertise, many members work flexibly, and many have caring and/or parental responsibilities. The Team would benefit from an Early Career Researcher, more men and greater ethnic diversity, which we plan to achieve before our next self-assessment **[AP.1.3].**

Table 3: Description of the SAT

SAT Member		Relevant experience and expertise
	Professor Jackie Dunne (Chair): Deputy Vice Chancellor (Access and Lifelong Learning)	As a senior manager who is also a working mum, I am very aware of some of the issues and barriers facing women in the workplace and I'm determined to ensure that we continue to improve gender equality within the University.
	Emma Wedge: University Secretary	As lead for E&D within the University and a working mum of three who has flexible working arrangements to work around my childcare, I am immensely aware of the issues which face women in the workplace. I am committed to ensuring all staff at our University have the opportunity to excel and achieve their dreams and ambitions.
	Dr Ada Adeghe: Head of Academic, Business and Workforce Development in the Faculty of Education, Health and Well-Being	I have a strong interest in increasing the representation of Black and Minority Ethnic (BAME) women in more senior roles in higher education, countering any 'deficit' model approaches.
	Christopher Teece: Human Resources Information Systems Analyst	My role on the SAT is to provide the staff data for the self-assessment. I am also a member of the University's Athena Swan Departmental Support Group and I will be proving support for all future School submissions. I have recently applied for flexible working as I have parental responsibilities.
	Will Cooling: Head of Equality and Diversity	I am a proud member of the Self-Assessment Team because I believe equality charters such as Athena SWAN provide universities with the framework they need to adopt a strategic approach to ensuring their policies and practices are truly fair and inclusive. As a bisexual man with two young children, I benefit from the University' s advocacy of LGBT Equality and inclusive approach to flexible working.
	Katharine Clough: Director of External Relations	The values of the University in providing and facilitating opportunities for all is something I believe in strongly and which drives the narrative and imagery used across my portfolio of marketing, media and alumni relations.

	Tracy McCoy: Principal Lecturer, Quality and Partnerships, Faculty of Arts	I am a founding member of the University's LGBT Staff Network and the Women's Equality Party. I am active within the Deaf community and I am a mentor both informally and through the University's mentoring and coaching scheme. I also participated in the Aurora programme.
	Sukninder Panesar: Head of the Law School	I am the Chair of the Faculty of Social Sciences Equality and Diversity Committee and am committed to developing gender equality in legal research.
	Ben Barry: Director of IT	One of the critical roles of IT Service is to provide technology that enables staff to work flexibly. I am married with two sons so the ability to work from home or other locations is invaluable.
	Professor Silke Machold: Dean of Research	My research has been on behavioural perspectives on boards of directors including work on feminist perspectives on corporate governance and women on boards, highlighting the multitude of visible and invisible barriers women face in their career progression and how these may be tackled.
	Maria Tsouroufli: Reader in Education, Faculty of Education, Health and Wellbeing	My work has been concerned with the relationship between policy, practice and inequalities, exploring how gender inequalities are connected to institutional processes and policy. I also Chair the University Intersectionality Group.
	Subashini Suresh: Reader in the School of Architecture and Built Environment, Faculty of Science and Engineering	I am the Athena SWAN Champion for my School, and a member of the university's Intersectionality Group. The working culture at the university has helped me purse a research career while having parental responsibilities.

	Stephen Greenfield: Administration Officer in Research Policy Unit/Doctoral College	I have experience of Athena SWAN and was on the previous SAT. I have childcare responsibilities and caring responsibilities for my parents, and flexible working is essential for me.
	Tracey Hulme: Director of Human Resources	I have had the privilege of promoting and supporting equality and diversity throughout my career. I am a passionate advocate for equality, diversity and inclusion having supported a wide range of challenges across a number of organisations.

(vii) an account of the self-assessment process

The self-assessment processes began with a meeting to reflect on the feedback from the previous application. The Chair wrote to the line managers of all participants to alert them to the extra commitment, and academic members of staff were given 30 hours in workload allocation for Athena SWAN activities.

While the self-assessment officially began in Autumn 2018, it had the benefit of the previous self-assessment, which included considerable data analysis. It gave the SAT a head start, and enabled discussions to be focussed from the outset. It is also why we have provided four years' data throughout, as we wanted to build on the evidence-base we had.

SAT members spent time organising the different elements of the self-assessment into themes and created three sub-groups, which members then volunteered to join, to spend time within each SAT meeting having smaller group discussions:

1). The Pipeline: tasked with pin-pointing the main attrition points and areas on which we need to focus as a University

2). Culture and Communications: tasked with looking at how gender equality is embedded throughout the university and what we need to do going forward.

3). Support and Accountability: tasked with establishing how Schools and Faculties can be supported in taking ownership of gender equality, and how they can be held to account for making progress and impact.

From December 2018 the SAT met every three weeks to unpack the issues, develop solutions and build momentum for the work. Communication continued in-between meetings through the use of a dedicated Yammer site.

Involvement and Consultation

Our previous application was praised for our staff involvement and extensive consultation exercises, which characterise the way the University operates. A

summary of these is listed, and the results are embedded throughout the application:

- We ran an inclusion survey in 2018 exploring key areas of the University, and 657 of the respondents shared their gender, which is a 40% response rate, with a 70-30 split between women and men responding.

- The SAT Chair contacted each staff network to invite feedback/arrange a meeting to ensure we took an intersectional approach and involved staff as much as possible

- We ran a dedicated survey for Aurora participants to inform our investment in women-only leadership courses

- We have received external feedback from another university on this application, and internal feedback from a variety of colleagues outside the SAT, as well as conducting a mock panel.

Overarching aims

Based on the data and feedback from staff, the SAT agreed three overarching aims, to help organise and focus our actions:

1). Embed Athena SWAN into the systems and culture of the University, providing support to Schools in applying for their own awards, and creating accountability systems for advancing actions

2). Continue to embed transparency into university policies, practices and committees, paying particular notice of identified issues and trends

3). Create a vibrant university environment that supports the development and progression of all staff, paying particular attention to known issues and trends

Each faculty now has, or is in the process of having, their own E&D Committee **[AP.1.6]** to further embed E&D in local decisions, processes and cultures. Deans have E&D as objectives, and will be expected to use their E&D Committee to progress those objectives, and any other relevant areas. We are also holding an event in Autumn 2020, to which every School will be invited to send representatives to pledge to specific actions or objectives related to E&D, with at least one being gender-specific and related to our overarching aims. We hope this provides momentum for Schools who have not yet formed their own SAT **[AP.1.20]**.

We are going to pilot and launch data dashboards so Faculties and Schools can easily see their own gender equality data and in addition, they will proactively receive an annual snapshot of their equality trends. We want to ensure that School SATs are able to focus on analysing their data and addressing the issues, rather than requesting data. We also want our Workforce Analytics Team to have the resources to respond to more nuanced data requests, rather than being inundated with the same basic requests **[AP.1.7].**

We also have plans for supporting School applications, which is discussed in section 5.4.Xii.

(viii) plans for the future of the self-assessment team

Our gender equality action plan will be launched and widely communicated across the University **[AP.1.1].**

The SAT will evolve into a monitoring and implementation role to ensure the action plan is delivered to time **[AP.1.2]**. Meetings will take place termly and any actions which slip without good reason will be escalated to the senior management team, who will also receive termly updates on institutional actions, and School level applications. Actions have been deliberately assigned to senior colleagues who are ultimately responsible for their implementation, and will roll over to their successor if they should leave or change job.

As a SAT, we hope we have:

- Developed actions informed by evidence and grassroots staff engagement
- Created support mechanisms which empower and enable Faculties and Schools to engage
- Created accountability mechanisms which ensure actions are progressed, with oversight from senior managers.

SAT membership will be updated and all members trained in Autumn 2021, ready to undertake the next self-assessment **[AP.1.4-1.5].**

[Word count: 964]

Action Point Summary:

1.1: Launch Gender Equality Action Plan

1.2: Evolve SAT to implement and monitor the Action Plan

1.3: Refresh membership of the SAT ensuring there is an ECR and increased ethnic diversity

1.4: Provide training to SAT members on gender equality, Athena SWAN processes and intersectionality

1.5: Convene updated SAT to undertake self-assessment in preparation for April 2023 submission

1.6: Fully establish faculty E&D Committees

1.7: Create data dashboards to inform faculty E&D committees and School Athena SWAN SATs and support staff in how to use the dashboard and data

1.20: Hold University E&D pledges event for Schools to make three pledges for advancing E&D, one of which must be gender-specific.

4. A PICTURE OF THE INSTITUTION

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Overall numbers

Our academic staffing numbers overall are gender balanced, in our STEMM numbers as well as AHSSBL. A mean value of the total four-year data in Table 4 indicates we have 49% women and 51% men, and 51% women and 49% men specifically in the current year. This is above the overall sector average of 45.7%, 9% above the sector average in STEMM (51% women at the University, compare to 41.9% nationally).

It is when we look at the pipeline and representation at different grades, and representation within specific disciplines that we start to identify gender inequalities.

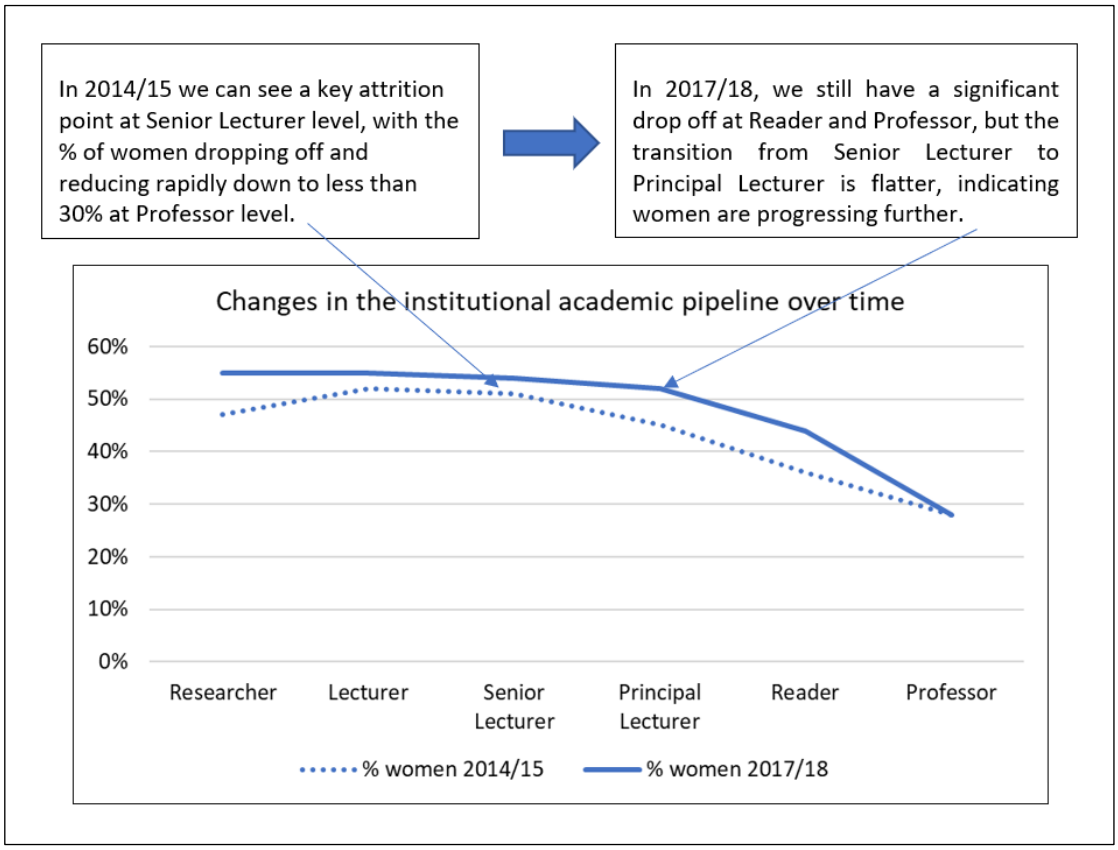
Table 4: Overall academic staff by subject area and gender

Academic Staff by Subject Area Category and Gender						
	Year	Men		Women		Total
		No.	%	No.	%	
All academics	2014/15	404	53%	362	47%	766
	2015/16	417	52%	380	48%	797
	2016/17	420	51%	400	49%	820
	2017/18	412	49%	422	51%	834
	UK HE (2016/17)		54.3%		45.7%	
STEMM	2014/15	226	49%	236	51%	462
	2015/16	191	51%	183	49%	374
	2016/17	199	50%	197	50%	396
	2017/18	203	49%	214	51%	417
	UK HE (2016/17)		58.1%		41.9%	-
AHSSBL	2014/15	178	59%	125	41%	303
	2015/16	224	53%	196	47%	420
	2016/17	217	52%	203	48%	420
	2017/18	205	50%	208	50%	413
	UK HE (2016/17)		49.8%		50.2%	

Overall trends over time

We are pleased to see some progress in addressing the leaky pipeline for women academics, outlined below. We believe this is down to the actions we have taken since 2013, for example, awareness raising events, recruitment, selection and interview training, unconscious bias training and funding participation in programmes such as Aurora.

Figure 8: Changes in the institutional academic pipeline over time



If we break this down for STEMM and AHSSBL, we do see some differences (please note: actions for some of these issues are included at the relevant points later):

- We lost a significant number of STEMM Senior Lecturers in 2014/15 due to University changes. While it is always disappointing to see staff leaving, we are pleased to have retained our gender balance at that grade during the changes, and our numbers are now increasing again.
- We have very small numbers of researchers, but in STEMM we consistently have more women employed as researchers than as lecturers (apart from 2014/15). We are hoping that improvements to our recruitment processes will ensure women are not discriminated against where they do apply, and to increase the rate of women applying through changes to our culture and work-life balance. Additionally, this will be raised with STEMM E&D Committees to explore in more depth in their specific areas **[AP.2.1]**.

- In AHSSBL we still have a drop between Lecturer and Senior Lecturer however, for 2017/18 SL remains at 51% women and increases for Principal Lecturer. We need to monitor this transition point to ensure the drop does not become more pronounced **[AP.2.2]**.
- While we have made progress in addressing the leak at PL, it is still highly prevalent in STEMM. Our initiatives underway with appraisals, staff training and promotions will, we hope, start to address this. Again, we will also raise this with STEMM E&D Committees to explore in more depth **[AP.2.3]**.
- We need to address the persistent and significant leak at Reader and Professor (actions included in later sections).

Figure 9: STEMM academic pipeline

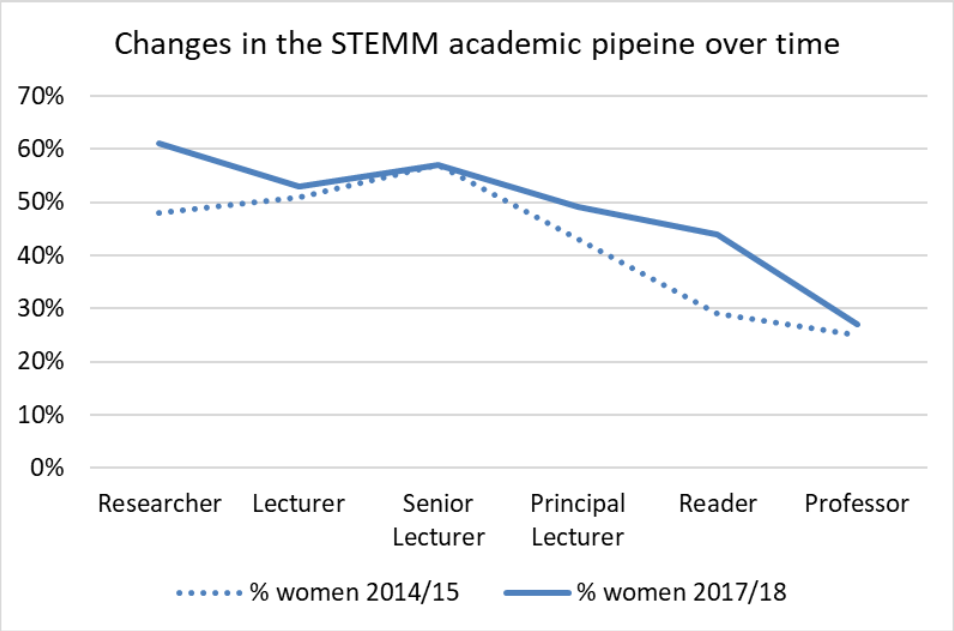


Figure 10: AHSSBL academic pipeline

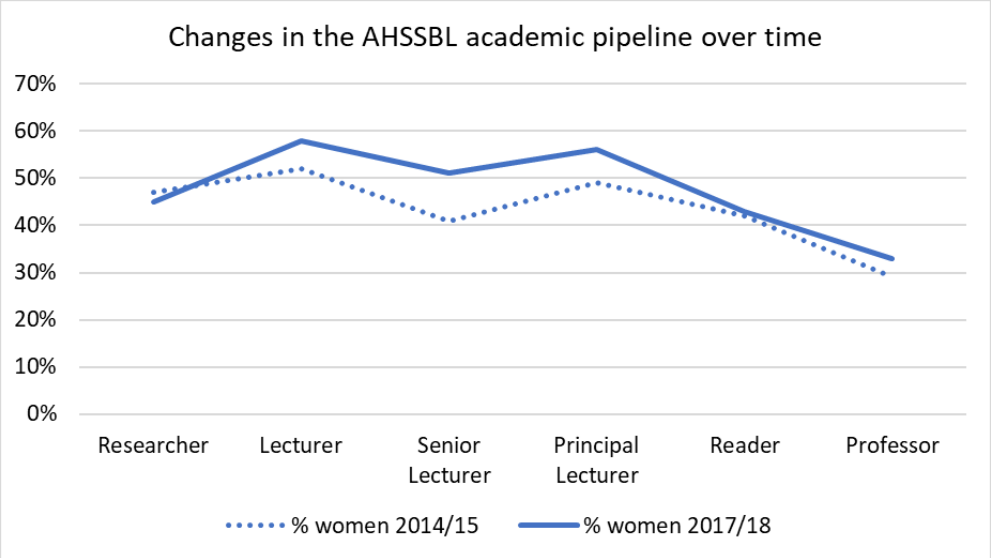


Table 5: Gender breakdown in STEMM by academic grade

Gender Breakdown by academic role 2014-15 to 2017-18 (STEMM)				
Grade	**Year**	**Total Staff**	**% Women**	**% Men**
Researcher	2014/15	23	48%	52%
	2015/16	22	55%	45%
	2016/17	21	52%	48%
	2017/18	18	61%	39%
Lecturer	2014/15	35	51%	49%
	2015/16	38	37%	63%
	2016/17	55	44%	56%
	2017/18	59	53%	47%
Senior Lecturer	2014/15	299	57%	43%
	2015/16	217	56%	44%
	2016/17	219	56%	44%
	2017/18	226	57%	43%
Principal Lecturer	2014/15	51	43%	57%
	2015/16	43	40%	60%
	2016/17	44	45%	55%
	2017/18	47	49%	51%
Reader	2014/15	14	29%	71%
	2015/16	12	42%	58%
	2016/17	15	53%	47%
	2017/18	18	44%	56%
Professor	2014/15	40	25%	75%
	2015/16	42	31%	69%
	2016/17	42	29%	71%
	2017/18	49	27%	73%

Table 6: Gender breakdown in AHSSBL by academic grade

Gender Breakdown by academic role 2014-15 to 2017-18 (AHSSBL)				
Grade	**Year**	**Total Staff**	**% Women**	**% Men**
Researcher	2014/15	15	47%	53%
	2015/16	10	60%	40%
	2016/17	8	63%	37%
	2017/18	11	45%	55%
Lecturer	2014/15	25	52%	48%
	2015/16	55	56%	44%
	2016/17	57	61%	39%
	2017/18	60	58%	42%
Senior Lecturer	2014/15	165	41%	59%
	2015/16	240	45%	55%
	2016/17	245	47%	53%
	2017/18	240	51%	49%
Principal Lecturer	2014/15	37	49%	51%
	2015/16	51	57%	43%
	2016/17	49	55%	45%
	2017/18	45	56%	44%
Reader	2014/15	19	42%	58%
	2015/16	24	38%	62%
	2016/17	23	39%	61%
	2017/18	21	43%	57%
Professor	2014/15	42	29%	71%
	2015/16	40	30%	70%
	2016/17	38	29%	71%
	2017/18	36	33%	67%

Detailed discipline-specific trends

Table 7 presents the gender balance in all our Schools. We have highlighted Schools which have either ≥70% 'Academic Women' or ≤30% 'Academic Women' as these are the areas we have identified for priority as a university. We are not complacent about the other areas, but we need to start somewhere, and our experience has shown that we need to be targeted in our approach to be most effective with our resources.

We need to address the impact of the underrepresentation of women in:

- School of Architecture and Built Environment
- School of Engineering
- School of Mathematics and Computer Science.

We also need to address the impact of the underrepresentation of men in

- The Institute of Health
- The Institute of Community and Society

Ultimately, we need these Schools to undertake their own Athena SWAN self-assessment, to identify their issues and own their own actions **[AP.1.19]**. In addition to the support and accountability mechanisms outlined previously, and later in the Culture section for all Schools, we are providing:

- awareness raising through targeted gender-specific events within those Schools **[AP.3.11-3.16.]**
- providing dedicated advice and support for outreach and open days at those Schools (gender equality, and E&D more broadly should be considered by all Schools, but specific resource will be targeted) **[AP.3.34.]**
- Highlighting our commitment to eradicating the gap in job adverts **[AP.2.4.]**

Table 7: Gender breakdown by specific School

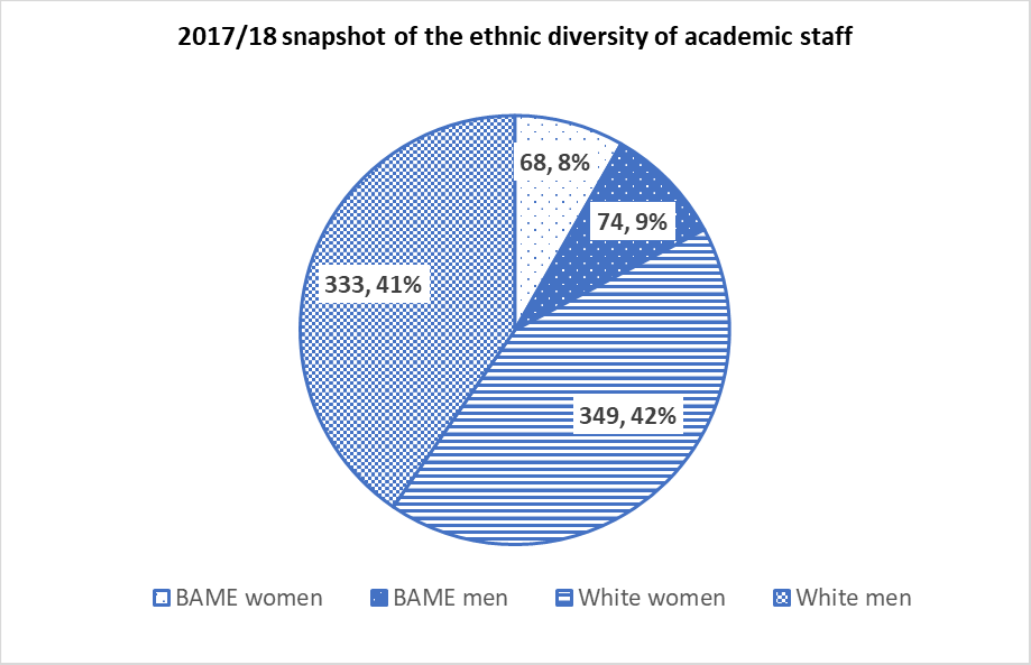
Faculty	School	STEMM /AHSSBL	Total academic Staff	Men	Women	% Women
Faculty of Education Health & Wellbeing	Institute of Education	AHSSBL	76	24	52	68%
	Institute of Health	**AHSSBL/ STEMM**	**142**	**37**	**105**	**74%**
	Institute of Human Sciences	STEMM	48	22	26	54%
	Institute of Community and Society	**AHSSBL**	**20**	**6**	**14**	**70%**
	Other	STEMM	37	16	21	57%
Faculty of Arts	Wolverhampton School of Art	AHSSBL	62	39	23	37%
	School of Humanities	AHSSBL	22	9	13	59%
	School of Performing Arts	AHSSBL	25	12	13	52%
	Other	AHSSBL	13	8	5	38%
Faculty of Science & Engineering	**School of Architecture and Built Environment**	**STEMM**	**44**	**36**	**8**	**18%**
	School of Engineering	**STEMM**	**25**	**22**	**3**	**12%**
	School of Mathematics and Computer Science	**STEMM**	**41**	**29**	**12**	**29%**
	School of Sciences	STEMM	54	32	22	41%
	School of Pharmacy	STEMM	20	13	7	35%

	Other	STEMM	21	10	11	52%
Faculty of Social Science	University of Wolverhampton Business School	AHSSBL	56	28	28	50%
	University of Wolverhampton Law School	AHSSBL	24	8	16	67%
	School of Social, Historical and Political Studies	AHSSBL	46	28	18	39%
	International Academy	AHSSBL	9	3	6	67%
	Centre for International Development and Training	AHSSBL	11	4	7	64%
	Other	AHSSBL	16	9	7	44%

Gender and ethnicity

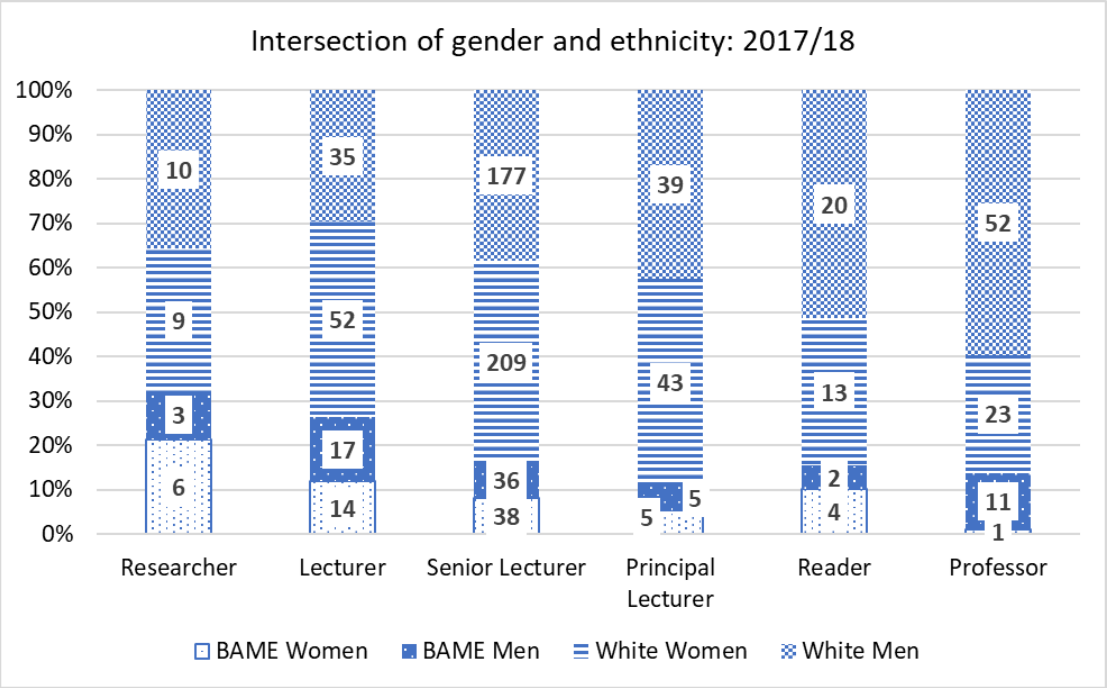
Overall, 17% of the academic workforce is from a BAME background, which is slightly higher than the national average of 15%, but well below the diversity of our student body which is over 40% BAME.

Figure 11: Snapshot of the ethnic diversity of academic staff



We see differences by grade, with BAME staff more highly represented in the lower grades. There are significant reductions throughout the academic pipeline, but with spikes at Reader level for BAME women and Professor for BAME men.

Figure 12: Intersection of gender and ethnicity by academic grade 2017/18



We have consulted with our BAME staff network on this, and they have provided suggestions for action, including a work shadowing scheme **[AP.3.26.]** and a formal launch of the action plan for this submission **[AP.1.1.]**. We have also considered intersectionality in our actions throughout.

The University has an Intersectionality Group, chaired by our SAT member, Dr Maria Tsouroufli. The group considers intersectionality in its widest sense, and in academic research. We have also considered intersectionality in events we hold, for example, to celebrate Ada Lovelace Day we have organised a screening of the film Hidden Figures to celebrate the contribution of BAME women in STEMM.

Additionally, we have signed up to the Race Equality Charter and have a REC SAT, which will further consider our race equality work.

Action Point Summary:

1.19: Encourage all Schools to engage with Athena SWAN and begin working towards their own self-assessment

2.1: Alert STEMM Schools and faculties of the lower proportion of women lecturers than researchers and take local action.

2.2: Monitor the pipeline in AHSSBL faculties between Lecturer and Senior Lecturer and ensure gaps do not widen.

2.3: Alert STEMM Schools and faculties of the lower proportion of women Principal Lecturers and take local action.

2.4: Produce good how to guides, workshops and checklists and IAG for recruitment and selection

3.11-3.16: Use discipline-specific gender events to start conversations and build momentum in Schools

3.26: Explore and design a work shadowing programme for staff to gain insights into more senior roles, and potentially build informal sponsorship and mentoring relationships with the person they shadow.

3.34: Consider how gender equality can be built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity.

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Overall the University does not employ many academics on Fixed-term Contracts. As part of our commitment to the Concordat to Support the Career Development of Researchers, we reviewed and amended our policy on FTCs in 2016 to reduce their number and recurrent use. Progress is monitored via the Concordat Subcommittee, using HR data and qualitative feedback from the bi-annual Careers in Research Online Survey (CROS). As a result, the proportion of staff on Fixed-term Contracts has been consistently around 5% (albeit with some small variation in actual numbers), which is substantially below the sector average, and with no gender imbalance.

Table 8: Gender breakdown and contract status over time

Year	Women				Men			
	Permanent		FTC		Permanent		FTC	
	No.	%	No.	%	No.	%	No.	%
UK HE (2016/17)		76.4%		23.6%		75.7%		24.3%
2014/15	344	95%	18	5%	379	94%	25	6%
2015/16	364	96%	16	4%	395	95%	22	5%
2016/17	383	96%	17	4%	395	94%	25	6%
2017/18	399	95%	23	5%	388	94%	24	6%

The University employs Visiting Lecturers (VLs) to support the delivery of taught modules:

- by offering an external perspective on the subject (i.e. one forged in industry)
- to provide teaching opportunities for postgraduate research students (as part of their career development)

- or to address short-term staffing shortages.

The number of VLs does vary, depending on need, but there is a noticeable decrease in number in 2015/16, but then a spike in 2017/18. Ideally the University would like to minimise the use of VLs, but where they are used, we want to ensure they are treated well and have a positive experience of the University.

Following previous feedback, we have changed our induction process to ensure VLs are remunerated for the mandatory induction training they are obliged to complete. We are committed to exploring this further, and plan to run a specific survey of our VLs to understand better their experiences of working here **[AP.2.5]**.

Action Point Summary:

2.5: Survey Visiting Lecturers to better understand their experiences of the University and act on the findings.

Table 9: Overall numbers of visiting lecturers

Year	Women	%	Men	%	Grand Total
2014 - 2015	308	52%	283	48%	591
2015 - 2016	184	49%	188	51%	372
2016 - 2017	118	46%	136	54%	254
2017 - 2018	189	46%	219	54%	408
AHSSBL					
2014 - 2015	233	51%	225	49%	458
2015 - 2016	142	47%	157	53%	299
2016 - 2017	90	45%	109	55%	199
2017 - 2018	88	43%	117	57%	205
Grand Total	553	48%	608	52%	1161
STEMM					
2014 - 2015	75	56%	58	44%	133
2015 - 2016	42	58%	31	42%	73
2016 - 2017	28	51%	27	49%	55
2017 - 2018	101	50%	102	50%	203
Grand Total	246	53%	218	47%	464

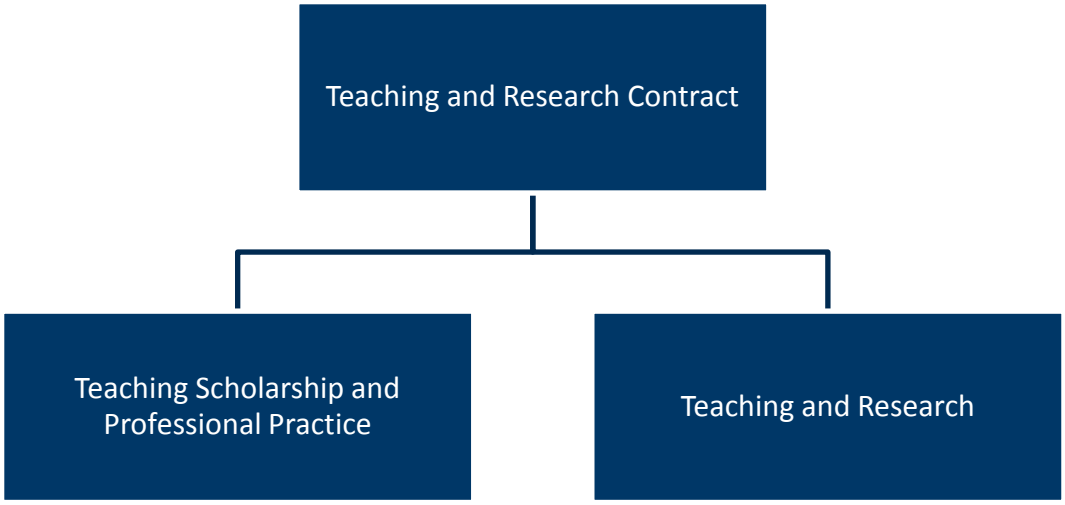
(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

The majority of our staff are employed on Teaching and Research contracts, and we employ very few staff on Research-only contracts. Having a distinction in contract type restricts our academics and creates a hierarchy, resulting in our teaching-only staff being less likely to be promoted. The data below highlight that women are more likely to be on teaching-only contracts, and therefore this difference in contract is likely to be hindering their progression.

The University took the decision to move all academics onto a Teaching and Research contract, and the SAT were surprised to see that some staff are still categorised as 'teaching only'. We have confirmed that those staff have only very recently moved onto Teaching and Research contracts, and our systems are currently being updated.

To complement the change of contract we launched the Wolverhampton Academic Framework in 2017/18 to enable staff to position themselves within a career pathway that best matches their career aspirations and recognises the different elements of an academic career. Staff are now able to progress equally on either route:

Figure 13: Career progression routes through the Wolverhampton Academic Framework



To support the Teaching, Scholarship and Professional Practice route, an 'Associate Professor' role was introduced within the Framework. This role allows parallel progression routes on the basis of teaching, learning and knowledge exchange through the University's conferment process, which has traditionally only been available for those pursuing a research-heavy route via a Readership. Our aim is to offer staff choice and flexibility, and also create parity of esteem between the two routes.

Associate Professor applications are considered on the basis of their impact against the relevant criteria, which is at the same level as the criteria for a Readership, and

applicants are expected to have a significant profile and reputation through a growing portfolio of work that is beginning to have impact in their field. Since being introduced last year, two women have been promoted to Associate Professor who otherwise would not have been successful in promotion.

Figure 14: STEMM contract and gender over time

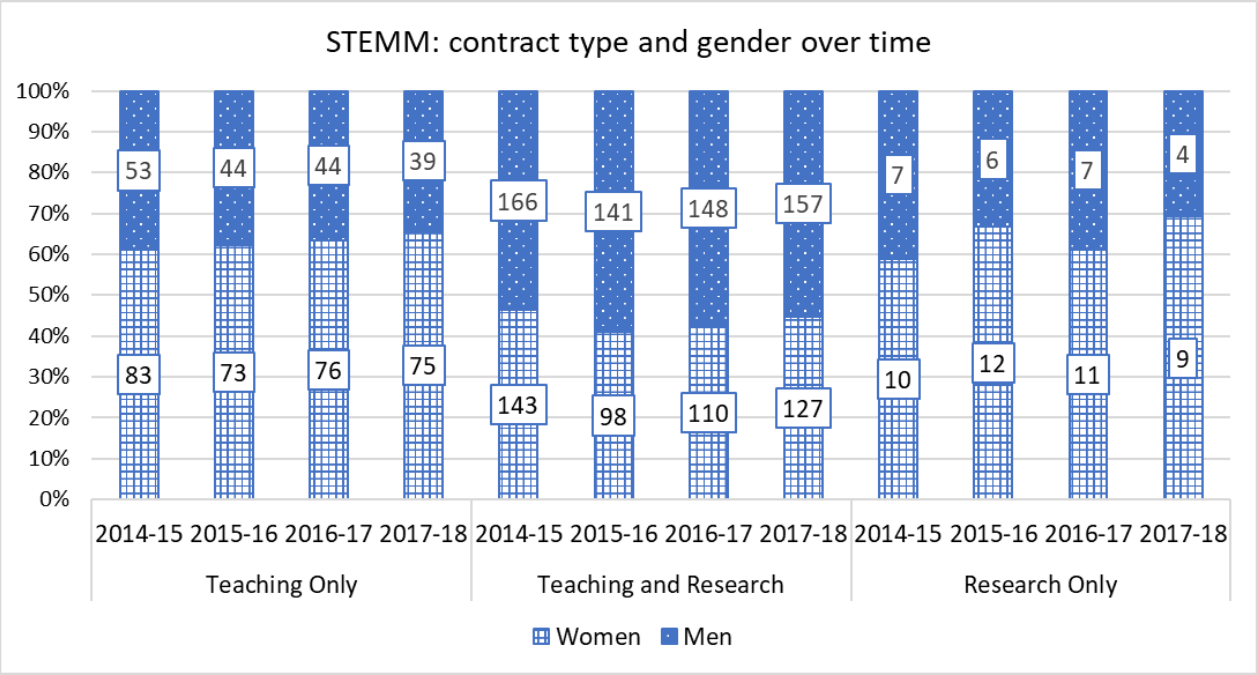
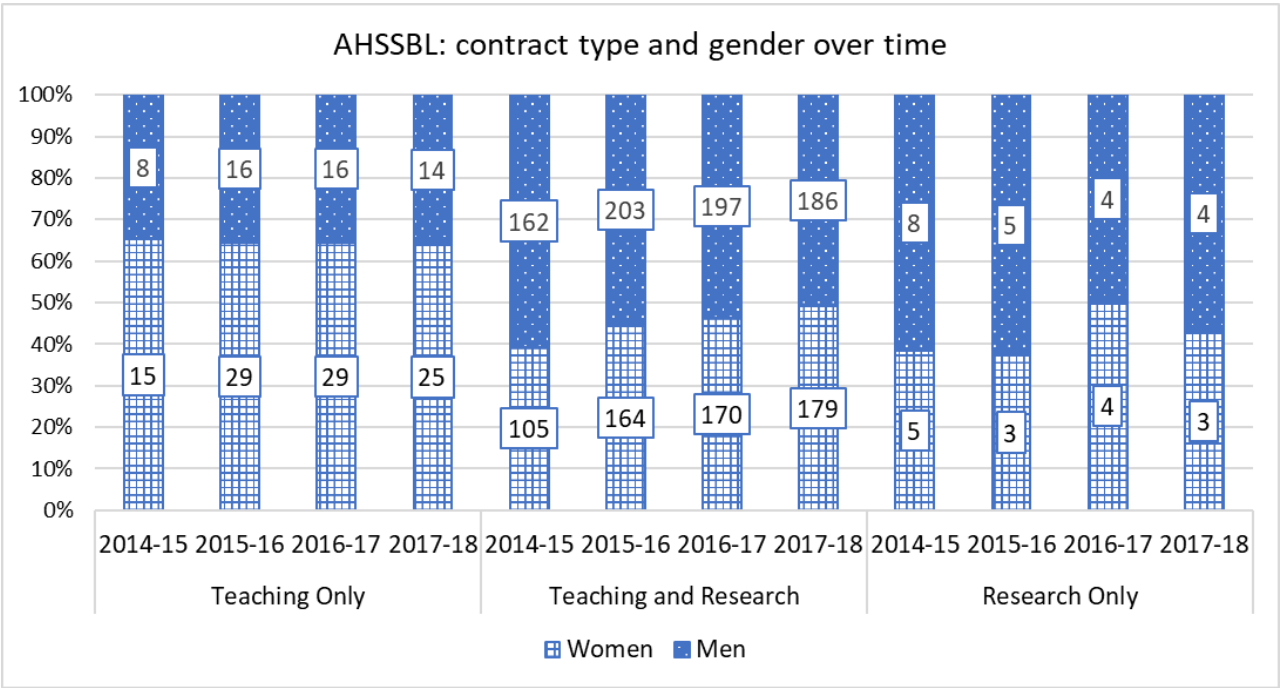


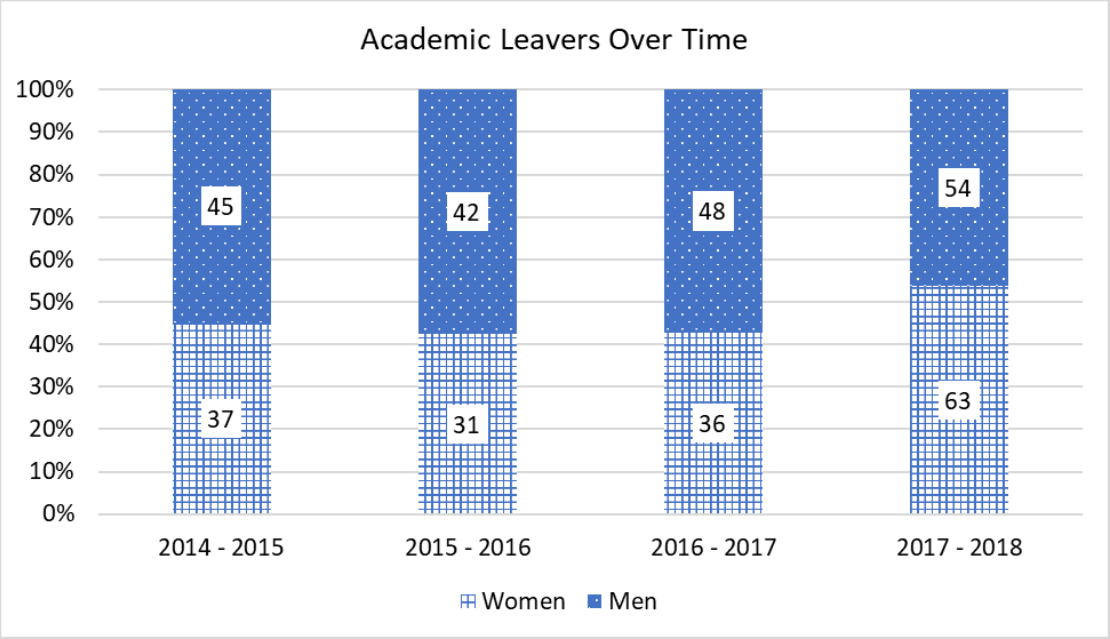
Figure 15: AHSSBL gender and contract type over time



(iv) Academic leavers by grade and gender

Over the last four years a higher proportion of male academics have left the University than women, apart the most recent year. In 2017-18 the University ran a voluntary redundancy scheme, which led to a spike in both men and women leaving the University.

Figure 16: Academic leavers over time



When we break this down by STEMM and AHSSBL (the numbers are too small for any useful School or faculty analysis) we see slightly different patterns of fluctuation over the four years, but the same spike of women leaving in 2017/18. In the same year fewer men left STEMM than the previous year, but the same spike happens in AHSSBL for men as for women.

Figure 17: STEMM academic leavers over time

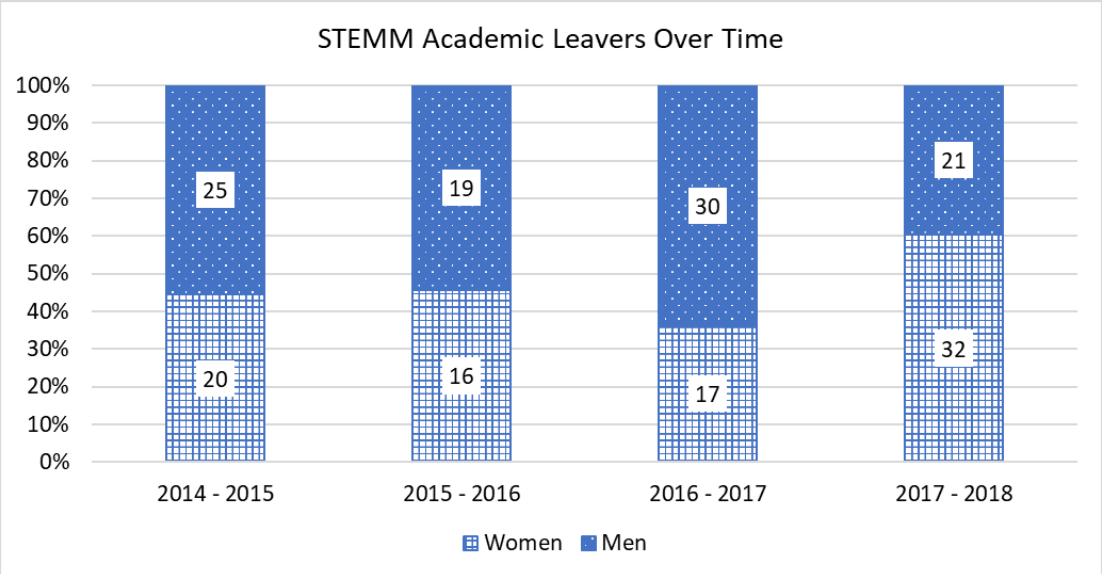
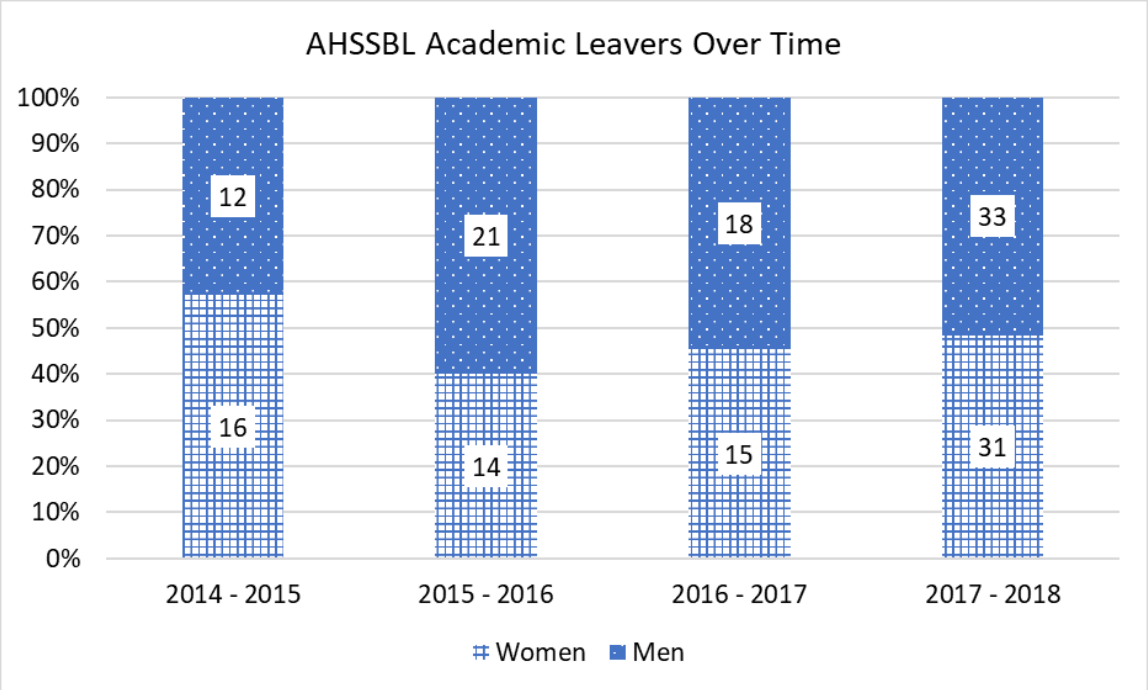


Figure 18: AHSSBL academic leavers over time



Our leavers' survey has 'other' as the most popular reason given by women academics for leaving in 2017/18, which is likely due to the VR scheme. We do also track leavers' next destination, which indicates a high proportion of these going on to retirement, highlighting our older workforce demographic. We would like to consider further the intersection of gender and age, and have included it in our action plan for the end of year 2 (2021), as we want to give it proper consideration, once earlier actions have been completed **[AP.3.27.]**.

Working in another university is the other main 'destination' of our leavers. The SAT has discussed the headhunting of our academics (particularly our women academics) to other institutions; we are based in the Midlands with many other institutions in commuting distance, some of which we know have better rates of pay.

As a SAT it was agreed that the best action we can take is to create a positive, inclusive working environment for all our staff so that they want to stay. Specifically, we will also monitor our leavers' data on an annual basis to ensure the spike in women leavers this year is a short-term blip, rather than a trend **[AP.2.10.]**.

Action Point Summary:

2.10: Monitor leavers' data to ensure 2017/18 data is a blip due to VL, and not a trend.

3.27: Consider further the intersection of gender and age and the implications for an older workforce.

(v) Equal pay audits/reviews

The University has a significant Gender Pay Gap, influenced by the uneven distribution of men and women across the workforce. Over half of women are in roles in the lower and lower-middle pay quartiles, with less than a quarter of women in the upper quartile. Conversely, over half of men are in roles in the upper and upper middle pay quartiles, with just 15% in the lower pay quartile.

The 2018 data analysis highlighted that our:

- **Mean** gender pay gap is 15.1% (down from 18.1% in 2017)
- **Median** gender pay gap is 22.4% (down from 26.8% in 2017)

Our analysis identifies the main cause of the gap is occupational segregation, with a high proportion of women working in the lowest paid roles. The changes we have seen since 2017 are largely due to fluctuations in the gender make up of the workforce in our lowest grades.

These trends are highlighted further by our more positive analysis, highlighting that the:

- **Mean** bonus gap is 1.71% (lower for women)
- **Median** bonus gap is 0%

When women manage to progress to more senior roles, they are paid equally to men. Our issues are in getting more academic women into those roles (notably Professor, Reader and Associate Professor), and addressing the occupational segregation in our most junior grades for our professional services staff. Many of the relevant actions will be discussed later in the application, but we are also committed to doing more to support professional services staff, both men and women, in career progression **[AP.3.35.]**

[Word count: 2001]

Action Point Summary:

3.35: Self-assessment team to discuss and explore further the possibility of a work placement or graduate scheme for PSS to break down occupational segregation and give staff a work opportunity to experience different roles and careers which they might not otherwise consider.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

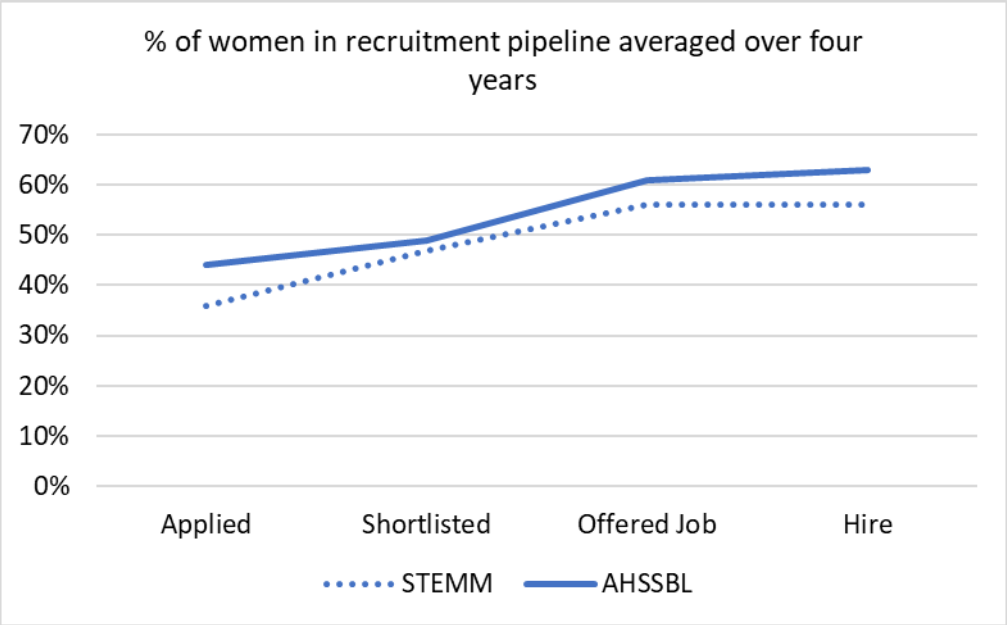
(i) Recruitment

Overall our recruitment data reflect the national picture: once women have applied they progress well through each stage of recruitment, but we need to encourage more women to apply, particularly in STEMM disciplines.

The SAT discussed this at length and our main focus was on the external positioning of our family friendly and flexible working policies (which is discussed later on).

We already encourage Schools to advertise posts as being open to flexible working and job sharing wherever possible, but we do not currently monitor the consistency of implementation, which we are addressing, and communicating through faculty E&D Committees **[AP.2.4.].**

Figure 19: Recruitment pipeline and gender: average over four years



When we break the data down over time, we see that we have started to attract more women in our STEMM positions, which is positive; however, in 2014/15 and in 2017/18 we have offered positions to women who seem to have turned them down (i.e. the hire proportion is lower than the offer proportion). The opposite trend is occurring in AHSSBL over the last three years where the data suggest men are turning down the offer, and subsequently a woman is being hired (presumably the second-choice candidate).

The SAT speculated that this could be linked to requests for flexible working. We do not have any concrete evidence that this is the case, but we have brought it into

our updates of the flexible working policy. Currently, our policy states the statutory position of staff being entitled to request flexible working after 26 weeks' service. We will explore how to expand this to non-statutory requests **[AP.3.2.]**.

In AHSSBL the proportion of applicants has remained static, but women's success in some years is quite extreme; for example, last year 68% of AHSSBL hires were women, which is disproportionate. We hope that our data dashboards will help with this: it will allow individual Schools to look in detail at their own data and to address discipline-specific issues that they find, including in recruitment and selection [**AP.1.7.**].

Figure 20: recruitment pipeline in STEMM over time

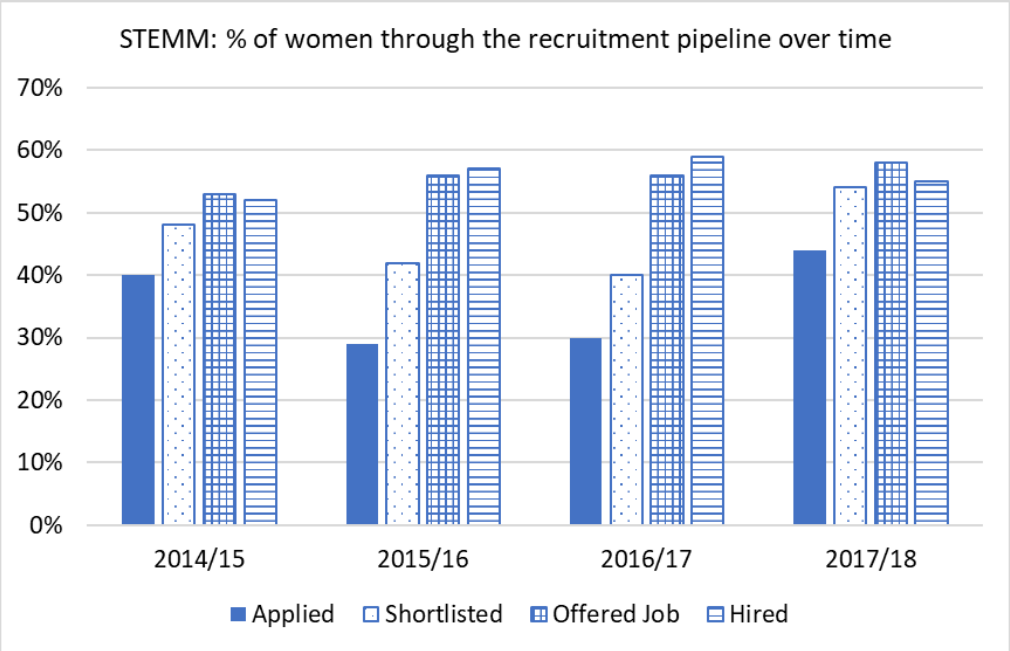
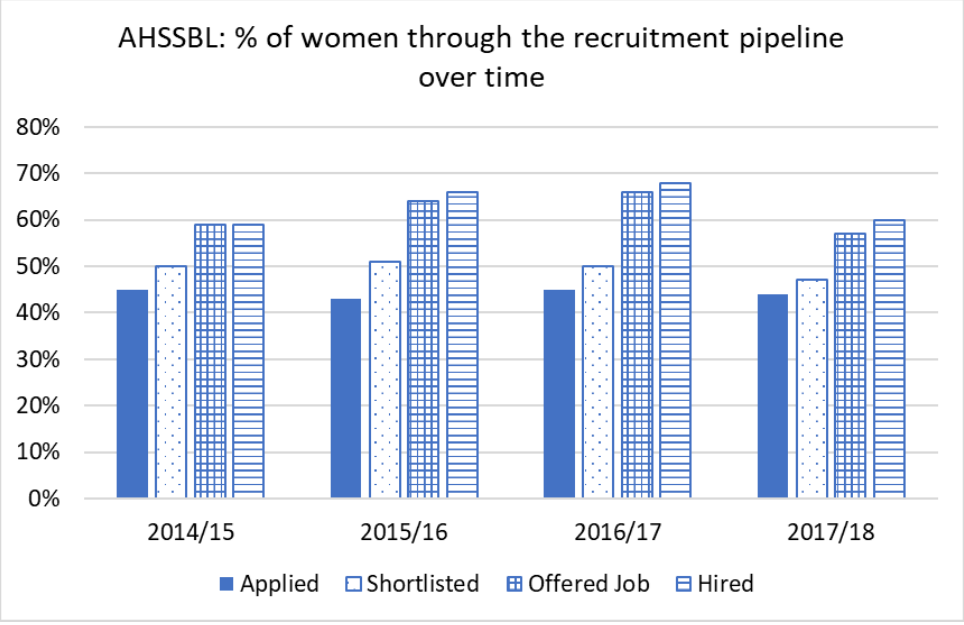


Figure 21: recruitment pipeline in AHSSBL over time



When we look at recruitment data by grade (Figure 22, below) we see that Researcher and Reader roles are the only two where women are less well represented after shortlisting. In response:

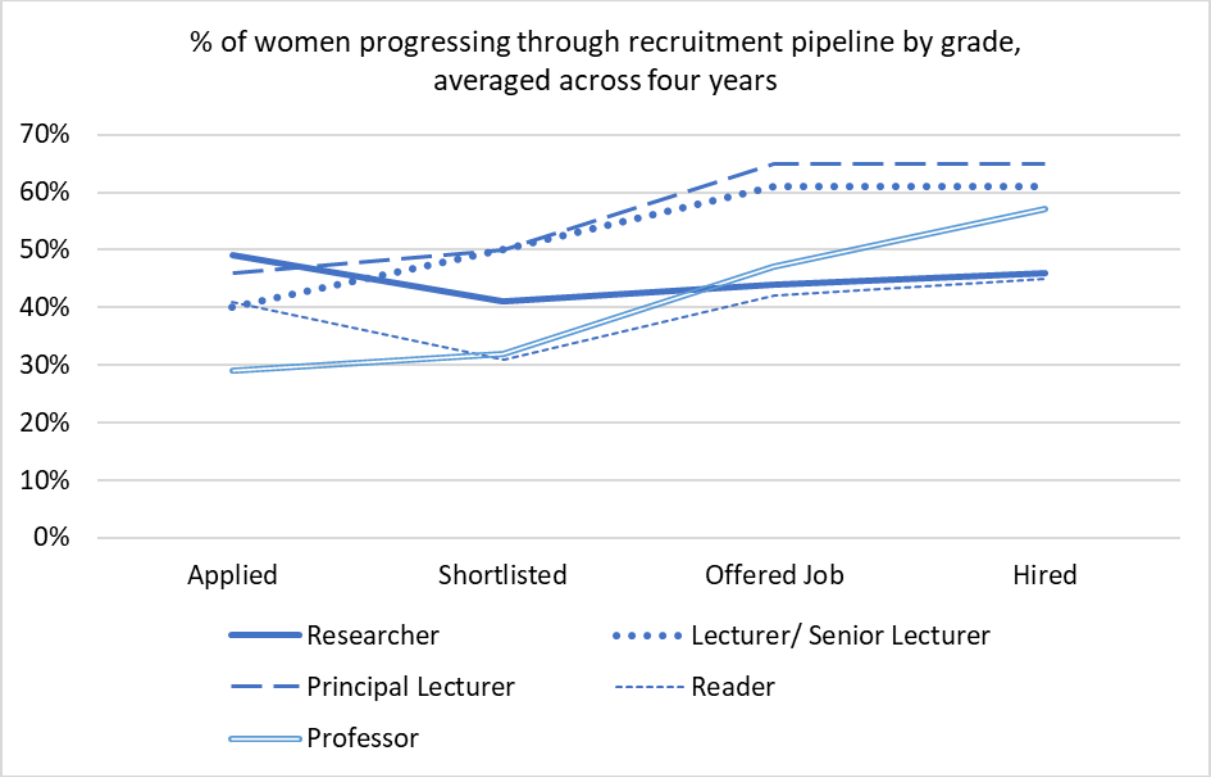
- We are tightening our policy on gender and ethnic diversity in recruitment panels. Currently it is encouraged that they must not be 100% one gender, but we are mandating this, and will monitor compliance. We are being careful in how we word the policy and in our stipulation of proportions, as we want to be sensitive to non-binary colleagues **[AP.2.8-2.9.]**.

- We are evaluating our current pilot of anonymous shortlisting, with the intention of rolling out University-wide **[AP.2.11.].**

- We are improving the information, advice and guidance attached to our policies, as feedback from the staff survey suggests consistency in their implementation could be improved **[AP.2.4.]**

- We are expanding our recruitment, selection and interview training. This is currently mandatory for Chairs of panels, but we plan to expand this to everyone involved in the process, as well as considering the introduction of a coaching/ observation system for Chairs **[AP.2.6-2.7.]**.

Figure 22: % of women progressing through the recruitment pipeline by grade



For transparency, the full dataset is provided below in Table 10.

Action Point Summary

1.7: Create data dashboards to inform faculty E&D committees and School Athena SWAN SATs and support staff in how to use the dashboard and the data.

2.4: Produce good how to guides, workshops and checklists and IAG for recruitment and selection

2.6: Roll-out mandatory face-to-face recruitment and selection training

2.7: Explore a coaching and observation type process for Chairs of panels to upskill individuals and share good practice.

2.8-2.9: It will become mandatory to consider diversity in the round when convening a recruitment panel.

2.11: Evaluate anonymous shortlisting pilot and roll out more widely.

3.2: Review flexible working policy to ensure it is current, reflects best practice and is fit for purpose.

Table 10: Recruitment and selection data

Year	Discipline	Applied			Shortlisted			Offer			Hire		
		Total	Women	% Women	Total	Women	% Women	Total	Women	% Women	Total	Women	% Women
2014/5	STEMM	748	299	40%	221	106	48%	45	24	53%	44	23	52%
	AHSSBL	987	444	45%	224	112	50%	46	27	59%	46	27	59%
2015/16	STEMM	927	269	29%	267	112	42%	64	36	56%	61	35	57%
	AHSSBL	667	287	43%	166	85	51%	33	21	64%	32	21	66%
2016/17	STEMM	802	241	30%	241	96	40%	54	30	56%	46	27	59%
	AHSSBL	1321	594	45%	255	128	50%	59	39	66%	57	39	68%
2017/18	STEMM	902	398	44%	321	174	54%	90	52	58%	78	43	55%
	AHSSBL	1275	555	44%	229	107	47%	56	32	57%	47	28	60%

(ii) Induction

Feedback on our induction process suggested there were elements that were good, but there was also room for improvement. We have taken the opportunity to overhaul the entire process, which was launched in early 2019. Key changes include:

- An introductory New Starter Information Pack, and a branded mug, pad and pen, so new staff feel part of the Wolverhampton team.
- A new starter web portal, to create a one-stop shop of information which potential recruits will also be able to access.
- A 12-month new starter checklist, split into: before staff start, the first week, first month, first six months, and first 12 months. This includes areas for local induction.
- New starters must now have completed our mandatory training before they are able to pass their probation, and line managers will be responsible for ensuring compliance.
- We will be paying our Visiting Lecturers for completing our mandatory training courses.
- We have introduced Staff Induction Facilitators and Peer Mentors.
- We have a face-to-face induction session which includes workshops from our Staff Networks, and our central E&D team. The induction includes a presentation from a member of the senior management team. We have recently agreed with OVC that they will include a minimum of one slide dedicated to E&D within their presentation, so we are setting the scene for new starters, that E&D is embedded in the university **[AP.2.13.]**.

We are also introducing a survey after their first 30 days in post so we can fully monitor compliance with the checklist and staff satisfaction with the new process.

Action Point Summary
2.13: OVC to consistently mention E&D in their briefing to new staff at the face-to-face induction sessions (in addition to the regular E&D session).

(iii) Promotion

The University has made various changes to the promotions process since our last Athena SWAN application:

- The decision to put staff forward to the promotions panel used to be reliant on the line manager, but staff can now put themselves forward with no negative consequences.
- The promotions panel is gender balanced, and given training in evidence-based decision making and mitigating the impact of bias **[AP.2.14-2.16.]**.
- We have launched the Wolverhampton Academic Framework to recognise the expertise of teaching-focussed staff.
- We have mechanisms in place to ensure part time staff (as well as disabled staff and any individuals who have had time away from work) are not disadvantaged in the process, through recognising they may have a reduction in research outputs and/or teaching and scholarship-related activity. We have developed a declaration of circumstances form which staff can complete, to accompany their application.
- Since 2018, in response to the low success rate in promotions from the 2016 and 2017 rounds, each applicant to the conferment panel has a 1:1 feedback meeting with the Vice Chancellor and the Dean of Research. The conferment panel tracks re-applications to ensure that the written and 1:1 feedback result in improved applications

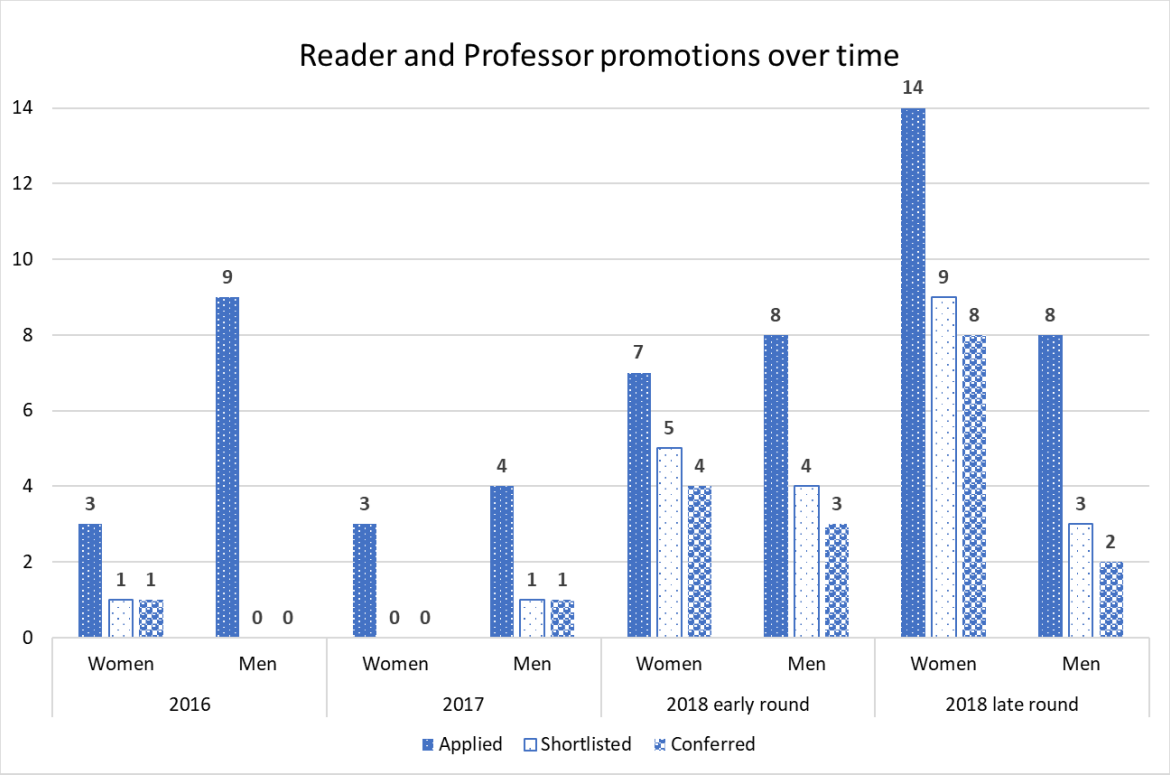
Our promotions numbers are relatively small and so it is difficult to draw any definitive trends, although it seems that women are slightly less likely to be promoted in STEMM, and in senior promotions.

We hope the new Asociate Professor role will help to increase women putting themselves forward for promotion. Additionally, we have a suite of initiatives planned to maximise applications and success rates **[AP.2.17-2.28.]**

Table 11: academic promotions

Academic promotions by grade, gender & discipline												
	L to SL			SL to PL			SL to Reader			PL/Reader to Prof		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
STEMM	12	15	44.4	5	8	38.5	3	2	60.0	2	4	33.3
AHSSBL	18	13	58.1	11	4	73.3	1	2	33.3	2	1	66.7

Figure 23: Senior promotions by gender over time



Part-time promotions

Part time staff are underrepresented in promotions, particularly in STEMM. Part-time staff account for 15% of our workforce, but only 9% of our promotions, and in STEMM it is only 5.6%. AHSSBL is better at 12.7%, but it could still be better.

Our staff survey highlights various issues with promotions:

- One comment from the staff survey, which seems particularly pertinent to part time staff is:

"Workload prohibits any genuine opportunity for development and decreases any energy to consider promotion"

We are keen to consider this more (see the flexible working section), and ensure the promotions process is straight forward and not overly bureaucratic. We also need to demonstrate to staff that jobs at the grade above are possible on fractional contracts (again, see flexible working section).

We also plan to explore the central training offer available to staff and better understand how it can be made more accessible to part time staff, to address the quote above **[AP.3.28].** We also want to see how other academic-specific issues can be made less burdensome for part-time staff. We want to explore how to utilise our research information system (Elements) to promote more internal research collaboration, which may make finding collaborators easier, and provide more flexible networking options **[3.29]**.

Figure 24: Promotions and part-time working

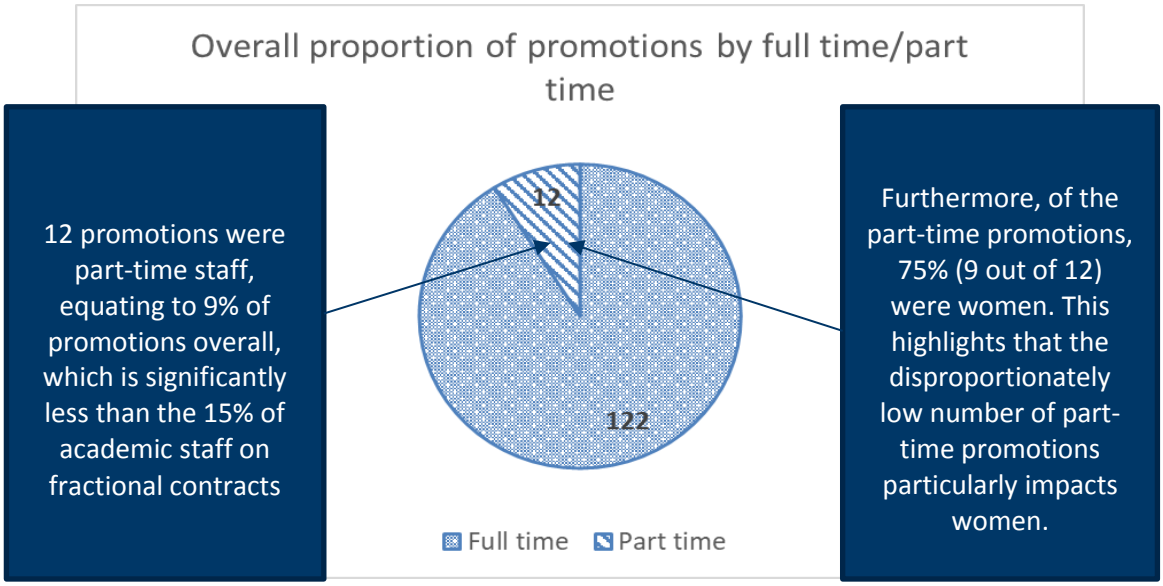


Figure 25: Part time promotions in STEMM

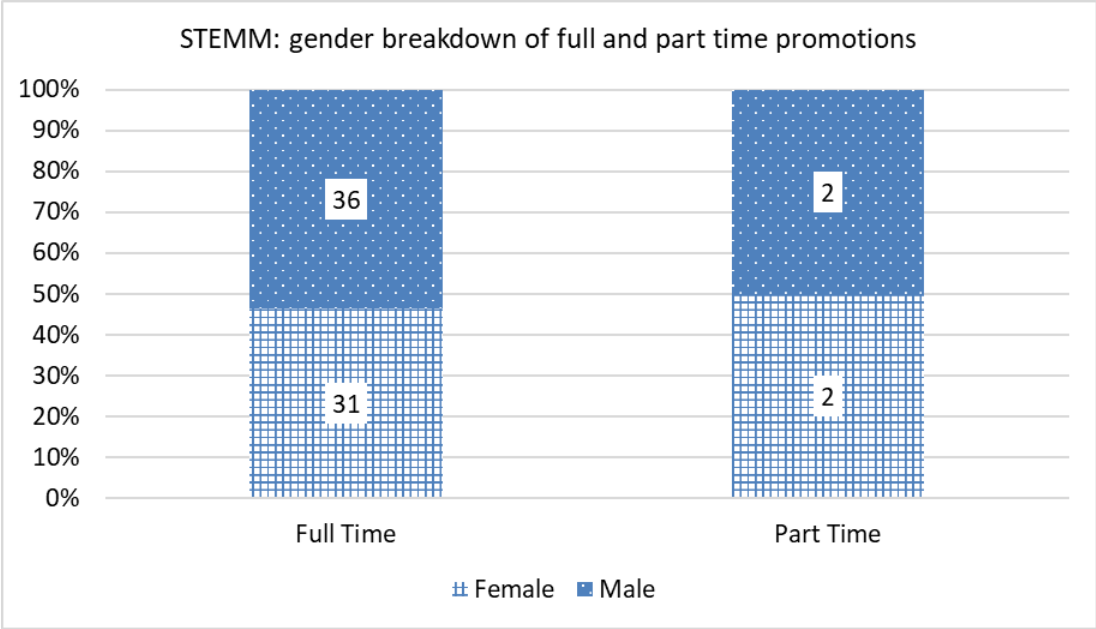
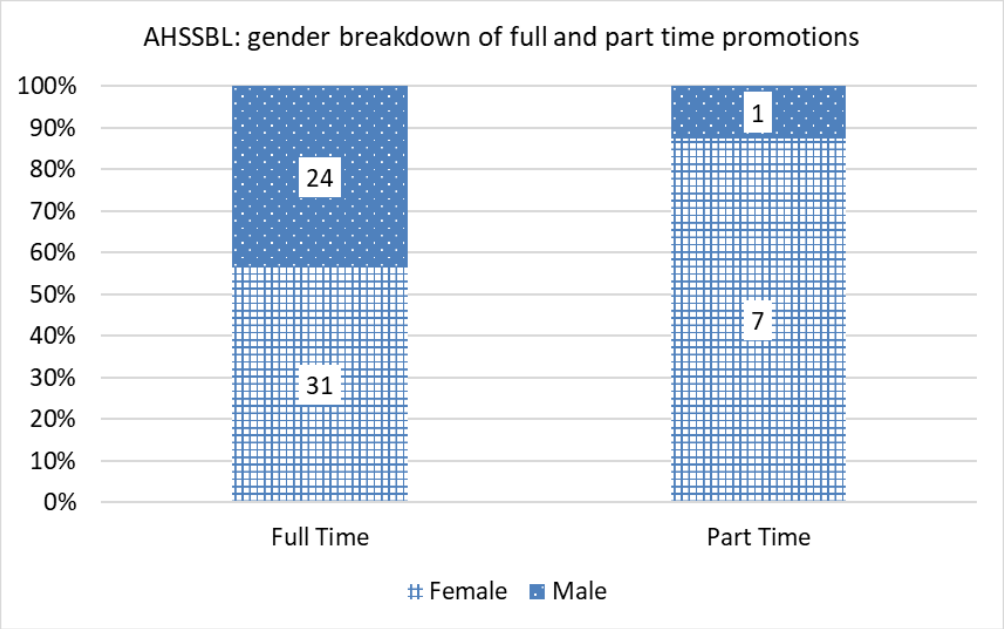


Figure 26: Part-time promotions in AHSSBL



Survey results

Feedback from staff highlights that proactive support and encouragement for career development is inconsistent, and women and BAME staff are less likely to report being encouraged (Figures 27 and 28 below). We need to address this through our improved appraisals processes (described in the next section), and improved line management briefings and training **[AP.2.17-2.28.].**

The SAT spent a long time considering how to support women in career development without taking a deficit approach, or homogenising women. It was agreed we should establish a community of practice which focusses specifically on women's career development, with special attention being paid to intersectionality. By their very nature communities of practice need to be organic, but the SAT agreed we could start by gauging interest and developing a mailing list via the promotions workshops. A SAT member will organise the first meeting, and then the administration will be shared between the group **[AP.3.19.]**.

Figure 27: Survey responses - % staff agreeing they have been encouraged to apply for promotion by gender

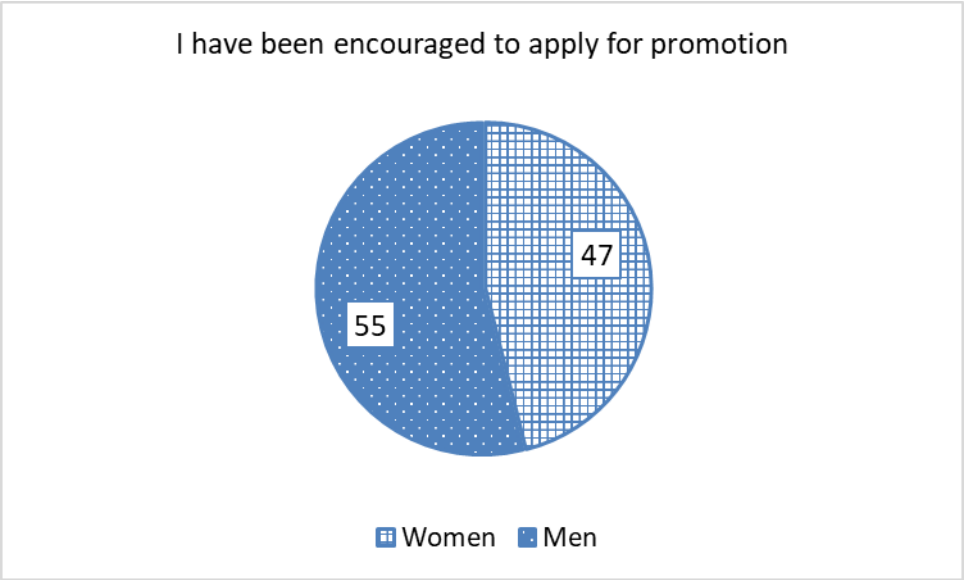
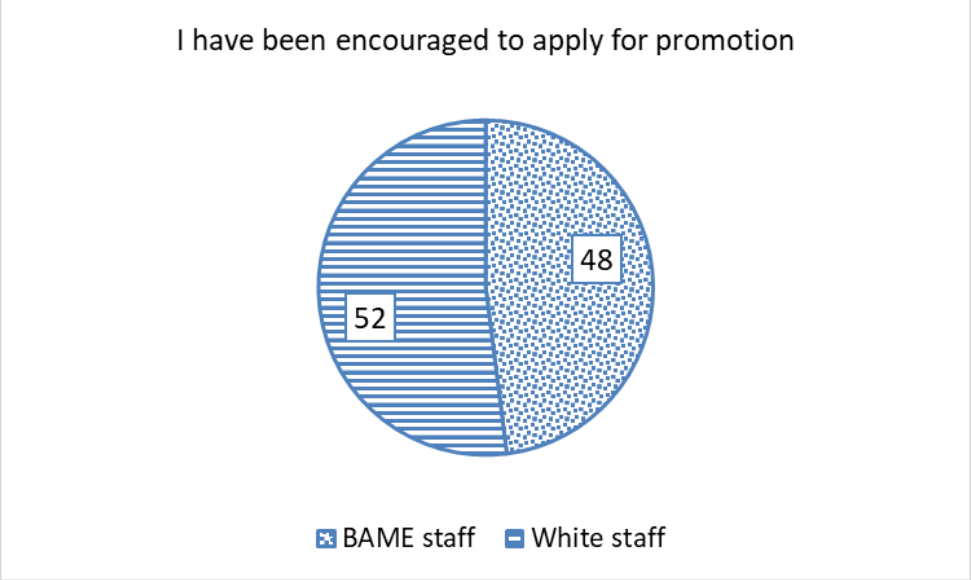


Figure 28: Survey responses - % staff agreeing they have been encouraged to apply for promotion by ethnicity



Action Point Summary

2.17-2.20: Provide an overview to each Dean of the gender and ethnic diversity (and intersection of the two) of eligible staff for promotions within their area to highlight the likely diversity of the pool of applicants applying for promotion.

2.21: Improve the existing guidance to applicants under the conferment process by including examples of evidence which can be submitted as part of their application.

2.22-2.24: Run a series of promotions workshops for potential applicants.

2.25: Run a series of panel events/sessions to complement the workshops.

2.26: Through the staff mentoring network, Aluminate, offer and promote mentoring specific to developing and supporting female academic staff who may be looking to apply for promotion, by being matched with mentors who are either experienced in being successfully conferred or with other appropriate skills and knowledge.

2.27: With involvement form 2019 promotions applicants, ascertain how the university can better brief PIs and line managers on how to support staff applying for promotion.

2.28: Provide training to Professors and Readers so that they are better able to fulfil their role as research leaders by providing development opportunities or formative feedback to their junior colleagues. This training to include a specific section on the need to avoid Unconscious Bias when choosing research partners or mentees.

3.19: Create a Community of Practice on progressing women's careers at the University of Wolverhampton, with specific attention paid to the heterogeneity of women and their different experiences and needs.

3.28: Explore staff satisfaction with central training offer and implement actions based on the findings.

3.29: Consider how the University's current research information system (Elements) can be used to progress gender equality, and specifically benefit part-time staff.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Our data show that there is a significant issue with the proportion of women who were submitted for external research assessment. In 2008, approximately one in every four men were submitted into the RAE, compared to one in every 10 for women. In 2014, one in every three men were submitted into the REF but only one in every seven women. Therefore, whilst we increased the number of staff submitted, the rate of women submitted was lower compared to men.

In response we have set up a University Research Investment Fund (RIF), which focuses on growing our own staff and supporting new Units of Assessment (UoAs) with additional investment, monitoring that investment for gender impact and making the fund conditional on them having a Gender Equality Action Plan (GEAPs).

In preparation for REF2021, we have moved to a shared leadership model for the majority of our UoAs, resulting in 55% men and 45% women being in UoA leadership roles.

Our actions appear to be working, as our initial assessment of staff to be submitted for REF2021 suggests that 402 staff members have significant responsibility for research, and of those 40% are women, and 60% men.

Finally, results from the 2017 Principal Investigators and Research Leaders Survey (PIRLS) identified a need to improve skills, knowledge and habits of research leaders to develop more inclusive practices. We will therefore work with senior academics to ensure that they can better support the research development of female academics **[AP.2.28.]**.

Table 12: Gender breakdown of staff submitted to RAE 2008

	All Cat A. Staff in University	Cat A. Staff Submitted to RAE 2008	% of CAT A Staff Submitted into RAE 2008
Men	480	115	24%
Women	439	46	11%
TOTAL	919	161	17.5%

Table 13: Gender breakdown of staff submitted to REF 2014

	All Cat A. Staff in University	Cat A. Staff submitted to REF 2014	% of CAT A Staff submitted into REF 2014
Men	431	138	32.0%
Women	386	52	13.5%
TOTALS	817	190	23.3%

Action Point Summary

2.28: Provide training to Professors and Readers so that they are better able to fulfil their role as research leaders by providing development opportunities or formative feedback to their junior colleagues.

5.2. Career development: academic staff

(i) Training

Our Organisational Development Team organise a suite of online and in-person training sessions for staff members. Induction, mentioned above requires staff to undertake a set of mandatory sessions including Unconscious Bias and Equality and Diversity, both of which must be refreshed every two years.

The data below provide an overview over the past four years of take-up of our central training offer. There is a small difference in STEMM in more women taking 9+ training courses than men.

We have a host of career development training packages which are described in 5.2.iii. In addition, we want to better understand staff satisfaction with our central training, and ensure part-time staff feel able to access our training **[AP.3.28.].**

Table 14: take-up of central training budget

Courses undertaken	Women (AHSSBL)	Men (AHSSBL)	Women (STEMM)	Men (STEMM)	Total (Women)	Total (Men)
0	9%	9%	10%	12%	9%	11%
1 to 2	11%	9%	9%	12%	10%	11%
3 to 4	7%	8%	6%	10%	7%	9%
5 to 6	8%	5%	9%	8%	9%	7%
7 to 8	14%	18%	12%	12%	13%	15%
9 +	51%	50%	53%	46%	52%	48%
Total	100%	100%	100%	100%	100%	100%

(ii) Appraisal/development review

Our 2018 staff survey highlighted that our appraisal process could be improved, with less than 60% of respondents agreeing that they find their appraisal useful.

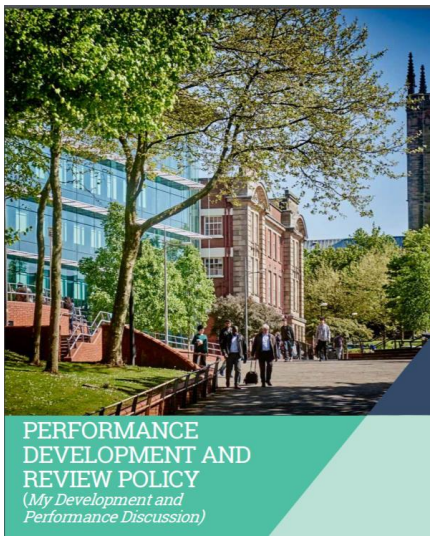
Respondents highlighted issues with the purpose of the process with staff feeling it was an opportunity for their manager to check they were meeting deadlines, rather than a discussion about progression and development:

"I would benefit from a focus on development rather than solely on outputs"

Other respondents highlighted that the appraisal does not lead to anything, and can feel like a box-ticking exercise:

"I like my line manager and get on with them (well). We have good chats at appraisal, but I've not always felt issues are further followed through. This has been difficult."

Figure 29: Our new Performance, Development and Review Policy



As a consequence, we have completely reviewed the process and are currently launching our new 'My Development and Performance Discussion' process.

Managers will undertake mandatory training to outline their obligations to:

- Discuss with their manager the option to delegate responsibility for Development and Performance discussions where they have in excess of 15 members of staff to review to ensure they have time to undertake meaningful reviews.

- Follow up the development and performance discussion

- Collate information about training

- Take a coaching and mentoring approach throughout the year

We will monitor the new process to ensure the discussions are taking place and that staff are benefitting from the process [**AP.2.29.]**.

(iii) Support given to academic staff for career progression

As mentioned above, the majority of our staff are on Teaching and Research contracts. Unlike research-intensive universities, we have fewer research-only staff (20). Our training and development programmes have therefore been developed for our context.

KUDOS Scheme

The University runs a Continuing Professional Development Scheme called KUDOS (Knowledge, Understanding, Development, Opportunities and Standing) that is accredited by Advance HE against the UK Professional Standards Framework (UKPSF). KUDOS provides all staff engaged in teaching and/or supporting learning with the opportunity to reflect on and articulate their academic practice, and gain recognition as Associate Fellows, Fellows or Senior Fellows of the HEA.

280 staff members have applied for fellowship since the KUDOS Scheme starting in September 2015, of which 57% were women. A total of 265 members of staff have been recognised with fellowship of the HEA (including successful resubmissions following referrals) of which 58% were women. The details of the fellowships awarded are as follows:

Table 15: Staff awarded HEA Fellowships

Fellowship	Female	Male
Associate Fellowship	3 (43%)	4 (57%)
Fellowship	52 (54%)	45 (46%)
Senior Fellowship	100 (62%)	61 (38%)

Staff Scholarship

Our Staff Scholarship Scheme provides funding to staff members completing further educational courses, including Master's Degrees and PhDs. Over the past

two years, the scheme has approved 91 new and 28 continuing applications, to the combined value of £360,155.

Women are more likely to apply and receive the funding, accounting for 65% of applicants and 64% of recipients.

The SAT explored the specific spending by gender (i.e. ensuring parity in the amounts being requested). This year we approved 51 PhD courses (which tend to be the most expensive courses), and 31 were for women (61%).

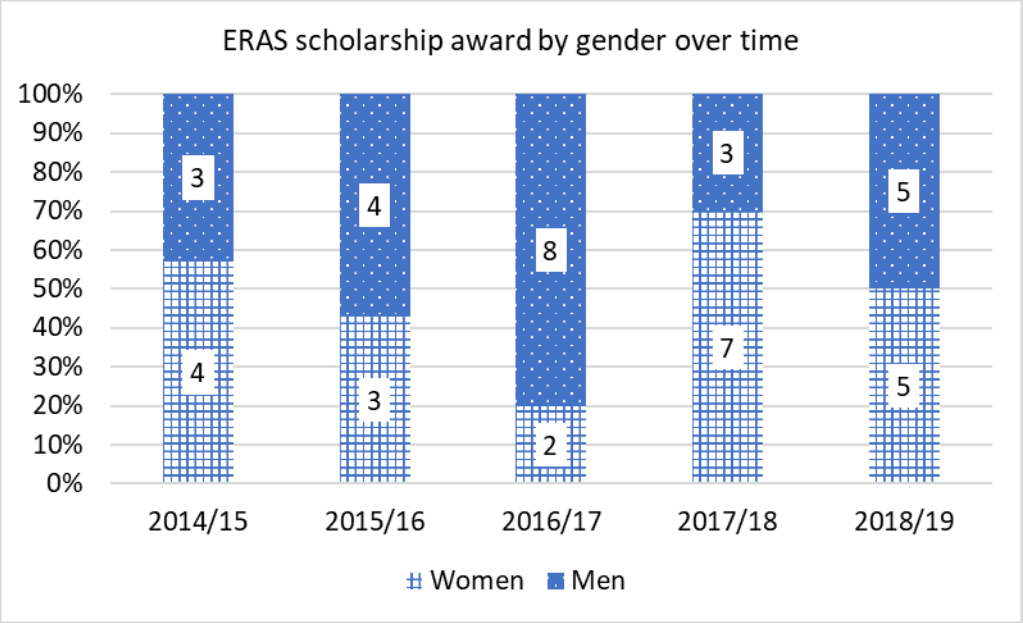
Where we are making changes is in the ethnic diversity of recipients. Our analysis shows us that 81% of BAME applications were approved compared to 86% of White British applications. This is being explored further by our REC SAT, and we are looking to diversify the Scholarship Panel who make the decisions, and remove any bias from the process.

Researcher development and ERAS

We provide a suite of career development programmes for research-active staff at all levels, including support with research degree supervision and research funding. Since 2006, we have run an Early-career Researcher Award Scheme (ERAS), which is open to all staff, including postdoctoral researchers, who have completed their PhD in the last 5 years (or longer in case of maternity leave). ERAS annually awards 10 grants of £5,000 alongside a tailored mentoring and action learning programme.

The gender balance has been skewed in some years: 2016/17 was male-heavy and then 2017/18 was female-heavy. We will continue to monitor this and ensure that women and men are evenly represented.

Figure 30: ERAS scholarship awards by gender over time



Support with research bidding

Research bidding lies with the Project Support Office who provide: a) funding searches, b) bespoke funding updates, c) 1:1 support with preparing bids and d) training.

In the recent years, we have run two bespoke programmes: The Grants Academy (for early to mid-career researchers), and the Research Leadership programme (for senior researchers). The content is tailored to the needs of these groups but both programmes have 2-day workshops in the UK and 2 days in Brussels (where we have an office), and involves input by research funders, policy-makers and academic staff.

The most recent cohort of the Grants Academy comprised 11 women and 10 men, and the Research Leadership Programme comprised seven women and eight men. We received excellent feedback from the programme and also have anecdotal evidence of participants being promoted since.

Aurora

The University first participated in the Aurora in 2014, and we have now supported 33 women through the scheme, with a further cohort currently starting. As part of our self-assessment we wanted to specifically evaluate the programme and sent an online survey to the 33 people who have completed, receiving 16 responses.

All 16 respondents said that they would recommend the course, which is extremely positive. Respondents said:

"Life-changing. I am the leader I am today because of Aurora."

"I have been promoted twice since participating in Aurora."

This provides evidence for the University to continue funding places, but also thinking about how to maximise the impact of the scheme, and respondents had valuable feedback which are putting into action **[AP.3.20-3.25.]**.

Intersectionality

One Aurora participant fed back that Aurora "isn't for everyone" and it could consider individual identity more:

"There is a need to consider other elements that interact with gender when it comes to leadership and barriers to leadership such as ethnicity, race and religion to ensure that the programme is inclusive and relevant to all."

Feedback from our BAME staff network suggested developing a work shadowing scheme which we are looking to implement, in addition to other actions through our REC SAT **[AP.3.26].**

E-mentoring platform

Feedback from staff during the last self-assessment highlighted that mentoring can be sporadic. Over the last year we have been working to introduce an e-mentoring

platform to assist in matching mentors and mentees, and to make mentoring easier to access for staff. The platform has recently been launched and so it is too early to evaluate its impact, but we will be keeping it under review and considering the take up by different protected groups, including gender **[AP.3.30]**.

Action Point Summary:

3.20-3.22: Ensure staff are clear about the Aurora programme: what it is, who can apply, and which staff it is particularly targeting.

3.23-3.24: Better support those accepted onto Aurora.

3.25: Support an internal Aurora Network and support the Network in running a relevant annual event.

3.26: Explore and design a work shadowing programme for staff to gain insights into more senior roles, and potentially build informal sponsorship and mentoring relationships with the person they shadow.

3.30: Evaluate the e-Mentoring platform and identify any gender differences in engagement and satisfaction.

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Parental leave is one of the policies the University is planning to review this year. To date our pay and conditions have been well above statutory entitlement, but the supporting documentation could be improved. Stylistically it is focussed on risk assessment, which while important, is not particularly user-friendly and does not instil a sense of support and encouragement from the University to the employee.

The University provides all staff with time off for antenatal appointments, as is standard practice, and pregnant women will have a risk assessment undertaken of their work station and role. We plan to develop proactive checklists and information, advice and guidance for both prospective parents and their managers **[AP.3.6.]**.

(ii) Cover and support for maternity and adoption leave: during leave

Currently staff work with their manager to discuss cover whilst on leave and to decide the best way forward. In some cases, a maternity cover will be appointed for the period of leave, or if possible, without over-burdening colleagues, work may be distributed amongst the team.

Our focus is always on ensuring that work is adequately resourced so that expectant parents do not feel guilty or uneasy about leaving their work, and other staff members do not feel put-upon.

However, as mentioned above, we need to produce more IAG on this, so that managers genuinely feel there are options available to them, and we are being responsive to the needs of the team **[AP.3.6.]**.

(iii) Cover and support for maternity and adoption leave: returning to work

Staff are encouraged to discuss flexible working options with their manager, and as a University we try to always accommodate requests.

The SAT discussed the possibility of reduced administrative workloads for people returning from parental leave and we are going to explore the possibility in 2020, as part of our full review of parental leave policies.

We also want to develop our IAG around KIT days and how staff can best utilise them. This will include advice for the staff member as well as their manager, so they can discuss together, and the introduction of a conference fund which women can apply to for financial assistance to attend conferences and networking events while on maternity leave **[AP.3.7.]**.

In our last application we committed to creating a breastfeeding room on our main campus. Building on this, our Senior Management Team has recently approved a feasibility study for breastfeeding facilities across all of our campuses **[AP.3.8.]**.

(iv) Maternity return rate

Our maternity return rates show 100% return for our academic staff, which we are delighted with.

The SAT debated our PSS return rates, as they are lower. Over the last four years 10 PSS have not returned. There could be many reasons: we know a high proportion of our women PSS are in the lowest pay bands, so childcare costs may be prohibitive. But it may be lack of flexible working and other areas that we can address. We plan to get more information, and act on it [**AP.3.10.]**.

Table 16: Maternity return rates over time

Year	Discipline	Academic	PSS	Non-Return	% Return Rate
2014/15	STEMM	0		0	
	AHSSBL	2		0	100%
	Non-Faculty Staff		28	4	86%
2015/16	STEMM	11		0	100%
	AHSSBL	2		0	100%
	Non-Faculty Staff		23	1	96%
2016/17	STEMM	3		0	100%
	AHSSBL	5		0	100%
	Non-Faculty Staff		29	4	86%
2017/18	STEMM	2		0	100%
	AHSSBL	1		0	100%
	Non-Faculty Staff		13	1	92%
Total	STEMM	16		0	100%
	AHSSBL	10		0	100%
	Non-Faculty Staff		93	10	89%

(v) Paternity, shared parental, adoption, and parental leave uptake

We have higher uptake of leave amongst non-faculty men, indicating that academic staff do not officially take parental leave, but perhaps work flexibly and do not feel the need. We will ensure that male academics are aware of our paternity provision and feel able to take it.

We will also explore staff satisfaction with our parental leave provision as part of next year's review **[AP.3.6.]**.

Table 17: Parental leave take up

Year	Discipline	Gender	Academic	Professional/ Support	Total
2014/15	STEMM	Male	4		4
		Female	0		0
	AHSSBL	Male	2		2
		Female	0		0
	Non-Faculty Staff	Male		14	14
		Female		0	0
2015/16	STEMM	Male	0		0
		Female	1		1
	AHSSBL	Male	3		3
		Female	0		0
	Non-Faculty Staff	Male		5	5
		Female		1	1
2016/17	STEMM	Male	4		4
		Female	0		0
	AHSSBL	Male	3		3
		Female	0		0
	Non-Faculty Staff	Male		9	9
		Female		1	1
2017/18	STEMM	Male	2		2
		Female	1		1
	AHSSBL	Male	3		3
		Female	1		1
	Non-Faculty Staff	Male		13	13
		Female		2	2

Action Point Summary

3.6: Consult with other universities and staff internally to identify best practice and produce checklists and supporting documentation on parental leave which is positive and supportive

3.7: Improve the use of KIT days and increase support for academics returning from maternity leave.

3.8: Complete and implement results of a feasibility study into breastfeeding rooms on all three campuses.

3.10: Update exit interview questions to explore why people may leave after maternity leave.

(vi) Flexible working

The SAT spent a considerable proportion of its meetings discussing flexible working at the University. The main issues that surfaced were:

- Flexible working is inconsistent across the University and is reliant on your team and manager
- There are instances where flexible working is not being implemented enough and staff are unable to work suitably flexibly.

The University does not currently have a record of formal flexible working requests as they are handled at faculty level. We plan to change this to add consistency to the decision-making and ensure that requests are not turned down unless there is good reason. We will also explore the possibility of non-statutory flexible working requests, as mentioned previously **[AP.3.2-3.3]**.

In the short term we plan to create flexible working case studies to promote across the university. These will include men and women, and senior managers and provide examples of staff working flexibly [**AP.3.5.].**

We ultimately want to review the culture of meetings within the University. We need to have fewer meetings and ensure the meetings we do have are better, and also utilise technology more, with the planned introduction of Office 365, so that people do not necessarily have to be in the office to participate in meetings.

We also need to formally establish core hours. We are a flexible University which means some teaching goes on until 9pm, so core hours are a difficult thing to fix. However, the SAT agreed that much more needs to be done to instil a work-life balance for all staff which will include:

- A push to only organise meetings in family friendly hours, unless absolutely necessary, and with reasonable notice
- A push to not send emails after hours and to start using an email charter, whereby emails are clearly labelled as not expecting a response until regular office hours
- Consideration given to social events and making these family-friendly.

In the longer-term we will be reviewing our flexible working policies and re-launching them in 2020 with full IAG, communications plan and training for managers **[AP.3.4.].**

Action Point Summary

3.2: Review flexible working policy to ensure it is current, reflects best practice and is fit for purpose.

3.3: Review flexible working requests process to identify any trends and issues that exist, and any areas of the University with high levels of dissatisfaction.

3.4: Create managers' toolkit on how to handle flexible working requests and how to manage staff remotely

3.5: As part of the consultation process, disseminate mass communications plan across the university, highlighting the flexible working policy, highlighting case studies and advocating for flexible approaches to working wherever possible

(vii) Transition from part-time back to full-time work after career breaks

The SAT discussed this and wanted to support it as much as possible within our financial confines. It is not possible to hold posts open for long periods of time, so where a staff member reduces their hours, we cannot guarantee to hold open their full-time position indefinitely.

Instead we are aiming to improve our IAG in this area, as part of the parental leave policy review, and propose ways to support staff as far as possible to increase back to full-time when they are ready. If we are able to increase their hours we will do so, or otherwise we will support them to apply for other full-time posts. We also plan to do everything we can to ensure they are fully supported while they are working part-time.

(viii) Childcare

The University has a nursery on the main campus which is over-subscribed, and we are in the process of deciding how best to increase our provision to meet demand.

We have three separate sites, and so the current nursery is only convenient for those based on the main site, but it is not feasible to open a nursery on all three. We are looking at different options **[AP.3.9.].**

Action Point Summary

3.9: Map out different options for childcare support, including increased provision in the University nursery and the possibility of securing discounts with other local nurseries for university staff and consult with relevant staff on their preferred options.

(ix) Caring responsibilities

We are one of the few universities who have signed up for Employers for Carers, an external service that provides line-managers with specialist advice about how they can best support staff members with caring responsibilities. All staff can request flexible working, and line managers should specifically consider requests related to caring responsibilities.

Data from the University Inclusion Survey confirms high staff awareness of the support provided, with 83% of male respondents and 88% of female respondents agreeing that their department effectively considers caring responsibilities to ensure that colleagues have a positive work/life balance. We would like this to be even higher **[AP.3.31.].**

5.4. Organisation and culture

(i) Culture

Embedding Athena SWAN into the culture of the University is one of the main aims of the SAT. We want to make Athena SWAN and gender equality (and E&D more broadly) pervasive. We have planned a launch event for our action plan **[AP.1.1.]**, and will be communicating the actions through our staff networks, our E&D Committees, senior management team meetings and University Council meetings [**AP.1.19.].** All Schools will have an established SAT, or a date for establishing their SAT by 2022, and will have pledged to at least one gender-specific aim by Autumn 2020 **[AP.1.20.]**.

We have planned a programme of gender-specific events, which have been chosen strategically to target those parts of the University that we know are the most gender-skewed **[AP.3.11-3.16]**. And we will also be targeting outreach activities in those areas **[AP.3.34.].**

We also have a strong track record of celebrating gender equality and running events across the University, for example:

Figure 31: International Women's Day Celebrations 2019

Summary Action Points

1.1: Launch gender equality action plan

1.19: Encourage all Schools to engage with Athena SWAN and begin working towards their own self-assessment

1.20: Hold University E&D pledges event for Schools to make three pledges for advancing E&D, one of which must be gender-specific.

3.11-3.16: Use discipline-specific gender events to start conversations and build momentum in Schools which do not currently have an Athena self-assessment team, starting with Schools with the greatest Gender imbalance.

3.34: Consider how gender equality can be built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity.

(ii) HR policies

We are committed to creating a safe-space for staff, where they are free from bullying or harassment in the workplace. Our approach is enshrined in the Dignity at Work and Study Policy, which outlines our zero-tolerance approach to any form of discrimination.

HR has a team of Business Partners that provide HR support to line-managers and staff. These are organised on a Faculty and Directorate basis, and work with staff to ensure that policies are being implemented and best practice is disseminated across the university. A key part of this approach is to proactively prevent problems from arising, through manager training, with all managers required to complete the "Mandatory Management Skills for New Managers" or demonstrate capacity through prior experience.

Where we could strengthen our reporting processes is in the ability for staff to get informal advice, so they understand their options and ways forward, and also for incidents to be reported anonymously, or by witnesses. We plan to look into various options and systems which would support this [**AP.3.32.].**

(iii) Proportion of heads of school/faculty/department by gender

We have gender balance in our Deans of faculty, and in contrast to other trends, our two STEMM Deans are women, and our two AHSSBL Deans are men. In addition to Table 18 we have a Dean of Research, who is a woman, and a Dean of the College of Learning and Teaching, who is a man:

Table 18: Proportions of Heads of Faculty by gender

Deans	Women	%	Men	%
2014 - 2015	1	33%	2	53%
2015 - 2016	1	25%	3	43%
2016 - 2017	2	50%	2	50%
2017 - 2018	2	50%	2	50%

In our Associate Deans we have overall gender parity, but when the numbers are broken down by Faculty, we find similar patterns identified previously, with more women in AHSSBL and more men in STEMM.

Table 19: Proportions of Associate Deans by gender

Associate Deans	Women	%	Men	%
2014 - 2015	8	47%	9	53%
2015 - 2016	8	57%	6	43%
2016 – 2017	7	50%	7	50%
2017 - 2018	5	44%	6	56%

We have good gender balance in our Heads of School:

Table 20: Proportion of Heads of School by gender

Heads of School	STEMM		AHSSBL	
	% Female	Total No.	% Female	Total No.
2014 - 2015	56%	34	47%	17
2015 - 2016	56%	27	60%	25
2016 - 2017	50%	36	54%	26
2017 – 2018	61%	38	53%	23

(iv) Representation of men and women on senior management committees

Overall management of the University is the responsibility of the Offices of the Vice-Chancellor (OVC), which has an equal gender balance.

Led by the Vice-Chancellor, Professor Geoff Layer, OVC membership is held by:

- two female Deputy Vice-Chancellors (Dr Anthea Gregory and Professor Jackie Dunne)
- a male Deputy Vice-Chancellor (Professor Ian Oakes)
- two senior directors (Ms Emma Bull and Mr Gary Butler).

(v) Representation of men and women on influential institution committees

Table 21: Influential committees by gender

Committee	2016/17 Breakdown	% Women	2017/18 Breakdown	% Women	2018/19	% Women
Corporate Management Team	11M/11W	50%	10M/13W	56%	7M/17W	71%
Academic Board	12M/18W	60%	10M/20W	67%	9M/19W	68%
University Academic Enhancement Committee	10M/16W	62%	10M/14W	58%	8M/14W	64%
University Research Committee	13M/9W	41%	18M/12W	40%	17M/15W	47%

All of our committees are women-heavy, apart from the research Committee. Of concern are the Corporate Management Team and Academic Board, on which there are more than double the number of women. We will alert OVC to this, so that it can be considered in future appointments. **[AP.3.33.]**.

Action Point Summary

3.33: Alert OVC to the gender skew on CMT and Academic Board to consider appointing more men in the future. Also consider whether women are being over-burdened with committee membership.

(vi) Committee workload

The membership of all committees is outlined in their terms of reference, which are reviewed on an annual basis. In instances where a staff member feels they do not have the time to sit on a committee due to other commitments, they are able to nominate a deputy to attend in their place.

(vii) Institutional policies, practices and procedures

Equality Impact Assessments are embedded into our decision-making processes, and are required for every decision-making paper that is considered by a University committee.

The EIA process requires those proposing changes in policy or practice to consider the impact of their proposal against key characteristics, including gender, gender reassignment and pregnancy/maternity. Where a possible negative impact is identified, they are required to explain how it will be mitigated. We also consult with both our students and staff before making decisions, with elected staff and student representatives featured on all key decision-making committees.

(viii) Workload model

We operate a workload allocation model (WLAM) for academic staff which ensures fair and transparent allocation of responsibilities within the parameters of the national academic contract.

Within an envelope of 1,597.5 hours per annum for an FTE (and pro-rata adjustments for part-time staff), the WLAM includes categories that are fixed for all academic staff:

- Personal Tutoring – 50 hours
- Teaching-related Administration – 75 hours
- Self-managed Research and Scholarly Activity – 180 hours

and those that are variable:

- Teaching and Teaching Preparation and Marking
- Research
- Third Stream Income
- Pedagogic Research & Development
- Management

All staff new to HE or the University of Wolverhampton additionally benefit from an allowance up to 300 hours to facilitate their transition. It is electronically published to all staff in the faculty to promote transparency and monitored and annually reviewed at faculty level by Deans, Associate Deans and Heads of School/Department to ensure parity.

Workload modelling is undertaken at faculty level, and so there is no formal university-level information. We advocate for all workload to be represented and to ensure that administrative tasks are distributed fairly, and staff get credit for additional responsibilities (for example, sitting on the Athena SWAN SAT).

(ix) Timing of institution meetings and social gatherings

This has been described above under flexible working.

(x) Visibility of role models

As established above, we have good representation of women in some senior positions, as Deans and on our main committees.

As well as thinking about the visibility of women generally, we also want to consider intersectionality and the diversity of women we want to promote. We have previously organised talks from female academics about developing an Africanist Feminist Research Methodology and how to best understand Trans Feminism.

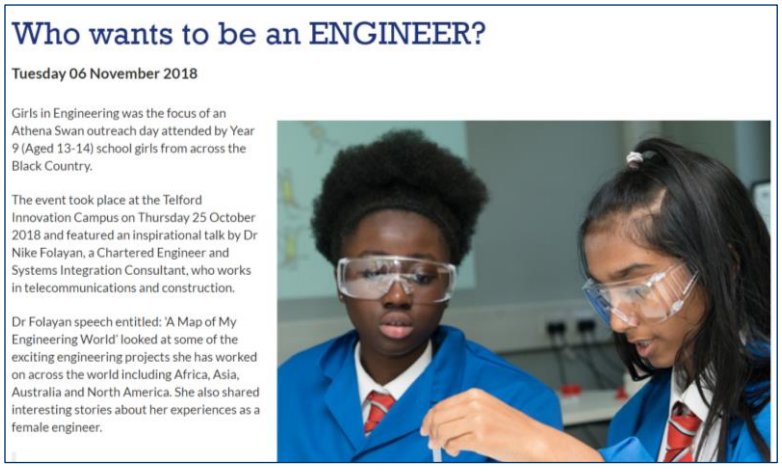
Gender diversity is a fundamental consideration in event planning to ensure we have diverse speakers and panels.

(xi) Outreach activities

The University has a strong commitment to outreach, working with thousands of young people in local schools and colleges every year through programmes such as Children's University (predominantly aimed at Primary aged young people), Aspire 2 University (focusing on supporting young people in care to access higher education) and as the lead Institution for the Black Country and Telford & Wrekin National Collaborative Outreach Programme consortium (NCOP), Aspire to HE.

The Higher Education Access Tracker (HEAT) is used to record all centrally delivered outreach activity with local schools and colleges to ensure that the University is actively seeking to widen participation and increase access to higher education in areas of greatest need (with a focus on areas of economic disadvantage), and with targeted groups of young people, including female pupils.

The University looks to embed gender equality, and wider themes related to equality and diversity, in our work on outreach. On International Women's Day 2018, Dr Petula Nurse organised a STEMM Conference for Girls that was attended by over 100 girls from local schools, who heard from both female academics and students about studying STEMM subjects.



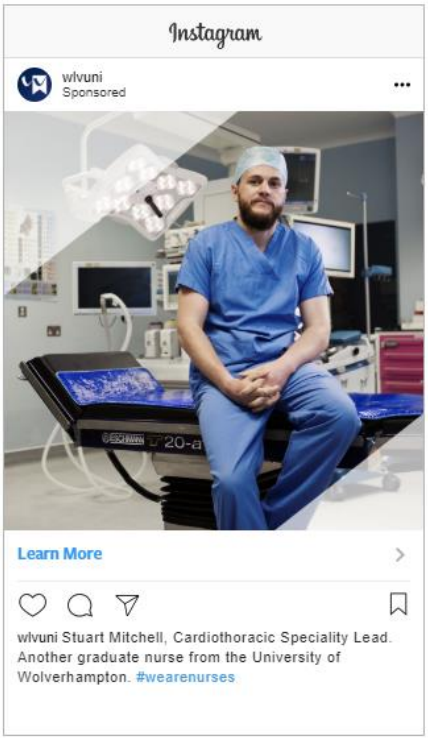
Who wants to be an ENGINEER?

Tuesday 06 November 2018

Girls in Engineering was the focus of an Athena Swan outreach day attended by Year 9 (Aged 13-14) school girls from across the Black Country.

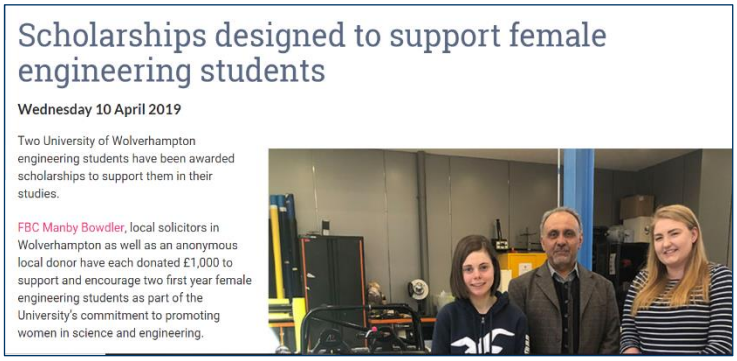
The event took place at the Telford Innovation Campus on Thursday 25 October 2018 and featured an inspirational talk by Dr Nike Folayan, a Chartered Engineer and Systems Integration Consultant, who works in telecommunications and construction.

Dr Folayan speech entitled: 'A Map of My Engineering World' looked at some of the exciting engineering projects she has worked on across the world including Africa, Asia, Australia and North America. She also shared interesting stories about her experiences as a female engineer.



We have also recently undertaken a significant campaign with prospective nursing students, where we were keen to diversify the stereotype of nurses, and emphasise male nurses. We used case studies across Instagram, twitter and other social media.

We have also awarded two Scholarships recently to women engineering students, to encourage them to continue in engineering. One of the prizes is part of a three-year award sponsored by a local business, so two more undergraduates will also benefit.



We know we have Schools which are heavily gender-skewed due to societal stereotypes and occupation segregation. We want to do as much as we can to challenge those assumption and diversify our undergraduates and keep them in the academic pipeline **[AP.3.34]**.

Action Point Summary

3.34: Consider how gender equality can be built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity.

(xii) Leadership

School level Athena SWAN applications are a fundamental part of our Athena SWAN strategy. We did not emphasise this enough when we held our original award and as a consequence the work was not embedded at a local level.

The Vice Chancellor has committed to holding at least five School awards by 2023. We have a timetable for our first tranche of School applications, plans for how to support them going forward, and plans for encouraging other Schools to form their own SATs, with every School having a date for forming a SAT by 2022.

Athena SWAN will be a regular agenda item at senior management teams, and Deans will be aware of which Schools are applying, and the progress being made **[AP.1.8-1.20].**

Action Point Summary

1.8-1.14: Support individual School Athena applications with those Schools who have put themselves forward to undertake their own Self-assessment in the next two-three years (seven Schools).

1.15-1.18: Ensure good practice and lessons learnt are shared at School level

1.9: Encourage all Schools to engage with Athena SWAN and begin working towards their own self-assessment

1.20: Hold University E&D pledges event for Schools to make three pledges for advancing E&D, one of which must be gender-specific.
[Word count: 5419]

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

The University is a member of Stonewall and entered the Top 100 index for the first time in 2018. As part of that application we worked with Stonewall in updating our Trans policies and guidance, whilst ensuring we included the higher education-specific advice from Advance HE (for example, re-issuing degree certificates).

The University policy statement on Gender Identity Equality clearly outlines the University's zero-tolerance approach to transphobic or enbyphobic discrimination and how we will support staff who are thinking of transitioning, are transitioning, or have transitioned.

We have introduced non-binary prefixes (for example, Mx) into our records system, and we are planning to produce guidance, and run workshops on the use of gender-neutral pronouns **[AP.3.36].**

(ii) Monitoring

Any breaches in policy and incidents of discrimination can be pursued through the Dignity at Work and Study Policy. We also provide the additional avenue of reporting any hate incident directly to the University Secretary by emailing safeguarding@wlv.ac.uk.

As mentioned above, we are also looking at additional reporting mechanisms for staff (and students) to access informal advice, and to report anonymously.

(iii) Further work

Based on feedback from our LGBT Staff Network and LGBTQ+ Student Society, we believe that the key challenge we face is one of education. Whilst our online Diversity in the Workplace training does explain the importance of Gender Identity Equality, we feel that more work needs to be done to educate staff and students about the unique challenges facing trans and non-binary people, and how to be an ally **[AP.3.37.]**.

Action Point Summary

3.36: Produce guidance and run workshops on gender-neutral pronouns
3.37: Develop and roll-out allies training and operate on a voluntary basis. Develop a train the trainer toolkit so that a bank of allies trainers is developed and can run sessions in response to demand. Provide stickers for participants to display in their work area, to highlight they are an ally and build a sense of belonging for trans staff and students.

[Word count: 246]

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

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ACTION PLAN

Rationale	Ref	Actions	Outputs	Timescales	Owner	Outcomes/ success criteria
Objective 1: Embed Athena SWAN into the systems and culture of the University, providing support to Schools in applying for their own awards, and creating accountability systems for advancing actions						
The University has experienced 'Athena SWAN fatigue' and enthusiasm for the charter mark has waned. We need to celebrate the creation of this action plan, and highlight the university's commitment to change.	1.1	Launch gender equality action plan	Launch the gender equality action plan and communicate the work across the University using the VC's newsletter, cascading through faculty E&D committees, a poster campaign, including electronic noticeboards, inclusion in relevant training. If successful, celebrate Athena SWAN award and take the opportunity to refresh branding and E&D web pages. If unsuccessful, communicate the university's commitment for Schools to complete an Athena SWAN self-assessment anyway, even if they are unable to submit the application.	Summer 2019 for initial launch Autumn 2019 for follow-up communications	Director of External Relations	- Increased awareness of the University's commitment to E&D, and specifically to gender equality. - Use feedback from event to compare to other gender-specific feedback to ascertain staff views on our gender equality work.

Experience has taught us that it is not enough to aspire to creating gender equality - we need to make sure we deliver on our plan.	1.2	Evolve SAT to implement and monitor the action plan.	Produce updated Terms of Reference for the SAT. Set up termly meetings for the SAT Provide termly updates to CMT on progress, highlighting any actions which have slipped Provide annual updates to Board of Governors	Summer 2019 for updated SAT, and then termly meetings, beginning with Summer term meeting.	Deputy Vice Chancellor Access and Lifelong Learning and Head of E&D	- Action plan is a living document and is updated and reported on every term. - Senior managers are aware of progress and intervene where necessary to ensure actions stay on track and are delivered on time, and to high quality.
As our Athena work progresses our SAT needs to be updated, ensuring consistency, but also reflecting the evolving work and action plan. New (and existing) members need	1.3	Refresh membership of the SAT ensuring there is an ECR, more men and increased ethnic diversity.	Updated, trained (but still experienced) SAT which reflects the experience and knowledge needed for the next institutional self-assessment, but with at least four new members.	Autumn 2021	Deputy Vice Chancellor Access and Lifelong Learning and Head of E&D	Relevant, experienced SAT convened and ready to undertake 16-month institutional self-assessment ready for April 2023 application
	1.4	Provide training to SAT members on gender equality, Athena process and intersectionality.		Autumn 2021	Head of E&D	

to be trained and ready for the next self-assessment	1.5	Convene updated SAT to undertake self-assessment in preparation for April 2023 submission	16 months of SAT meetings diarised Terms of reference refreshed and circulated Project plan established for managing 16-month SAT process, using University project planning methodology Relevant quantitative data requested from Workforce Analytics Team	Autumn 2021, with first SAT meeting in January 2022	Head of E&D	
The institution needs to embed Athena SWAN (and E&D) into faculties and schools to maximise impact and ensure relevant local-level actions and initiatives are being embedded, and central policies are being implemented consistently across the institution.	1.6	Fully establish faculty E&D committees.	Terms of reference have already been circulated and some faculties have already established their committees. Further outputs needed:- Chairs identified in every faculty- Committees to meet once a term- Faculty action plans aligned to the central E&D strategy- Head of E&D to sit on each faculty meeting- Evaluation of Faculty E&D committees to take place in Autumn 2021, allowing two years for committees to become established.	Spring-Summer 2019 for establishing and agreeing action plans and then termly meetingsEvaluation in Autumn 2021	Deans of Faculty and Head of E&D	Faculties begin to take ownership of E&D in their area, which will support the establishment of School Athena SWAN SATS, and ensure intersectionality is considered through an holistic approach to E&D. Conduct internal review in Autumn 2021 to evaluate the effectiveness of E&D Committees, based on their actions, outputs and the content of their meetings.

E&D committees and School Athena SWAN SATs need regular, consistent and reliable data, so they can concentrate on analysis, understanding and actions, rather than requesting data.	1.7	Create data dashboards and management reports to inform faculty E&D committees and School Athena SWAN SATs and support staff in how to use the dashboard and the data.	Draft data dashboard produced, including key data, as required for Athena SWAN.Draft dashboard piloted with a faculty and School and updated following feedbackProvide drop-in sessions for staff on how to use and interpret the dashboard/include as an item at faculty E&D committee meetings	Summer 2019	Head of E&D	- Good quality quantitative data is proactively sent to faculties annually, with Schools able to access their own data whenever they want- workforce analytics team are able to respond to more complicated/bespoke requests more easily, as standard data is already provided.- Schools use their data to inform discussions and create their own action plans.
To ensure central policies have maximum impact and consistency, and to ensure additional local-level and discipline-specific initiatives are developed,	1.8	Support individual School Athena applications with those Schools who have put themselves forward to undertake their own Self assessment in the next two years. Head of E&D to assist in establishing	Self assessment completed by School of Sciences, ambitious action plan developed and application ready to submit	Nov-19	HoS	- Schools have a greater sense of their own gender equality issues and develop initiatives and actions which benefit all staff - Schools feel supported in their Athena SWAN work and are clear about what they need to do. - School Athena SWAN applications are high
	1.9		Self assessment completed by Institute of Sport, ambitious action plan developed and application ready to submit	Nov-19	HoS	
	1.1		Self assessment completed by School of Performing Arts, ambitious action plan developed and application ready to submit	Apr-20	HoS	

Schools need to work towards their own Athena SWAN applications	1.11	SAT and to attend SAT meetings where invited for specific items	Self assessment completed by School of ABE, ambitious action plan developed and application ready to submit	Apr-20	HoS	quality, focussing on advancing gender equality, rather than attaining the award.
	1.12		Self assessment completed by School of Law School, ambitious action plan developed and application ready to submit	Nov-20	HoS	
	1.13		Self assessment completed by Institute of Psychology, ambitious action plan developed and application ready to submit	Nov-20	HoS	
	1.14		Self assessment completed by School of Social, Historical and Political Studies, ambitious action plan developed and application ready to submit	Apr-21	HoS	
	1.15	Ensure good practice and lessons learnt in School level applications is shared across the university, School SATs are run as effectively as possible and success is celebrated and communicated.	Termly meetings of the Athena SWAN departmental support group scheduled and held	Summer 2019 onwards	Head of E&D	- Schools feel supported and encouraged in applying for Athena SWAN, evidenced through feedback and successful Athena SWAN submissions - Schools are able to spend their time discussing gender equality rather than navigating the process - Schools support each other, for example in
	1.16		Provide training and briefings to Schools getting started with the process, suggested timelines and milestones and static webinars to watch when they are ready	May 2019 and onwards	Head of E&D	
	1.17		Create a monthly 'newsletter' which is sent to all Athena SWAN SATs updating them on any changes to the process, good practice initiatives, key research and relevant external publications	June 2019 and then monthly	Head of E&D	

	1.18		Progress, communications and innovative practice to be shared through the VC's newsletter, staff updates and other communications channels.	Termly from Summer 2019	Director of External Relations	being critical readers and sitting on each other's mock panels
	1.19	Encourage all Schools to engage with Athena SWAN and begin working towards their own self-assessment	Discuss Athena applications termly at CMT meetings to ensure Deans have an overview of which Schools are on track and which schools are still preparing to form a SAT.Provide more proactive encouragement (detailed within relevant sections in other actions) for Schools with the highest gender imbalance, which do not currently have an Athena SAT established.	Ongoing	Deputy Vice Chancellor Access and Lifelong Learning and Vice Chancellor	- All Schools have a date for establishing a self-assessment team by 2022
	1.20	Hold University E&D pledges event for Schools to make three pledges for advancing E&D, one of which must be gender-specific.	Organise University-wide E&D 'pledge' events. All Schools invited, hosted by the Vice Chancellor with relevant speakers. Schools asked to pledge to three specific actions, one of which must be gender-specific. Event to take place after main HR policy reviews have been completed, so these can also be communicated at the event.	Autumn 2020	Head of External Relations	All Schools have at least one gender-specific pledge, which is published on the E&D web pages.
Objective 2: Continue to embed transparency into university policies, practices and committees, paying particular notice of identified trends and issues **Continue to embed transparency into university policies, practices and committees, paying particular notice of identified trends and issues**						

In STEMM we consistently have more women employed as researchers than as lecturers	2.1	Alert STEMM Schools and faculties of the lower proportion of women lecturers than researchers and take local action.	Faculty E&D committees receive data Discussed as an item at E&D Committee meetings and actions formulated for tackling. Head of E&D to support their thinking and suggest appropriate action.	Autumn 2019 onwards.	Deans of faculty	The 8% drop found in 2017/18 reduced to below 5% by 2022, and below 3% by 2025.
In AHSSBL we still have a drop between Lecturer and Senior Lecturer.	2.2	Monitor the pipeline in AHSSBL faculties between Lecturer and Senior Lecturer and ensure gaps do not widen.	Annual monitoring through data reports to the SAT	Annually over the next four years.	SAT	The gap does not widen, or if it does, then appropriate actions are developed and implemented.
There is a persistent leak in the pipeline for women in STEMM at Principal Lecturer level.	2.3	Alert STEMM Schools and faculties of the lower proportion of women Principal lecturers and take local action.	Faculty E&D committees sent data Discussed as an item at E&D Committee meetings and actions formulated for tackling. Head of E&D to support their thinking and suggest appropriate action.	Autumn 2019 onwards.	Deans of Faculty	The 8% drop found in 2017/18 reduced to below 5% by 2022, and below 3% by 2025.

The Recruitment and selection policies are being updated and published in April 2019. We are confident that the policies and processes reflect sector good practice, but there needs to be more supporting information, advice and guidance to support managers and those involved in recruitment and selection.	2.4	Produce 'how to' guides, workshops and checklists and IAG for recruitment and selection	IAG produced, including: - How to write inclusive job and person specifications - Ensuring criteria are essential - ensuring gender neutral language is used - advice on how to give feedback to unsuccessful internal applicants - Inclusion of flexible working statements - inclusion of positive action statements where there is an underrepresentation of men or women. HR to monitor consistency and implementation of the policy.	Summer 2019, ready to launch in Autumn 2019	Director of Human Resources	- Staff have easy access to good quality IAG - improved implementation of policies and greater consistency across the university - Vacancies are advertised as open to flexible working, unless they legitimately cannot be and HR are aware of the proportion which are not advertised this way.

While the University tries to minimise the use of Visiting Lecturers, they are used, and form part of our workforce. We need to ensure we understand their experiences and views of the University.	2.5	Survey Visiting Lecturers to better understand their experiences of the University and act on the findings.	Online survey developed and piloted with small sample.Survey sent to all Visiting Lecturers who have taught at the University in the previous 12 months.Results analysed and any relevant actions developed.Depending on responses, consider follow-up survey after two years (Summer 2022).	Summer 2020	Director of Human Resources	Visiting lecturers feel valued by the University and any issues are rectified. If survey is repeated, compare results to measure change.
There is already a one day face-to-face recruitment, selection and interviewing workshop for the Chairs of recruitment and selection panels. It would be beneficial for	2.6	Roll-out mandatory face-to-face recruitment and selection training in two phases to manage the resource implications. Initially the training will continue to be for Chairs, and then for all panellists.	Continue to roll out the mandatory recruitment and selection training for Chairs of recruitment panels. Extend training to everyone who sits on recruitment panels, emphasising the potential for bias and how to ensure transparency and evidence-based decision making.	Training to continue for Chairs, and then phased introduction for everyone else from Autumn 2020 to manage resource implications	Director of Human Resources	- Change in staff survey results with an increase from 79% to 89% of staff agreeing that the University undertakes fair and transparent recruitment and selection by 2023 -Those involved in recruitment panels are confident and motivated to ensure transparency in

everyone involved in the process to undertake the training.	2.7	Explore a coaching and observation type process for Chairs of panels to upskill individuals and share good practice.	Explore a coaching / observation type process, or similar, for Chairs of Panels who would, in turn, become the coaches of other panel members. This would ensure that knowledge and skills are kept fresh through a method of delivery which is individual to the staff member. The method would take into consideration workload and potential fatigue with training.	Autumn 2020 onwards	Director of Human Resources	recruitment and selection. Implementing the training sets a tone and environment for embedding equality and diversity across recruitment and selection - we start seeing even proportions of men and women progressing through our recruitment process.
Currently it is recommended good practice across the University that recruitment	2.8	It will become mandatory to consider diversity in the round when convening a recruitment panel.	New requirement built into recruitment workshops, training and how-to guides and communicated through management briefings and faculty E&D committees	Summer 2019 onwards	Director of Human Resources and Heads of School	- The University knows how many recruitment panels have taken place and can guarantee that they were all gender balanced (and ethnically

panels should be gender balanced, but it is not mandatory, and it is unclear how often exceptions are made. The policy needs to be strengthened, monitored and enforced.	2.9	Recruitment panels will not be allowed to proceed if they are 100% one gender, and panels will be encouraged to aim for more balance. Ethnic diversity should also be considered with greater requirements being developed as part of the University REC submission.	Mechanisms built in to ensure this is implemented consistently across the University: School E&D committees to report on diversity of interview panels with School and Faculty Managers keeping records. HR team to also do spot checks on interview panel composition. Ethnic diversity to become a more explicit requirement, but infrastructure currently doesn't support this. REC application to consider this, perhaps with the introduction of Fair Recruitment Specialists.	Spring 2021 onwards	Director of Human Resources and REC SAT	diverse wherever possible).
Spike in staff leaving in 2017/18	2.10	Monitor leavers' data to ensure 2017/18 data is a blip due to VL, and not a trend.	Annual monitoring through data reports to the SAT	Annually over the next four years.	SAT	Leavers' data monitored and any ongoing gender-specific trends are identified and addressed.

Bias is shown to have an impact on shortlisting and various studies have highlighted the impact of gender and ethnicity on how applications are perceived. The process should be anonymised as far as possible.	2.11	Evaluate anonymous shortlisting pilot and roll out more widely.	Pilot to be reviewed and issues ironed out (for example whether to include academic staff and how to manage that). Anonymous shortlisting to be rolled out formally across the University.	Evaluation in Summer 2019, full roll out in Summer 2020	Director of Human Resources	- Reduction in potential bias towards applicants in the first stage of the recruitment process - Sets a tone and environment of transparency and evidence-based decision making - Increase from 79% to 89% in staff survey of staff agreeing that the university is committed to fair and transparent recruitment and selection - When analysed by protected characteristic, even proportions of staff progressing through the recruitment process.

The University does not use head-hunters very often, but where we do we should be ensuring they are doing everything we expect them to do to consider equality and diversity.	2.12	Embed equality and diversity into the contracts and discourse we have with head-hunters.	Ascertain what good practice is in this area and consult with other Universities.Embed the results into our contracts and discuss the changes with the head-hunters we use.	Summer-Autumn 2019	Head of E&D and Director of Human Resources	- Where head-hunters are used, they produce diverse shortlists of viable candidates.

A member of OVC attends the face to face induction for new starters, which is a great opportunity to ensure E&D is consistently mentioned by senior leaders. This emphasises the importance of E&D at the university, which is positive for the new starter, but also sets a standard which we expect all staff to meet.	2.13	Offices of the Vice Chancellor (OVC) members to consistently mention E&D in their briefing to new staff at the face-to-face induction sessions (in addition to the regular E&D session).	- Suggested content and wording drafted and circulated to OVC - VC to highlight the expectation that E&D is specifically mentioned by senior managers in their induction presentation.	Summer 2019	Head of Organisational Development	- New staff can see how important E&D is to the University - OVC set the tone and environment for E&D at induction
We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively	2.14	Ensure promotions panels are given training which includes:1).equality, diversity and inclusion, including how to ensure processes are	Training to be provided to all promotions panellists by E&D team, ahead of the next promotions round, and in advance of future promotions rounds.	June - September 2019	Director of Human Resources/ Head of Organisational Development	- Panellists will have up to date information on bias reduction and strategies for running transparent, evidence-based promotions processes, as evidenced through the evaluation of

encouraged and supported in applying for promotion, and that all staff have faith in the process.We also need to ensure that staff with caring and parental responsibilities (and ultimately, all staff) believe, and can, maintain a work-life balance	2.15	evidence-based and free of bias.2). Information on mitigating circumstances in promotions and how to consider these within the process (for example, part-time working, periods of parental leave, sickness absence etc....).	Evaluate training and tweak for future rounds to ensure it is as relevant as possible for participants.	September - December 2019	Director of Human Resources/ Head of Organisational Development	the training- Panellists will be confident in how to manage applications from people who have mitigating circumstances which have impacted their outputs, which will be measured through the evaluation of the training and through analysis of promotions outcomes- Applicants will be more confident in the transparency and equity of the promotions process, as evidenced through the staff survey.
	2.16		Consult with participants and using the evaluation of the training, agree a renewal process whereby those involved in the promotions process will need to renew their training after an appropriate period of time.	September - December 2019	Director of Human Resources/ Head of Organisational Development	

working at a higher grade (which links to our actions on flexible working and core hours).	2.17	Provide an overview to each Dean of the gender and ethnic diversity (and intersection of the two) of eligible staff for promotions within their area to highlight the likely diversity of the pool of applicants applying for promotion.	A data overview to be presented to each Dean, along with suggestions of how to ensure everyone who is ready applies for promotion, and reducing the possibility of some staff being more encouraged than others.- This will be followed-up by an overview of the gender and ethnic diversity of staff who actually applied and were successful.	Jun-19	Head of E&D	- Deans to become more aware of diversity gaps in those staff applying for promotion compared to staff eligible for promotion, leading to increasing interventions at faculty level, while we wait for individual Schools to apply for Athena SWAN.- Increase in staff satisfaction with the promotions process as evidenced through the staff survey
	2.18		Data overview to also be provided to Faculty E&D committees so they are able to discuss and support the Dean in devising strategies for equitable promotions applications	Jun-19	Head of E&D	
	2.19		OVC to review promotions data after each round and reflect on differentials in diversity of those applying across the institution and consider follow-up actions for Deans and faculties.	Jan-20	Director of HR	

	2.20		Provide increasing support and ideas for Deans in targeting interventions at promotions applicants as understanding of the issues increases	Jan 2020 and annually	Director of Human Resources	
	2.21	Improve the existing guidance to applicants under the conferment process by including examples of evidence which can be submitted as part of their application.	Currently, the criteria against each route is specified, but applicants (particularly those pursuing learning and teaching or knowledge exchange) can often be unsure about how they evidence their successes. The improved guidance will address this and will additionally include a helpful checklist to further support any applicants.	Sep-19	Director of Human Resources	- All staff are aware of the workshops and where to seek assistance and guidance on the promotions process- The University has a better understanding of the level of support PIs/line managers are providing on applying for promotions so future support and accountability can be put in place.- Staff have a greater level of satisfaction with the support provided for promotions within the University, as evidenced through the workshop evaluation and the staff survey.- Eradicate the 8% difference between men and women reporting they had been
	2.22	Run a series of promotions workshops for potential applicants.	Advertise widely so all staff will be aware, and ensure communications and workshops mention recent improvements to process and highlight mitigating circumstances in the promotions process.	May 2019 and annually	Director of Human Resources	

	2.23		Also use these workshops to start collecting names of staff interested in joining the promotions Community of Practice (all participants will be asked if they would like to be added to a mailing list.	May-19	Director of Human Resources	encouraged to apply for promotion by 2023- an increase in staff satisfactions with the promotions process- potentially a better long-term relationship between unsuccessful promotions applicants and their PI/line manager (although this will be difficult to measure).
	2.24		Evaluate the workshops to build and improve on them in future promotions rounds, and to explore further how much support workshop participants are receiving from their PIs/line managers.	May-19	Director of Human Resources	

	2.25	Run a series of panel events/sessions to complement the workshops	A Reader/Associate Professors Panel – a 60-90 min session where people currently in the role provide a brief overview of what the role is about and what they did to get there. This will also allow people to ask questions about the roles. Readership/Associate Professorship to Professor, which has the same format as the above but focus on the difference between the roles and what people did to make transitions between the roles. An action learning set for female Readers who are looking to progress to Professor, for example, providing a session with a developmental focus and helps Chairs think about their continued development, along with some mentoring and coaching skills development to help the nurture their research groups.These events will be delivered by existing Professors (ensuring a E&D balance) and supported by the Research Hub.	June-July 2019	Director of Human Resources	

	2.26	Through the staff mentoring network, Aluminate, offer and promote mentoring specific to developing and supporting female academic staff who may be looking to apply for promotion, by being matched with mentors who are either experienced in being successfully conferred or with other appropriate skills and knowledge.	May-19	Director of Human Resources	

	2.27	With involvement from 2019 promotions applicants, ascertain how the university can better brief PIs and line managers on how to support staff applying for promotion. For example, updates at key milestones, or reminders with ideas of how they can support their staff. In addition to support during the process, this will also include support after the process where an applicant is unsuccessful, to ensure their disappointment is acknowledged and managed, and full constructive feedback is provided and incorporated into development plans.	Consult with applicants in Spring 2020 and implement actions in Summer 2020, and annually thereafter	Director of Human Resources	
Linked to action 43, research leaders need to ensure they provide feedback and support to junior colleagues to help them develop and progress.	2.28	Provide training to Professors and Readers so that they are better able to fulfil their role as research leaders by providing development opportunities or formative feedback to their junior colleagues. This training to include a specific section on the need to avoid Unconscious Bias when choosing research partners or mentees.	By Autumn 2019	Dean of Research and Head of Organisational Development	Gender parity in the % of staff who report being encouraged to apply for promotion.At least 40% of staff submitted to REF2021 are women.

A new appraisal process has been launched recently, and it will be important to evaluate its impact.	2.29	Evaluate the impact of the new Performance, Development and Review Policy	Use the staff survey to collect staff feedback on the new policy. Monitor completion rates Audit the information returned to ascertain the quality of engagement	Annually over the next four years.	Director of Human Resources	Currently 54% of women and 57% of men find the appraisal process useful (according to the staff survey 2018). We want this to increase to 75% by 2023, with no significant gender difference in response.
Objective 3: Create a vibrant university environment that supports the development and progression of all staff, paying particular attention to known issues and trends						
The staff survey highlights that while some staff are able to work flexibly, and find it a major benefit of their	3.1	Develop and launch a Wolverhampton email Charter setting out expectations of email etiquette, trying to send emails only during regular working hours, and ensuring any emails sent outside those hours are caveated that there is no expectation to reply until regular working hours, unless previously agreed, or in very exceptional circumstances.		Developed in Summer 2019 and launched in September 2019	Director of Human Resources	- Begin instilling a culture of work-life balance without the expectation of long hours and 'always being available'.

employment, it is inconsistent and dependent upon managers, teams and Schools. Additionally, the University has a lower rate of job applicants from women than men. It is hoped that improving flexible working policies, and ensuring they are communicated on the external-facing website could increase applications from women.	3.2	Review flexible working policy to ensure it is current, reflects best practice and is fit for purpose.	- Run full staff consultation on policy, analysing the results of consultation by gender and other protected characteristics (and intersectionally where possible) and paying particular attention to differences between academics and PSS.- Ensure core hours are a fundamental part of the consultation- Conduct EIA on the updated policy- Publish updated policy	May - October 2019	Director of Human Resources	Measure through staff survey results annually and measure any difference in response rate.
	3.3	Review flexible working requests process to identify any trends and issues that exist, and any areas of the University with high levels of dissatisfaction. Consider adapting the process depending on the findings, for example HR automatically reviewing any request which is being turned down to ensure the decision is justified. But this will depend on volume and staff resourcing.		September - November 2020 for review, actions to be put in place in Spring 2021.	Director of Human Resources	- Currently 75% of women and 79% of men report that their manager is supportive of flexible working. We want to increase this to 85% by 2023 and 100% by 2025. -Improved transparency and consistency in flexible working across the institution - Improved responses to flexible working questions in the Staff
	3.4	Create managers' toolkit on how to handle flexible working requests and how to manage staff remotely	- Involve managers and staff to ensure toolkit covers areas of concern and confusion. - Pilot toolkit and update following feedback - monitor flexible working requests	February - July 2020	Director of Human Resources	

	3.5	As part of the consultation process, disseminate mass communications plan across the university, highlighting the flexible working policy, highlighting case studies and advocating for flexible approaches to working wherever possible	- Use existing flexible working case studies and develop new ones, which include senior managers, PSS and academics- Develop communications campaign to disseminate all new resources and processes to ensure all internal staff know what is possible, how to request it, and how to appeal if they feel they are being unfairly blocked- Ensure line managers feel supported in managing flexible staff and teams- Ensure external applicants can see key information on flexible working so they understand what is possible within the university	February - July 2020	Director of External Relations	Survey. - Possibly, improved maternity return rates for PSS - Increased job applications from women

The University has contractual maternity pay and parental leave entitlement in addition to statutory requirements, but the supporting information, advice and guidance needs to be improved. Currently the staff survey, maternity return rates for PSS, and the SAT's own observations suggest more is needed.	3.6	Consult with other universities and staff internally to identify best practice and produce checklists and supporting documentation on parental leave which is positive and supportive	- Clear policy outlining all forms of support available (e.g. financial support, time off for appointments etc...).- Checklist for managers to proactively support staff through their pregnancy, period of leave and return to work- checklist for staff going on parental leave setting out what is available, what they need to do and advice and guidance on maximising KIT days, staying in touch, changing working patterns on return to work, breastfeeding rooms etc...	Feb-July 2020 (To be tied in with the review of flexible working)	Director of Human Resources	- Improved staff satisfaction in staff survey with support for those on parental leave and returning to work following parental leave- improved maternity return rates for PSS- increased confidence for managers in supporting staff through pregnancy and maternity and assisting staff in maximising career opportunities while on leave.
	3.7	Improve the use of KIT days and increase support for academics returning from maternity leave.	Introduce a fund for conference attendance for those on maternity leave, along with explicit advice on using KIT days to maintain academic profile. Explore the possibility of reduced administrative loads for staff returning from maternity leave.	Feb-July 2020	Director of Human Resources	Improved staff satisfaction and retention rates.

	3.8	Complete and implement results of a feasibility study into breastfeeding rooms on all three campuses.	By Autumn 2020	University Secretary	Breastfeeding rooms on all three campuses.
The University has had feedback from staff on childcare provision, but the feedback is mixed, with staff having different preferences for what childcare support they would most like the university to provide. This is exacerbated by having three separate campuses, making central nursery provision more difficult for some staff.	3.9	Map out different options for childcare support, including increased provision in the University nursery and the possibility of securing discounts with other local nurseries for university staff and consult with relevant staff on their preferred options.	Sept - December 2020 for consultation, implement changes in Spring 2021	Director of Human Resources	Improved staff satisfaction in survey responses

The University is not retaining PSS maternity returners as well as academics. There are many potential reasons for this, but we need better data to know more. The action above should help, but we also need to collect more information on this particular group.	3.10	Update exit interview questions to explore why people may leave after maternity leave. HR to specifically ask any woman who resigns within a year of returning from maternity leave whether there is anything the university could do to enable them to stay.		Jul-20	Director of Human Resources	- A better understanding of why PSS are less likely to stay at the University following maternity leave- Actions developed and put in place to encourage more PSS to stay at the university following maternity leave.
To embed gender equality into the fabric of the University, there needs to be an ongoing series of events and communications, but these need to have a clear	3.11	Use discipline-specific gender events to start conversations and build momentum in Schools which do not currently have an Athena self-assessment team, starting with Schools with the	- Explore the idea of another film screening, following the success of the Hidden Lives screening, followed by a panel debate to coincide with Black History Month and Ada Lovelace Day. Open up to the whole University.	8th October 2019	Head of E&D and Director of External Relations	- Schools begin to debate gender-specific issues - Head of School are seen to be involved in gender-specific events, helping to set a culture of E&D - Senior Management engagement with events may help to encourage other staff to get involved.

aim. List to be updated as and when events are evaluated and new ideas (with clear aims) are identified.	3.12	greatest Gender imbalance. - Ensure Heads of School are able to attend event and fulfil any 'hosting' or Chairing role.	- Explore current gender debates (and intersectional gender debates) within the field of Health and organise a University-wide event, hosted within the School.	Dec-19	Head of E&D and Director of External Relations	
	3.13		- Explore the idea of a debate on the merits of the 'W series' in motor racing and the pros and cons of a women-only league. Secure relevant external speaker, open event up to the University and host within the School of Engineering.	Feb-20	Head of E&D and Director of External Relations	
	3.14		- Explore the idea of a conference or event on the impact of gender in artificial intelligence. Secure relevant external speaker, open event up to the University and host within the School of Computing and Mathematics.	Apr-20	Head of E&D and Director of External Relations	
	3.15		- Explore current gender debates (and intersectional gender debates) within the field of Architecture and organise a University-wide event, hosted within the School.	Jul-20	Head of E&D and Director of External Relations	

	3.16		- Explore current gender debates (and intersectional gender debates) within the field of Community and Society and organise a University-wide event, hosted within the School.	September/October 2020	Head of E&D and Director of External Relations	
Feedback from other universities suggests that people can struggle with the idea of intersectionality and how to apply it within the Athena framework.	3.17	Run events and communications specifically related to intersectionality and how to embed intersectionality into School-level applications.	Include relevant good practice on intersectionality in the Athena SWAN newsletter, once School level SATs have got going and are more independent	Jun-20	Head of E&D	Schools feel confident in what is meant by intersectionality and how to take an intersectional approach in Athena SWAN.Intersectionality is embedded into Wolverhampton thinking on gender equality earlier rather than later.
	3.18		Run intersectionality workshops and lunch and learn sessions on intersectionality and how to consider it within Athena SWAN.	Jun-20	Head of E&D	

Conversations in the SAT meetings often came back to the need for proactive support and informal information, advice and guidance to succeed in promotion. This needs to come from a variety of sources.	3.19	Create a Community of Practice on progressing women's careers at the University of Wolverhampton, with specific attention paid to the heterogeneity of women and their different experiences and needs. The group will have different members with different level of seniority and experience to share learning, experiences and support.	Communities of Practice need to form and be run organically, but SAT members hoped it would be possible to: - Use the forthcoming promotions workshops to promote a Community of Practice and ask for anyone interested to get involved - proactively organise a meet up following the workshops whereby people can network and get to know each other and start forming ideas on how the group can run - For members to take it in turn to run a meeting, so that the burden does not fall to one person, and is also able to operate independently, without formal central planning and organisation.	May 2019 onwards	Organisational Development/ Dean of Research	- Provide an opportunity for women within the university to discuss their career development and progression. - Provide an opportunity for women to network
Feedback from Aurora participants highlights that the University could do more to support participants, enable	3.20	Ensure staff are clear about the Aurora programme: what it is, who can apply, and which staff it is particularly targeting.	Create an annual Aurora calendar so staff are aware of key dates, when to apply, and when the sessions are likely to run. Ensure staff can apply directly, and if successful, that their line managers are made aware of the time the staff member should be given to participate fully in the programme.	Oct-19	Head of Organisational Development	- Ensure the University is maximising its investment in Aurora and ensuring participants are able to continue their learning and development once the programme has finished.- Future Aurora survey will

participants to network with each other, and to target the opportunity at staff at the best point in their career.	3.21		Review the University Aurora Champion and ensure whoever has the role is able to commit time and enthusiasm to making the programme as successful as possible.	Jun-19	Head of Organisational Development	show increase in satisfaction with the university's management of Aurora.
	3.22		- Run Aurora workshop in July 2019, making it clear the programme is for any woman up to SL level and equivalent in PSS. Have previous participants attend to explain what happens and what they got from the experience, and outline how the process is managed internally.	Jul-19	Head of Organisational Development	
	3.23	Better support those accepted onto Aurora.	Provide more support to Aurora participants in finding a mentor, and ensure mentors are given advice and guidance on how to mentor, and ideas for what to cover in the first session. Consider whether previous aurora participants would be willing to be mentors.	Sep-19	Head of Organisational Development	
	3.24		re-run the Aurora survey in two years and compare results to see if issues have been addressed.	Mar-21	Head of Organisational Development	

	3.25	Support an internal Aurora Network and support the Network in running a relevant annual event.		Autumn 2019 onwards.	Head of Organisational Development	
Feedback from Staff Network, and the Aurora survey suggests that other development programmes should be explored.	3.26	Explore and design a work shadowing programme for staff to gain insights into more senior roles, and potentially build informal sponsorship and mentoring relationships with the person they shadow.	Scoping exercise undertaken to understand how this is run in other Universities. Application process designed with clear selection criteria and transparency. Scheme launched and rolled out.	Scoping exercise in early 2020, with Scheme developed and launched by Autumn 2020	Head of Organisational Development	Work Shadowing Scheme launched with good participation rates and high rates of staff satisfaction.
We have an older workforce who are likely to have different experiences and needs, and face different gender inequalities.	3.27	Consider further the intersection of gender and age and the implications for an older workforce.	SAT to discuss in Spring 2021 meeting to develop actions to roll out in 2021-2023	Spring 2021 SAT meeting	SAT	SMART actions developed to tackle age-specific gender inequalities and added to the action plan.

We need to better understand our central training offer, how it is used and how satisfied staff are with the offer.	3.28	Explore staff satisfaction with central training offer and implement actions based on the findings.	Review existing feedback on central courses, and conduct follow-up survey with staff to ascertain their satisfaction with the course, ensuring specific consideration of part-time staff.Conduct survey with line managers to explore how satisfied they are with the central training offer in helping their staff to develop and progress.	Autumn 2020	Occupational Development	Improved engagement with central courses, improved feedback and better trained workforce.
Part-time staff have less time to network and build collaborations organically. Part-time staff are also less likely to be promoted.	3.29	Consider how the University's current research information system (Elements) can be used to progress gender equality, and specifically benefit part-time staff.	Promote Elements through the community of practice, promotions workshops, research grant support programmes, the Early Researcher Award Scheme and Faculty E&D committees so staff are aware of the potential benefits. Consider building a mechanism through Elements and online collaborative tools, for staff to advertise for collaborators - for example, through highlighting a funding opportunity or a research interest, and asking if other staff would like to be involved.	Promotion of Elements in Summer 2019. Additional functions explored in Spring 2021	Community of Practice and Dean of Research	Staff feedback suggests Elements has assisted them in academic collaborations.
E-Mentoring platform has recently been launched	3.30	Evaluate the e-Mentoring platform and identify any gender differences in engagement and satisfaction.	Produce data on uptake by gender and intersectionality data on uptake by gender and ethnicity. Address any differences identified.	Ongoing	Occupational Development	High satisfaction recorded through mentor and mentee feedback, and through the staff survey.

We are one of the few Universities who have signed up to Employers for Carers and it is important all staff know about the service to maximise impact	3.31	Communicate Employers for Carers through the Faculty E&D Committees, and through staff induction to maximise staff awareness	Ongoing	Head of E&D	100% of staff are aware of Employers for Carers
We could strengthen our reporting processes by providing informal advice and ways to report anonymously	3.32	Explore sector good practice in reporting tools, for example Report & Support, and look at mechanisms for staff to access informal advice and report incidents anonymously.	Summer 2020	Director of HR	Mechanisms are identified and dates planned for procurement and implementation.
We have more than double the number of women on CMT and Academic Board than men.	3.33	Alert OVC to the gender skew on CMT and Academic Board to consider appointing more men in the future. Also consider whether women are being over-burdened with committee membership.	Summer 2019	Deputy Vice Chancellor Access and Lifelong Learning	Greater gender balance established on CMT and Academic Board.

The University has great links with the local community and is one of the main employers in the local area. We can use that link to maximise our gender equality impact in outreach activities and employment.	3.34	Consider how gender equality can be further built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity. See if this can be linked with the events planned above - relevant events could be opened up to the public and/or outreach activities should specifically address gender stereotypes and occupational segregation. Programme of events planned for 2021	2021	Head of Access-Outreach/ Director of Recruitment and Partnerships	Debates about gender equality extend into the local community, and with local schools and colleges, impacting on the diversity of our UG in take.
	3.35	Self-assessment team to discuss and explore further the possibility of a work placement or graduate scheme for PSS to break down occupational segregation and give staff a work opportunity to experience different roles and careers which they might not otherwise consider.	2022	Self-assessment team	- Ideas around occupational segregation and professional services staff to begin in 2022, so they can be fully embedded into the next gender equality action plan in 2023, perhaps with a relevant scheme or programme having been fully developed.
Trans individuals can face severe discrimination, and many people know very little about their experiences.	3.36	Produce guidance and run workshops on gender-neutral pronouns	Summer 2020	Head of E&D	Positive feedback from events and increased staff awareness and sensitivity to gender-neutral pronouns
	3.37	Develop and roll-out allies training and operate on a voluntary basis. Develop a train the trainer toolkit so that a bank of allies trainers is developed and can run sessions in response to demand. Provide stickers for participants to display in their work area, to highlight they are an ally and	Spring 2021	Head of E&D	Increased staff awareness and increased sense of belonging for trans staff.

		build a sense of belonging for trans staff and students.			