

Updated 2022/23 Athena Swan ACTION PLAN-Version 1 (October 2022)

Short Term – 1-6 Months

Mid Term – 6-12 Months

Long Terms – 12 -18 Months

Rationale	Ref	Actions	Outputs	Timescales and Progress	Owner	Outcomes/ success criteria
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.	Away Day held on 8th January 2020 and Athena Swan Plan was communicated to attendees. Guest Speaker from Wolves Council - Stuart Malpass		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.
			If successful, celebrate Athena SWAN award and take the opportunity to refresh branding and E&D web pages.	Successful with Bronze Award IN 2019	Director of External Relations	

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 by developing a Gender Equality Action Plan Delivery Group (GEAP DG)	Produce updated Terms of Reference for the GEAP DG	Completed - Gender Equality Action Plan Delivery Group was established in Autumn 2020 with new Terms of Reference.	Deputy Vice Chancellor Access and Lifelong Learning and Associate Director (AD) EDI	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.
			Set up termly meetings for the GEAP DG.	On-going		
			Provide termly updates to UEB and Joint ED Committee on progress, highlighting any actions which have slipped.	On-going		
			Provide annual updates to Board of Governors	On-going		
As our Athena work progresses our SAT needs to be updated, ensuring consistency, but also reflecting the evolving work and action plan.	1.3	Refresh membership of the GEAP to function as the SAT for the renewal on 31/01/2024	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.	Mid Term	Deputy Vice Chancellor Access and Lifelong Learning and AD of EDI	Relevant, experienced SAT convened and ready to undertake 16-month institutional self- assessment ready for January 2024 application

New (and existing) members need to be trained and ready for the next self- assessment.	1.4	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.	Autumn 2023 Mid Term	AD of EDI	Relevant, experienced SAT convened and ready to undertake 16-month institutional self- assessment ready for January 2024 application
	1.5	Convene updated SAT to undertake self- assessment in preparation for March 2024 submission	16 months of SAT meetings diarised	Autumn 2023. Mid Term	AD of EDI	
			Terms of reference refreshed and circulated	As above		
			Project plan established for managing 16-month SAT process, using University project planning methodology	As above		
			Relevant quantitative data requested from Workforce Analytics Team.	As above		

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.	Committees have been fully established. Each Committee has established their own equality action plan.	Deans of Faculty and AD of EDI	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 a holistic approach to E&D.
			Evaluation of Faculty E&D committees to take place in Nov / Dec 2022.	Evaluation to be undertaken Long Term	EDI team	Conduct internal review in Autumn 2023 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,	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	Not Completed Due to resource issues. Mid Term	AD of EDI	Good quality quantitative data is proactively sent to faculties annually, with Schools able to access their own data whenever they want. Workforce analytics team can respond to more complicated/ bespoke requests more easily, as

understanding and actions, rather than requesting data.						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 ambitious action plan developed and application ready to submit:	Short Term	GEAP delivery group	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	
			Institute of Sport	Successful submission - Bronze Award 30/04/2021			HOS
			School of Law School	Nov 2022 with submission ready September 2022			
			Institute of Psychology	Nov 2022? with submission ready September 2022			

			School of ABE	Submission date 31/01/23		
			School of Performing Arts	30th Nov 2023 with submission ready for 29th Sept 2023		
			School of Social, Historical and Political Studies	Submission date		
			School of Life Sciences	Tbc		
			Institute of Education	Submission date 30/11/23		
			School of Art	Submission date 30/11/23		
			School of Business	Submission date 31/03/23		
Schools need to work towards	1.9		Termly meetings of the Athena SWAN departmental support group scheduled and held	Summer 2019 onwards	AD of EDI	Schools feel supported and encouraged in applying for Athena

their own Athena SWAN applications	1.10	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.	Provide training and briefings to Schools getting started with the process, suggested timelines and milestones and static webinars to watch when they are ready	- Training delivered to AS leads on 9 th March 2022 - Two sets of videos developed on AS	AD of EDI	SWAN, evidenced through feedback and successful Athena SWAN submissions Schools can spend their time discussing gender equality rather than navigating the process
	1.11		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	A Teams group has been set up for School AS Leads to communicate any changes to the process, good practice initiatives, key research and relevant external publications. Regular AS updates and articles will feature in EDI Newsletters -	AD of EDI	Schools support each other, for example in
	1.12		Progress, communications, and innovative practice to be shared through the VC's newsletter, staff updates and other communications channels.		Director of External Relations	Being critical readers and sitting on each other's mock panels

	1.13	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.	Paper and discussion at UEB meeting on 17 th May	Deputy Vice Chancellor Access and Lifelong Learning and Vice Chancellor	- All Schools have a date for establishing a self-assessment team by 2022
			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		
	1.14	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.	Linked to Annual Inclusivity Conference	AD Inclusivity	All Schools have at least one gender-specific pledge, which is published on the E&D web pages.
			Schools asked to pledge to three specific actions, one of which must be gender specific.	Mid Term Linked to Inclusivity conference	Faculty EDI Committees	

Objective 2: Continue to embed transparency into university policies, practices, and committees, paying notice of identified trends and issues.
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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	Initial data provided Mid Term	AD of EDI	The 8% drop found in 2017/18 reduced to below 5% by 2022, and below 3% by 2025.
			Discussed as an item at E&D Committee meetings and actions formulated for tackling.	Regular updates on AS at Faculty EDI committees.	Chairs Faculty EDI Committees	
			AD of EDI to support their thinking and suggest appropriate action.			
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.		Initial Data provided. Further data to be analysed. Mid Term	GEAP delivery group	The gap does not widen, or if it does, then appropriate actions are developed and implemented.
			Annual monitoring through data reports to the SAT	Annually over the next four years.		
There is a persistent leak in the pipeline for	2.3	Alert STEMM Schools and faculties of the lower proportion of	Faculty E&D committees sent data Discussed as an item at E&D	Initial Data provided. Further data to be analysed.	Chairs Faculty EDI Committees	The 8% drop found in 2017/18 reduced to

women in STEMM at Principal Lecturer level.		women Principal lecturers and take local action.	Committee meetings and actions formulated for tackling. AD of EDI to support their thinking and suggest appropriate action.	Mid Term		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	Provide advice to Managers, 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.	Regular updates on AS at Faculty EDI committees.	Director of Human Resources	
				Recruitment and Selection Policy Reviewed and amended.		
			HR to monitor consistency and implementation of the policy.			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.

<p>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.</p>	<p>2.5</p>	<p>Survey Visiting Lecturers to better understand their experiences of the University and act on the findings.</p>	<p>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).</p>	<p>Repeated attempts to engage VLs with surveys have proven unsuccessful. Action abandoned in favour of monitoring feedback from VLs.</p>	<p>Director of Human Resources</p>	<p>Visiting lecturers feel valued by the University and any issues are rectified. If survey is repeated, compare results to measure change.</p>
<p>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 everyone involved in the process to undertake the training.</p>	<p>2.6</p>	<p>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.</p>	<p>Continue to roll out the mandatory recruitment and selection training for Chairs of recruitment panels.</p> <p>Extend training to everyone who sits on recruitment panels, emphasising the potential for bias and how to ensure transparency and evidence-based decision making.</p>	<p>The Recruitment and Selection training has been updated and it was decided to roll out to all staff involved in recruitment.</p>	<p>Director of Human Resources</p>	<p>- 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 recruitment and selection.</p>

	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.	Abandoned -Instead, Updated Recruitment and Selection training for all staff involved in recruitment, HROD looking at rolling out.	Director of Human Resources	- 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 panels should be gender balanced, but it is not mandatory, and it is unclear how	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	Recruitment Selection Panel Composition guidance updated to include requirements for all recruitment panels to be diverse. This was communicated to all staff via the WLV staff update.	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 diverse wherever possible).

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.	AY22/23 Mid Term	Director of Human Resources	
			Ethnic diversity to become a more explicit requirement.	Developing systems to capture and monitor recruitment panels-		
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 GEAP delivery group	Long Term Annually over the next four years.	GEAP delivery group	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	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 completed. No issues identified	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

and ethnicity on how applications are perceived. The process should be anonymised as far as possible.						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.
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.	We are currently already doing this via our bidding and tendering process.	AD of EDI 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	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.	On-going. Included in Staff Induction within EDI session.	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

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.						
We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively 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, all staff) believe, and can, maintain a work-life balance.	2.14	Ensure promotions panels are given training which includes: - Equality, diversity, and inclusion, including how to ensure processes are evidence-based and free of bias. - 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 promotion's panellists by E&D team, ahead of the next promotions round, and in advance of future promotions rounds.	The Conferment Policy and Procedure requires conferment panel members to have completed the University's mandatory online training in Unconscious Bias and Diversity and Inclusion in HE. HROD also Deliver Training to Panel members before each annual conferment process.	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 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
	2.15		Evaluate training and tweak for future rounds to ensure it is as relevant as possible for participants.	Evaluated and tweaked.	Director of Human Resources/ Head of Organisational Development	

	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.	On- going before each conferment cycle. Mid Term	Director of Human Resources/ Head of Organisational Development	process, as evidenced through the staff survey.
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 applied and were successful.	Data produced after Conferment annually and shared. AY22/23 Mid Term	AD of EDI	- 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 can discuss and support the Dean in devising strategies for equitable promotions applications.	Data produced after Conferment annually and shared. Mid Term	AD of EDI	
	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.	Data produced after Conferment annually and shared. Mid Term	Director of HR	

	2.20		Provide increasing support and ideas for Deans in targeting interventions at promotions applicants as understanding of the issues increased	Mid Term	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.	Guidance has been updated.	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 encouraged to apply for promotion by 2023- an increase in staff
	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.	Workshops held before each Conferment process annually. Mid Term	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.	No started and not feasible to do so	Director of Human Resources	
	2.24		Evaluate the workshops to build and improve on them in future promotions rounds, and to explore further how	Evaluation carried out annually.	Director of Human Resources	

			much support workshop participants are receiving from their PIs/line managers.			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).
	2.25	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. Existing Professors (ensuring a E&D balance) will deliver these events and will be supported by the Research Hub.</p>	Workshop held. Incorporated into Research Concordat,	Research Development Committee	

	2.26	Through the staff mentoring network and 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.		AY 22/23 Long Term Becc Carter (HROD who has left) was working on a 'coaching pool' plan to provide the University with a pool of qualified coaches. Initial draft has been shared. NEED TO GET UPDATE FROM HROD	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. In addition to support during the process, this will also include support after the process where an applicant is	Consult with applicants in Spring 2020 and implement actions in Summer 2020, and annually thereafter	Guidance within the Research Concordat developed.	Research Development Committee	

		unsuccessful, to ensure their disappointment is acknowledged and managed, and full constructive feedback is provided and incorporated into development plans.				
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.		Guidance within the Research Concordat developed. The new guidance within the Research Concordat requires all research active staff submitting for REF to complete 10 days CPD training p.a.	Research Development Committee and Head of Organisational Development	Linked to action 43, research leaders need to ensure they provide feedback and support to junior colleagues to help them develop and progress. Gender parity in the % of staff who report being encouraged to apply for promotion. At least 40% of staff submitted to REF2021 are women.

<p>A new appraisal process has been launched recently, and it will be important to evaluate its impact.</p>	<p>2.29</p>	<p>Evaluate the impact of the new Performance, Development and Review Policy</p>	<p>Use the staff survey to collect staff feedback on the new policy.</p> <p>Monitor completion rates and audit the information returned to ascertain the quality of engagement.</p>	<p>CARE Framework developed and rolled out.</p> <p>Need data from future Survey to measure impact</p> <p>Long Term</p>	<p>Director of Human Resources</p>	<p>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.</p>
<p>Objective 3: Create a vibrant university environment that supports the development and progression of all staff, paying particular attention to known issues and trends.</p>						
<p>The staff survey highlights that while some staff can work flexibly, and find it a major benefit of their employment, it is inconsistent and dependent upon managers, Teams, and Schools.</p> <p>Additionally, the University has a lower rate of job applicants from women than</p>	<p>3.1</p>	<p>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.</p>		<p>Developed in Summer 2019 and launched in September 2019</p>	<p>Director of Human Resources</p>	<p>Begin instilling a culture of work-life balance without the expectation of long hours and 'always being available'.</p>

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 intersectional 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.	Policy Updated. 2019, Review Policy AY 22/23 Short Term	AD of EDI	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.		AY 22/23 Short Term Need to review Flexible working requests – Dec/Jan 2023	Research Development Committee	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 manage flexible working requests and	AY22/23 Involve managers and staff to ensure toolkit covers areas of concern and confusion.		Director of Human Resources	

		how to manage staff remotely	Pilot toolkit and update following feedback monitor flexible working requests	AY 22/23 Short Term <i>To be included in Guidance for Managers being developed by HR</i>	Head OD	
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.	3.5	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	AY22/23 - 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...	<i>To be tied in with the review of flexible working</i>	AD of EDI	- 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.
	3.6	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.	Mid Term HR (AR) to pick up and include in policy. Review workload allocation and maternity policies. Update @ 24/07 - to be picked up by the new HR Ops Manager	Director of Human Resources	Improved staff satisfaction and retention rates.

			Explore the possibility of reduced administrative loads for staff returning from maternity leave.			
	3.7	Complete and implement results of a feasibility study into breastfeeding rooms on all three campuses.	Rooms were identified before the coronavirus pandemic forced the closure of campus. WC to discuss with Denise Hollebon when these rooms can be converted now that staff are starting to return to campus. By Autumn 2020	Short Term	Director E&F	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	3.8	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.		Upon further investigation it is believed that there is no scope for an increased childcare option. This action has therefore been closed Sept - December 2020 for consultation, implement changes in Spring 2021	Director of Human Resources	Improved staff satisfaction in survey responses

more difficult for some staff.						
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 group.	3.9	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.		Updated. To Review data Long Term	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	3.10	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	- 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 to the whole University.	Black History Month 2023 Long Term	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

<p>to have a clear aim.</p> <p>List to be updated as and when events are evaluated, and new ideas (with clear aims) are identified.</p>	3.11	with the greatest Gender imbalance.	- Explore current gender debates (and intersectional gender debates) within the field of Health and organise a university-wide event, hosted within the school.	Mid Term	FEHW EDI Committee	other staff to get involved.
	3.12		- 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.	Mid Term	FSE EDI Committee	
	3.13		- 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.	Mid Term	FSE EDI Committee	
	3.14		- Explore current gender debates (and intersectional gender debates) within the field of Architecture and organise a university-wide event, hosted within the school.	Mid Term	FSE EDI Committee	

	3.15		- 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.	Mid Term	FEHW EDI Committee	
Feedback from other universities suggests that people can struggle with the idea of intersectionality and how to apply it within the Athena framework.	3.16	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	Included in Inclusivity conference June 2022	AD Inclusivity	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.
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	Included in Inclusivity conference June 2022. Mid Term As a follow up Faculty EDI committee to organise events or communications in their respective areas. To be included in EDI Newsletter	Faculty EDI committees and AS leads	
Conversations in the SAT meetings	3.18	Create a Community of Practice on	Communities of Practice need to form and be run organically, but SAT	Women's Staff Network set up	AD of EDI	Provide an opportunity for women within the

<p>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.</p>		<p>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>members hoped it would be possible to:</p> <p>Use the forthcoming promotions workshops to promote a Community of Practice and ask for anyone interested to get involved</p> <p>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.</p> <p>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>			<p>university to discuss their career development and progression.</p> <p>Provide an opportunity for women to network.</p>
<p>Feedback from Aurora participants highlights that the University could do more to support participants, enable participants to network with each other, and to target the</p>	<p>3.19</p>	<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>Collaborated with Women's Staff Network to relaunch Aurora Network</p> <p>Workshop held before Aurora application process started annually.</p>	<p>Head of Organisational Development</p>	<p>Ensure the University is maximising its investment in Aurora and ensuring participants can continue their learning and development once the programme has finished.</p> <p>Future Aurora survey will show increase in satisfaction with the university's management of Aurora.</p>

opportunity at staff at the best point in their career.	3.20		Review the University Aurora Champion and ensure whoever has the role can commit time and enthusiasm to making the programme as successful as possible.	Reviewed 2022 (Deputy VC is Aurora Champion)	Head of Organisational Development
	3.21		- 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.	Workshop held before Aurora application process held annually.	Head of Organisational Development
	3.22	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.	2022 cohort Supported to find Mentors.	Head of Organisational Development
	3.23		Re-run the Aurora survey in two years and compare results to see if issues have been addressed.	AY 22/23 Mid Term	Head of Organisational Development

	3.24	Support an internal Aurora Network and support the Network in running a relevant annual event.		Mid Term Support group set up. Training being developed for those that were unsuccessful.	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.	Mid Term Replaced by the Reverse Mentoring programme.	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	GEAP delivery group to discuss	GEAP delivery group	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	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	Completed. HROD staff met with all the Diversity Staff Network Office Bearers with feedback taken on board. Conduct Survey	Head of OD	Improved engagement with central courses, improved feedback, and better trained workforce.

satisfied staff are with the offer.			they are with the central training offer in helping their staff to develop and progress.	Long Term		
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.	Completed:	Community of Practice and Dean of Research	Staff feedback suggests Elements has assisted them in academic collaborations.
			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.	Built into Research Concordat	Research Development Committee	

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.	3.30	Communicate Employers for Carers through the Faculty and PSG EDI Committees, and through staff induction to maximise staff awareness		Long Term	Chairs of Faculty & PSG EDI Committees	100% of staff are aware of Employers for Carers
We could strengthen our reporting processes by providing informal advice and ways to report anonymously	3.31	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.	Develop Incident reporting tool	Incident reporting tool launched in April 2021. Monitored and reports produced bi-annually.	AD of EDI	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.	3.32	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.	Provide data.	Short Term Need to review this action with new organisational structure	University Secretary	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.	3.33	Consider how gender equality can be further built into outreach work and bursaries, particularly in the five disciplines identified with the largest gender disparity.		Long Term	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 intake
		See if this can be linked with the events planned above - relevant events could be opened to the public and/or outreach activities should specifically address gender stereotypes and occupational segregation. Programme of events planned for 2021.				
	3.34	Self-assessment team to discuss and explore further the possibility of a work placement or graduate scheme for PSS to break down occupational		Long Term GEAP delivery group to discuss	GEAP delivery group	- Ideas around occupational segregation and professional services staff to begin in 2022, so they can be fully embedded into the next gender equality action

		segregation and give staff a work opportunity to experience different roles and careers which they might not otherwise consider.			plan in 2023, with a relevant scheme or programme having been fully developed.
Trans individuals can face severe discrimination, and many people know little about their experiences.	3.35	Produce guidance and run workshops on gender-neutral pronouns	Completed. Session delivered as part of LGBT+ History Month 2021 Summer 2020	AD of EDI	Positive feedback from events and increased staff awareness and sensitivity to gender-neutral pronouns
	3.36	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.	Mid Term HROD Looking into allies training	AD of EDI	Increased staff awareness and increased sense of belonging for trans staff.
Menopause and Menstruation Support					
We need to give more consideration and better support to staff experiencing the menopause, given the impact that this can have on an individuals' health and wellbeing and	3.37	Develop and implement a Menopause and Menstruation Policy, with accompanying guidance and risk assessments for line managers	Short Term	Women's Staff Network / AD of EDI	A policy and guidance approved and implemented, with an accompanying communications strategy to make staff aware. Liaise with the Academic Lead for Mental Health and Wellbeing / Associate Dean (Inclusivity) and Students' Union to

therefore working life / performance, as well as the significant proportion of staff that are impacted.					consider replicating for the student body
	3.38	Include menopause and menstruation in the University's equality impact assessment	Short Term	Women's Staff Network Officers / AD of EDI	Updated impact assessment published on EDI webpages (with link to policy)
	3.39	Explore signing up to the Wellbeing of Women Menopause Pledge (https://www.wellbeingofwomen.org.uk/campaigns/menopausepledge) Explore feasibility of working towards achieving accreditation as a Menopause Friendly Employer (https://menopausefriendly.co.uk/)	Short Term	Women's Staff Network Officers / AD of EDI GEAP delivery group	Assess whether the University has the resources available to work towards signing the pledge / achieving accreditation Secure support from the Athena SWAN Delivery Group and approval from the E&D Committee and UEB to pursue.

	3.40	Investigate whether menopause and menstruation are included in existing University policies were considered relevant (both for staff and students), including sickness and agile working policies (as well as other related policies)	Mid Term	Women's Staff Network Officers / AD of EDI	<p>Identify relevant policies and ascertain if menopause and menstruation issues are captured.</p> <p>Revise policies to incorporate menopause / menstruation references where required and link to Menopause and Menstruation Policy (see 3.38)</p>
	3.41	<p>Identify if existing EDI training covers menopause, menstruation, and associated issues. Develop a proposal to incorporate into existing or procure specific training.</p> <p>Review and promote existing support forums for individuals.</p>	Short Term	Women's Staff Network / External Engagement / Central EDI team	<p>Training and support package for line managers to be put in place.</p> <p>Identify male allies to encourage engagement amongst male colleagues.</p> <p>Review format and focus of existing Menopause Café sessions and promote more widely amongst staff.</p> <p>Liaise with the Students' Union to consider support for the student body</p>

	3.42	Launch University-wide awareness raising campaign around menopause (for both staff and students), incorporating 'Experts by Experience' / Lived Experience, events and workshops, articles/blogs, social media activity, etc.	<p>Short Term</p> <p><i>(Ideally a number of the above actions will be underway at the point of campaign launch)</i></p>	<p>Women's Staff Network / External Engagement / Central EDI team</p> <p>Seek to engage with local NHS partners, businesses and/or local authorities to explore potential for joint activity.</p>	<p>Work with EE to develop a campaign plan to build awareness and understanding of the menopause and related issues, with a positive focus / destigmatising menopause</p> <p>Launch campaign in August</p>
	3.43	Review and enhance existing practical support in place for staff associated to menopause and menstruation, considering where actions can be replicated for the student body.	<p>Mid Term</p>	<p>Women's Staff Network Officers (in liaison with Disabled Staff Network Officers) / Central EDI team</p>	<p>Create shared resources in the Staff Wellbeing Hub, to signpost staff to support</p> <p>Develop a fully costed business case / options appraisal for staff use of DXA scanner for UEB approval.</p>

					<p>Develop a proposal and/or guidance for the introduction of Menopause kits (at either a local or institutional level).</p> <p>Incorporate a menopause and menstruation element into the role descriptors of existing EDI Champions</p> <p>Explore potential projects related to menstruation, such as 'Period Poverty' initiatives.</p>
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Version 1

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