

No.	Action	SMART Action/Objective	Theme	Committee	Quarter	Year	Lead Owner
1	Launch gender equality action plan	<p>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.</p> <p>If successful, celebrate Athena SWAN award and take the opportunity to refresh branding and E&D web pages.</p> <p>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.</p>	Improved Communication of University's Commitment to Gender Equality	Equality and Diversity Working Group	3	2020	Will Cooling
2	Evolve SAT to implement and monitor the action plan.	<p>Produce updated Terms of Reference for the SAT.</p> <p>Set up termly meetings for the SAT</p> <p>Provide termly updates to CMT on progress, highlighting any actions which have slipped</p> <p>Provide annual updates to Board of Governors</p>	Improved Governance and Monitoring of University's Work on Gender Equality	CMT/Board of Governors	3	2020	
6	Fully establish faculty E&D committees.	<p>Terms of reference have already been circulated and some faculties have already established their committees.</p> <p>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.</p>	Improved Governance and Monitoring of University's Work on Gender Equality	Equality and Diversity Working Group	3	2020	Nazira Karodia/Tracey Hulme/Will Cooling

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 feedback Provide drop-in sessions for staff on how to use and interpret the dashboard/include as an item at faculty E&D committee meetings	Better use data to shape and evaluate the University's work on gender	Faculty Equality and Diversity Committees	3	2020	Tracey Hulme/Will Cooling
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	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	3	2020	HoS/Will Cooling
16	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.	Develop Athena SWAN Training and Briefing Plan, with schedule of central interventions delivered to Departmental Athena SWAN SATs i.e. workshops, guidance, structured support	Empower staff and students across the University to drive gender equality improvements within their teams	Athena SWAN SAT	3	2020	Will Cooling
17	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.	Develop Equality and Diversity Communications and Events Plan with identified outputs for Athena SWAN	Empower staff and students across the University to drive gender equality improvements within their teams	Athena SWAN SAT	3	2020	Will Cooling

20	Encourage all Schools to engage with Athena SWAN and begin working towards their own self-assessment	All Schools have appointed an Athena SWAN Lead to work towards submitting an application between November 2022 and April 2024	Empower staff and students across the University to drive gender equality improvements within their teams	CMT	3	2020	Will Cooling
26	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).	General Improvement to Staff Experience	???	3	2020	Joy Levesley
27	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.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Equality and Diversity Working Group	3	2020	Andy Tromans
28	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.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Equality and Diversity Working Group	3	2020	Andy Tromans

29	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	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Equality and Diversity Working Group	3	2020	Tracey Hulme/Aisla Nicholls/Talent Attraction Mgr
32	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.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Equality and Diversity Working Group	3	2020	Aisla Nicholls/Talent Attraction Mgr
34	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.	Improved Communication of University's Commitment to Gender Equality	Equality and Diversity Working Group	3	2020	Andy Tromans/Joy Levesley
35	Ensure promotions panels are given training which includes:1).equality, diversity and inclusion, including how to ensure processes are 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....).	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. Evaluate training and tweak for future rounds to ensure it is as relevant as possible for participants.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Concordat (???)	3	2020	Faye Crosbee
37		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.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	Concordat (???)	3	2020	Faye Crosbee

38	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	CMT	3	2020	Faye Crosbee
39	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.	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	Improve personal development of staff members so there is a greater diversity of people being promoted	CMT	3	2020	Faye Crosbee
40	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.	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	CMT	3	2020	Faye Crosbee
42	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	3	2020	Faye Crosbee

43	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	3	2020	Faye Crosbee
46	Run a series of panel events/sessions to complement the workshops	<p>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.</p> <p>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.</p>	Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	3	2020	Faye Crosbee

69	<p>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.</p> <p>The group will have different members with different level of seniority and experience to share learning, experiences and support.</p>	<p>Communities of Practice need to form and be run organically, but SAT members hoped it would be possible to:</p> <ul style="list-style-type: none"> - 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. 	<p>Improve personal development of staff members so there is a greater diversity of people being promoted</p>		3	2020	Andy Tromans
70	<p>Ensure staff are clear about the Aurora programme: what it is, who can apply, and which staff it is particularly targeting.</p>	<p>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.</p>	<p>Improve personal development of staff members so there is a greater diversity of people being promoted</p>	Equality and Diversity Working Group	3	2020	Andy Tromans
71	<p>Ensure staff are clear about the Aurora programme: what it is, who can apply, and which staff it is particularly targeting.</p>	<p>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.</p>	<p>Improve personal development of staff members so there is a greater diversity of people being promoted</p>	Women's Staff Network / Equality and Diversity Working Group	3	2020	Andy Tromans
72	<p>Ensure staff are clear about the Aurora programme: what it is, who can apply, and which staff it is particularly targeting.</p>	<p>- 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.</p>	<p>Improve personal development of staff members so there is a greater diversity of people being promoted</p>	Women's Staff Network / Equality and Diversity Working Group	3	2020	Andy Tromans

73	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	Women's Staff Network / Equality and Diversity Working Group	3	2020	Andy Tromans
79	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.	General Improvement to Staff Experience	Women's Staff Network / Equality and Diversity Working Group	3	2020	Melissa Thorneycroft/Silke Machold
9	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 SAT and to attend SAT meetings where invited for specific items	Self assessment completed by Institute of Sport, ambitious action plan developed and application ready to submit	Empower staff and students across the University to drive gender equality improvements within their teams	CMT	4	2020	HoS/Will Cooling

25	Produce 'how to' guides, workshops and checklists and IAG for recruitment and selection	<p>IAG produced, including:</p> <ul style="list-style-type: none"> - 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. <p>HR to monitor consistency and implementation of the policy.</p>	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	CMT	4	2020	Andy Tromans/Will Cooling/Talent Attraction Mgr
31	Monitor exit data to ensure 2017/18 data is a blip due to VL, and not a trend.	Annual monitoring through data reports to the SAT	General Improvement to Staff Experience	???	4	2020	Aisla Nicholls/Talent Attraction Mgr
33	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.	Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment	???	4	2020	Talent Attraction Manager
44	Run a series of promotions workshops for potential applicants.	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 participants would like to be added to a mailing list	Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	4	2020	Faye Crosbee
78	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.	General Improvement to Staff Experience	???	4	2020	Andy Tromans/Joy Levesley
82	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.		Improved Communication of University's Commitment to Gender Equality	Equality and Diversity Working Group	4	2020	Faye Crosbee

87	Produce guidance and run workshops on gender-neutral pronouns		Improved support for trans and non-binary staff members and greater communication of University's commitment to Gender Identity Equality	LGBT+ Staff Network & Students' Union LGBTQ+ Society	4	2020	Will Cooling
22	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.	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2020	Will Cooling
23	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	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2020	Will Cooling
24	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.	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2020	Will Cooling
41	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.	Provide increasing support and ideas for Deans in targeting interventions at promotions applicants as understanding of the issues increases	Improve personal development of staff members so there is a greater diversity of people being promoted	DAGs	1	2021	Faye Crosbee

47	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.		Improve personal development of staff members so there is a greater diversity of people being promoted	Health and Wellbeing Committee	1	2021	Faye Crosbee/Andy Tromans
75	Support an internal Aurora Network and support the Network in running a relevant annual event.		Improve personal development of staff members so there is a greater diversity of people being promoted	Women's Staff Network	1	2021	Andy Tromans
60	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.		Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	2	2021	Talent Attraction Manager
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	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	2	2021	HoS/Will Cooling

11	<p>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 SAT and to attend SAT meetings where invited for specific items</p>	<p>Self assessment completed by School of ABE, ambitious action plan developed and application ready to submit</p>	<p>Empower staff and students across the University to drive gender equality improvements within their teams</p>	<p>Faculty Equality and Diversity Committees</p>	2	2021	HoS/Will Cooling
30	<p>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.</p>	<p>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</p>	<p>Improved Recruitment and Selection Practices and Procedures to ensure Gender Equality in Staff Recruitment</p>	???	2	2021	Aisla Nicholls

45	Run a series of promotions workshops for potential applicants.	Evaluate the workshops to build and improve on them in future promotion rounds, and to explore further how much support workshop participants are receiving from their PIs/line managers	Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	2	2021	Faye Crosbee/Joy Levesley
48	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.		Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	2	2021	Faye Crosbee
50	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	Improve personal development of staff members so there is a greater diversity of people being promoted	???	2	2021	Joy Levesley

74	Better support those accepted onto Aurora.	re-run the Aurora survey in two years and compare results to see if issues have been addressed.	Improve personal development of staff members so there is a greater diversity of people being promoted	Equality and Diversity Working Group	2	2021	Andy Tromans
77	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	General Improvement to Staff Experience	Gender Equality Action Plan Delivery Group	2	2021	SMART actions developed to tackle age-specific gender inequalities and added to the action plan.
84	Consider how gender equality can be further built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity.		Improve personal development of staff members so there is a greater diversity of people being promoted	???	2	2021	Ruby Hart
88	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.		Improved support for trans and non-binary staff members and greater communication of University's commitment to Gender Identity Equality	LGBT+ Staff Network & Students' Union LGBTQ+ Society	2	2021	Will Cooling

76	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.	Improve personal development of staff members so there is a greater diversity of people being promoted	CMT	2	2021	Joy Levesley
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	Improved Governance and Monitoring of University's Work on Gender Equality	CMT	3	2021	Will Cooling/Debbie Stanton
49	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.		Improve personal development of staff members so there is a greater diversity of people being promoted	Concordat (???)	3	2021	Joy Levesley/Silke Machold/Tracey Hulme
51	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.		Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	Tracey Hulme/Aisla Nicholls

52	Review flexible working policy to ensure it is current, reflects best practice and is fit for purpose.	<ul style="list-style-type: none"> - 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 	Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	Aisla Nicholls/New HR Ops Mgr
53	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		Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	New HR Ops Mgr
54	Create managers' toolkit on how to handle flexible working requests and how to manage staff remotely	<ul style="list-style-type: none"> - Involve managers and staff to ensure toolkit covers areas of concern and confusion. - Pilot toolkit and update following feedback - monitor flexible working requests 	Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	Andy Tromans
55	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	<ul style="list-style-type: none"> - 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 	Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	New HR Ops Mgr

56	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	<p>- Clear policy outlining all forms of support available (e.g. financial support, time off for appointments etc...)-</p> <p>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...</p>	Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	New HR Ops Mgr
57	Improve the use of KIT days and increase support for academics returning from maternity leave.	<p>Introduce a fund for conference attendance for those on maternity leave, along with explicit advice on using KIT days to maintain academic profile.</p> <p>Explore the possibility of reduced administrative loads for staff returning from maternity leave.</p>	Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	New HR Ops Mgr
58	Complete and implement results of a feasibility study into breastfeeding rooms on all three campuses.		Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	Denise Hollebon
59	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.		Change policies and practices to better promote a positive work-life balance including improved support for working parents	Health and Wellbeing Committee	3	2021	Faye Crosbee
83	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.		Improved Governance and Monitoring of University's Work on Gender Equality	CMT	3	2021	Tracey Hulme/Samantha Waters

10	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 SAT and to attend SAT meetings where invited for specific items	Self assessment completed by School of Law, ambitious action plan developed and application ready to submit	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2021	HoS/Will Cooling/Debbie Stanton
13	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 SAT and to attend SAT meetings where invited for specific items	Self assessment completed by Institute of Psychology, ambitious action plan developed and application ready to submit	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2021	HoS/Will Cooling
12	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 SAT and to attend SAT meetings where invited for specific items	Self assessment completed by Business School, ambitious action plan developed and application ready to submit	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	2	2022	HoS/Will Cooling
85	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.		Improve personal development of staff members so there is a greater diversity of people being promoted	???	2	2022	Will Cooling

86	See if this can be linked with the events planned above - relevant events could be opened up to the public activities should specifically address gender stereotypes and occupational segregation. Programme of events planned for 2021		Improve personal development of staff members so there is a greater diversity of people being promoted	???	2	2022	Faculty Equality and Diversity Committees
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.	Improved Governance and Monitoring of University's Work on Gender Equality	CMT	3	2022	Tracey Hulme/Will Cooling
4	Provide training to SAT members on gender equality, Athena process and intersectionality.	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.	Improved Governance and Monitoring of University's Work on Gender Equality	CMT	3	2022	Tracey Hulme/Will Cooling
14	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 SAT and to attend SAT meetings where invited for specific items	Self assessment completed by School of Humanities, ambitious action plan developed and application ready to submit	Empower staff and students across the University to drive gender equality improvements within their teams	Faculty Equality and Diversity Committees	4	2022	HoS/Will Cooling