

WMG Athena Swan AP2020 (2020-2025)

OBJECTIVE	RATIONALE	ACTION	TIMEFRAME		RESPONSIBILITY	IMPACT
			START DATE	END DATE		
<p>AP2020/1</p> <p>To encourage more applications from under-represented groups and to eliminate/reduce any barriers experienced by colleagues from those groups</p>	<p>Whilst WMG's overall BAME figures are higher than sector norms/University average/regional figures, they reveal some structural differences (e.g. fewer Black staff; fewer BAME staff at senior levels). PULSE surveys highlighted some issues around Harassment/Bullying and discrimination.</p>	<p>Develop and implement a Positive Action Campaign, including-</p> <p><u>Consultation</u></p> <ul style="list-style-type: none"> A staff survey initially to consult on issues. Implementation of new governance structures (e.g. WMG Senate) to ensure broader and more diverse voices for consultation <p><u>Data Analysis</u></p> <ul style="list-style-type: none"> Further analysis on the break-down of our BAME figures, to identify any structural issues across different ethnicities at different levels and across different staff contract groups Further analysis on progression, by ethnicity and disability <p><u>Staff Recruitment</u></p> <ul style="list-style-type: none"> Implementation of a staff recruitment strategy, to include a focus on attracting more applicants from black candidates – e.g. by promoting jobs in community specific publications such as the Black British STEM website. <p><u>Culture</u></p> <ul style="list-style-type: none"> Further training for line managers and for all staff on How to be an Active Bystander and Managing Micro-Incivilities <p>Further actions will arise from the data analysis and staff consultation.</p>	January 2021 for launch	ongoing	<p>WMG Exec lead – Jane Coleman (COO).</p> <p>HR lead – Louise Ledden-Rocks (HR Manager).</p> <p>Catherine Gordon (Senior Administrator)</p>	<ul style="list-style-type: none"> Increased proportion of black candidates for staff posts <ul style="list-style-type: none"> The sector average for Black staff in SET is 1.8% in 2020 (2018/19 academic year) Our goal would be to match or exceed that benchmark More diverse representation on WMG committees, commensurate with WMG make-up as a whole. Improved PULSE results in relation to inclusion/H&B/discrimination questions <ul style="list-style-type: none"> Starting point 19/20 PULSE: 18% reported experiencing discrimination; 19% bullying and harassment Goal: 21/22 PULSE: reversal of scores back to 17/18 levels, 8% discrimination; 12% bullying and harassment Goal: 23/24 PULSE: 5% discrimination; 5% bullying and harassment (as discussed with University HR; lower than the sector averages) More positive PULSE results in relation to line management. Depending on further data analysis – if actions needed to address differences in career progression, impact would be a levelling up of outcomes).

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<p>AP2020/2</p> <p>To improve the gender balance of the SAT to be more reflective of the department, specifically by increasing the proportion of men involved in Athena work.</p>	<p>Membership of the SAT is currently dominated by women (76% female), which is problematic when considering the department's gender balance is almost the reverse (38% female). In the light of research indicating the burden of Athena work predominantly falls on women and other marginalised groups, we wish to address the balance of the SAT.¹</p>	<ul style="list-style-type: none"> • Create ToRs which stipulate a certain gender balance • Conduct a survey/focus group with male colleagues and ask if they know about Athena, if they consider gender equality to be important and if they know how to get involved. • Review SAT membership annually to track gender balance • Run an internal communications campaign to elicit new/different contributions • Identify and approach male colleagues who would be a positive addition to the SAT • Run a short workshop/training session for male colleagues on how to get involved with Athena SWAN and/or gender equality more broadly • Present at a departmental meeting on why the SAT wants more men involved • Increase the use of images of men on Athena webpages – still ensuring images are empowering to women • Publish articles on an Athena blog, written by men outlining why Athena and gender equality are important to all • Establishment of <i>Contribution to ED&I Star Award</i>, raising the awareness of gender equality more generally 	December 2020	ongoing	Prof Kerry Kirwan (Chair of SAT)	<ul style="list-style-type: none"> • Representation on the SAT will be 50% men • The survey will be repeated after 1 year and we would expect to see an increase in knowledge of Athena. • New contributions following an internal comms campaign, including presentations at the department meeting and the running of workshops/training sessions • An increase presence from male staff on the WMG website including contributions from and images of male staff in relation to gender equality initiatives/messaging

¹ Tzanakou, C, Pearce, R. Moderate feminism within or against the neoliberal university? The example of Athena SWAN (Nov 2018)

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<p>AP2020/3</p> <p>To further develop the role and contribution of the Athena Champions.</p>	<p>To further increase the visibility of Athena, and support the aim of broader engagement across WMG.</p>	<ul style="list-style-type: none"> Run an internal communications campaign to elicit new Champions from across the department Champions to meet quarterly, and take responsibility for hosting one meeting per year Encourage Champions to take a more active role by facilitating a seminar/talk to encourage discussion around gender equality/diversity SAT members to attend Champions meeting, to give a talk, or broader Athena update on high priority topics/actions Set up an Athena Champions MS Team to encourage further collaboration with the SAT, to share resources and encourage ideas sharing across the groups Conduct a baseline survey to assess awareness of Athena and subsequent surveys during the review period to identify if measures taken are increasing the visibility of Athena across all staff groups 	February 2021	ongoing	Jane Shepherd (HR Projects Coordinator)	<ul style="list-style-type: none"> We will have a minimum of 10 Champions by the end of 2021 (at least 1 per WMG building). Champions will be meeting quarterly and also facilitating seminars/talks to encourage discussion around gender and equality An increase in collaborative activities across teams Survey results will show an increased awareness of Athena
<p>AP2020/4</p> <p>To investigate the low proportion of female students to the new Sustainable Automotive Electrification (SAE) course, and implement some remedial actions to improve applications and enrolments.</p>	<p>The new SAE course is a traditional engineering course, numbers enrolled are currently low, and the proportion of female students is disappointing.</p>	<ul style="list-style-type: none"> Understand the sector norms for this type of programme, and review benchmark data for similar courses Identify who the course is for, and consider whether we need to be targeting a specific demographic within that target audience Review marketing collateral. How is the course perceived by the target market? Contact the existing female students to ask what attracted them to the course, any barriers they identified, and anything that could have provided more encouragement to apply. 	Feb 2021	Oct 2024	SAE Course Leader	<ul style="list-style-type: none"> Increase female enrolments to 25% of intake (or to exceed sector benchmarks, whichever is the higher).

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<p>AP2020/5</p> <p>Consider if the failure rate in 2018/19 (see Figure 7), following interventions has dropped back to more normal levels.</p> <p>Review 2019/20 student outcome data after the relevant exam boards and investigate disparity in proportion of women achieving a distinction on FT MSc.</p>	<p>Investigate disparity in proportion of women achieving a distinction on FT MSc.</p>	<ul style="list-style-type: none"> Identify if there is a specific cause. For example, did females who missed distinction do so because of their project mark, or their overall average, or both aspects? If the majority of females achieving merit had a project mark just shy of what they needed, then a closer look at the project assessment process may be necessary, or the level of support given towards the project. Look at profiling exam board data to explore if females did better in taught modules or the dissertation and explore why Develop further actions, based on initial findings. 	Dec 2020	Dec 2024	Head of Teaching & Learning Administration	Impact is dependent upon actions identified after the data review. The aim would be to have a more proportionate percentage split of distinctions across M/F, in line with overall numbers.
<p>AP2020/6</p> <p>Develop and implement a new academic Talent Development programme from Spring 2021.</p>	<p>To ensure that all seeking promotion have a clear and structured development plan, as Assistant Professors have historically.</p> <p>To ensure that talent development does not rely on the proactivity of line managers and employees.</p> <p>To move away from self-selection to a talent pipeline, thus systemising talent development.</p>	<ul style="list-style-type: none"> Develop with eligible employees individual development plans To increase participation in the line manager training programme Ensure the PDR conversation is part of an holistic approach to talent development In addition to the PDR, Academic staff will have three career development sessions each year with their line manager, including a career mapping session Systemising talent identification through senior management oversight of PDR outcomes and objectives 	April 2021	Dec 2022	Jan Godsell, Head of Academic Talent Development	<ul style="list-style-type: none"> We will achieve a significant improvement in the 2022 Pulse results relating to the academic promotion process: $\geq 50\%$ by 2022 (2019/20 = 20% either strongly agreed or agreed that the academic promotion process was fair). Individuals will have a talent development plan, and three career development session per year (linking in with PDR) We will see an increase in the participation in the Line Management Programme (80% take up by both male and female, see table 9)
<p>AP2020/7</p> <p>To capture Professional Services staff perceptions of promotion and to improve their understanding and experience of promotion and job evaluation.</p>	<p>Career development was flagged as an area for improvement in the 2020 PULSE survey.</p> <p>We do not currently capture the views of colleagues' experiences of job evaluation and applications for promotion. It has not been easy to gather data on these applications from the University's systems.</p>	<ul style="list-style-type: none"> Deliver a targeted staff survey to be sent out to staff in June 2021, with a follow-up survey in 2023. Track regrades through job evaluation Track internal staff who apply for promotion Equip managers through our line management training suite to have the skills to conduct career coaching conversations as part of their PDRs with their team members 	June 2021	June 2024	HR Manager/HR Business Partners	<ul style="list-style-type: none"> An increase in awareness and satisfaction between the baseline survey in 2021 and the follow up survey in 2023. Improved PULSE survey results on career development and line management questions. Feedback will be obtained after the line management training to ensure managers are equipped to offer coaching to their team

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<p>AP2020/8</p> <p>To be one of the pilot departments to trial the development of job families for its Engineers and Project Management staff</p>	<p>In further support of professional and support staff's career development, the University is looking at developing job families. WMG has a large cohort of Engineer staff, embedded within Research teams, but whose terms and conditions are Professional Services (and therefore not eligible for academic promotions). Project Manager staff are also on the same Ts and Cs. Having job families will provide a framework for Engineer and PM staff to understand the skills and experience needed for progression.</p>	<ul style="list-style-type: none"> • Pending the establishment of a skills framework for our Engineers family, we will pilot the proposed approach with our smaller group of Project Managers (FA6-FA8) • We will engage with the University's process to establish job families for engineers, allowing individuals to easily identify the key skills needed to develop into the next role • The University will tailor its training and development provision to support specific skills gaps and we will contribute to this to ensure that suitable provision is delivered. • To identify a baseline in terms of promotions and leavers within the PM and Engineer teams; to continue to analyse during the review period. 	Jan 2021	July 2021 (Project Manager pilot)	Julie Doherty (HR Business Partner)	<ul style="list-style-type: none"> • Positive feedback from colleagues regarding their understanding of the framework and the opportunities for progression. • An increased number of internal promotions amongst the PM and Engineer teams. • Lower staff turnover amongst these teams.
<p>AP2020/9</p> <p>To ensure that all staff have the opportunity to participate in a PDR that is constructive, meaningful and will support their future professional development; line managers should be mindful of their role and equipped with the tools to support their teams effectively.</p>	<p>In 2019, a survey on WMG's PDR process returned generally positive feedback, however there were a few areas that could be improved upon. There were also some differences in experience and completion rates across different staff groups. A small number of colleagues have reported a loss of momentum with their PDR objectives when their line manager changes, as the incoming LM is not routinely provided with previous PDR documents.</p>	<ul style="list-style-type: none"> • Organise additional PDR training tailored to the WMG audience for both reviewers and reviewees, across all staff groups. This is to increase completion of the full process (to the submission of paperwork); more PDR conversations occur than forms submitted. • Training will include local face-to-face briefings which will complement and build upon the online training offered by the University. • The reviewers' session will be incorporated into the WMG Management Programme as part of a module focused on supporting staff with their career development in general. It will be compulsory for new line managers and optional for existing line managers. However, they will be strongly encouraged to attend. • Provide proactive support for staff when their line manager leaves, in terms of briefing the new line manager on PDR outcomes and ensuring a smooth transition • Investigate why PDR completion rates for male support staff are typically lower than females and address any barriers 	April 2021	ongoing	Jane Shepherd (HR Projects Coordinator)	<ul style="list-style-type: none"> • Reviewers' training will have increased to= ≥50% by 2022 and ≥70% by 2024 • Satisfaction levels in career support/PDR Pulse survey responses will have increased from 56% overall to 70% by 2025 • We will have run a minimum of 3 training session for reviewees and reviewers per year • Barriers will be addressed following an investigation into low PDR return rates for male support staff. Thus, resulting in a reduction in the 'opt out' rate for this staff group (currently 26%). This should result in higher completion rates for those groups.

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AP2020/10 Investigate reason why proportion of females applying for grants/awards is lower than overall academic m/f split. Investigate by contract type and formulate further actions accordingly.	To ensure eligible females and males both have equal opportunities and support when submitting grant applications.	<ul style="list-style-type: none"> Survey eligible staff to better understand any barriers that may exist and/or where more support is required With the Research Directorate and Research Office, agree a set of actions to address survey findings 	Jan 2022	June 2023	Head of Research Services /Research Office	<ul style="list-style-type: none"> Application rates to be more proportionate. Other impact measures to be identified once actions developed.
AP2020/11 To foster and develop staff's overall sense of belonging to - and integration with - the workplace whilst on maternity leave.	To further improve support for females during and returning from maternity leave, including KIT activities.	<ul style="list-style-type: none"> HR to send out a congratulations on your baby pack, a little corporate card, including information about how they could keep in touch whilst on leave, and referring them to the flexible working policy. Returners to be invited to complete a short questionnaire by HR to enable WMG to understand if the KIT actions had enabled the staff member to feel supported and part of the WMG community whilst on maternity leave To improve reporting on KIT and SPLIT Days 	Jan 2022	Jan 2023	HR Manager/HR Business Partners	<ul style="list-style-type: none"> 100% of staff on maternity leave will have been sent a congratulations pack WMG will know and understand the extent to which staff report a sense of belonging to and integration back into the workplace
AP2020/12 Raise the profile of Athena amongst our PGR community.	PGR students when recently surveyed did not recognise Athena (40.7% responded no when asked do you know what the Athena Charter is?)	<ul style="list-style-type: none"> Include Athena in all PGR handbooks Include on PGR SSLC agenda Introduce PGR Athena Champions (2 or 3) Repeat the PGR survey 	May 2021	May 2022	Internal Comms Team in partnership with Research Degrees office and PGR SAT Representative	<ul style="list-style-type: none"> Active Athena PGR champions will lead to further actions being identified Through a repeat of the PGR survey, we will see an improved awareness of Athena, with 80% having awareness
AP2020/13 Continue to review our memberships and chairs of committees to ensure they are more representative of our staff profile in terms of gender and BAME.	Our groups and committees are not yet wholly representative of our staffing profile in both gender and BAME terms.	<ul style="list-style-type: none"> To review annually our memberships and chairs of committees to ensure they are more representative of our staff profile in terms of gender and BAME. Where imbalances are identified, positive action will be taken to encourage colleagues from under-represented groups to join committees. Additional committee representation will be considered e.g. <ul style="list-style-type: none"> Students Grade 1a-5 	August 2021	Ongoing	Catherine Gordon (Senior Administrator)	<ul style="list-style-type: none"> The composition of our Committees will be more reflective of our staff demographic (notwithstanding the fact that membership is often linked to job role)

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AP2020/14 Further promote and embed our Flexible Working Policy	Arranging meetings within core hours continues to be a challenge for some functional areas. Almost a quarter (22.4%) of survey respondents, either “somewhat disagreed” or “disagreed” that meetings, training and departmental activities were being held within core hours. Thus, further work is needed to drive this element of the policy forward.	<ul style="list-style-type: none"> Conduct focus groups with line managers to identify any barriers to holding meetings within core hours and to find a solution. Display Working Families’ ‘happy to talk flexible working’ logo on recruitment adverts. Reinforce ‘core hours’ message every month. Repeat Flexible Working Survey 	May 2021	Ongoing	HR Manager/HRBPs with Internal Comms team	<ul style="list-style-type: none"> Focus groups will identify any barriers to ‘core hours’ policy, with solutions implemented, as necessary. Repeat survey (annual) will show year-on-year improvement in staff’s experience of the policy’s implementation (goal: 90% positive sentiment) ‘Happy to talk flexible’ logo adopted in recruitment advertising.
AP2020/15 To support the 18th International Conference of Women Engineers and Scientists, promoting Athena values/principles; maintaining visibility of role models.	Supporting the 18 th International Conference of Women Engineers and Scientists creates visibility for Athena Swan work and enables us to progress work on gender equality/diversity.	<ul style="list-style-type: none"> Through our presence at the conference, we will promote our Athena agenda through raising the profile of our women engineers (stands, speakers, marketing collateral, including our AS Handbook) We will offer a number of free spaces to our women staff and PGR students to enable them to hear influential voices on STEM issues for the benefit of women, gender equity and society as a whole. We will invite girls from the WMG Academy to attend the conference as our guests We will engage with the INWES board (via our SoE colleague who is on the Board) to explore ways in which WMG can develop a deeper relationship with the organisation. 	Ongoing from September 2020	September 2021 (Conference) and ongoing INWES engagement	Freeha Azmat (Senior Teaching Fellow), Catherine Gordon (Senior Administrator), Margot James (Executive Chair)	<ul style="list-style-type: none"> Our Athena agenda will have been promoted through our attendance and associated activities, fostering further engagement with – and interest in – what we are doing (quantified by post event feedback and engagement) We will have encouraged aspiring female engineers and PGR students to hear influential voices, inspiring them in their own journeys (assessed by a post event survey) We will have strengthened our networks, developing a deeper relationship with likeminded organisations (assessed by the extent to which we start to work more closely with INWES, in the first instance)
AP2020/16 Continue to foster and develop WoW and the Women Advancing in Leadership Groups.	To provide support, peer mentoring and personal development activities for WMG women.	<ul style="list-style-type: none"> To continue to deliver a series of events around which mutual support and peer mentoring can occur 	March 2021	ongoing	Jane Shepherd (HR Projects Coordinator), Catherine Gordon (Senior Administrator), Nancy Olson (Senior Teaching Fellow)	<ul style="list-style-type: none"> We will have delivered 1 event per quarter We will have engaged both junior and senior female staff We will measure success by how much participants found the events useful, and by their further engagement with activities

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AP2020/17 Commence buddy scheme early 2021, when more staff will have a presence on campus for some of the time post-Covid.	To assist new staff with familiarisation of the WMG environment, and advance their workplace development.	<ul style="list-style-type: none"> • Train and brief potential buddies as to expectations and requirements of the role, prior to being matched with a new starter • Commence matching process of new starters with WMG buddies • Monitor and evaluate the effectiveness of the scheme by obtaining feedback from new starters via a questionnaire 	Dec 2020	ongoing	Jane Shepherd, HR Projects Coordinator/HR Team	<ul style="list-style-type: none"> • Training will have been undertaken by all potential buddies • 100% of new starters will be offered a buddy • High positive responses from the questionnaire showing that the buddies helped the new starters with their familiarisation to WMG and supported their induction