



Department Application Bronze and Silver Award



Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Department application	Recommended word count	Actual word count
Word limit	10,500	10,482
<i>Recommended word count</i>		
1. Letter of endorsement	500	577
2. Description of the department	500	520
3. Self-assessment process	1,000	943
4. Picture of the department	2,000	2,149
5. Supporting and advancing women's careers	6,000	6,293
6. Case studies	n/a	n/a
7. Further information	500	n/a

Name of institution	University of Wolverhampton	
Department	Department of Sport	
Focus of department	STEMM	
Date of application	November 2020	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2019	Level: Bronze
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Table of Abbreviations

AD	Associate Dean
APR	Annual Performance Review
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
BMet	Birmingham Metropolitan College
BUCS	British Universities and Colleges Sport
CDW	Career Development Week
CETW	Careers, Enterprise and the Workplace
CPD	Continuing Professional Development
CRM	Customer Relationship Management
DPD	Development and Performance Discussion
DoS	Department of Sport
ECR	Early Career Researcher
ERAS	Early Research Award Scheme
E&D	Equality and Diversity
FD	Foundation
FEHW	Faculty of Education Health and Wellbeing
HE	Higher Education
HEI	Higher Education Institute
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
IoE	Institute of Education
IoHS	Institute of Human Sciences
KIT	Keeping in Touch
L	Lecturer
MPhil	Master of Philosophy
MRes	Master of Research
MRO	Marketing, Recruitment and Outreach
NCOP	National Collaborative Outreach Programme
OD	Organisational Development
PGCE	Postgraduate Certificate in Education
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PhD	Doctor of Philosophy
PL	Principal Lecturer
PT	Part Time
PRD	Pedagogic Research and Development
PSO	Project Support Office
QR	Quality Related
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAT	Self-Assessment Team

SL	Senior Lecturer
SMRSA	Self-Managed Research and Scholarly Activity
SMT	Senior Management Team
SPARC	Sport and Physical Activity Research Centre
SRA	Specific Research Activity
STEM	Science, Technology, Engineering and Maths
TGW	This Girl Will
T&R	Teaching and Research
TS&PP	Teaching, Scholarship and Professional Practice
UG	Undergraduate
UoW	University of Wolverhampton
WEEA	Wolverhampton Enterprise and Employability Award
WLAM	Workload Allocation Model

Colour & Letter coding key for tables	
(G) = green	F% above benchmark OR above our internally set targets detailed in the success measure column of the action plan
(A) = amber	F% below benchmark by <10% OR within 10% of our internally set targets detailed in the success measure column of the action plan
(R) = Red	F% below benchmark by >10% OR more than 10% below our internally set targets detailed in the success measure column of the action plan
A RAG (red, amber, green) rating system has been used to colour code tables. We have also indicated the RAG rating within tables using letters in brackets (e.g. (R) to indicate a red cell).	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

I am writing in support of the application made by the Department of Sport for an Athena SWAN Departmental Bronze award.

The Department last submitted for an award in 2017. Although we were unsuccessful we received helpful and encouraging feedback which has supported us to develop our work on gender equality. This, our second application, demonstrates that we remain deeply committed to gender equality and are confident that the work we do to address gender disparity in our Department is aligned to the criteria for a Bronze award.

Importantly, since our last application we have undergone significant internal change. Over the past two years Sport has undergone a strategic repositioning in the University, and is now part of the newly constituted Institute of Human Sciences. The Department conducted a data-led review of our curriculum in sport with a focus on issues such as access and success, exploring any disparities in attainment which were evident in the previous curriculum design. The new curriculum was launched in September 2020.

We have developed a Departmental identity over the past two years which has built on the new curriculum, and invested in staff posts and our physical sports provision. We have invested £1m in refurbished teaching spaces for sport and have recruited five new staff (2F, 3M) aligned to our new courses including a female Senior Lecturer and Course Leader for our Sports Therapy provision. In regards our work on gender equality we have set up a Department SAT and provide workload hours for our SAT members and Athena SWAN lead. We have also promoted Dr Tracey Devonport to Professor and Head of our Research Centre, and Dr Kath Leflay has been promoted to the Faculty position of Principal Lecturer and Head of Recruitment. The keynote speakers at our This Girl Will events have become Athena SWAN Ambassadors, and we were awarded £3,000 of Faculty research funding to support the in-depth staff consultation contained within this submission. We have refreshed all our external imagery with successful female athletes now prominent throughout. Although we continue to face challenges with female representation on our FD, UG and PGT courses, our work has recently been shortlisted for a 2020 VC Award for 'Valuing Equality, Diversity and Inclusion'.

On a personal level, I am acutely aware of the need for and benefits of family friendly working practices which take account of the issues experienced by colleagues. When I took up the post as Director in 2018 my twins were 2 years old and my eldest was 4 – the perspective that this has given me informs my drive to ensure our working practices are both family friendly and gender conscious. My previous role included time spent developing our whole institutional response to disparities in student attainment and all student outcomes when viewed through the lens of protected characteristics. My perspectives continue to influence the time that I invest in supporting our Heads of Department, our Athena SWAN co-

ordinator and the Head of our Research Centre in the work they do to better our Departmental working practices for the benefit of all.

I am proud of the work which this submission represents and support the self-assessment team with the work that they have undertaken to further this agenda in the Department. The information presented in this application is an honest, accurate and true representation of the Department. I endorse this application and look forward to seeing our commitments to equality being further developed over the coming years.

A handwritten signature in black ink, enclosed in a thin black oval border. The signature appears to read 'Medcalf'.

Dr Richard Medcalf, Director of the Institute of Human Sciences

[577 Words]

THE UNIVERSITY OF OPPORTUNITY

2. DESCRIPTION OF THE DEPARTMENT

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



The Department of Sport (DoS) is a relatively small department, based at the Walsall Campus of the University, and is part of the Institute of Human Sciences (IoHS) which was formed in 2017 when the former Institutes of Sport and Psychology were restructured and combined (figure 2.1). The IoHS is one of four Institutes that sit within the Faculty of Education, Health and Wellbeing (FEHW) (see figure 2.2). The DoS has strong links with local and national sports organisations, including British Judo who are located at the University's Walsall campus (image 2.1), and Premier League football clubs Wolverhampton Wanderers (image 2.2) and West Bromwich Albion.

Image 2.1 – University of Wolverhampton's Walsall campus is the home of British Judo



Image 2.2 – The University has a key partnership with Wolverhampton Wanderers Football Club



Figure 2.1 – Timeline of Department evolution and AS engagement

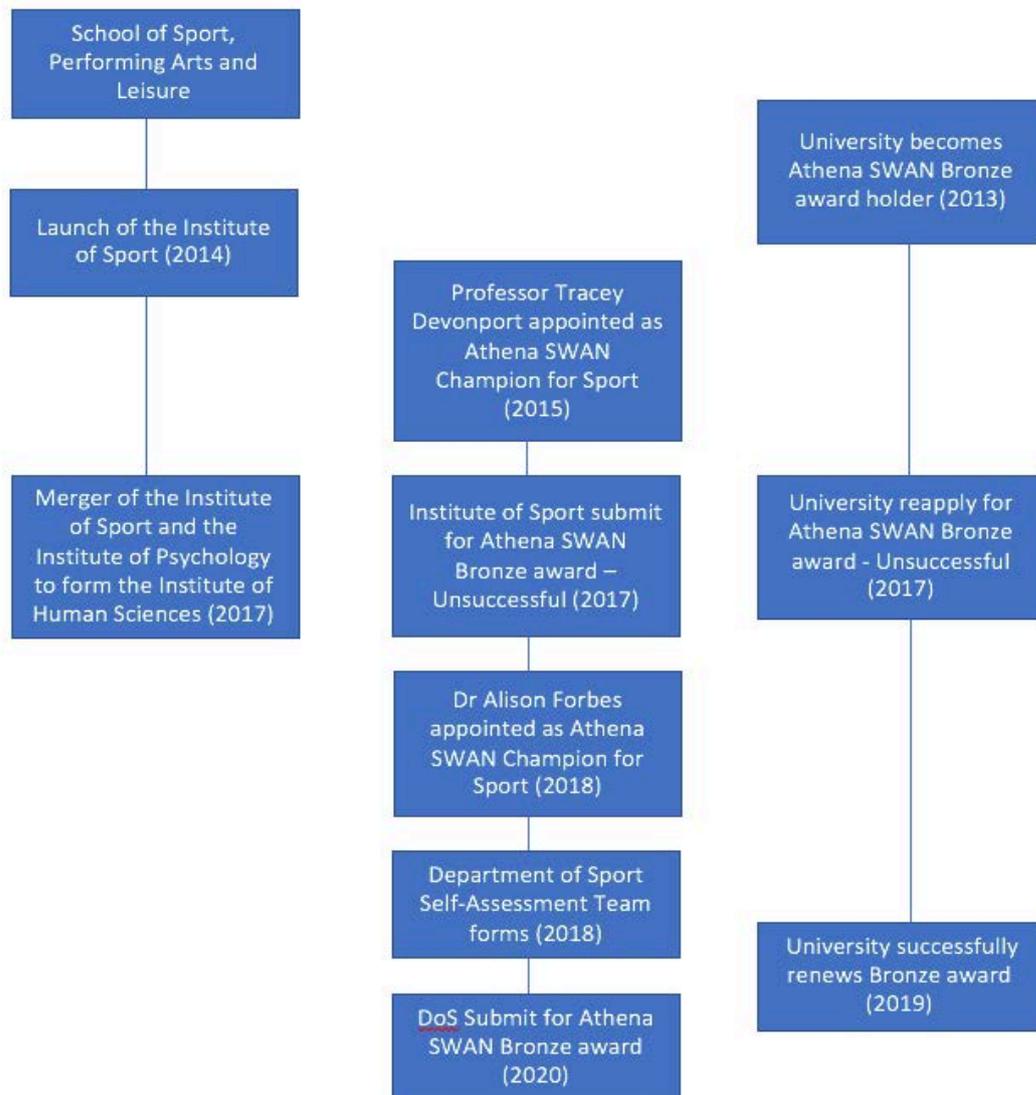


Figure 2.2 - Location of the DoS within the University Faculty Structure

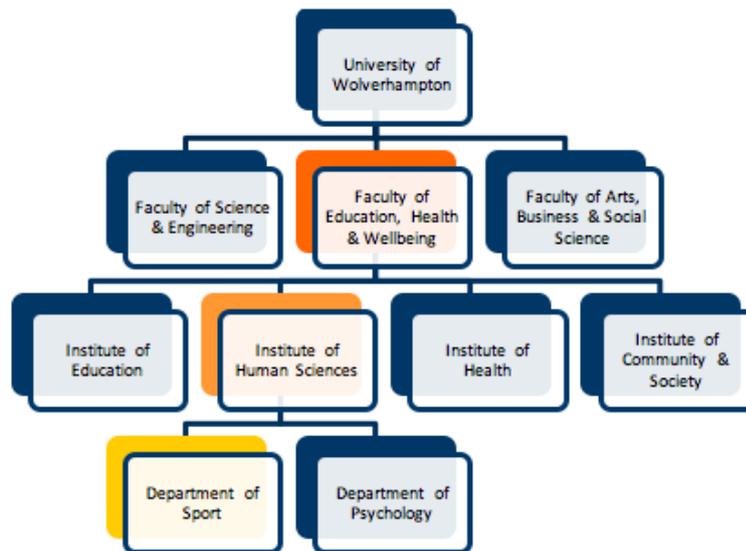
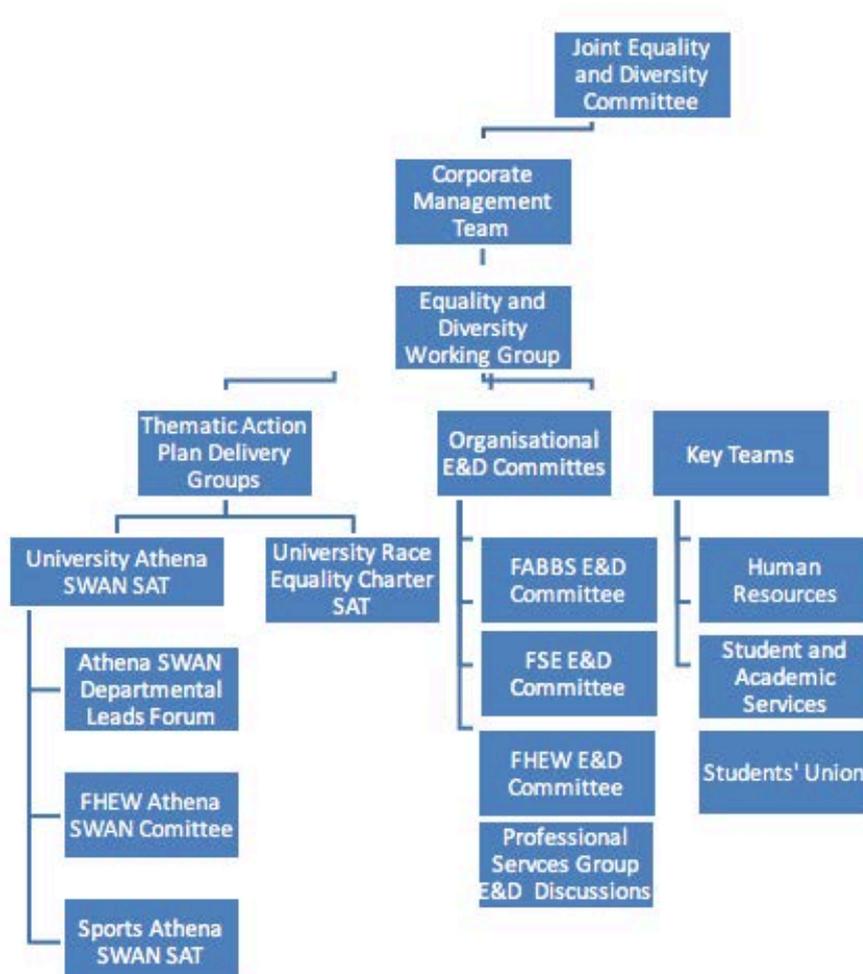


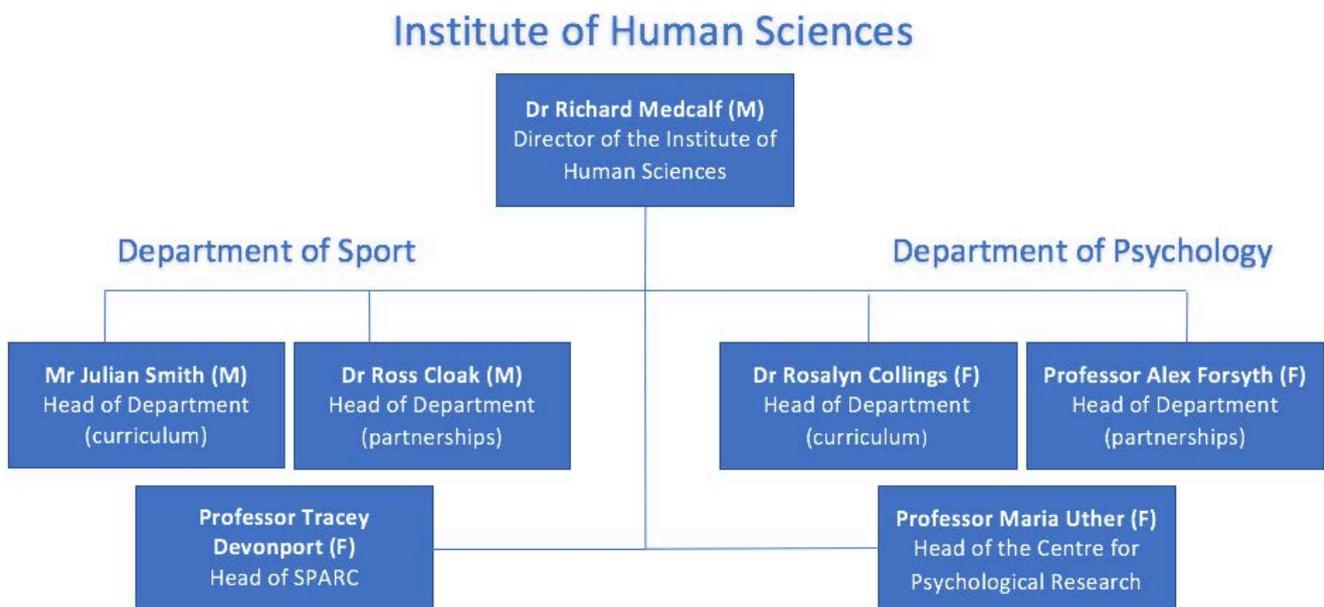
Figure 2.3 - Location of the DoS SAT within wider university E&D structure



Structure and Management of the IoHS

The IoHS is led by Dr Richard Medcalf who became Director in 2018, taking over from Dr Kay Biscomb, who moved to a Faculty-wide Associate Dean position. The strategic vision for the IoHS is “to deliver excellent courses, research and a life-changing University Sport experience to transform the performance, health and wellbeing of individuals and the wider community”. The IoHS senior management group facilitate the strategic management of the Institute:

Figure 2.4 – IoHS Management Group



There are many unifying characteristics across the subjects which make up the Institute. However, maintaining distinct departmental identities and autonomy is important: in part reinforced by their location on two different campuses; but also due to significant variability between each area in terms of student market demand and academic performance. This necessitates different practices regarding academic management and planning which are devolved to each Department. Each Department has two Heads who co-lead the provision due to the size of the staff and student base in each. The two Research Centres within the IoHS (see figure 2.4) are both led by female Professors.

The staff and student data and gender equality issues presented in this application are distinct to the DoS. If we presented this as an Institute-level application, we would cloud some of the Department-specific gender equality related issues. The Department of Psychology have their own ambitions to apply for an Athena SWAN charter bronze award, and the DoS will support them by sharing best practice and lessons learned from our engagement with the process.

The Department of Sport and WLV Sport Staff and Students

“WLV Sport” is our university and community entity for sport and physical activity. While managed within the IoHS, WLV Sport is a professional service department responsible for activity, services and ambitions across the University. These responsibilities centre upon the leadership and management of sport and leisure, including the community use of on campus leisure facilities, and student participation in social, competitive and performance sport. To achieve the Institute’s strategic vision, there is a shared and common purpose between our academic courses, research and WLV Sport. Because of this, we have included WLV Sport staff within our consultation, and categorise their responses within the ‘Professional and Support staff’ data (presented where appropriate in sections 5.3 and 5.4).

The DoS launched a new curriculum offer in 2020, and now delivers six Undergraduate (all available with an additional Foundation year) and two Postgraduate degree programmes. In 2018/19, Undergraduate students accounted for 89% of our total student population.

Table 2.1. DoS total numbers of Staff and Students in 2018/19 by gender

	Students	Academic Staff	WLV Sport Staff	Professional & Support Staff
Male	415 (76%)	15 (56%)	39 (58%)	1 (25%)
Female	134 (24%) (A)	12 (44%) (G)	28 (42%)	3 (75%)
Total	549	27	67	4
Benchmark f%	32%	37%	N/A	N/A

[520 words]

3. THE SELF-ASSESSMENT PROCESS

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

I. A description of the self-assessment team

The DoS Self-Assessment Team (SAT) is comprised of twelve core members (7 female, 5 male), representing a range of subject areas, support staff and academic staff (at different levels; lecturer, senior lecturer, principal lecturer), on different role profiles (Teaching and Research; or Teaching, Scholarship and Professional Practice) (Table 3.1). Importantly, the SAT includes staff with different working patterns and contracts (full-time, part-time, permanent and fixed-term). An open call for volunteers was sent via email to all academic staff in the department. 3 SAT members were recruited in this way (2 female, 1 male). A more targeted approach was then adopted to increase SAT membership, whilst also ensuring that the SAT was representative of staff groups working within the department.

100 workload hours per academic year were allocated to Dr Alison Forbes as the DoS Athena SWAN (AS) lead. Key responsibilities for this role include:

- Chair the DoS SAT;
- Lead on the consultation with DoS staff and students;
- Represent DoS at Faculty and University level AS meetings;
- Report on AS to SPARC and support gender and equality considerations on the production of the REF submission; and
- Lead the AS Bronze Award application writing team.

In addition to the annual 100 workload hours, a 4-week period of sabbatical leave was granted to finalise the write-up of our AS bronze award application.

When Dr Alison Forbes took the role of DoS Athena SWAN lead in September 2018, other SAT members did not receive workload hours for their contributions. However, this has been addressed and all members of the SAT now receive 10 workload hours to support SAT activity (**Action 3.1**).

Table 3.1. Department of Sport Athena SWAN Self-Assessment Team

Name & Gender (F = Female; M = Male)	Role in SAT	Role in department	Other relevant info
<p>Dr Alison Forbes (F)</p> 	<p>AS Lead for Sport, SAT Chair, conducted the qualitative data analysis</p>	<p>Senior Lecturer, Sport Business Management Course Leader</p>	<p>Teaching and Scholarship role profile</p> <p>ECR – ERAS recipient 2019/20</p>
<p>Dr Tina Smith (F)</p> 	<p>AS application writing team</p>	<p>Senior Lecturer in Biomechanics, MRes Course Leader</p>	<p>Teaching and Research role profile</p> <p>REF outputs reviewer</p>
<p>Dr Gavin Ward (M)</p> 	<p>AS application writing team</p>	<p>Senior Lecturer in Physical Education</p>	<p>Teaching and Research role profile</p> <p>Year tutor, Attainment Champion and Graduate Teaching Assistant Mentor</p> <p>REF environmental template writing team</p>

<p>Dr Kath Leflay (F)</p> 	<p>Support for outreach and recruitment activities</p>	<p>Principal Lecturer (Outreach and Recruitment, FEHW), Lectures on Sports Studies and Development Degree</p>	<p>Teaching and Scholarship role profile</p> <p>Promoted from SL to PL in February 2019</p> <p>Former Sports Studies and Development course leader</p>
<p>Dr Kay Biscomb (F)</p> 	<p>Conducted the qualitative data analysis</p>	<p>Associate Dean, Director of Business Excellence</p>	<p>Former Director of the Institute of Sport</p> <p>Extensive expertise on Equality and Diversity, and gender and sport</p>
<p>Mr Julian Smith (M)</p> 	<p>Senior management representative</p> <p>Conducted quantitative (survey) analysis</p>	<p>Principal Lecturer (Curriculum Delivery), Deputy director of the Department of Sport</p>	<p>Teaching and Scholarship role profile</p>
<p>Dr Melanie Best (F)</p> 	<p>Part-time staff representative</p>	<p>Lecturer in Sport Sociology</p>	<p>Teaching and Scholarship role profile</p> <p>Returned from maternity leave in May 2019 (previous maternity leave April 2016-April 2017)</p>

<p>Dr Chris Faulkner* (M)</p> <p>* SAT member during fixed-term contract (October 2018 – May 2019)</p>	<p>Part-time & fixed-term staff representative</p>	<p>Lecturer in Sport Sociology</p>	<p>Fixed term contract (maternity cover)</p> <p>ECR</p>
<p>Dr Ronnie Richards (M)</p> 	<p>SAT member, fixed-term staff representative</p>	<p>Lecturer in Sport Business and Development</p>	<p>Fixed term contract (2-year post)</p> <p>ECR</p> <p>Attainment Champion</p>
<p>Mrs Kerry Matthews (F)</p> 	<p>Technical staff representative, PG Student representative</p>	<p>Diagnostic Radiographer, PhD Student</p>	<p>Clinical responsibilities for the University DEXA scanner facility</p> <p>Part-time PhD student</p>
<p>Ms Tracy Nash (F)</p> 	<p>WLV Sport staff representative</p>	<p>Professional and Workforce Sports Manager</p>	<p>Non-academic role</p> <p>Sports Development Team member</p>
<p>Dr Richard Medcalf (M)</p> 	<p>Senior management representative</p>	<p>Associate Dean, Director of the Institute of Human Sciences</p>	<p>Joined the University in 2011 as a Lecturer, promoted to PL in 2015, and AD in 2018</p>

II. Self-assessment process

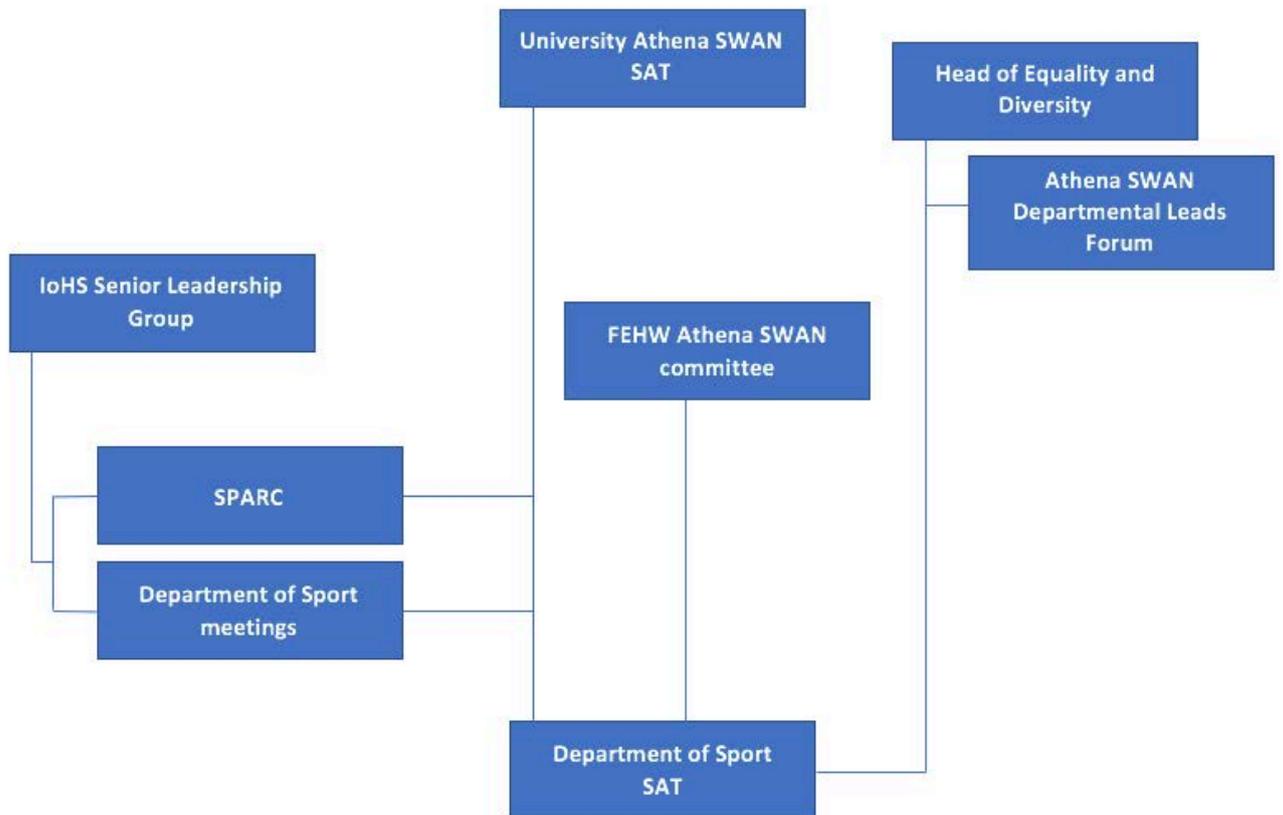
Formation and Reporting Structure

In response to the feedback from our unsuccessful AS Bronze Award application, a more focused department-level SAT was established in October 2018 to identify and address challenges specific to the DoS. DoS senior management representatives, including IoHS Director Dr Richard Medcalf, were recruited to the SAT to ensure that suggestions and actions could be implemented at Department-level. The SAT met ten times between October 2018 – October 2020, with the application writing team meeting more frequently in-between. SAT meetings focused on:

- Feedback from our previous submission;
- Ideas, opportunities and good practice;
- Staff and Student consultation;
- Qualitative and quantitative data analysis; and
- Action planning.

The Chair of the SAT cascaded key information, updates, consultation findings and action plan ideas at Department, Faculty and University-level meetings as outlined in Figure 3.1. DoS staff were asked to review and feedback on the action plan through departmental meetings. A University-level AS Departmental Support Group was established in February 2019, to bring together Departments engaged with AS activity to share good practice and lessons learned. Internal critical peer review was sought through the AS Departmental Support Group, and external peer review provided by Jess Cockell from the University of Kent.

Figure 3.1: University Athena SWAN internal reporting structure



Consultation

A staff survey was developed and distributed in January 2020 to all DoS academic and professional and support staff (including those in WLV Sport). A total of 33 staff completed the survey with high engagement from academic staff. Survey respondents represent (of total populations) 68% of Academic staff, 75% of Senior Academic staff, 75% of Technical/support staff, and 15% of WLV Sport staff. We explored the demographic detail in the staff survey to try to understand this low turnout rate from WLV Sport staff, and found that 100% of the WLV Sport survey respondents were contracted staff. 64% of WLV Sport staff are on casual (zero hour) contracts, none of whom engaged with the consultation (**Action 3.2**).

Results from the staff consultations are included at appropriate points throughout the application.

Figure 3.2. Staff Survey - Gender breakdown of respondents

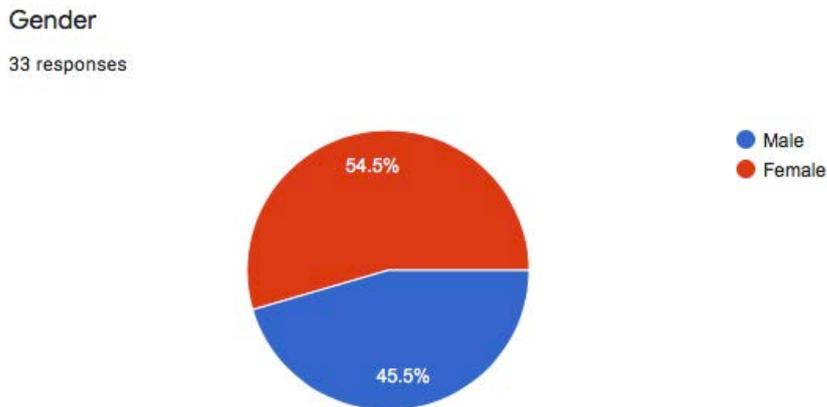
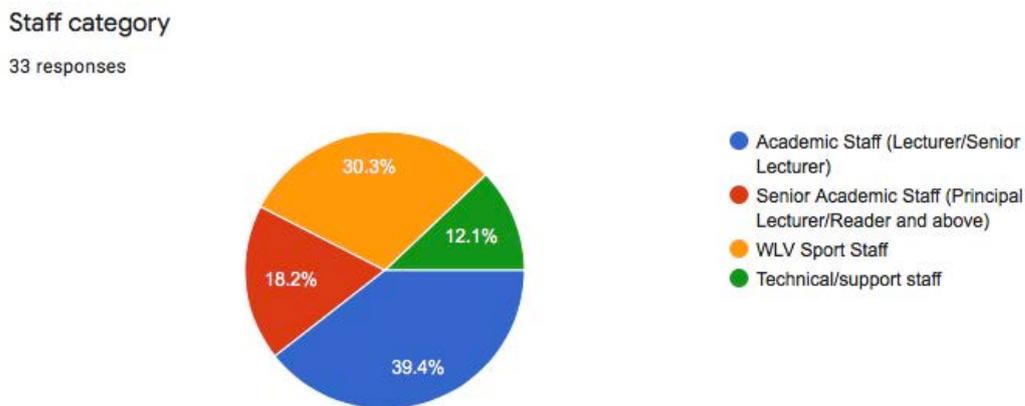


Figure 3.3. Staff Survey – Staff category breakdown of respondents



£3000 of internal research funding was secured to support our qualitative staff consultation. For ethical reasons, we decided to recruit an external consultant (Dr Aisha Ahmed, Female) to collect the data for the project. The aim of the qualitative consultation was to understand the lived experience of practices, policies and processes within the DoS, and to explore perceptions of opportunities for career development and promotion. The consultant arranged, conducted and transcribed the interviews, before sharing the anonymised findings with two SAT members who conducted a thematic data analysis. We had a lower level of engagement in the qualitative consultation from female academic staff members than we had hoped for, given the aim of the consultation process to understand lived experiences. 11 members of DoS academic staff (4 female, 7 male), and 3 non-academic staff (2 female, 1 male) were interviewed. The sample included staff varying in gender, age, career stage and role. Staff were recruited for interviews through a call for volunteers. A higher proportion of male staff engaged with the qualitative consultation, whereas more female staff engaged with the staff survey (**Action 3.2**).

III. Plans for the future of the self-assessment team

Fundamental to the success of embedding the principles of AS into the department will be the continued monitoring of progress against the action plan **(Action 3.3)**. The DoS SAT will meet quarterly to review progress against the action plan, and ensure the monitoring and evaluation of gender equality becomes an ongoing and strategic process. The minutes of all SAT meetings will create a record of progress with the intention of working to achieve a Silver award in 2024.

It is vital that the AS DoS SAT remains representative of the staff body, so we will monitor membership, including the rotation of roles and forward planning in relation to staff turn-over **(Action 3.4)**. Progress made against the Action Plan will be shared through the AS reporting structures detailed in Figure 3.1. We need to increase the visibility of our Athena SWAN work with students, and propose to communicate with student course representatives to ensure discussions regarding gender equality are a two-way process **(Action 3.5)**.

[943 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

Student benchmarking data has been developed using the following:

All universities offering courses within JACS code C6 Sport and Exercise V3

Source: HEIDI Plus

In 2018/19 the DoS completed a curriculum review and revalidation, resulting in the development of new courses, expansion or streamlining of existing courses, and discontinuation of under-recruiting courses (see Table 4.1).

Table 4.1 - FD, UG & PGT Department of Sport offer pre-and post-curriculum review

Pre 2020	September 2020 onwards
FD (Sci) Sport and Exercise Science at Birmingham Metropolitan College	All courses available with FD year delivered in-house
BSc (Hons) Sport and Exercise Science	BSc (Hons) Sport and Exercise Science
BSc (Hons) Strength and Conditioning	
BSc (Hons) Exercise and Health	
BSc (Hons) Sports Coaching Practice	BSc (Hons) Sports Coaching
BSc (Hons) Sports Coaching Practice (football)	BSc (Hons) Football Coaching and Performance
N/A	BSc (Hons) Sport and Exercise Therapy
BA (Hons) Physical Education	BA (Hons) Physical Education and School Sport
BA (Hons) Sports Studies and Development	BA (Hons) Sport Business Management
MRes Sport and Exercise	MRes Sport and Exercise
N/A	MSc Strength and Conditioning
* The student data presented in section 4.1 relates to our FD, UG and PGT offer prior to the curriculum review.	

III. Numbers of men and women on access or foundation courses

During the audit period the two-year foundation degree was delivered by Birmingham Metropolitan College. Students who pass the foundation degree are eligible for direct entry at Level 6 on our Sport and Exercise Science or Sport Coaching Practice programmes. Table 4.2 and 4.3 illustrate the challenge of encouraging female applicants (**Actions 4.1 – 4.8**).

From September 2020, all undergraduate sport courses will have the option of a foundation study year, delivered in-house. This decision was taken during our curriculum review and revalidation, to increase access, and enable the DoS to have more control over our FD marketing, recruitment, applicant conversion activities, course content and the UG applicant pipeline.

Table 4.2 – Numbers of men and women on foundation courses by gender and enrolment type

	2016/17		2017/18		2018/19	
Total students	33		36		30	
	Female	Male	Female	Male	Female	Male
FD Students	8 (24%) (A)	25 (76%)	7 (19%) (A)	29 (81%)	6 (20%) (A)	24 (80%)
Benchmark %	25%	75%	26%	74%	25%	75%
Enrolment type						
Full-time	8 (100%)	23 (92%)	7 (100%)	27 (93%)	5 (83%)	23 (96%)
Part-time	-	2 (8%)	-	2 (7%)	1 (17%)	1 (4%)

Table 4.3 - Foundation Degree Applications, Offers and Acceptances by gender

Year	Gender	Applications	Offers	Accepts	Offer rate (% of applicants)	Acceptance rate (% of offers)
2016/17	Female	12 (R)	12	4	100% (G)	33.3% (A)
	Male	66	64	12	97%	18.8%
	F%	13.6% (R)	14%	25% (A)		
2017/18	Female	4 (R)	4	3	100% (G)	75% (G)
	Male	52	47	16	90.4%	34%
	F%	7.1% (R)	7.8%	15.8% (R)		
2018/19	Female	9 (R)	9	2	100% (G)	22.2% (A)
	Male	30	30	7	100%	23.3%
	F%	23.1% (A)	23.1%	22.2% (A)		

IV. Numbers of undergraduate students by gender

The proportion of female UG students falls slightly below the national subject benchmark (see table 4.4). All UG courses have the option of part-time study offering students flexibility. Similar proportions of male and female students study part-time.

Low numbers of female students studying sport and exercise science related disciplines is consistent with the national picture. The Guardian (2016) reported that Sport Science has the third biggest gender divide among the subjects with more men, behind only computer science and mechanical engineering. Most of our students are recruited from local colleges, who face similar challenges with low numbers of female students. Working collaboratively with local schools and colleges is an essential part of overcoming the national trend, and will allow us to raise awareness of the opportunities that studying sport can bring before students decide on their A-Level or BTEC qualifications, targeting students much earlier in the pipeline (**Action 4.1**).

Table 4.4 - DoS Undergraduate Students by mode and gender

	2016/17		2017/18		2018/19	
Total students	564		508		487	
	Female	Male	Female	Male	Female	Male
Students by gender	143 (25%) (A)	421 (75%)	135 (27%) (A)	373 (73%)	115 (24%) (A)	372 (76%)
Subject Benchmark*	32%	68%	32%	68%	32%	68%
* Subject benchmark has been averaged across the 3-year audit period						
Enrolment type						
Full-time	132 (92%)	389 (92%)	117 (87%)	331 (89%)	100 (87%)	343 (92%)
Part-time	11 (8%)	32 (8%)	18 (13%)	42 (11%)	15 (13%)	29 (8%)

Table 4.5 indicates that despite a high percentage of female applicants receiving an offer during the audit period (average 95.8%), the acceptance rate of offers is alarmingly low (average 10%). Increasing the number of UG female applicants, and converting female applicants to acceptances is thus a high priority (**Action 4.1 - 4.8**). Female students that do accept their offer talk very positively about the department, and what it's like studying sport at the UoW. We asked 10 female Level 5 students about what attracted them to the DoS:

“I attended the open days and what I liked was I was actually talking to a girl student who was studying PE.” (Female L5 student, July 2020)

“Before applying, I attended an open day and met with one of the lecturers and two students who were happy to help me with any questions. They were very open and engaging and I picked up on their friendly nature and passion for the course which really appealed to me. After applying, I attended a Scholars’ day and an Applicant day. Both of these outreach activities were engaging and taught me more about the university and the staff. All the staff involved were passionate about what they were teaching and were very friendly and approachable.” (Female L5 student, July 2020)

Table 4.5 - Undergraduate Degree Applications, Offers and Acceptances

Year	Gender	Total Applications	Offers	Accepts	Offer rate (% of applicants)	Acceptance rate (% of offers)
16/17	Female	194	186	25	95.9% (G)	13.4% (R)
	Male	707	667	92	94.3%	13.8%
	F%	21.5% (R)	21.8%	21.4%		
17/18	Female	196	192	20	98% (G)	10.4% (R)
	Male	656	618	74	94.2%	12%
	F%	23.0% (R)	23.7%	21.3%		
18/19	Female	263	246	16	93.5% (G)	6.5% (R)
	Male	706	665	101	94.2%	15.2%
	F%	27.1% (A)	27.0%	13.7%		

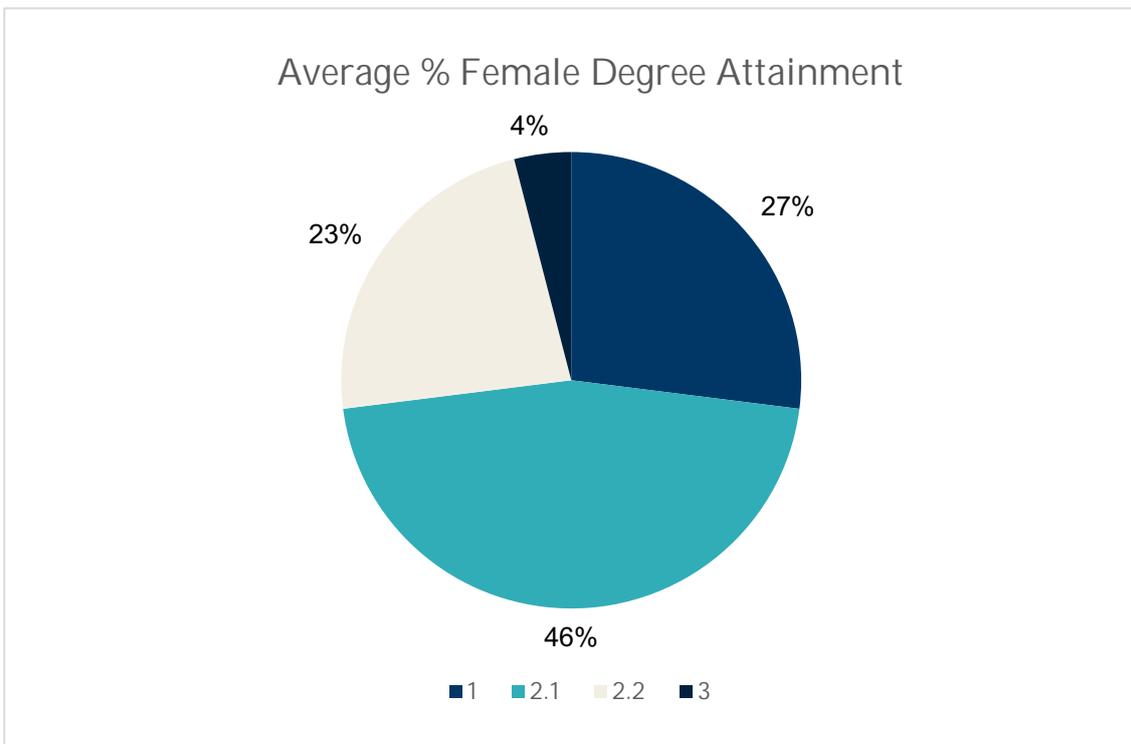
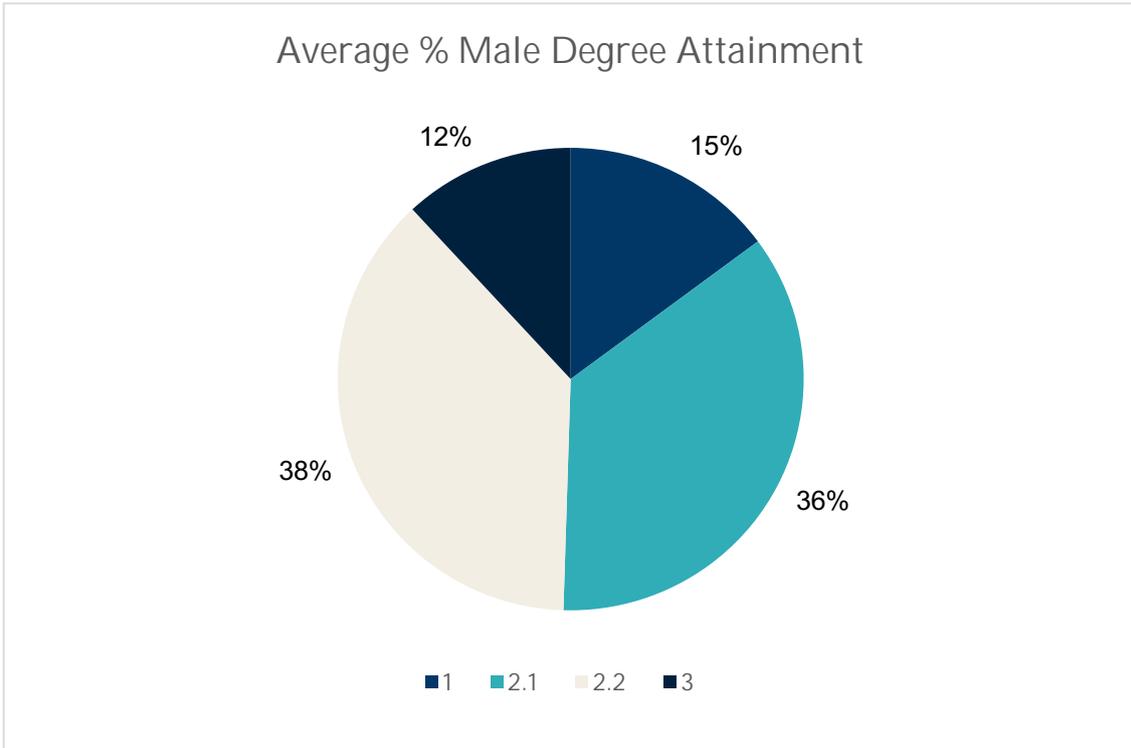
71% of UG degree programmes have a proportion of female students below national subject benchmarks (table 4.6). The new DoS UG degree portfolio aims to increase the attractiveness of the DoS, by streamlining our provision in Sport and Exercise Science related disciplines, and growing our provision to introduce Sport and Exercise Therapy and Sport Business Management programmes. All students will study a common transition module upon commencement of their degree programme, increasing flexibility and introducing the ability to transfer to a different course during the first 6-week block of study.

Table 4.6 - Individual undergraduate course statistics by gender

Year	Gender	Sport & Exercise Science	Strength & Conditioning	Exercise & Health	Sports Coaching Practice	Sports Coaching Practice (football)	Physical Education	Sports Studies & Development
2016/17	Female	28 (20%) (R)	3 (16%) (R)	33 (54%) (G)	20 (24%) (A)	2 (6%) (R)	50 (33%) (G)	6 (14%) (R)
	Male	112 (80%)	16 (84%)	28 (46%)	64 (76%)	34 (94%)	100 (67%)	38 (86%)
2017/18	Female	37 (26%) (A)	4 (22%) (A)	32 (47%) (G)	18 (27%) (A)	4 (7%) (R)	37 (32%) (G)	1 (4%) (R)
	Male	105 (74%)	14 (78%)	36 (53%)	49 (73%)	54 (93%)	80 (68%)	27 (96%)
2018/19	Female	33 (26%) (A)	3 (13%) (R)	29 (39%) (G)	14 (21%) (R)	3 (5%) (R)	31 (29%) (A)	1 (5%) (R)
	Male	93 (74%)	21 (87%)	45 (61%)	53 (79%)	63 (95%)	76 (71%)	19 (95%)
National subject benchmark*		32%						
		*Refers to the national subject benchmark for sport and exercise averaged across the three-year audit period. Further breakdown of this data is not available at individual course level.						

Analysis of UG attainment indicates that females are more likely than males to attain a good honours degree classification and less likely to attain a 3rd class honours classification.

Figure 4.1 - UG degree attainment



Addressing the underrepresentation of female students at FD and UG level - This Girl Will Outreach Initiative

This Girl Will (TGW), an annual outreach event reaching 100+ local female secondary school pupils (aged 15-18), was launched in 2016. The purpose of TGW is to empower and inspire young females by: building key attributes through participation in practical activities; celebrating and championing female involvement in sport; introducing participants to female role models working in and/or studying sport; challenging gender stereotypes associated with participating, studying and working in sport; and raising awareness of sport related careers and the courses available at the UoW. The event is organised and run by female DoS staff members, with delivery on the day supported by female sports students and scholars. Keynote speakers are invited to become DoS AS Fellows who act as ambassadors for AS in Sport (more detail on the role of an AS ambassador can be found in section 5.4.vii).

Table 4.7 - This Girl Will Keynote Speakers

Name	Bio	Year
Maggie Alphonsi	Former England Rugby Union player, 2014 World Cup winner	2016
Danielle Brown MBE	Two-times Paralympic Archery gold medallist, Aviva women of the future award winner – 2016	2017
Lydia Thompson	Current England international rugby union player	2018
Ellie Harbinson	World Champion kickboxer	2019

Figure 4.2 - Feedback from TGW 2019 session run by World Champion Kickboxer Ellie Harbinson

“The event has left our year 10 girls feeling inspired and motivated to continue participating in physical activity, with many already joining the local boxing club.

In the new year the girls will be starting their own boxercise club and inspiring more girls to keep active and participate in physical activity.” – Smestow School



Figure 4.3 - TGW Photo Project Activity 2016

Grab your goals



The power is in YOUR hands!



Girls can do any sport



TGW Photo Activity – 2016

Female participants were asked to produce an image and tag line that would promote sport and physical activity to other young females.

Current female DoS students emphasised that positive experiences at DoS outreach and applicant events were influential in them going on to choose to study with us (page 27). We therefore intend to broaden the TGW initiative beyond an annual one-day event to become a more strategic and collaborative programme of events, activities and resources to engage prospective female students (**Action 4.1**).

Goal: Develop a more strategic approach to marketing the FD and UG DoS degree portfolio to prospective female students, to increase number of female applicants and improve the conversion rate of female offers to acceptances

Related Actions:

4.1 – Expand our ‘This Girl Will’ Initiative

- Launch TGW landing page on university website (to include: case studies of female staff, student sports scholars and AS ambassadors; events calendar; key contacts; TGW resources);
- Introduce female leadership programme (in partnership with local schools and colleges) for two age groups (11-14 & 15-18);
- Develop ‘Careers in Sport’ marketing campaign (in collaboration with local colleges) for two age groups (11-13 & 14-16);
- Host an annual ‘Female’s in Industry day.’

4.2 – Develop bespoke conversion activities and marketing materials to engage female applicants (for example: champion female DoS students and staff as role models; raise awareness of AS activity; recruit female student ambassadors to monitor Chatify and to prioritise engagement with female applicants).

4.3 – Introduce progression agreements with local colleges.

4.4 – Survey new female FD and UG students to explore what appeals to female students.

4.5 – Develop relationships with local female sports teams (e.g. female football academies) to expand our local network of key contacts that are invited to DoS outreach and recruitment activities.

4.6 – Introduce staff on each course webpage, to showcase our gender balance of academic staff.

4.7 – Utilise AS fellows to contribute to website/marketing materials

4.8 – Ensure balanced gender representation of both staff and students at open days and applicant days

V. Numbers of men and women on postgraduate taught degrees

The DoS currently offers one PGT degree, an MRes in Sport and Exercise. The MRes focuses on the disciplines of Sport and Exercise Science and Sports Coaching, courses that are dominated by male students at UG level (table 4.6), potentially helping to explain the ratio of male to female applicants. Annual MRes Bursary award opportunities are available, with successful applicants required to complete a placement alongside the bursary awarding institution which is reflective of their level of award (full-fee or partial-fee). Wolverhampton Wanderers FC and Walsall FC have offered a range of bursaries focused on supporting the work of the boy’s elite academy provision, which may be a perceived barrier to potential female applicants as the posts have attracted a significant number of male applicants (Table 4.11) **(Action 4.9)**. Bursaries are only currently available to full-time applicants, adding another barrier to female

applicants who are more likely to study part-time (detailed in table 4.8) (**Action 4.10**).

In comparison to the undergraduate applications, offers and acceptances (table 4.5), PGT female acceptance rates of offers (table 4.10) average over 50% during the audit period. This indicates that the focus at Postgraduate level to grow female student numbers needs to prioritise attracting more female applicants, whilst ensuring conversions to study remain high (**Action 4.9**).

85 DoS UG students have progressed to PGT courses in other Institutes in the Faculty, mainly with the Institute of Education (IoE) between 2016/17 and 2018/19 (table 4.9). The IoE is where postgraduate teacher-training qualifications are based, a popular option for DoS graduates who go on to teach in primary, secondary and post-compulsory education settings.

Table 4.8 - Numbers of men and women on Postgraduate Taught courses by gender and enrolment type

	2016/17		2017/18		2018/19	
Total students	13		16		19	
	Female	Male	Female	Male	Female	Male
Students by gender	4 (31%) (G)	9 (69%)	4 (25%) (A)	12 (75%)	4 (21%) (A)	15 (79%)
Subject Benchmark %	31.8%	66.6%	30.2%	69.8%	29.9%	68.6%
Enrolment type						
Full-time	3 (75%)	9 (100%)	2 (50%)	9 (75%)	3 (75%)	11 (73%)
Part-time	1 (25%)	-	2 (50%)	3 (25%)	1 (25%)	4 (27%)

Table 4.9 – Numbers of men and women who progress to PGT study in other Institutes within FEHW

Year	Gender	Institute of Education	Institute of Health	Total
2016/17	Female	21	1	22
	Male	20	-	20
	F %	51% (G)	100%	52% (G)
2017/18	Female	16	1	17
	Male	13	-	13
	F %	55% (G)	100%	57% (G)
2018/19	Female	7	-	7
	Male	6	-	6
	F %	54% (G)	N/A	54% (G)

Table 4.10 - Postgraduate Taught Degree Applications, Offers and Acceptances

Year	Gender	Total Applications	Offers	Accepts	Offer rate (% of applicants)	Acceptance rate (% of offers)
16/17	Female	7	7	3	100% (G)	42.9% (G)
	Male	19	19	9	100%	47.4%
	F%	26.9% (A)	26.9%	25%		
17/18	Female	7	7	3	100% (G)	42.9% (G)
	Male	43	37	9	86.0%	24.3%
	F%	14% (R)	15.9%	25%		
18/19	Female	5	3	2	60% (A)	66.7% (G)
	Male	29	25	11	86.2%	44%
	F%	14.7% (R)	10.7%	15.4%		

Table 4.11 - MRes DoS Bursary applications and awards by gender

Year	Gender	Bursary Applications	% Bursary Applications	Bursary Awards	% Bursary Awards
2016/17	Female	Data unavailable*	-	1	25%
	Male	Data unavailable	-	3	75%
2017/18	Female	7	21% (A)	0	0% (R)
	Male	26	79%	4	100%
2018/19	Female	0	0% (R)	0	0% (R)
	Male	21	100%	4	100%

* Bursary applications data is unavailable for 2016/17. The MRes CL has since introduced a process to track bursary applications and offers.

Table 4.12 - Postgraduate Taught Degree Attainment

Year	2016/17		2017/18		2018/19	
	Male	Female	Male	Female	Male	Female
Distinction	2	-	-	1	-	-
Merit	2	1	2	1	1	-
Pass	2	-	3	-	-	1
Total	6	1	5	2	1	1

VI. Numbers of men and women on postgraduate research degrees

Analysis of table 4.13 highlights that females comprised a consistently higher percentage of the PGR population, significantly above the national benchmark. High percentages of female PGR students study part-time (85-100% during the audit period) (**Action 4.11**). The flexibility that we offer our PGR students (including staggered start dates, part-time provision, supervisory meetings via online methods where necessary) allows us to meet the needs of our female students, and also allows us to recruit PGRs from the UK and abroad.

Table 4.13 - Numbers of men and women on Postgraduate research degrees by gender and enrolment type

	2016/17		2017/18		2018/19	
Total students	20		21		13	
	Female	Male	Female	Male	Female	Male
Students by gender	13 (65%) (G)	7 (35%)	14 (67%) (G)	7 (33%)	9 (69%) (G)	4 (31%)
Subject Benchmark	40%	56%	42%	58%	39%	58%
Enrolment type						
Full-time	2 (15%)	5 (71%)	-	4 (57%)	-	1 (25%)
Part-time	11 (85%)	2 (29%)	14 (100%)	3 (43%)	9 (100%)	3 (75%)

Table 4.14 - Postgraduate Research Degree Applications, Offers and Acceptances

Year	Gender	Total Applications	Offers	Accepts	Offer rate (% of applicants)	Acceptance rate (% of offers)
16/17	Female	4	4	3	100%	75% (G)
	Male	1	1	1	100%	100%
	F%	80% (G)	80%	75%		
17/18	Female	4	4	4	100%	100% (G)
	Male	5	4	3	80%	75%
	F%	44.4% (G)	50%	57.1%		
18/19	Female	2	1	1	50%	100% (G)
	Male	5	1	1	20%	100%
	F%	28.6% (R)	100%	100%		

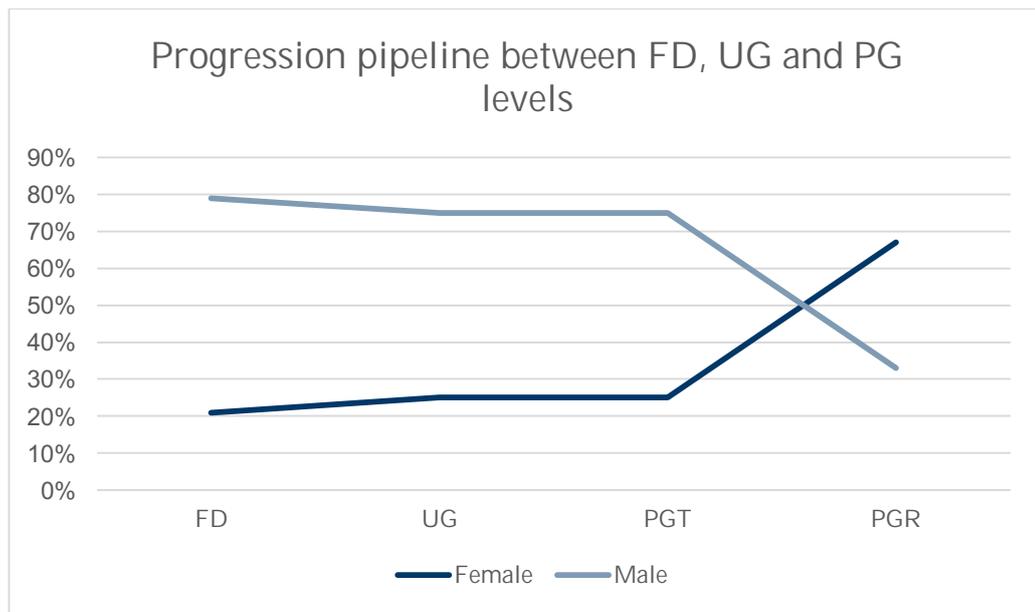
Table 4.15 - PGR Successful Completions

	2016/17	2017/18	2018/19
Male	3	-	2
Female	-	1	2
Total	3	1	4

VII. Progression pipeline between undergraduate and postgraduate student levels

Figure 4.1 illustrates that the biggest challenges in relation to recruiting female students is at FD, UG and PGT levels. The pipeline between these levels of study indicates that we need to focus our efforts on increasing the number of female applicants (and increasing conversion rates at FD and UG level) to grow the number of female students in the DoS. We are committed to introducing actions that raise the profile of the DoS amongst prospective female applicants, and championing our female students and staff as role models and ambassadors for studying and working within sport (see actions 4.1 – 4.10). Having identified where in the pipeline we need to target action, we are committed to making meaningful change which will result in increasing female representation at FD, UG and PGT levels within 4 years (success measures detailed in section 4 of the action plan).

Figure 4.1



4.2. Academic and research staff data

I. Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

The staff data presented in the following section is headcount data as of 1st September of the respective academic years (unless otherwise stated). This data represents DoS academic staff from Lecturer to Associate Dean level. The DoS does not have any staff on research-only posts. For this analysis, senior academic positions are those at grade UW11 and UW12 (see table 4.2.1). Benchmark data is for year 2017/18, presented in the 2019 Equality in HE statistical report under 'Sport Science and Leisure Studies'.

Table 4.2.1 - Job title and associated salary grade

	Grade	Academic Roles	Senior Management
Academic staff	UW9	Lecturer (L)	
	UW10	Senior Lecturer (SL)	
Senior Academic staff	UW11	Reader/Associate Professor	Principal Lecturer (PL)
	UW12	Professor	Associate Dean (AD)

We are pleased to report an overall gender balance in the DoS, with the proportion of women 6% above subject benchmark (figure 4.2.1). Whilst overall this is a positive picture, further analysis reveals a drop-off of women at senior academic level (grade UW11 & UW12), consistent with the wider University and sector picture (figure 4.2.2). Our data shows us that progression from UW10 to UW11 is the biggest challenge for women, and the DoS are engaging with the Athena SWAN charter to address this (**Action 4.12 – 4.16, 5.3, 5.5, 5.8 - 5.11**).

Figure 4.2.1 - Overall gender balance in DoS

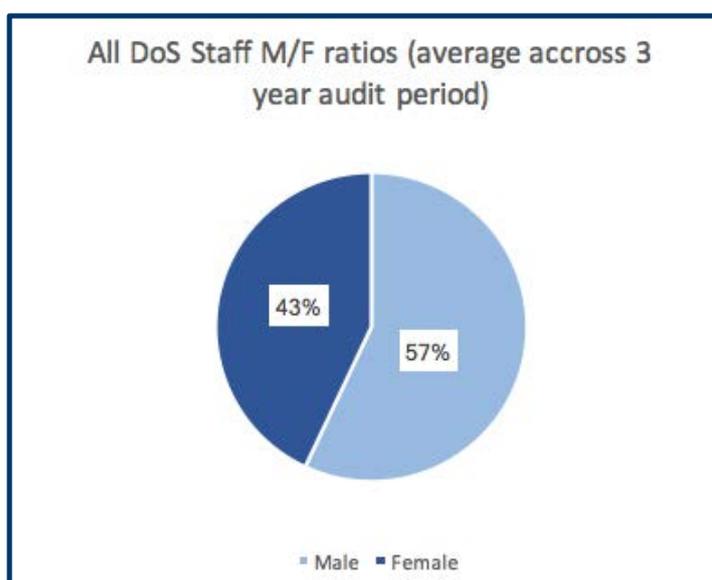
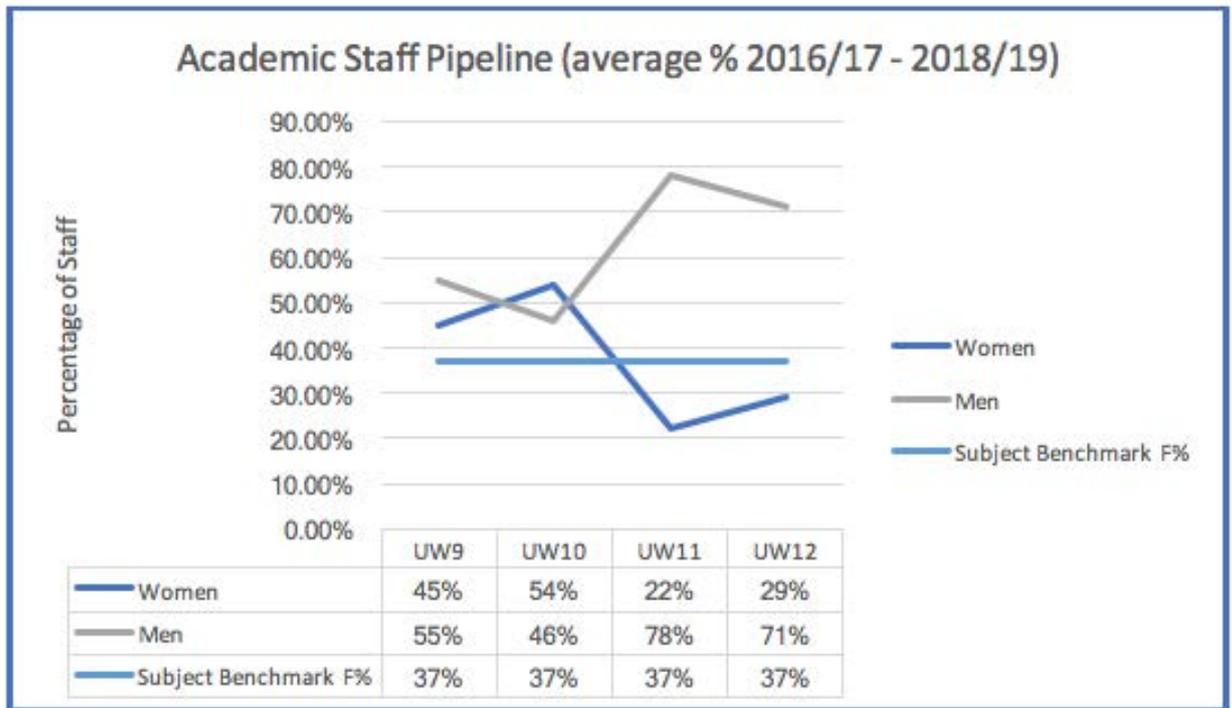


Figure 4.2.2 - DoS Academic Staff Pipeline



Despite the lower proportion of women at Senior Academic level, table 4.2.2 reveals that women are starting to access the professoriate in sport. Other Senior Academic roles in the DoS remain dominated by men. Two women have achieved promotions during the audit period. One female has been promoted outside of the DoS into faculty wide PL role (discussed in more detail in section 5.1.iii), and one female Reader has progressed to Professor. One male has also progressed from SL to PL (DoS HoD) in this time. Despite some movement in the right direction, there remains a pipeline issue that we will work towards improving (**see actions 4.12 – 4.16, 5.3 – 5.5 and 5.7 - 5.11**).

Table 4.2.2 - DoS Academic Staff by Gender and grade

Year	Level	Grade	Female (%)	Male (%)	Total
2016/17	Academic Staff	UW9	3 (43%) (G)	4 (57%)	7
		UW10	6 (55%) (G)	5 (45%)	11
	Total		9 (50%) (G)	9 (50%)	18
	Senior Academic	UW11	1 (33%) (A)	2 (67%)	3
		UW12	1 (20%) (R)	4 (80%)	5
	Total		2 (25%) (R)	6 (75%)	8
2017/18	Academic Staff	UW9	4 (50%) (G)	4 (50%)	8
		UW10	5 (50%) (G)	5 (50%)	10
	Total		9 (50%) (G)	9 (50%)	18
	Senior Academic Staff	UW11	1 (33%) (A)	2 (67%)	3
		UW12	2 (33%) (A)	4 (67%)	6
	Total		3 (33%) (A)	6 (33%)	9
2018/19	Academic Staff	UW9	3 (43%) (G)	4 (57%)	7
		UW10	7 (58%) (G)	5 (42%)	12
	Total		10 (53%) (G)	9 (47%)	19
	Senior Academic Staff	UW11	0 (0%) (R)	2 (100%)	2
		UW12	2 (33%) (A)	4 (67%)	6
	Total		2 (25%) (R)	6 (75%)	8
Benchmark	37%				

Whilst we have differing role profiles our department does not have academic staff who are 'teaching only' or 'research only'. Instead, we have the 'Wolverhampton Academic' framework which was introduced in 2018. All academic and senior academic staff (bar the Institute Director), in negotiation with their line manager, align themselves with one of the two pathways:

Table 4.2.3 – The Wolverhampton Academic Progression Routes

Grade	Role Profile	
	Teaching and Research (T&R)	Teaching, Scholarship and Professional Practice (TS&PP)
UW9	Lecturer	Lecturer
UW10	Senior Lecturer	Senior Lecturer
UW11	Reader	Associate Professor
UW12	Professor	Professor

There are parallel progression routes for academic staff on both the T&R and TS&PP role profiles. Prior to the introduction of the Wolverhampton Academic, the criteria for promotion to UW11 was aligned with research related achievements (e.g. peer reviewed publications, income generation, PhD supervision), thus disadvantaging staff whose work focused on pedagogical development or professional practice. Significantly in the DoS, a higher proportion of women are on a TS&PP role, with a higher proportion of men on the T&R role profile (table 4.2.4). The introduction of the Wolverhampton Academic and the associated TS&PP career progression route thus provides the opportunity for progression to UW11 (Associate Professor) and UW12 (Professor) for those working in disciplines aligned with pedagogy (e.g. Physical Education) and professional practice (e.g. Sport Coaching, Sport Development).

Consultation highlighted some uncertainty around the newly introduced role profiles (**Action 4.12**). The progression routes and associated criteria in the TS&PP pathway are perceived as less well-defined, largely due to their recent introduction.

Table 4.2.4 - DoS Academic Staff (UW9/10) by Role Profile (the Wolverhampton Academic framework) and Gender

Snapshot date – 01.08.19

Year	Role Profile	Female	Male	% Female (of female population)	% Male (of male population)
2018/19	Teaching & Research	1	6	14%	75%
	Teaching, Scholarship & Professional Practice	6	2	86%	25%
Total*		7	8	100%	100%
<p>*Two female staff retirements, one female promotion to Faculty-wide PL and one male staff leaver explains the discrepancy between total number of UW9/10 male and female staff reported here and totals in table 4.2.2</p>					

Role profiles are reviewed during appraisal to ensure that staff are on the correct role profile for their planned career trajectory. Traditionally, research has been privileged within criteria for promotion, and there is a perception evidenced within staff consultation that research-related criteria disadvantages staff working in certain subject areas (such as Physical Education or Social Science).

“Readership and professorship criteria lends itself to the criteria of colleagues that work in the natural sciences, in terms of the research that they do, their access to research funding... My colleagues in the social sciences probably find it more challenging to demonstrate some of the criteria for promotion on the research route because it’s quite difficult in their area to achieve the funding and have nationally recognised projects” (Male Senior Academic staff member, qualitative staff consultation, July 2019)

The introduction of the role profiles and subsequent development of equivalent progression routes (table 4.2.3) enables staff to select a role profile aligned with their career aspirations. With women more likely to select a TS&PP role profile (table 4.2.4) we need to raise awareness of progression routes, ensuring that staff understand the criteria for promotion to both Reader and Associate Professor and feel supported to apply (see actions below).

Goal: Address the pipeline issue by encouraging and supporting women to apply for roles at UW11 and above

Related Actions:

4.12 - Improve understanding of the TS&PP and T&R progression routes, including the criteria for promotion to Associate Professor and Reader.

4.13 - Identify staff in the pipeline with aspirations to progress to UW11 and introduce targeted interventions to support their progression.

4.14 – Support female staff to find suitable mentors (this is especially significant for those on the TS&PP role profile as there are currently no senior academic staff in the DoS on TS&PP role profiles, so mentorship must be sought elsewhere).

4.15 - Signpost staff aspiring to promotion to centrally organised workshops and events, including new workshops for promotion to Associate Professor.

4.16 - Develop Sport Cultures and Pedagogy research and scholarship cluster.

Additional career development actions are detailed in section 5.

II. Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

All DoS female academic staff are on permanent contracts, contrasting with sector trends where women are more likely to be employed on fixed-term contracts (Table 4.2.5). Fixed term contracts have been used in the DoS to cover maternity leave, and owing to the temporary nature of these posts have attracted ECRs.

Table 4.2.5 - DoS Academic Staff by Contract Type and Gender

Year	Contract Type	Female	Male	Total	% Female	% Male
2016/17	Permanent	11	12	23	48% (G)	52%
	Fixed Term	0	3	3	0% (G)	100%
2017/18	Permanent	12	13	25	48% (G)	52%
	Fixed Term	0	2	2	0% (G)	100%
2018/19	Permanent	12	13	25	48% (G)	52%
	Fixed Term	0	2	2	0% (G)	100%
Subject Benchmark	Permanent				35%	65%
	Fixed Term				40%	60%

Table 4.2.6 - Fixed Term DoS Academic Staff by Grade

Year	Grade	Male Fixed-Term	Total Male Staff	% Male population	% Total population of female and male population
2016/17	L	2	4	50%	29%
	SL	1	5	20%	9%
2017/18	L	1	4	25%	13%
	SL	1	5	20%	10%
2018/19	L	1	4	25%	14%
	SL	1	5	20%	8%

There is an overall balance of men and women working part-time. Two staff (at grades UW10 and UW12) requested to reduce their hours from full to part-time and both were approved. This created two fractional contracts which recruited one female professor (UW12) and one male lecturer (UW9).

Table 4.2.7 - DoS Part-Time staff by Gender and Grade

Year	Grade	Female	Male
16/17	UW9	1	3
	UW10	1	-
	UW11	-	-
	UW12	-	-
	Total	2 (40%)	3 (60%)
17/18	UW9	1	2
	UW10	1	-
	UW11	-	-
	UW12	1	1
	Total	3 (50%)	3 (50%)
18/19	UW9	2	2
	UW10	1	-
	UW11	-	-
	UW12	1	1
	Total	4 (57%)	3 (43%)
Total		9 (50%) (G)	9 (50%)
Benchmark		42%	58%

III. Academic leavers by grade and gender

Ten academic staff have left the Department of Sport. Destination data is collected through an exit interview collected by line managers. Three female senior lecturers have left the university. One had a career change in 2016/17, and two female staff retired in the 2018/19 academic year. Two full-time male members of staff (1 SL, 1 PL) left the university to take up PL positions elsewhere (one promotion and one relocation). One male (L) relocated. Four male part-time members of staff have left the university, two due to the completion of their fixed-term maternity cover contracts, and two on fractional contracts who gained employment elsewhere.

Table 4.2.8 - Academic Leavers by grade, gender and full/part-time status

Year	Grade	F (FT)	F (PT)	Male (FT)	M (PT)	Total
2016/17	UW9	-	-	-	1	1
	UW10	1	-	1	-	2
	UW11	-	-	-	-	-
	UW12	-	-	-	-	-
2017/18	UW9	-	-	-	2	2
	UW10	-	-	-	-	-
	UW11	-	-	-	-	-
	UW12	-	-	-	-	-
2018/19	UW9	-	-	1	1	2
	UW10	2	-	-	-	2
	UW11	-	-	1	-	1
	UW12	-	-	-	-	-

[2149 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

I. Recruitment

Despite higher numbers of male applicants, 44% of newly recruited staff members were female, helping to maintain our overall gender balance in the DoS (table 5.1.1). Therefore, increasing applications from women is where we need to target action. All vacancies are advertised on our e-recruitment website. A recruitment pack that accompanies all adverts contains key information about the university, respective faculty and job role. However, information on our engagement with the Athena SWAN charter and flexible working opportunities are notable omissions. We will implement initiatives detailed in **Action 5.1** to promote our commitment to gender equality more clearly in all job vacancy adverts.

Consistent with wider institutional policy, all staff involved in recruitment and selection activities undertake mandatory 'Diversity in the Workplace' and 'Unconscious Bias' training. All new managers complete a portfolio of workshops including a one-day workshop on recruitment, selection and interview skills. Since the start of 2019, the DoS have been involved in an anonymous shortlisting pilot, which is currently being evaluated in preparation for an institution-wide roll out. This process has been introduced as a mechanism to reduce the opportunity for unconscious bias at shortlisting stage. In 2019, the university implemented a policy to ensure that diversity must be considered when convening a recruitment panel. Recruitment panels are not allowed to proceed if they are 100% one gender, with compliance monitored by HR.

Table 5.1.1: Recruitment to academic posts

Snapshot date of 31st August 2019

Year	Posts advertised	Gender	Applications	Shortlisted	Offer	Accepts
2016/17	4 (UW9)	Female	18 (22% ↓) (R)	4 (←22%) (24% ↓)	2 (←50%) (50% ↓)	2 (←100%) (50% ↓)
		Male	63 (78%)	13 (←21%) (76%)	2 (15%) (50%)	2 (←100%) (50%)
2017/18	2 (UW9)	Female	10 (34% ↓) (A)	5 (←50%) (38% ↓)	1 (←20%) (50% ↓)	1 (←100%) (50% ↓)
		Male	19 (66%)	8 (←42%) (62%)	1 (←13%) (50%)	1 (←100%) (50%)
2018/19	3 (UW9)	Female	16 (24% ↓) (R)	3 (←19%) (14% ↓)	1 (←33%) (33% ↓)	1 (←100%) (33% ↓)
		Male	52 (76%)	19 (←37%) (86%)	2 (←11%) (67%)	2 (←100%) (67%)
	1 (UW11)	Female	2 (40% ↓) (G)	0 (0%)	0 (0%)	0 (0%)
		Male	3 (60%)	0 (0%)	0 (0%)	0 (0%)
Total	10	Female	46 (25% ↓) (A)	12 (23% ↓) (26% ←) (G)	4 (←33%) (44% ↓) (G)	4 (←100%) (44% ↓) (G)
		Male	137 (75%) (A)	40 (77%) (29% ←) (G)	5 (←13%) (56%) (G)	5 (←100%) (66%) (G)

Induction

The university induction process was updated in 2019 after consultation with staff about its effectiveness. All new staff members receive:

- A new starter information pack;
- Access to a new starter web portal;
- A 12-month new starter checklist, split into: before staff start, the first week, first month, first six months, and first 12 months.
- A centrally organised induction session which includes a presentation from a member of UoW senior management, and workshops from our Staff Networks, and our central E&D team.

A newly recruited female DoS staff member (UW10) commented on her experience of the centrally organised aspects of induction:

“My initial contact with the University was positive, HR were extremely efficient and early access to IT log-in was useful. I thought the mandatory training was well planned, the e-training platform was easy to follow and presentations useful.

There was some delay on access to e-vision and Agresso, so perhaps an automatic activation for new staff could be considered. All other regulations and procedures are clearly provided in the new starter website.”

It is then the responsibility of departments to facilitate induction activities at a more local level, that build upon and complement the centrally organised induction process. Line managers are responsible for supporting new staff to settle into the department and complete their 12-month probation. New starters in the DoS receive the following upon the commencement of their employment:

- An initial welcome meeting with their line manager, which includes completion of probation paperwork and goal setting;
- Monthly 1:1 meetings with their line manager in the first 12 months of employment;
- Formal introduction to other DoS staff through a ‘Welcome to the Department’ email and face-to-face introduction at the next available opportunity (usually a department staff meeting);
- Informal introduction to staff members in the department, including an introduction to the relevant course team (e.g. the course team will meet with new staff for coffee or lunch).

Mandatory online training must be completed during probation, and line managers are responsible for ensuring compliance. Line managers in the DoS

check progress with the mandatory training (and other probation tasks) during monthly 1:1 meetings. The induction process is a mandatory requirement for all DoS staff, and thus uptake is 100%.

Two newly recruited staff members (one male UW9, one female UW10) were asked about their local induction experience into the DoS, and made the following comments (**Action 5.2**):

“Management made me feel extremely welcome upon appointment. The initial induction meeting with my line manager was timely with the probation form completed on my first day. It was helpful to have clear, realistic objectives that provided focus for the first working months. The follow-up meetings were regular and opportunity to catch-up on progress and ask questions was appreciated.”
(Female staff member, joined the DoS in April 2020)

“Introduction to my course team was facilitated by my line manager on an informal basis. This was beneficial following my workload allocation as this allowed for modules, resources and teaching to be discussed and shared. My initial meeting with the wider sport department was undertaken at the first department meeting and was further enhanced via the department Away Day which preceded the first week of student induction / teaching. The one aspect that would have aided my induction would be a better introduction to the number of online systems. A more comprehensive introduction and training on how to use these programs would have been beneficial at the beginning of employment.” (Male staff member, joined the DoS in September 2019)

Promotion

Academic promotion and support for career progression within the DoS is consistent with the institution-wide processes:

- a. **Academic Progression Cycle** - assessment of an employee's ability to progress from Lecturer to Senior Lecturer;
- b. **Internal Reader, Associate Professor and Professor Conferment Process;**
- c. **Internal Promotion** where staff apply for vacant posts.

Pay at academic levels UW9 – UW11 is standardised. Staff incur annual incremental raises until the top of the respective scale is reached. UW12 is part of the senior staff pay and reward policy, where salaries are standardised for each job family (e.g. Professor, Associate Dean).

All promotions during the audit period were of full-time staff.

a. Academic Progression Cycle

Two full-time female staff members were eligible and successfully progressed to UW10 during the audit period (Table 5.1.3) Progression from Lecturer (UW9) to Senior Lecturer (UW10) is dependent upon a satisfactory progress report submitted to the Dean of Faculty. HR give notice to the IoHS Institute director of staff due to progress to UW10, who then passes this on to respective line managers. Staff meet with their line manager to discuss their readiness to undertake responsibilities at UW10 level and then both complete a progression record form detailing the respective staff members' ability to meet the responsibilities of a Senior Lecturer. Line managers provide their progression recommendation in writing to the Dean. All lecturers (whether full or part-time) incur annual increments. Staff who take periods of leave (for example maternity leave) continue to incur annual increments.

A female who progressed to UW10 during the audit period said the following about this process:

“My line manager was extremely supportive as I was approaching the top of the lecturer bracket. He made sure the process that I needed to follow was clear, and kept me informed via email of progress with my application. I was informed in writing by HR of the outcome of my application, and received confirmation my new salary.”

b. Internal Reader, Associate Professor and Professor Conferment Process

Each year, internal applications are invited for the conferment of Professorships, Readerships and Associate Professorships. The University now has three routes to conferment aligned with its three core areas of business: Research; Learning and Teaching; and Knowledge Exchange, and the associated role profiles of the Wolverhampton Academic (T&R or TS&PP). Staff align themselves with the most appropriate pathway.

Figure 5.1.1. – Research conferment route for those on T&R role profile

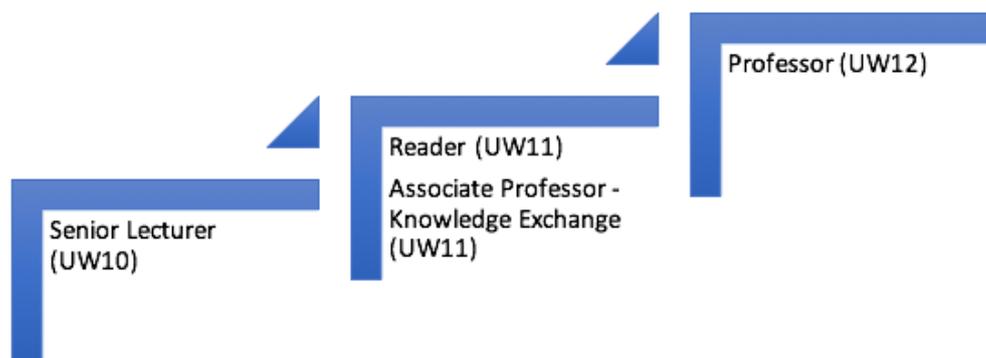


Figure 5.1.2 – Learning and Teaching conferment route for those on TS&PP role profile



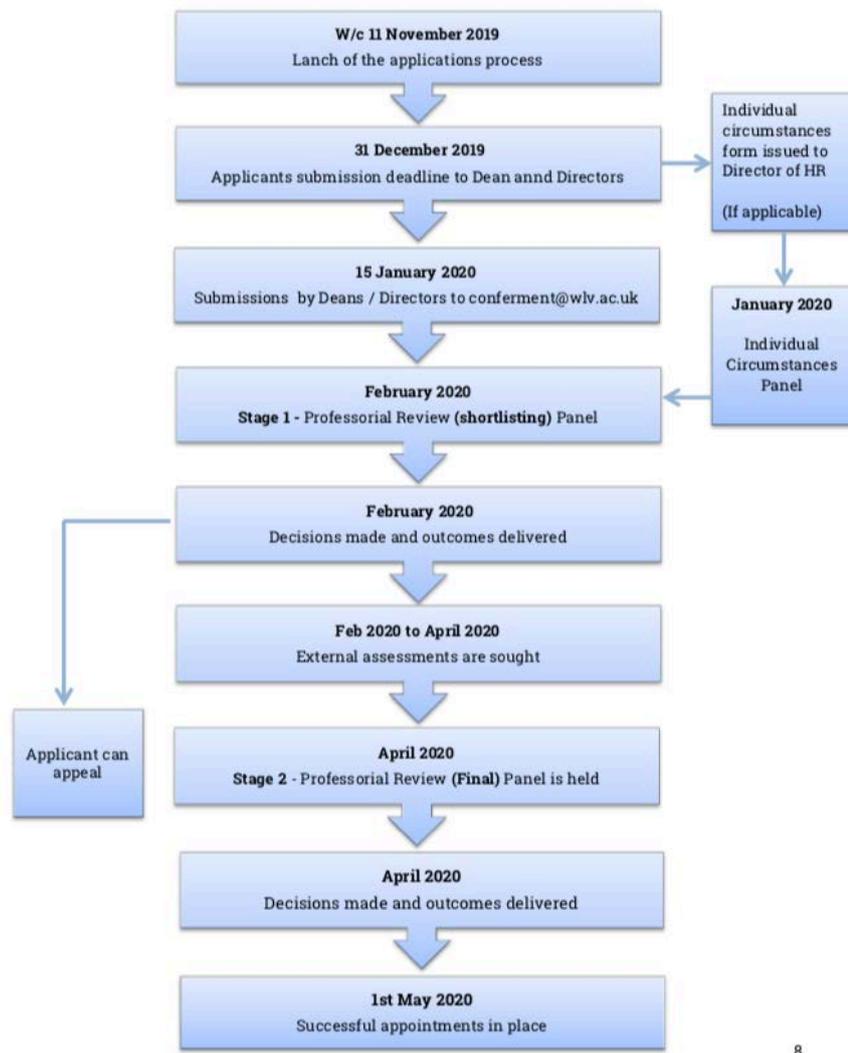
The annual call for applications is communicated to all staff via email, and signposts staff to details of the process and criteria which are located on the University website. The call for applications states that ‘more women and BAME staff are particularly encouraged to apply for the roles, as they are underrepresented at the professorial and readership levels.’ Whilst this statement is encouraging we recognise the need to formulate more proactive actions at department level that support underrepresented groups in preparing for promotion. A declaration of circumstances form is used as a mechanism to ensure that individuals with circumstances that might impact on research outputs and/or teaching and scholarship related activity (e.g. part-time staff, extended periods of leave) are not disadvantaged in the process. Unsuccessful applicants receive written and 1:1 feedback from the panel.

A Pathways to Professorship, Readership and Associate Professorship workshop is run annually at university level. The purpose of the workshop is to encourage and support prospective applicants by helping people to plan their academic career strategically and to better understand the application procedure. Attendance data presented in table 5.1.2 illustrates that very few staff are engaging with this central training offer (**Action 4.12 & 4.15**).

Table 5.1.2 – DoS staff attendance at Pathways to Professorship, Readership and Associate Professorship workshop

	Female	Male
2016/17	1	0
2017/18	0	0
2018/19	0	1

Figure 5.1.3 – Reader, Associate Professor and Professor Conferment process



We identified a drop off-of women at senior academic level in section 4.2, with the progression from UW10 to UW11 being the biggest challenge. The data presented in table 5.1.3 illustrates the small pool of staff applying for progression, and low success rates for progression to UW11. The SAT concluded that the institution-wide support mechanisms are not sufficient on their own, and need to be accompanied by local-level support within the DoS. Staff consultation suggested that current support mechanisms were ad-hoc and informal, and that colleagues in some disciplines within the department were perceived to have better access to resources and support than others. We will work to identify staff in the pipeline with aspirations to progress to UW11 and introduce targeted interventions to support their progression (**Action 4.13**). It is encouraging that 60% of female academic staff surveyed are seeking a promotion in the next 5 years (Figure 5.1.4). We are targeting action at preparing and encouraging staff to apply to UW11 and increasing success rates for both genders (**Action 4.13 and 5.3**).

c. Internal Promotion

To progress from SL to PL, and from PL to AD staff must apply for appropriate internal vacancies. There are two PL positions and one AD position in the DoS. DoS staff can only apply for these positions when a vacancy arises. DoS staff are also eligible to apply for PL and AD positions in other departments, institutes or faculties.

During the audit period one full-time female SL (Dr Kath Leflay) applied for promotion to PL (3 separate faculty-wide PL posts). As table 5.1.3 shows, she was successfully appointed to PL in 2019, having been shortlisted but not offered the post on two previous occasions. During consultation Kath discussed her journey to becoming a PL:

“I’ve applied for a couple of other principal lecturer positions and didn’t get them. At that point I’d had quite a lot of advice from X about some of the things that I probably need to ensure that you’re doing and work on to put yourself in a position where you might be more successful next time.”

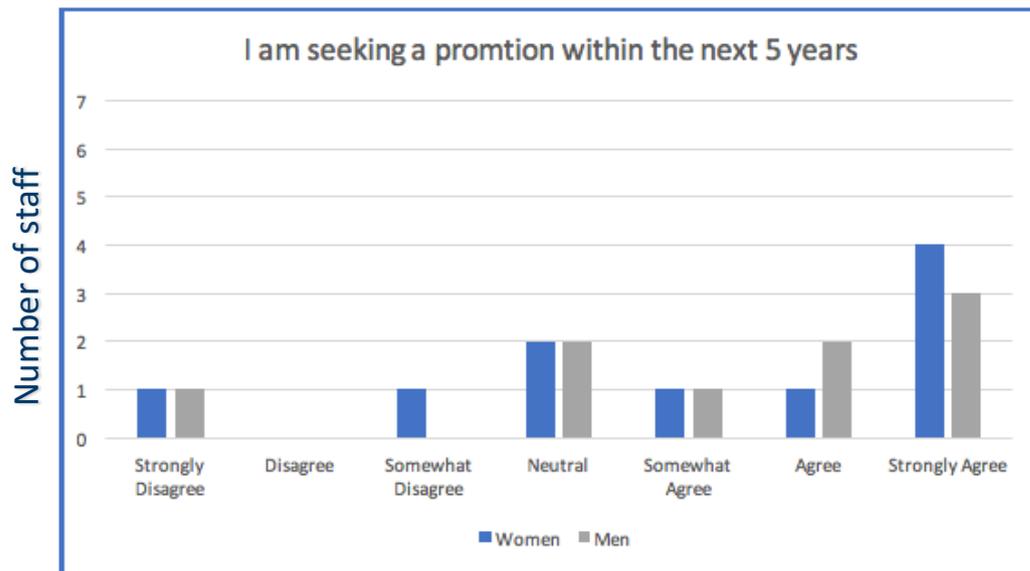
Three males applied for internal promotions. One male SL was successfully appointed to PL in 2019. Two PLs both applied for the same AD role within the IoHS, where Dr Richard Medcalf was successfully appointed as Director of the Institute of Human Sciences, taking over from Dr Kay Biscomb who had moved to a Faculty-Wide AD post.

Table 5.1.3 – Applications for promotion by gender and grade

Snapshot date – 31st August 2019

2016/17 – 2018/19	Applications		Successful Promotions		Success Rate
Female	6		4		67%
Male	7		3		43%
Lecturer to Senior Lecturer (UW9 to UW10)					
	Eligible Applicants (%)		Successful Progressions (%)		
Year	Female	Male	Female	Male	
2016/17					
2017/18					
2018/19	2 (100%)		2 (100%)		
Senior Lecturer to Reader or Associate Professor (UW10 to UW11)					
	Applications		Successful Promotions (%)		
Year	Female	Male	Female	Male	
2016/17					
2017/18		3		0 (0%)	
2018/19					
Senior Lecturer to Principal Lecturer (UW10 to UW11)					
	Applications		Successful Promotions (%)		
Year	Female	Male	Female	Male	
2016/17	1		0 (0%)		
2017/18	1		0 (0%)		
2018/19	1	1	1 (100%)	1 (100%)	
Reader or Associate Professor to Professor (UW11 to UW12)					
	Applications		Successful Promotions (%)		
Year	Female	Male	Female	Male	
2016/17		1		1 (100%)	
2017/18	1		1 (100%)		
2018/19					
Principal Lecturer to Associate Dean (UW11 to UW12)					
	Applications		Successful Promotions (%)		
Year	Female	Male	Female	Male	
2016/17					
2017/18		2		1 (50%)	
2018/19					

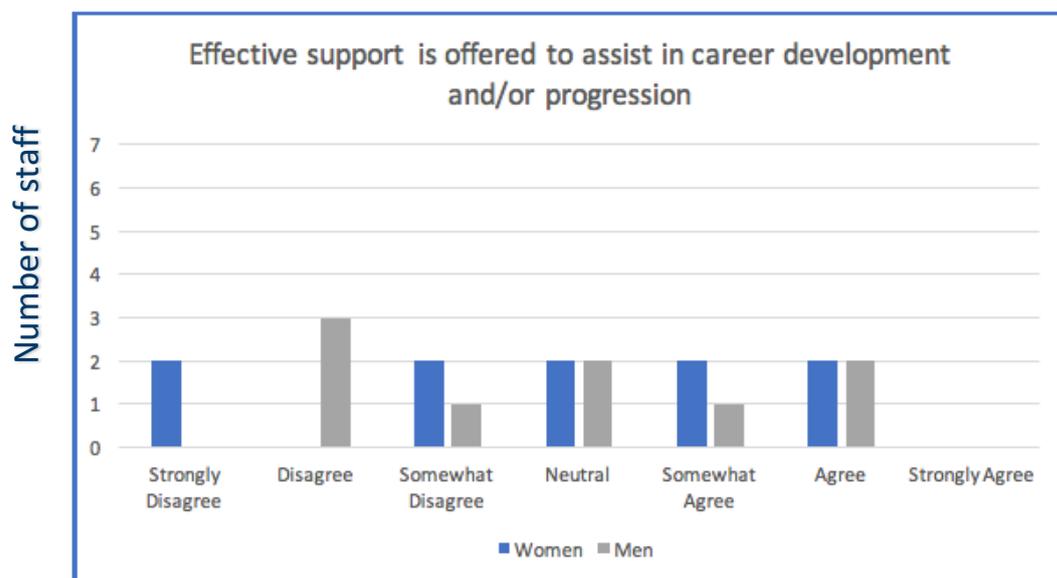
Figure 5.1.4 – Staff Consultation - Promotion



Support for career development and promotion

Staff are encouraged to share their career goals and aspirations with their respective line manager through the appraisal process, but consultation identified a need for more strategic career development planning opportunities to support progression (**Actions 5.3 - 5.8**), and a more targeted approach (**Action 4.13**). Informal mentorship was cited as a key facilitator for progression by senior academic staff involved in the (interview based) consultation process. However, not all staff felt that they benefited from these informal networks. Whilst we certainly would not want to discourage informal mentoring relationships, it is imperative that all staff have access to a support network (**Action 4.14**).

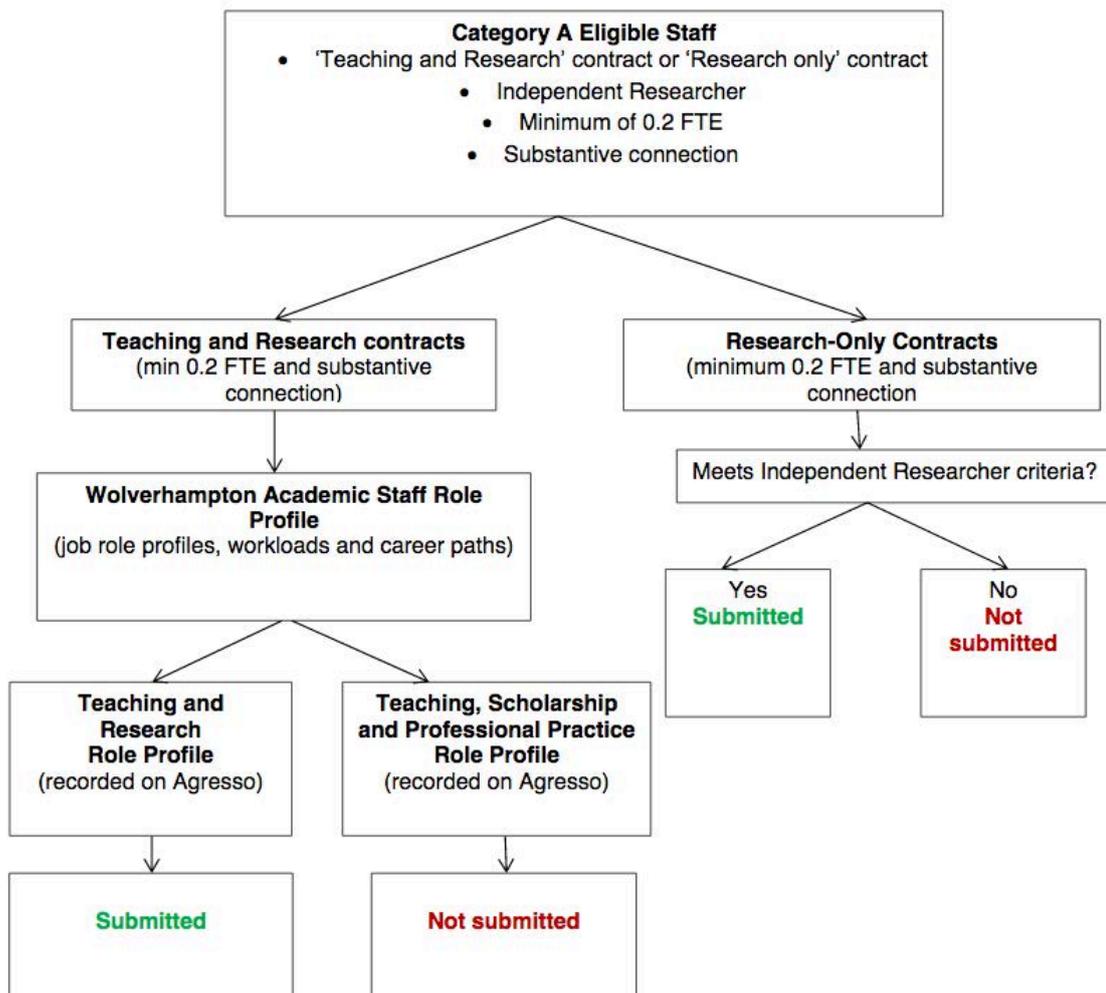
Figure 5.1.5 – Staff consultation – support for career development



Department submissions to the Research Excellence Framework (REF)

Any academic staff member with a contract of employment of 0.2 FTE or above, whose primary function is to undertake either 'research only' or 'teaching and research' are identified within REF criteria as 'Category A eligible staff'. Within the DoS, all academic staff are employed on Teaching and Research contracts, but as part of the Wolverhampton Academic Framework formally align themselves with one of two role profiles (detailed on page 40-42). At the UoW, the Category A criteria identify both staff who do and who do not have significant responsibility for research (based on their selected role profile). Therefore, and with the agreement of the University and College Union, the DoS use the Wolverhampton Academic Framework to form our Category A submitted staff pool. The process for accurately identifying eligible staff – i.e. those who meet the Category A definition and who have a significant responsibility for research - is set out in Figure 5.1.6.

Figure 5.1.6 - The process for accurately identifying eligible staff for inclusion in REF



Professor Tracey Devonport is the REF co-ordinator for the DoS, and is leading on the writing of the environment template, but impact case-study leads are all male. We set an objective in our previous AS submission to double the number of female staff participating in REF 2021, which we have achieved (table 5.1.4). However, we recognise that there remains a clear imbalance between male and female staff submitting to REF and this is something that we need to address (**Action 5.9**).

Table 5.1.4 – Staff submitting to REF by gender**

	REF 2014			REF 2021		
	Number Eligible	Number Submitted	% of eligible staff	Number Eligible*	Number Submitted	% of eligible staff
Female	7	2	29%	4	4	100%
Female %	35%	22% (R)		27% (A)	27% (A)	
Male	13	7	54%	11	11	100%
Male %	65%	78%		73%	73%	
Total	20	9	45%	15	15	100%
<p>* Eligibility based on UW9 and UW10 staff on T&R role profiles, DoS Professors, two senior academic staff now undertaking Faculty-wide AD positions but whose research sits within sport's unit of assessment, and one Professor in Health whose research sits within sport's unit of assessment.</p> <p>** The DoS was not submitted to the RAE in 2008.</p>						

5.2. Career development: academic staff

(i) Training

Career development training is offered centrally by the university's Organisational Development (OD) team, and the Doctoral College. This includes mandatory training for all staff members (including courses on Equality and Diversity, and Unconscious Bias); professional development programmes; coaching and mentoring opportunities; and research-related courses. Effectiveness of the central training offer is monitored at university level. Low levels of engagement beyond the mandatory training offer (table 5.2.1), coupled with staff survey responses (figure 5.2.1) indicates that we need to raise awareness of the training on offer, and facilitate female participation (**Action 5.10**). We have identified the Aspiring Leaders and Aurora programmes as particularly relevant to support progression to UW11.

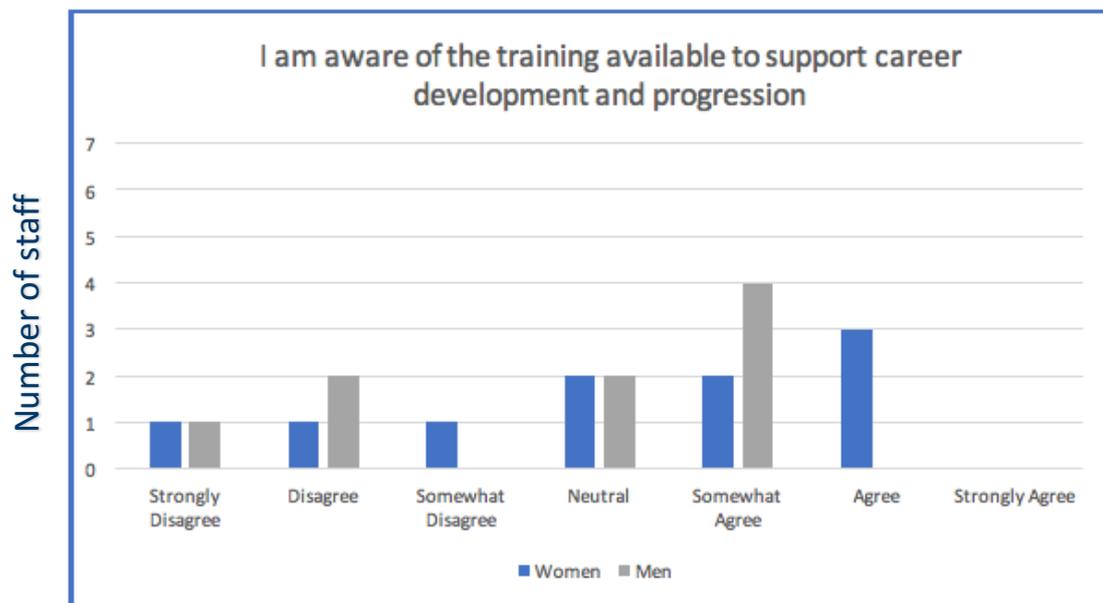
Image 5.2.1 - Screen shot of course categories available on the OD webpage



Table 5.2.1 – Uptake of Additional Training by Gender

	Additional Training	
	Female (%)	Male (%)
2016/17	0 (0%) (R)	9 (100%)
2017/18	2 (15%) (R)	11 (85%)
2018/19	3 (50%) (G)	3 (50%)

Figure 5.2.1 – Staff consultation – awareness of training offer



(ii) Appraisal/development review

Mr Julian Smith and Dr Ross Cloak (DoS HoDs) line manage UW9 and UW10 DoS academic staff, and are responsible for facilitating annual appraisals. 'My Development and Performance Discussion' (DPD) is an opportunity to reflect on past performance and to discuss and agree priorities for the forthcoming year. There is a drop in the number of staff completing appraisals (table 5.2.2) in 2018/19, with records indicating only 50% of female staff completed an appraisal. We investigated this immediately and found the newly introduced DPD discussion requires academic staff to log their appraisal date on the Agresso system, which many staff were unaware of.

Line managers complete mandatory training on delivering effective appraisals and uptake is 100%. However, DoS staff consultation (detailed in figure 5.2.3 and 5.2.4) suggests the process is not necessarily effective as a career development tool. The DoS have agreed to pilot some key initiatives in collaboration with the OD team, and the outcomes of these pilots will shape the future development of the appraisal process (**Actions 4.13, 5.5 and 5.6**).

Figure 5.2.2 – Staff consultation – appraisal process

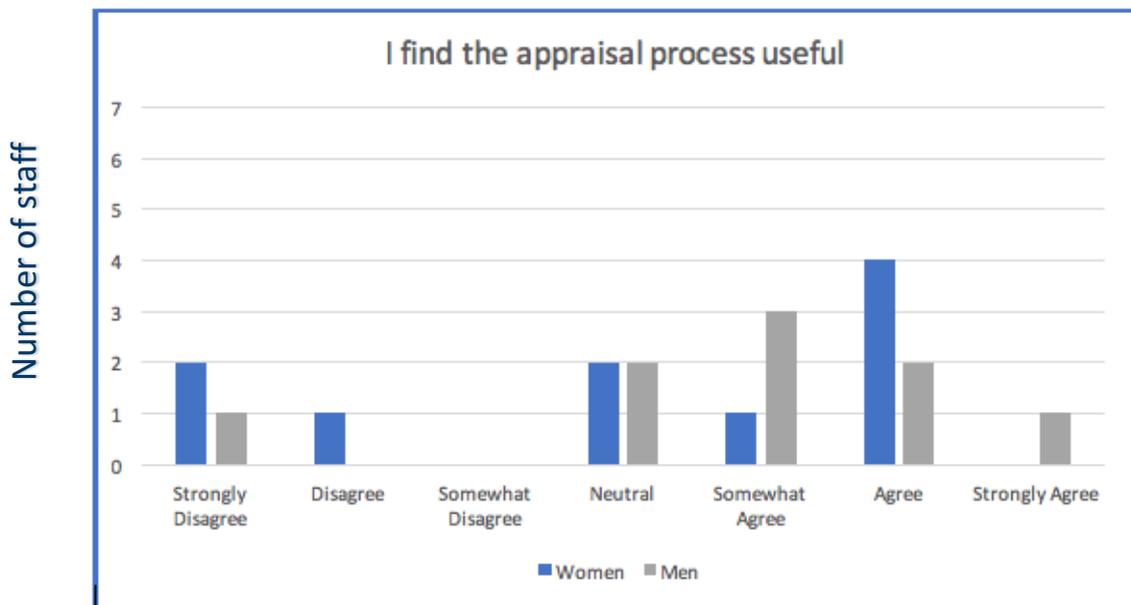


Figure 5.2.3 – Free text comments from staff consultation survey

This year my appraisal was a cut and paste from poorly written and worded development plans and thus was imposed upon me. We talk through personal development but there is no funding to support this and any activity has to fit directly with current knee jerk reactions to poor strategic leadership. The process leaves us both frustrated. Any gains in development and expertise unrewarded or officially acknowledged as both resources and management capacity/power very limited to shape roles other than those prescribed by workload tariffs.

Male, Academic, 2020

The appraisal process has become more instrumental and people have less opportunities to shape their own targets

Female, Senior Academic, 2020

I would not call what I have experienced an appraisal. They need to work both ways and not just serve the needs of the line manager and University.

Female, Academic, 2020

Figure 5.2.4 – Feedback from staff consultation interview

“I think my issue with the appraisal system is, that you could get a line manager who is very teaching focused, and in your appraisal if you’re aspirations are research wise... they don’t really know the process of that themselves, because they’ve always been [in] management positions in academia than research positions; so with the appraisals, I think if you’re going down the research route then you need more than just your line manager in there, I think you need a senior research member of staff probably in those sessions as well, because otherwise you just talk and discuss what you’re comfortable with, and if that’s not research and you’re doing an appraisal for somebody who is then it’s difficult for them to really appraise.” (Male Senior Lecturer, July 2019) **Action 5.6**

Table 5.2.2 – Appraisals completed by gender

	Appraisals completed		Percentage of staff	
	Female	Male	Female	Male
2016/17	-	-	-	-
2017/18	7	9	78%	82%
2018/19	5	8	50%	67%
2016/17 data unavailable due to a change in appraisal documentation and reporting system				

(iii) Support given to academic staff for career progression

All academic staff are annually awarded 180 workload hours for Self-Managed Research and Scholarly Activity (SMRSA). SMRSA can be used to: attend conferences; progress research; and engage in CPD activities. In addition to SMRSA staff can bid for up to 200 workload hours for specific research activity (SRA) or to support pedagogic research and development (PRD). Research Centre Heads support the review of SMRSA and SRA/PRD upon the completion of workload. On top of SMRSA, SRA and PRD, staff can apply for internal funding, leadership courses and CPD schemes to aid career progression. Key initiatives are detailed below:

ERAS

The Early Researcher Award Scheme (ERAS) is an institution-wide initiative that offers 10 annual fellowships to staff who have progressed to postdoctoral level within the previous five years, and is comprised of two elements:

- An individual research project with a £5000 budget;
- A support programme consisting of: action learning sets; workshops; and dedicated mentoring support.

300 workload hours are provided for ERAS activities. Staff consultation with DoS ERAS applicants (as part of our previous Bronze award submission) highlighted the exclusion of PT staff members, who were ineligible to apply. As a result of this consultation, the ERAS programme has now been extended to part-time staff who would be expected to complete the fellowship over a two-year period.

Seven DoS staff have been awarded ERAS funding since its inception, two males and five females. Six (86%) of these staff have since progressed to UW11 or higher (table 5.2.4). This data suggests that ERAS is an effective support mechanism for career progression to senior academic levels. We have identified supporting progression to UW11 as a key target, and we need to get more female staff in the pipeline for promotion to UW11. Encouraging eligible female staff to apply for ERAS is thus a key action (**Action 5.7**).

Table 5.2.3 DoS ERAS Recipients

	Applications		ERAS Awards	
	Female	Male	Female	Male
2016/17	0	1	0	0
2017/18	1	1	1	0
2018/19	1	1	0	0

Table 5.2.4 – Previous DoS ERAS Recipients and career progression

Name	Gender	Year of Award	Current Job role & Level *
Dr Kath Leflay	Female	2017/18	Principal Lecturer (UW11)
Dr Ian Lahart	Male	2015/16	Reader (UW11)
Dr Tina Smith	Female	2015/16	Senior Lecturer (UW10)
Professor George Metsios	Male	2009/10	Professor (UW12)
Professor Tracey Devonport	Female	2008/09	Professor (UW12)
Dr Kay Biscomb	Female	2005/06	Associate Dean (UW12)
* Job role/level as of August 2020			

Aurora leadership development programme

Aurora is a national women-only leadership development programme. The UoW funds attendance, and application for admittance is oversubscribed year-on-year. To date, two DoS applicants have successfully secured a place, with one attendee (2017/18 cohort) since promoted to UW11 (**Action 5.10**).

Table 5.2.5 – Aurora Applications and Offers

	Applications	Offers
2016/17	1	0
2017/18	2	1
2018/19	1	1

Figure 5.2.5 – Staff Consultation Regarding Aurora

Staff consultation response:

“I found the Aurora programme really inspirational [...] and because of the selection process I saw it as a commitment from the university in the sense that you are potentially being put forward as someone who is suitable for promotion in the not so distant future.” (Senior Academic Staff, Female, July 2019)

- (iv) Support given to students (at any level) for academic career progression

The University's Careers, Enterprise and The Workplace (CETW) team provide a dedicated career related support system for all UoW students and alumni who have graduated within the past three years. Through the CETW students are offered career advice and guidance, support with finding jobs and placements and support with job applications and interviews, amongst a range of other career-related activities. In 2014/15 the DoS trialled a Career Development Week (CDW), this allowed UG and PGT/PGR students to access a range of CPD courses. To encourage more students to progress from UG to PG study, the CDW includes a talk provided by the Director of the IoHS on PG study in the DoS. The CDW was so successful it became a University-wide initiative in 2016/17.

All DoS UG courses have a strand of employability embedded within them. This includes a year-long placement module that supports students to gain relevant work experience, and a 'transitions' module at Level 6 study that supports students to effectively articulate their readiness for employment or further study. The Wolverhampton Enterprise and Employability Award (WEEA) is embedded into the DoS curriculum, and allows students to gain recognition of their skills and experiences. Destination of Leavers from Higher Education (2019) data shows that DoS graduates achieved an outstanding 99% employability rate within six months of graduating.

PGR students at the UoW go through a mandatory Annual Progress Review (APR). This comprises a self-assessment of progress, action plan for the forthcoming year, identification of areas of concern and identification of CPD intended to support career progression.

The Doctoral College provide several initiatives to support PGR progression into teaching including:

- PGRs can apply for paid teaching;
- Access to two courses that provide the foundations of teaching, learning and assessment;
- Access to College of Learning and Teaching Online Resources;
- For PGR teaching or demonstrating for 24 or more hours a year, they are entitled to study for the PGCE.

(v) Support offered to those applying for research grant applications

Support for research funding is provided by the University Project Support Office (PSO). The PSO support developing applications from idea stage through to submission, contracting and beyond, and offer training related to bidding processes and specific funding streams. Staff are supported during bid writing and grant delivery by nominated members of the PSO team. Non-discipline specific peer-review of grant applications is available through the PSO at the bidding stage.

There is an expectation (and evidence) of bid submissions and successes being communicated, at various stages of the process through SPARC meetings. Although various members of SPARC work collaboratively on projects, there is no formalised process of supporting bid writing by early career researchers, or direct strategies to ensure they are named on relevant grants. Within SPARC opportunities to support grant writing have often been dependent on existing research interests of senior researchers and inter-personal relationships within the team. This has the potential to inhibit opportunities for staff in research areas not directly aligned to the senior researchers, or ECR members of the team needing support to develop a track record of funding (**Action 5.11**).

Recently SPARC has started to address some of these issues with the bulk of the 2018-19 internal Quality Research (QR) funding being spent on resourcing eight research projects with an even gender split (table 5.2.6). Four of these awards supported projects that were led by staff at UW10. However, applications for external funding are dominated by men (table 5.2.7). Analysis of this reveals two key interrelated issues: women are underrepresented on T&R role profiles (**Action 5.9**); and staff on TS&PP lack awareness of the bidding process and support opportunities available (**Action 5.12**).

Table 5.2.6 – 2018/19 Internal QR Funding Applications by gender

	Number of Awards				Award Value			
	Female project lead	Male project lead	Total	Female %	Female project lead	Male project lead	Total	Female %
2018/19	4 (2 UW10, 2 UW12)	4 (2 UW10, 2 UW12)	8	50% (G)	£10427.87	£14079.05	£24,506.92	43%

* QR award data is unavailable for 2016/17 and 2017/18

Table 5.2.7 – External Funding Applications by gender

	Applications			Awards		
	Female project lead	Male project lead	Total	Female project lead	Male project lead	Total
2016/17	0 (0%) (R)	4 (100%)	4 (100%)	0 (% N/A)	0 (% N/A)	0 (% N/A)
2017/18	3 (33%) (G)	6 (67%)	9 (100%)	0 (% N/A)	0 (% N/A)	0 (% N/A)
2018/19	0 (0%) (R)	3 (100%)	3 (100%)	0 (0%)	1 (100%)	1 (100%)

5.3. Flexible working and managing career breaks

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

During the audit period one part-time female Lecturer (MB) has taken two periods of maternity leave. As soon as MB notified her line-manager of her pregnancy, a meeting was arranged to undertake a risk assessment. It is university policy to risk-assess pregnant employees to maintain the welfare of them and their unborn child. Based on the risk assessment, risk-mitigating measures are enacted. After the initial risk assessment, follow-up meetings are held between pregnant staff (or staff preparing for adoption leave) and their line manager to discuss leave, signpost policy documentation (e.g. new and expectant mothers' policy), support services (e.g. University's Occupational Health Adviser), and to ensure the timely handover of work. MB commented on the support received during her early pregnancy:

"I had some complications in early pregnancy, which required me to have time off work. This was communicated with my line manager who made arrangements for cover, to support me and enable me to rest. He was very supportive and I returned to work after a few weeks." (Female, Academic Staff, 2019)

All pregnant employees (including casual and visiting lecturing staff) are entitled to time off with normal rate of pay for antenatal care. Pregnant employees are encouraged to utilise their annual leave entitlement prior to commencing maternity leave. Line managers work with pregnant employees to review working patterns and make temporary adjustments where this offers further support. For MB, this meant having a slightly heavier teaching workload in semester one (during early pregnancy), which was then off-set with a lighter work-load in semester two. She was then able to take her remaining annual leave entitlement prior to officially starting maternity leave in May 2018.

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

During maternity or adoption leave staff can complete up to ten keeping in touch (KIT) days. These days help staff stay in touch with relevant developments whilst on an extended period of leave. For example, in 2018/19 academic year the DoS underwent a curriculum review and revalidation, and KIT days were used to enable MB to contribute to the curriculum review and keep in touch with the teaching team whilst on maternity leave.

On both occasions of maternity leave during the audit period a temporary part-time post in the DoS was advertised and successfully recruited. It is not University policy to automatically award a maternity cover post. Instead, departments must propose a business case to demonstrate the need for cover (for example, if the teaching hours could not be covered by existing staff within the teaching team

without exceeding maximum teaching hours within the workload model – which was the case for the Sports Studies team that MB is part of).

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

Prior to returning to work, HR contact staff on maternity or adoption leave to confirm their return date and arrange (in conjunction with the line manager) if any Annual Leave is to be taken at the end of the leave period and prior to starting back at work. Returning mothers must carry out a maternity risk assessment with their line manager upon their return. A return to work meeting was held with MB and her line manager to support the transition back to work. More informal support was provided by meetings with the course team, including going for a pub lunch. Staff may request to have a timetable that enables them to work according to their childcare arrangements. For MB, this means having fixed working and non-working days, which are inputted into the timetabling system in advance. In addition to flexible working, employees may request to return to work part-time.

(iv) Maternity return rate

There is a 100% return rate of those who took leave maternity or paternity leave during the audit period (table 5.3.1).

Table 5.3.1 – Return to work data by gender (academic staff)

Year	Leave	Female	Male	Total	Return Rate
2016/17	Maternity	1	0	1	100%
	Paternity	0	0	0	-
	Shared Parental	0	0	0	-
	Adoption	0	0	0	-
	Parental	0	0	0	-
2017/18	Maternity	0	0	0	-
	Paternity	1	0	1	100%
	Shared Parental	0	0	0	-
	Adoption	0	0	0	-
	Parental	0	0	0	-
2018/19	Maternity	1	0	1	100%
	Paternity	0	0	0	-
	Shared Parental	0	0	0	-
	Adoption	0	0	0	-
	Parental	0	0	0	-
No professional or support staff took a period of parental leave during the audit period					

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

During the audit period one full-time female staff member took and returned from paternity leave. No other members of staff were eligible for paternity or parental leave. UoW policy is to make staff aware of, and then encourage and support staff interested in taking up shared parental leave. In the DoS, there has been no such request to date. Staff consultation (figure 5.3.1 and 5.3.2) indicates that in practice there are mixed levels of awareness of policies for prospective parents (**Action 5.13**).

Figure 5.3.1 – Academic Staff Survey Responses

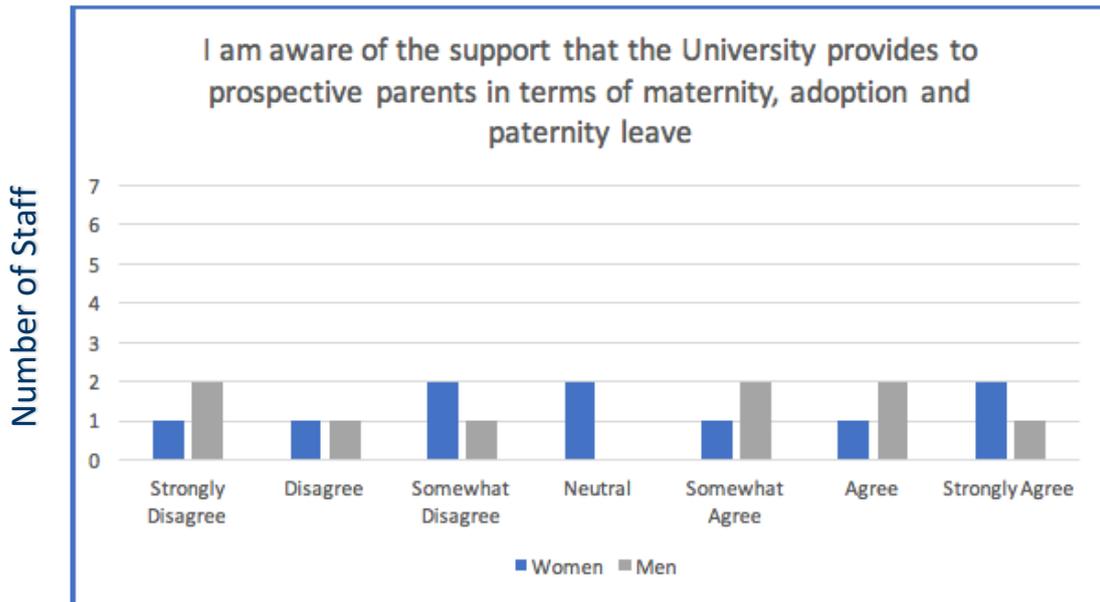
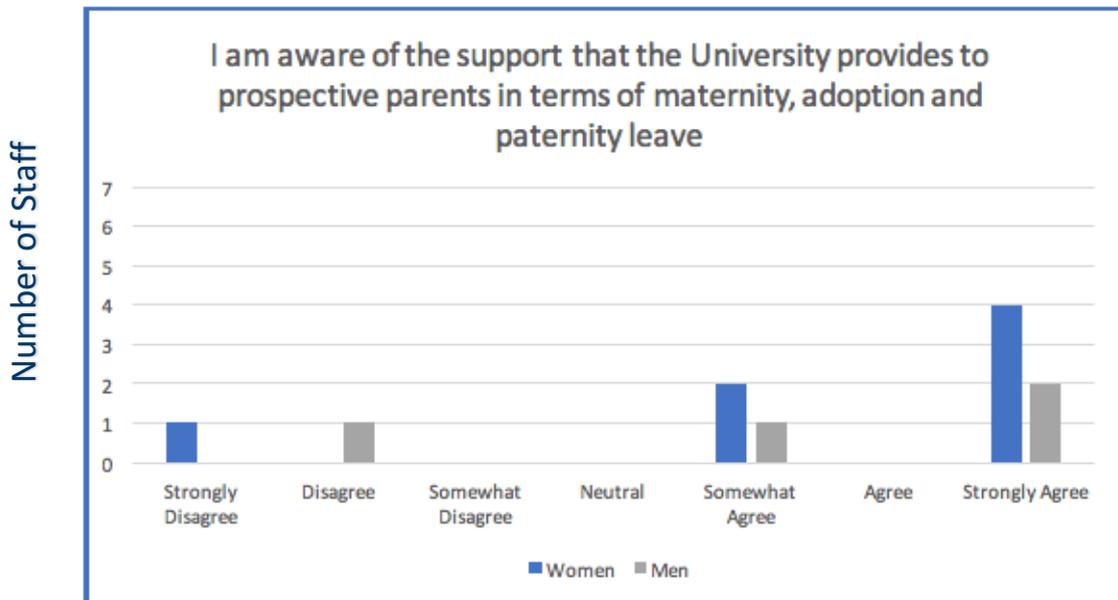


Figure 5.3.2 – Professional and Support Staff Survey Responses



(vi) Flexible working

Flexible working arrangements are authorized locally in the DoS on a case-by-case basis. One female Professor and one male Professor have formally agreed flexible working arrangements to support childcare. Informal flexible working is common in the DoS. All DoS academic staff have at least one non-teaching day per week, where staff can work from home should they choose to. Staff consultation (figure 5.3.2) indicated that most staff take advantage of flexible working on an informal basis, but there is less awareness of formal flexible working arrangements at the institution (**Action 5.13**).

Figure 5.3.2 – Academic Staff Survey Responses

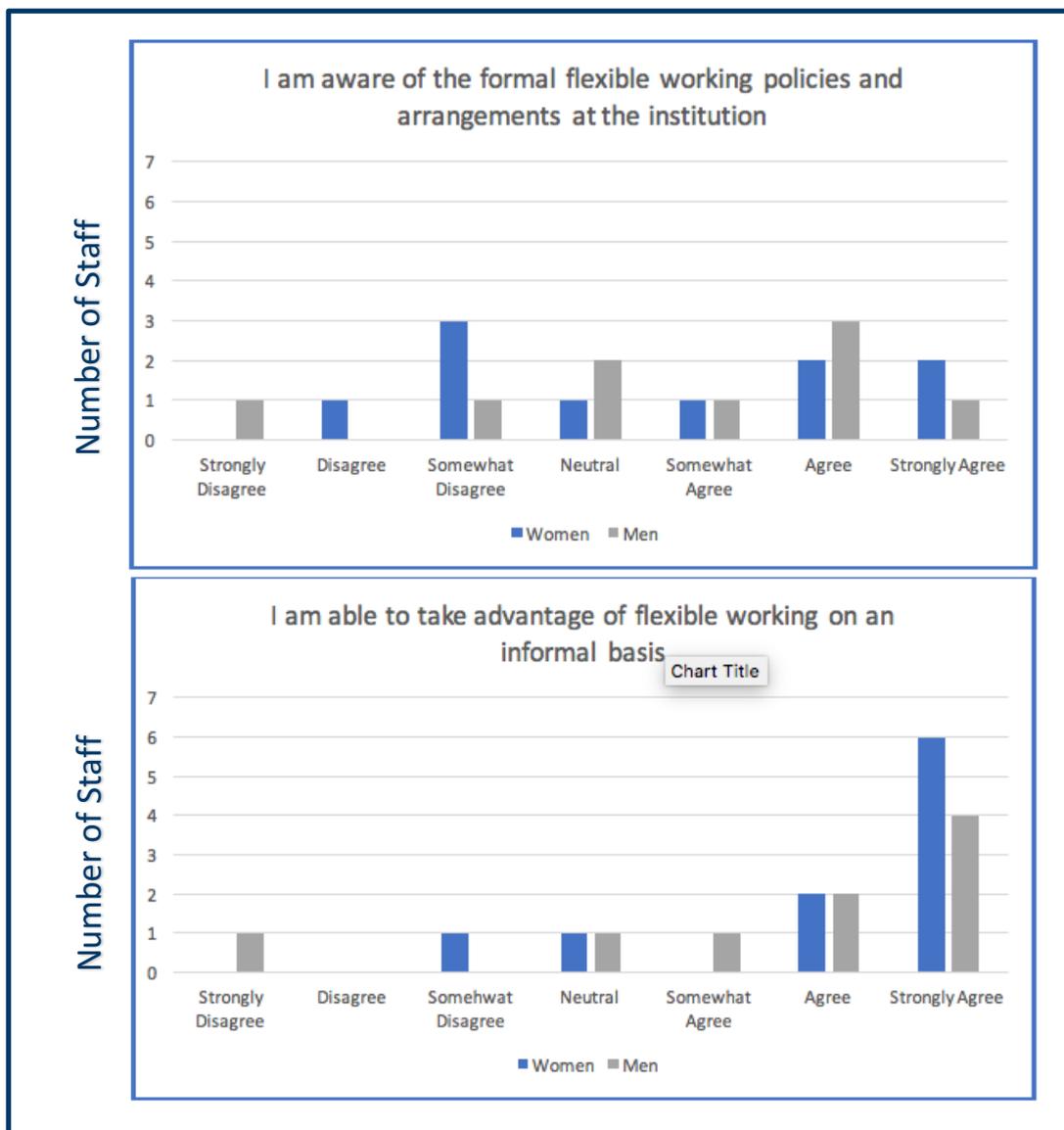
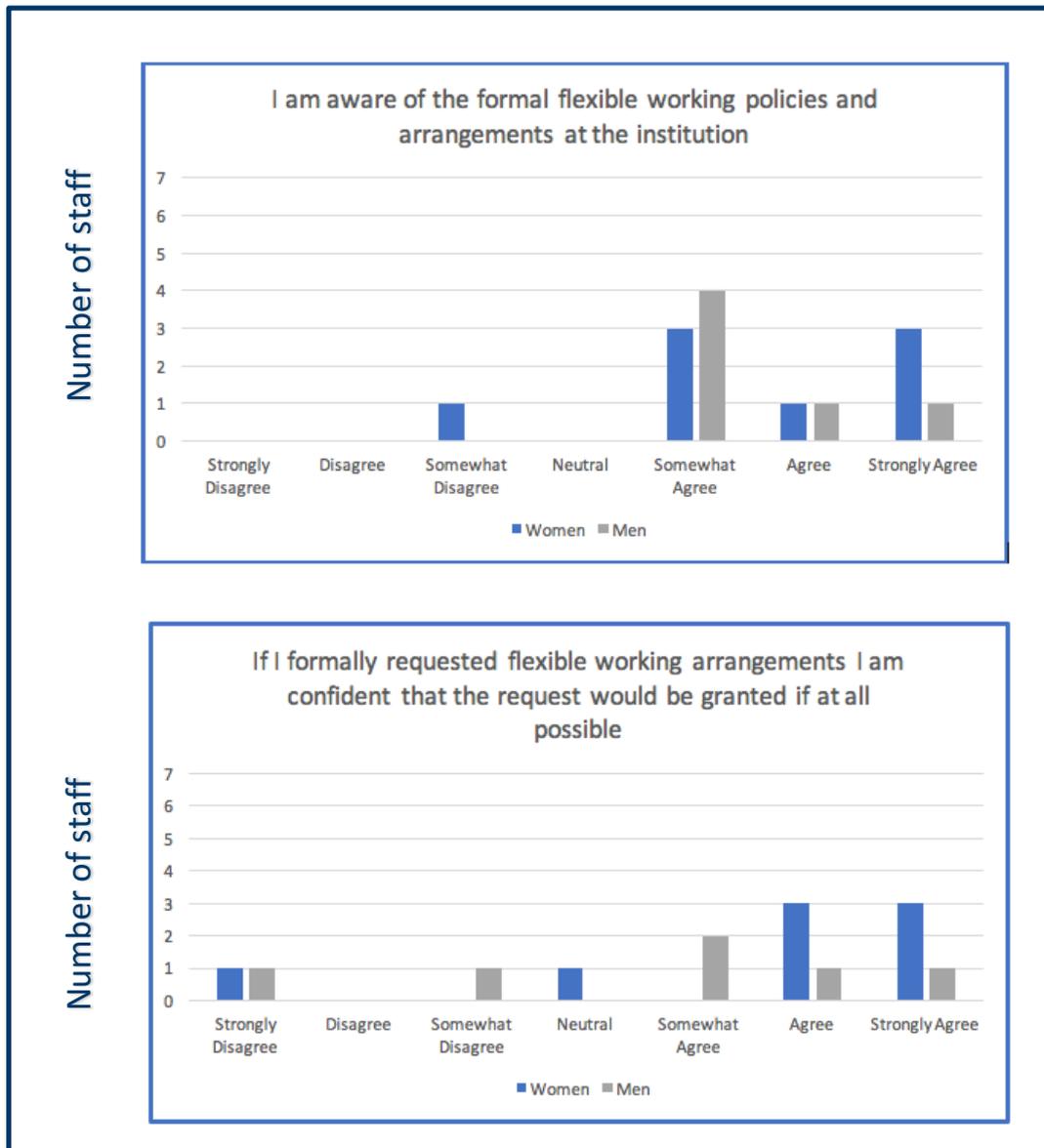


Figure 5.3.3 – Professional and Support Staff Survey Responses



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

Following career breaks, any request to change hours temporarily or permanently is made via a flexible working request. Phased returns to work are managed via a referral to the University's Occupational Health providers. During the audit period, no member of DoS staff transitioned from maternity as FT back to PT or vice versa.

5.4. Organisation and culture

(i) Culture

Embedding Athena SWAN into the culture of the Department is one of the main aims of the SAT. We are extremely proud to be the first UoW Department to submit for an Athena SWAN Bronze award. As a DoS SAT we have had the opportunity to conduct in-depth consultation with DoS staff, and reflect on how the policies, procedures and practices in place at university, faculty, institute and department-level manifest in practice. We have heard many positive stories during our consultation, and at the same time have been drawn to some examples where policy and practice do not support staff to progress in their careers. The staff survey response (figure 5.4.1) illustrates that male colleagues respond more positively than female colleagues when asked whether the DoS has an inclusive working environment. The free-text comments (figure 5.4.2) shed light on some of the reasons why colleagues do not consider the DoS to have an inclusive working environment. We are engaging with the Athena SWAN charter to address these issues, and detailed information about how we aim to address some of the issues identified in this application can be found in our action plan.

Our analysis of data identified a clear drop-off of women at senior academic level. Members of the Athena SWAN SAT have consulted with staff to develop an ambitious action plan with a focus on supporting women to advance in their careers, helping us to address the current pipeline issue. We have already achieved success in removing some of the obstacles faced by women, including driving policy change to enable part-time staff to apply for the University ERAS programme. We have invested in staff time to support our gender equality work, with the introduction of workload hours for all SAT members and a 4-week sabbatical awarded to Dr Alison Forbes to complete the write up of our bronze award application. Professor Tracey Devonport has been promoted from Reader to Professor since our last application in 2017, and as Head of our Research Centre is a role model to aspiring female staff.

Figure 5.4.1 – Staff consultation – Inclusive working environment



Figure 5.4.2 - Free-text comments from staff survey regarding inclusivity

The recruitment process appears to follow HR protocols. There needs to be more input in the process (at all stages) from less senior staff with expertise and day-to-day knowledge and experiences relevant to the post being recruited to. They need to be involved in the process and feel they are heard. Too many discussions and decisions are made by small groups of people, at all levels, before they are shared / reported. This has contributed towards a self-serving culture rather than a fully inclusive environment. Processes appear to be in place to report and share ideas etc. but they appear tick box activities rather than to support inclusion. (Female Academic, January 2020)

In general the department is inclusive, however, there are individual members of staff who do not fully represent departmental values on inclusivity and equality. (Female Academic, January 2020)

What constitutes as inclusive makes it difficult to quantify - but I think certain people fit and others do not and the institution rewards easy winners rather than those who make gains in smaller less well-resourced and low profile areas. (Male Academic, January 2020)

(ii) HR policies

Staff with management responsibilities undertake a suite of mandatory workshops to ensure that they are aware of HR policies and procedures. These include: Managing Capability; Managing Absence; Managing Probation; Managing Organisational Change; and Managing Grievance. Engagement is recorded by the Organisational Development Unit. Those with management responsibilities are informed and updated on HR policies through regular faculty and institute management meetings, as well as university and faculty email newsletters. Information on the university Equality and Diversity Unit, including policies and support for staff is readily available on the university website.

In the first instance, it is university policy to try to resolve issues informally at a local level. Should the outcome of the informal resolution not be deemed satisfactory then staff can raise a formal grievance in writing. HR support department managers and employees with the process to ensure effective implementation of the relevant policy.

(iii) Representation of men and women on committees

There are two committees in the DoS: SPARC has monthly research committee meetings and the Athena SWAN SAT meet quarterly (DoS SAT committee membership is outlined on page 16-18). The remaining committee meetings operate at faculty level.

SPARC membership is mandatory for staff on T&R role profiles, and senior research staff. SPARC membership (table 5.4.1) is reflective of a wider imbalance of men and women on T&R profiles. The AS SAT adopted a targeted recruitment approach after an initial call for members, to ensure that we maintain a SAT that is representative of the DoS. Potential committee members at Faculty and University level are identified during annual appraisals. Managers suggest committee membership where relevant to staff with particular roles, interests or career aspirations. We aim to raise awareness of the benefits of committee membership at Faculty and University level, especially for those staff who are identified as in the pipeline for progression (**Action 5.14**).

Table 5.4.1 – SPARC Committee Membership (academic staff)

DoS Committee	Female Academic	Male Academic	Total
SPARC	6 (27%)	10 (38%)	16 (62%)

Table 5.4.2 – DoS representatives on Faculty or University Committees

	Grade	Men	Women	Total
Faculty Committee Membership	UW9/10	1 (50%)	1 (50%)	2 (100%)
	UW11/12	1 (33%)	2 (67%)	3 (100%)
University Committee Membership	UW9/10	0	0	0
	UW11/12	1 (33%)	2 (67%)	3 (100%)

(iv) Participation on influential external committees

We recognise that external committee membership provides valuable experience, confers confidence and acts as a marker of esteem, all of which aid career progression. As such, staff may apply for, and be awarded hours in the workload allocation model, and are recognised within the promotions process for activities related to participation on external committees. Success in terms of selection for prestigious roles is celebrated in the weekly FEHW news which is circulated to all faculty staff.

Our analysis of external committee membership indicates that senior staff members working at grade UW11 or above are more likely to contribute to influential external committees. With our overall academic staff goal to support women to progress from UW10 into senior academic positions we recognise the need to encourage and support more female staff to seek membership of external committees (**Action 5.14**).

Table 5.4.3 – Staff participating on external committees by gender and grade

Grade	Men	Women	Total
UW9/10	1 (100%)	0 (0%)	1 (100%)
UW11/12	4 (67%)	2 (33%)	6 (100%)

(v) Workload model

We operate a workload allocation model (WLAM) for academic staff which ensures fair and transparent allocation of responsibilities. Workload modelling is undertaken at Faculty level, and then implemented at department level. The aim of this is to develop a Faculty-level ethos that ensures workload allocation is equitable, fair and transparent across the Faculty. The WLAM in the DoS is available to all staff on the department SharePoint (a feature of Office 365) to promote transparency. The WLAM is monitored and annually reviewed at Faculty level by Deans, Associate Deans and Heads of School/Department to ensure parity.

The proportioning of the Academic Workload is completed on an annual cycle and determines the workload and required outcomes for the coming year. The allocation of workload is completed at department level. Line managers have individual workload planning meetings with their staff, held separately from, but complementary to, annual appraisal and objective setting. It is the responsibility of DoS HoDs to review and formally agree workload allocations with staff in preparation for submission to Faculty Executive for approval.

Within an envelope of 1,597.5 hours per annum (with pro-rata adjustments for part-time staff), the WLAM includes both fixed and variable categories. Variable categories account for additional responsibilities within the DoS (e.g. 100 hours for Course Leaders). We advocate for all workload to be represented and to ensure that administrative tasks are distributed fairly, and staff get credit for additional responsibilities (e.g. DoS SAT membership). At present, there is no formal rotation policy regarding positions of responsibility. We have identified in **action 5.8** that we will introduce a role rotation policy to enable staff to demonstrate leadership in various roles, as leadership forms a key part of promotion criteria at a Senior Academic level (e.g. PL, Reader, Associate Professor).

(vi) Timing of departmental meetings and social gatherings

Formal staff meetings are arranged within core working hours (9am-5pm). Department meetings are generally held on a Wednesday afternoon, as no teaching takes place during this time. SPARC meetings occur early afternoon on the first Wednesday of every month. Wednesday afternoon is often selected because this is when the biggest proportion of academic staff are available. This can be problematic for part-time staff where Wednesday is not one of their working days (**Action 5.15**).

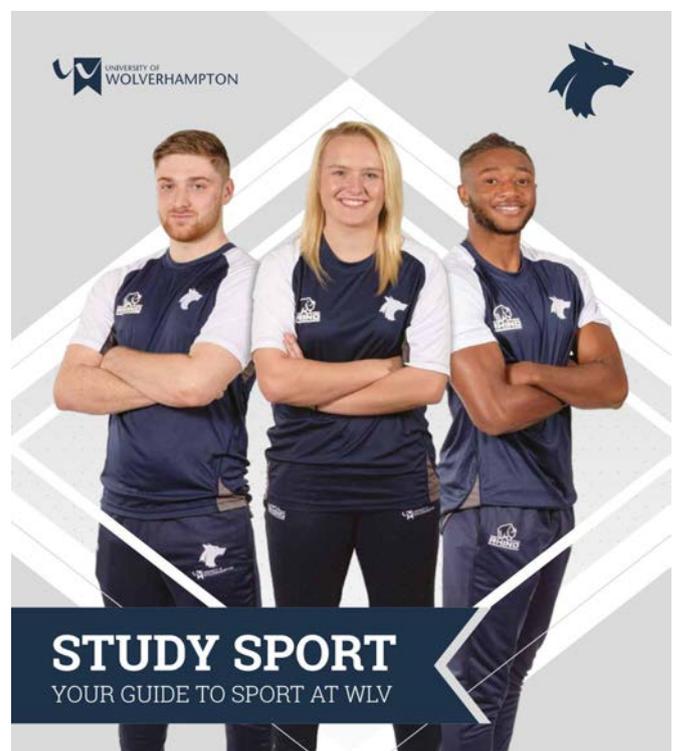
Annual social gatherings occur at Christmas, the end of the academic teaching year (May) and the beginning of a new academic year (September). Dates for these events are arranged well in advance to give those with caring responsibilities time to make appropriate arrangements should they wish to attend. The social gathering in September occurs at lunch time and takes place on

the same day as the DoS graduation ceremonies, an event which all DoS staff are expected to attend.

(vii) Visibility of role models

DoS promotional imagery and publicity materials includes a mixture of male and female athletes. The images in figure 5.4.3 of the website banner, an open day poster and 'study sport' course guide provide a visual representation of our diverse student body to prospective applicants. Promotional imagery including current female athletes and alumni also features prominently around the Walsall campus.

Figure 5.4.3 – DoS Imagery featuring male and female athletes



“I feel like university really do support females within sport within the University with their advertising with females on, and the support within female sporting clubs/groups that the uni has to offer.” (Female L6 student, September 2020)

“I think the imagery used for the sports department is great! They show a variety of sports that the university offers and shows inclusion. This is very well advertised on the website and on the buildings of the Walsall and City campus.” (Female L6 student, September 2020)

A focus of DoS action has been generating ideas for events that aim to encourage females to consider the study of Sport. One such initiative is the annual female-only event TGW. Not only does the event reach more than 100 girls annually, but the high-profile speakers become DoS AS Fellows. In this role, they consent to the use of their name, image and supporting statements to promote the DoS to females in marketing materials and in videos. DoS AS fellow Danielle Brown delivers an annual AS lecture at the UoW. Open to the public, these AS talks target current and prospective sports students via purposive marketing and outreach work.

Figure 5.4.4 – Danielle Brown MBE, Athena SWAN Ambassador, delivering her annual lecture in 2018



Figure 5.4.5 – International Women’s Day Celebrations in 2019



In our ongoing commitment to equality and diversity, the University celebrated International Women’s Month throughout March 2019 with a series of high profile events and activities. DoS Professor Tracey Devonport launched the Institute of Human Sciences’ Inaugural Professorial Lecture Series with her lecture on ‘How to keep calm and carry on coping’.

(viii) Outreach activities

Outreach is formally recognised and valued within the department and university. All academic staff at grade UW9 and UW10 receive 30 workload hours (pro-rata for part-time staff) for outreach activities. A smaller number of staff (see table 5.4.4) have additional hours for taking a more strategic lead in outreach activities. Staff engagement in outreach can contribute to promotional opportunities. There are PL roles with an outreach focus in the DoS and in the Faculties offering clear promotional pathways for staff who have made a significant contribution to outreach. In 2019 a female SL from the DoS was promoted to PL for Outreach and Recruitment in the FEHW. Also in 2019, a male SL was promoted to PL as Head of the Department of Sport (Partnerships). Both of these individuals had taken a lead on outreach in the years running up to gaining their promotions.

Table 5.4.4 – DoS staff with additional outreach hours

Year	Grade	Female	Male
2016/17	UW9	1	0
	UW10	1	0
2017/18	UW9	1	1
	UW10	0	1
2018/19	UW9	0	1
	UW10	1	0

The DoS offers a range of outreach activities to schools, colleges and other partners. The purpose of our outreach activity is to raise aspirations of young people within our local community, whilst also increasing awareness of the DoS. TGW, introduced in section 4, specifically targets female students and we have detailed how we plan to use this initiative in a more strategic manner moving forwards (**Action 4.1**). Other outreach activities are typically aligned to the BTEC and A Level curriculums and therefore schools and colleges bring full class groups (mixed gender). In some instances, for example, NCOP funded events, students are selected using specific pre-determined criteria. Comprehensive schools and Colleges are the main recipients of our outreach activities. It is notable that even in mixed groups there tends to be significantly lower numbers of females than males, reflecting the gender imbalance that exists in the schools and colleges, particularly at level 3 (BTEC/A Level). The DoS is also involved in the 'Girls in Science' outreach day organised by the Faculty of Science and Engineering. The event aims to inspire female secondary school and college students to consider careers in STEM, and we showcase our Sport Science programmes and related careers to attendees.

[6293 Words]

6. ACTION PLAN

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

Priority actions are identified in the action plan with **bold and underlined** numbers in the reference column.

Reference	Action	Rationale	Milestones	Timeframe	Responsibility	Success Measure
3	The Self-Assessment Process					
3.1	Ensure all SAT members are given workload allocation for SAT membership, proportionate to their role	Besides the chair, prior to 2020, SAT members did not receive workload allocation for AS related activities. This was addressed immediately, and all SAT members now receive workload hours for committee membership.	AS related priority projects established Workload hours agreed for roles in SAT (e.g. SAT member, application writing team) SAT members working on specific SAT directed projects to develop a Silver application	By April 2021	AS Chair to monitor compliance Department Senior Management Team to consider AS activities in workload of staff	100% of SAT receiving workload allocation proportionate to their role in SAT

			are allocated additional hours			
3.2	Increase the proportion of underrepresented staff engaging with future consultation (e.g. female academic staff in qualitative consultation, WLV Sport staff in survey consultation)	<p>A higher proportion of female staff engaged in the quantitative staff survey, but the external consultant (female) found it difficult to recruit female staff for the qualitative consultation</p> <p>We had a significantly lower response rate to the staff survey from WLV sport staff. Casual (zero-hour contracted) staff did not engage at all</p>	Consult with staff through formal and informal networks to demonstrate the progress of AS and encourage uptake in consultation	2022-2023 in preparation for 2024 submission for Silver award	DoS SAT	<p>Increase proportion of female academic staff engaging with qualitative consultation from 30% to 60%</p> <p>Increase the proportion of WLV Sport staff engaging with future staff surveys from 15% to 60%</p>

		with the consultation.				
3.3	Monitor progress against the action plan	Ambition to create an on-going and dynamic approach to developing the working culture within the DoS	Cross referencing of data and actions to monitor progress towards the achievements of key actions as outlined in this plan	Nov 2020 – renewal of award Meetings will occur quarterly (September, December, March and June)	AS Chair DoS SAT	Minuted meetings to create a record of progress against the action plan Use Red Amber Green (RAG) rating system to track progress Apply for Silver level AS award in 4 years
3.4	Expand DoS SAT membership	We recognise that the SAT might seem a little ‘top heavy’ with the inclusion of DoS and Faculty senior staff members. This was a strategic decision made by the SAT team	Appointment of more junior staff to the DoS SAT, with a Lecturer and a technical staff member a priority	Jan 2021 Reviewed yearly prior to appraisal and work loading - linked to additional role allocation.	AS Chair Julian Smith & Ross Cloak (DoS HoDs)	Rotation of SAT membership (and growth), 6 new members recruited to the SAT (3 new, 3 replacement) at next application (2 new additions per year).

		<p>to ensure that we had managerial buy-in to the actions presented in this action plan. We need to ensure that</p> <p>the DoS SAT remains representative of staff working in the DoS, and that colleagues who leave the university are replaced, and we commit to monitoring the make-up of the SAT to ensure balance.</p>	Rotation of staff membership of AS SAT			
3.5	Report and promote AS related activity to DoS staff and students	Keep staff and students updated with AS related activities and	AS Updates delivered at appropriate DoS meetings (e.g. department	April 2021 – renewal of award Departmental meetings and course	AS Chair to co-ordinate Course Leaders will update on AS at course committee meetings	Evidence of AS related activity dissemination to staff and students, to be presented in an AS silver award application

		progress against key actions	meetings, course committees) AS to be considered within individual course academic enhancement plans (delivered at quarterly course committees) Student course reps to receive quarterly updates of AS progress Utilise social media channels to share AS activity and progress	committees occur quarterly		
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4	A Picture of the Department					
<p>Goal 1: Develop a more strategic approach to marketing the FD and UG DoS degree portfolio to prospective female students, by undertaking actions 4.1 – 4.8</p> <p>Goal 2: Increase number of female PGT applicants, including the number of females who apply for bursary awards, by undertaking actions 4.9 - 4.11</p>				<p>Success Measure: increase number of FD, UG and PGT female applicants and improve the UG conversion rate of female offers to acceptances:</p> <p>Increase F% of FD applicants to 30% (current average 15%), and increase acceptance rate of offers to consistently above 40%</p> <p>Increase F% of UG applicants to 35% (current average 24%), and increase acceptance rate of offers to 25% (current average 10%)</p> <p>Increase F% of PGT applications to 30% (current average 19%), whilst maintaining acceptance rate of offers above 40%</p>		
4.1	Expand our 'This Girl Will' Initiative to include targeted events, activities, resources and marketing	Current female DoS students emphasised that positive experiences at DoS outreach and applicant events were influential in them going on to choose to	Launch TGW landing page on university website (to include: case studies of female staff, students, sports scholars and AS ambassadors; events calendar; key contacts; TGW resources), and	Webpage development October 2020 – April 2021	Co-ordinated by AS Chair and Outreach leaders (those with additional outreach hours for taking a more strategic lead in outreach activity)	Recruit annual cohort of 40 females from local schools and colleges to take part in female leadership programme Launch 'Careers in Sport' marketing campaign and recruit 100 students to attend

		study with us. We therefore intend to broaden the TGW initiative beyond an annual one-day event to engage prospective female students	<p>utilise Sport's social media channels to share information and direct people to the webpages</p> <p>Introduce female leadership programme (in partnership with local schools and colleges) for two age groups (11-14 & 15-18)</p> <p>Develop 'Careers in Sport' marketing campaign (in collaboration with local colleges) for two age groups (11-13 & 14-16)</p> <p>Host an annual 'Female's in Industry' day</p>	<p>2021 and then annually</p> <p>2021</p> <p>2021 and then annually</p>	<p>All DoS staff with Outreach hours to input to events</p> <p>Supported by Dr Kath Leflay (FEHW Head of Outreach and Recruitment), and FEHW Marketing, Recruitment and Outreach team (MRO).</p>	<p>annual 'Female's in Industry' day</p> <p>80% of attendees indicating through event evaluation that the event 'has raised awareness of careers in sport'</p> <p>Track attendees through AZORUS (university CRM software) to monitor future engagement with other university events (e.g. Open Days)</p>
4.2	Develop bespoke conversion activities and marketing	Low conversion rate of female applicants	Develop and deliver a transitions programme (in partnership with	Development phase: January – August 2021 Delivery phase:	Dr Kath Leflay (FEHW Head of Outreach and Recruitment)	Increase the F% of FD offer acceptance to consistently above 40%

	materials to engage female applicants		<p>local schools and colleges) targeting females aged 16-18.</p> <p>Develop female applicant newsletter that:</p> <p>Champions female DoS students, Alumni and staff as role models; and, raise awareness of AS activity and opportunities for student involvement (e.g. TGW)</p> <p>Introduce Chatify chat at all future UG open days and applicant days, and recruit female student ambassadors to monitor Chatify and prioritise</p>	<p>September 2021 – August 2022</p> <p>February & April 2021 (repeated yearly at appropriate points in UCAS cycle)</p> <p>January 2021</p>	<p>AS SAT to prepare newsletter</p> <p>External engagement team to distribute</p> <p>Jack Clare, Head of UK Recruitment</p>	<p>Increase the F% of UG offer acceptance to 25% (current average 10%)</p>
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			engagement with female applicants			
4.3	Introduce progression agreements with local colleges	Remove potential barriers for prospective F applicants	<p>Part of the progression & articulation agreements will involve bringing L3 students on to campus providing the opportunity for prospective F applicants to meet staff, students and complete campus orientation activities</p> <p>As part of the agreements all F applicants will be offered a place conditional on passing their L3 qualification</p>	2022	<p>Dr Ross Cloak (Head of Partnerships)</p> <p>Dr Kath Leflay (FEHW Head of Outreach and Recruitment)</p>	8 progression agreements introduced by 2024

4.4	Collect data with new female FD and UG DoS students to explore what appeals to female students	There is a need to understand why female students select the DoS to inform future recruitment and conversion activities	<p>Distribute survey to all new female FD and UF DoS students</p> <p>Run a follow up focus group to explore key findings in more depth</p> <p>Develop an evidence base to inform future recruitment and conversion activities</p>	Every October after new cohort starts (Oct 20, 21, 22, 23)	Kath Leflay (Faculty Head of Outreach and Recruitment)	Evidence of data collection to build evidence base, and evidence informed actions to engage with prospective female applicants and students. Feedback on data and actions in future AS application
<u>4.5</u>	Develop relationships with local female sports teams (e.g. female football academies) to expand our local network of key contacts that are invited to DoS	To raise awareness of opportunities from studying sport with a more targeted female audience	Invite local female football academies (U18s age group) (e.g. West Brom, Wolves, Birmingham, Aston Villa, Boldmere) to bespoke recruitment event	2021 and then annually	<p>Dr Ross Cloak (HOD Partnerships)</p> <p>Mr Rus Smith (Strategic Lead for Outreach)</p>	<p>60 attendees at bespoke recruitment event</p> <p>Track attendees through AZORUS (university CRM software) to monitor future engagement with other university events (e.g. Open Days)</p>

	outreach and recruitment activities					
4.6	Introduce staff on each course webpage	Showcase gender balance of academic staff	Include direct links to staff profiles	2021	FEHW MRO	80% of female staff with interactive introduction located within appropriate sport course webpages, with URL link to staff profile
			Embed appropriate interactive content to course webpages (e.g. talking head recorded introductions)	2022	FEHW MRO	
4.7	Utilise AS fellows to contribute to and share (on their online platforms) website/marketing materials	TGW keynote speakers have all agreed to become AS fellows and act as ambassadors for AS in sport. However, we have not utilised this recourse effectively	Create database of AS fellows to include contact details for keeping in touch	Oct-Nov 20	Helen Keane (TGW Lead)	75% AS fellows contributing to website/marketing materials/social media
			Invite AS fellows to create case study for TGW webpages	Jan 2021		
			Invite AS fellows to provide inspirational	Jan 2021		

			<p>quotes/commentary regarding working/playing sport</p> <p>Encourage AS fellows to share relevant DoS social media posts</p>			
4.8	Ensure balanced gender representation of both staff and students at open days and applicant days	Female students particularly valued the opportunities to speak to current students and staff at open days, and when taking part in applicant activities	<p>Open day/applicant day rota (which is produced at the start of an academic year) to reflect the gender balance of our academic staff (e.g. equal representation of male and female staff at open & applicant days)</p> <p>Gender balance must be considered when recruiting student volunteers for support at open/applicant days</p>	October 2021 onwards	Ross Cloak (HoD Partnerships)	At least 40% female representation at open days and applicant days

<p>4.9</p>	<p>Develop MRes marketing strategy to reach a wider female audience</p>	<p>MRes website is an area where the CL can affect change</p> <p>Promote the values of the MRes to female applicants with a focus on the key features of the course itself i.e. to ensure applicants identify the course is right for them with suitable female facing marketing</p>	<p>Ensure female academics within the DoS that contribute to the MRes are visible on the MRes webpages, including in interactive content (e.g. talking head videos discussing research projects & interests)</p> <p>Increase number of profiles of past female MRes students on the website as case studies</p> <p>Review bursary marketing documentation</p> <p>Showcase female MRes alumni who had bursary awards, including information on what it led to</p>	<p>January 2021</p>	<p>MRes Course Leader</p> <p>FEHW MRO</p>	<p>Increase F% of total applications to 30% (current average 19%), whilst maintaining acceptance rate of offers above 40%</p> <p>Increase F% of bursary applications to 30% (current average 11%)</p>
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4.10	Introduce option of part-time study for bursary award holders	Female PGT students more likely to study part-time	Engage with Bursary providers to discuss part-time options Draft expectations of part-time Bursary award holders	Implement in September 2021	Dr Ross Cloak (Head of Partnerships) MRes Course Leader	Part-time study option for bursary award holders introduced
4.11	Run a focus group with female PGR students to understand their motivations for PGR study, PGR experience, and what encouraged them to study at the DoS	We want to maintain proportion of female PGR students that we attract to the DoS, so understanding what is attractive is important	Focus group questions developed Focus Groups conducted Analysis of findings undertaken	June 2021 September 2021 December 2021	PGR Lead	50% involvement of female PGR students engaged in consultation exercise Maintain % of female PGR students at 20% above subject benchmark

Goal 3: Address the pipeline issue by encouraging and supporting women to apply for roles at UW11 and above, by undertaking actions 4.11 - 4.15 (and appropriate additional actions detailed in Action plan section 5).

Success Measure:

Increase the % of the DoS female academic staff population at grades UW11 and above to 27% by 2023, and 35% by 2024 (currently 20%)

4.12

Improve understanding of career progression routes amongst DoS staff, including the criteria for promotion to Associate Professor, Reader and Principal Lecturer

Staff consultation highlighted uncertainty with regards to criteria for promotion.

86% of female academic staff at UW9/10 are on the TS&PP pathway (introduced in 2018), so raising awareness of criteria for roles at UW11 and

Introduce virtual bi-monthly 'my career journey' inspirational talk and networking event for women. Invited speakers will be women working at University in UW11 or UW12 roles, reflecting the different progression routes (Associate Professor, Reader, Principal Lecturer). The event will consist of a panel

Event 1 planned for December 2020, and then occurring bi-monthly during each academic year (September – June)

DoS SAT members
Dr Kath Leflay, Dr Kay Biscomb & Dr Alison Forbes

Staff survey to capture awareness of progression routes and understanding of the criteria for promotion with 80% of female staff scoring 5-7 (somewhat agree – strongly agree) to questions relating to awareness of routes to progression, and support for progression

Qualitative consultation to show an increase in awareness of progression routes for

		above in all promotion pathways is essential	discussion, Q&A session, and a call to action. Facilitate the attendance of female staff at workshops for promotion to Associate Professor Circulate improved guidance produced by UoW for those aspiring to promotion, which includes information on how to evidence success Recently promoted DoS UW11 staff to run workshop to share experience of application process	Ongoing October 2021 October 2021	DoS HoDs AS Chair Recently promoted UW11 staff	TS&PP colleagues (we appreciate this is difficult to measure quantifiably, but the qualitative staff consultation was where uncertainty was raised)
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<p>4.13</p>	<p>Identify DoS staff in the pipeline with aspirations to progress to UW11 and introduce targeted interventions to support their progression</p>	<p>To prevent leaky pipeline in the supply of talent to leadership roles within the department</p>	<p>Support OD pilot of 'succession planning' for promotion for staff who are identified as 'ready now', 'ready soon' and 'ready later'</p> <p>Support OD to develop succession planning policy based on feedback from the pilot involving female DoS staff</p> <p>Roll out succession planning policy as a Faculty-wide initiative</p> <p>Roll out succession planning policy as a</p>	<p>Initiative development - December 2020</p> <p>Pilot roll out in DoS – March 2021 (to coincide with appraisal)</p> <p>Jan-Feb 2022</p> <p>March 2022</p> <p>March 2023</p>	<p>Dr Alison Forbes (AS Chair) and Joy Levesley (Head of OD)</p>	<p>The ultimate measure of success for this initiative is reaching goal 3: to increase the % of the DoS female academic staff population at grades UW11 and above to 27% by 2023, and 35% by 2024 (currently 20%)</p> <p>We will also seek to measure the success of the succession planning initiative through qualitative feedback in future staff consultation</p>
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			<p>University Wide initiative</p> <p>Staff identified in the progression pipeline to be assigned a (or supported to find their own) mentor</p> <p>See also:</p> <p>Action 5.5 & Action 5.8 for related targeted interventions</p>			
4.14	Support female staff to find suitable mentors (this is especially significant for those on the TS&PP role profile as there are currently no senior academic staff in	To ensure all staff have access to leaders and experts who can support the development of their skills, experience and	<p>Utilise the 'My Career Journey' networking event (action 4.12) to connect female staff to mentors</p> <p>Career development planning, workload and appraisals to</p>	<p>Ongoing</p> <p>2022</p>	<p>Professor Tracey Devonport, Head of SPARC</p> <p>AS Chair</p> <p>Julian Smith (HOD Curriculum) & Ross</p>	<p>80% of female DoS UW10 staff linked with a mentor</p> <p>80% of staff who have engaged with mentors to feedback positively (monitored in future staff surveys)</p>

	the DoS on TS&PP role profiles, so mentorship must be sought elsewhere)	career aspirations	reflect the use of mentoring to support achievement of appraisal targets		Cloak (HOD Partnerships)	
4.15	Signpost staff aspiring to promotion to centrally organised workshops and events	To ensure all staff have access to information about learning opportunities within the university	AS section within faculty weekly news bulletin (FEHW News) to highlight opportunities for engaging in workshops and events run to support development of skills and expertise	Weekly from September 2020	Dr Kay Biscomb (SAT member and Head of Business Development)	Increase % of female (especially UW10) staff engaging with relevant career development workshops/events/training from 22% to 40%

			Utilise other forums to signpost useful upcoming workshops and events (e.g. the bi-monthly 'My Career Journey' networking event, DoS meetings, SPARC)			
4.16	Develop Sport Cultures and Pedagogy research and scholarship cluster	<p>This research strand is currently in its infancy</p> <p>A higher number of female staff will potentially contribute to the qualitative research that occurs within this cluster</p>	<p>Production of a working strategy for developing research projects and activities within the cluster and identification of resource implications</p> <p>Profile of researchers working with the cluster from both gender groups developed to showcase</p>	January 2021	<p>Professor Tracey Devonport, Head of SPARC</p> <p>Research cluster Lead</p>	Increase in % of female staff applying for external grants (currently average 11%) to 30%

		<p>All staff should benefit from mentorship from senior research staff</p> <p>It is important that research projects within this cluster receive equal support from</p> <p>SPARC in the form of allocation of mentoring and allocation of resources</p>	<p>research project and activities</p> <p>Use of mentoring from senior research staff to support the development of research projects, activities and funding bids</p> <p>Identification of training and mentoring needs by members and potential members of SPARC</p>	<p>2021-2022</p> <p>2022 - 2023</p>		
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5	Supporting and Advancing Women's Careers					
5.1	Increase awareness of flexible working policies and our commitment to gender equality within DoS job vacancy adverts, to encourage a higher proportion of female applicants to job vacancies	Significantly fewer females apply for DoS vacancies	<p>100% of adverts including information on flexible working and the DoS commitment to gender equality</p> <p>Case study of a female who has progressed to UW12 whilst working flexibly to support childcare to be developed and included in information packs</p> <p>Female contact listed for informal enquiries and further information</p>	2020	<p>AS Chair to review adverts prior to publication</p> <p>Professor Tracey Devonport to develop case study for dissemination</p>	<p>100% of DoS adverts to include information and case study on flexible working</p> <p>100% of adverts to have female contact listed for informal enquiries and further information, which will be made clear within the advert documentation</p> <p>Increase percentage of female applicants to 40% (currently 25%)</p>

5.2	Introduce mentor/buddy for new starters to provide additional support mechanism	Staff consultation raised concerns with the number of online university systems in place that new starters are required to learn how to use. Although there are online courses to introduce university systems, some of the information on which systems are for what is hard to locate, and a staff mentor would be able to answer questions and support the	Establish role of a new starter mentor Recruit series of new starter mentors	2020 2021	Line Manager and Course Leaders	By 2022 all new starters connected to a named new starter mentor Positive feedback captured from newly appointed staff in future staff consultation
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		introduction to these systems and signpost to additional training where necessary.				
5.3	Run locally organised workshops targeting staff at UW10 with staff that have reached UW11 to share their experiences of the promotions process	Staff consultation highlighted uncertainty with regards to criteria for promotion	Recently promoted UW11 staff to run workshop to share experience of application process Signpost attendees to centrally organised workshops (e.g. pathways to Reader/Professor)	November 2020	Recently promoted UW11 staff	Workshop delivered and positive feedback received from attendees
5.4	Organise a workshop (in collaboration with Careers Advisors and Organisational Development) and series of accompanying resources to	Staff consultation illustrated a lack of understanding of the promotions process, associated	Resources Developed Workshop Delivered	2021 2021 and then bi-annually	AS Chair Naresh Patel (Careers Advisor)	Positive feedback provided in workshop evaluation Future staff consultation to indicate more staff agreeing with the

	introduce Early Career Researchers and/or Early Career Academics to the promotions process and the different pathways to promotion	criteria and support mechanisms in place Raising awareness of the different pathways with staff earlier on in the pipeline will support succession planning and enable more strategic career development planning				statement 'effective support is offered to assist in career development and/or progression'
5.5	Introduce 5-year career development plans	Encourage staff with progression aspirations to conduct a self-audit, and develop a supportive process that encourages DoS	Framework for 5-Year career development plan developed to incorporate actions for staff member, line manager and resource implications; training,	Policy development – 2020 Policy implementation – 2021	AS Chair Professor Tracey Devonport, Head of SPARC	All staff to have been given the opportunity to discuss and develop a 5-year career development plan with line manager and senior lead related to role profile

		staff to strategically shape their work towards identified progression routes (e.g. Reader, Associate Professor, Principal Lecturer)	mentorship, workload Senior staff engaged in supporting 5-year planning process – agreed and discussed at Sport Management Board Career plans used to identify those with aspirations to progress to UW11		Julian Smith (HOD Curriculum) Ross Cloak (HOD Partnerships)	Future staff consultation to indicate more staff agreeing with the statement ‘effective support is offered to assist in career development and/or progression’
5.6	Develop a collaborative appraisal approach that includes senior research staff	Staff consultation highlighted that line-managers might need additional support from senior research staff if appraising staff	Appraisal discussions are conducted with consultation of relevant senior staff for career aspirations	Policy development – 2021 Policy implementation – 2022	Professor Tracey Devonport, Head of SPARC Julian Smith (HOD Curriculum)	All staff appraisals conducted in consultation with senior staff related to their aspirations where relevant Research Profile - Research lead professor

		member with research aspirations			Ross Cloak (HOD Partnerships)	Scholarship – Relevant PL lead/Associate professor
5.7	Run annual ERAS workshop and encourage female staff to apply for the scheme	86% of ERAS recipients have progressed to UW11 or higher Currently the DoS application success rate is 20%. The workshop would support interested staff to develop their application, learn about the scheme from successful	Identify staff eligible for ERAS Organise and deliver workshop Match appropriate mentor to support application	Every January prior to ERAS application process which runs April – May	Athena SWAN Chair Previous ERAS Recipients Senior Research Staff	100% of eligible female staff applying for ERAS, with a target of 50% success rate

		recipients and match mentors				
5.8	Introduce role rotation policy for DoS positions of responsibility (e.g. course leadership), and opportunities for role sharing	<p>Currently positions of responsibility in the DoS are not distributed transparently</p> <p>Demonstrating leadership forms key part of promotion criteria (at all routes)</p> <p>Some staff have been in course leadership roles for over 10 years, effectively blocking other staff from gaining the essential</p>	<p>Develop role-rotation and role sharing policy and draw up guidelines (e.g. consideration of gender balance, decide whether having a shadow role in the year preceding appointment would be beneficial)</p> <p>Identification of suitable candidates at appraisal and inclusion of role-rotation through workload</p>	<p>Policy development – 2020</p> <p>Policy implementation – 2021</p>	<p>Dr Richard Medcalf, Director of the IoHS</p> <p>Mr Julian Smith, HOD Curriculum</p> <p>Dr Ross Cloak, HOD Partnerships</p> <p>Professor Tracey Devonport, Head of SPARC</p> <p>To be supported by AS chair</p>	<p>Policy implemented</p> <p>Data captured to support monitoring of role rotation (data will be presented in next application)</p> <p>Positive feedback regarding the introduction of role rotation and role share opportunities captured in future staff consultation</p>

		<p>leadership experience required for promotion</p> <p>Part-time staff do not typically get opportunities to take on additional roles, so introducing role sharing would support part-time staff to develop leadership skills and experience to support progression</p>				
5.9	Support women to transition to T&R role profile, and increase the number of women submitting to REF 2027	We know there are colleagues nearing completion of PhDs with aspirations to be research active, and	Identify women with research aspirations through appraisal	Discussions regarding role profile occur annually at appraisal	<p>Head of SPARC (currently Professor Tracey Devonport)</p> <p>Dr Ross Cloak (HoD Partnerships)</p>	Increase the % of the female population on T&R role profiles to 30% (currently 14%)

		there is a clear imbalance in relation to proportions of men and women on T&R role profiles	Ensure an appropriate mentor is assigned to support transition of role profile		Mr Julian Smith (HoD Curriculum)	Increase the percentage of women submitting to REF 2027 to 35% Include a REF 2027 case study with a female contribution
5.10	Raise awareness of central training offer to support career development, and facilitate female attendance	There are low levels of engagement with training beyond the mandatory training offer despite there being a wide range of courses to support	Identify training needs collaboratively with staff in appraisal and/or 1:1 line manager meetings, keeping a record in the My DPD paperwork and career development planning documentation (see action 5.5).	Discussions to occur annually at appraisals (2021, 2022, 2023, 2024) Staff survey will be distributed in early 2024, prior to our application	DoS Senior management AS SAT members to raise in appropriate forums (e.g. SPARC, Department meetings) the need for academic staff to consider their training needs prior	Increase to 80% of academic staff (currently 47%) scoring their answer to the 'awareness of training available to support career development and progression' question on the staff survey as 5 or above (5 = somewhat agree, 6 = agree, 7 = strongly agree)

		career development	<p>Staff identified through action 4.12 as in the pipeline for progression to UW11 to be supported to apply for/attend specific career development training aligned with their career aspirations (e.g. Research, Teaching and Learning, Knowledge Exchange). For example, the 'Aspiring Leaders' programme or Aurora women only leadership programme.</p> <p>Staff given recognition on workload and in appraisal target</p>	renewal in November 2024	to line manager meetings/appraisals	<p>Include new question in next staff survey which asks staff to score on a Likert scale 'I have been supported to identify and attend appropriate career development training', with 80% of staff scoring 5 (somewhat agree) or above</p> <p>Increase the F% of staff engaging with additional training to 40% (currently 22%)</p>
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			documentation to attend appropriate career development training			
5.11	<p>Develop more strategic approach to applying for funding within and between research clusters</p> <p>Increase transparency of bidding process and bids in progress by sharing opportunities via SPARC</p>	<p>Opportunities to support grant writing have often been dependent on existing research interests of senior researchers and inter-personal relationships within the team. This has the potential to inhibit opportunities for staff in research areas not directly aligned to the</p>	<p>Discuss and agree approach at SPARC</p> <p>For example, we could:</p> <p>Identify staff with aspirations to progress to UW11 and engage them within the bidding process and/or the associated project if successful</p> <p>Identify mixed-methods funding</p>	<p>Implemented by January 2021</p>	<p>Professor Tracey Devonport (Head of SPARC)</p> <p>Research Cluster Leads</p>	<p>Increase in % of female staff applying for external grants (currently average 11%) to 30%</p>

		senior researchers'	opportunities to foster collaborative working between research clusters			
5.12	Raise awareness of the PSO amongst TS&PP staff	External income generation forms part of the criteria for promotion to Reader or Associate Professor (Teaching and Learning OR Knowledge Exchange), so it is important to raise awareness of the support mechanisms in place and encourage staff on TS&PP role profile to bid for external funding to support their work	Utilise the Sport Cultures and Pedagogy (SCP) research and scholarship cluster (where most of the female TS&PP staff are situated) to share external funding opportunities Develop collaborative funding bids with more senior colleagues in the SCP cluster to support	Ongoing (when appropriate opportunities arise)	Dr Gavin Ward (Sport Cultures and Pedagogy joint lead) Professor Jean Williams (Sport Cultures and Pedagogy joint lead)	At least 2 x bids for external funding to support pedagogical research projects

5.13	Raise awareness of policies for prospective parents including flexible working arrangements	<p>Consultation illustrated a lack of awareness regarding policies for prospective parents including our flexible working policy</p> <p>Professor Tracey Devonport has successfully achieved promotion from UW11 to UW12 whilst working flexibly to support childcare arrangements, which should be showcased</p>	Showcase DoS staff who are on flexible working patterns to raise awareness of formal flexible working arrangements and their benefits	Ongoing	IoHS Senior Management Team	Staff consultation indicating increased awareness of policies for prospective parents with no significant gender difference in responses
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5.14	Raise awareness of committee membership benefits, and encourage more women to seek internal and external committee membership	<p>Internal (Faculty and University level) committees provide opportunities to network and raise profile; Committee membership can also be used on applications for promotion</p> <p>External committee membership provides valuable experience, confers confidence and acts as a marker of esteem, all of which aid career progression</p>	Discuss opportunities for internal committee membership annually at appraisal	Ongoing	<p>Professor Tracey Devonport (Head of SPARC)</p> <p>Dr Ross Cloak (HoD Partnerships)</p> <p>Mr Julian Smith (HoD Curriculum)</p>	<p>Increase the % of the DoS female academic staff population at grades UW9/10 on both internal and external committees to 35%</p> <p>Committee membership must not become an administrative burden for women, so we will ensure that committee membership is relevant to career aspiration and interests, and use the career development planning initiative (outlined in Action 5.5), annual appraisals and workload modelling to facilitate membership</p>
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5.15	Increase access to department meetings for Part Time staff	Wednesday afternoon is often selected for meetings because this is when the biggest proportion of academic staff are available; this can be problematic for part-time staff where Wednesday is not one of their working days	Senior Management team to discuss appropriate approach. For example, we might: Record important department meetings so that part-time staff can access and refer to them if necessary	Discuss approach Jan 2021 Implementation by March 2021	IoHS Senior Management Team	All staff being able to engage with department meetings (whether 'live' or recorded) Positive feedback from part-time staff in relation to timing of meetings
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