Institutional Athena SWAN Action Plan, 2024 – 2029

REF	Issue Identified	Action	Success Measure	Timeframe	Responsible
Priority 1: Address issues within central policies and practice so these can be adopted and enhanced by local -level actions					
1.1	We have University Principles for Workload Allocation in academic departments and work is in progress to ensure that these are applied consistently. Inconsistent modelling can make it difficult for part-time staff and staff with caring responsibilities, both of whom are more likely to be women, to nominate themselves for available opportunities. The University Joint Working Group on Workload is concluding and an action plan is in place which will work alongside these actions.	a. Publish the University WAM Principles on the staff directory and promote these to all academic staff at each career stage. b. HoDs will share the WAM with members of their department annually to increase understanding of how these operate in practice. c. Faculty calibration meetings take place in the Faculty of Arts and Humanities. These will be introduced in each Faculty to understand where and why variations in workload allocation models exist. d. Include a question on WAM in the all-staff survey. e. Develop a new approach to displaying workload to	• 80% of academic staff agree to the staff survey question: the Workload Allocation Model is transparent.	Principles published on the staff directory 31st March 2024. Visualisation of workload tested 1st September 2024. Employee Voice survey launched September 2024; results reported to SAT 31st January 2024. Information on role requirements to be provided by HoDs by the 31 August 2024 and each year thereafter.	Action Owners: HoDs Supported by: Director of OD

			support HoDs to allocate work and make adjustments within available resources.		
		f.	HoDs will provide information about how much time is required for additional department and pan university opportunities when these are advertised.		
1.2	The work of the SAT to date has suggested that we need to increase awareness of the Annual Review process for professional services staff and highlight how colleagues can be recognised and rewarded for their EDI work, including participation on Self-Assessment Teams.	a.	Publish information about the annual review to all staff on the staff directory. This will include references to EDI work and specifically SATs and working groups eligibility for recognition.	• Increase of at least 10% of staff from all groups, respond with 'agree' or 'strongly agree' with the following statements in the next Athena SWAN survey: (1) 'Equality, diversity and inclusion work is recognised when workload is allocated'. (2) 'Equality, diversity and inclusion work is recognised in applications for promotion or progression.'	Summary data reported to the SAT from 30th September 2024. Future targets to be confirmed following next AS survey.	Action Owners: Chairs of annual salary review committees Supported by: Inclusion Manager
1.3	Feedback has that for some staff the University Performance Development Review (PDR) process is not consistent. Data is not	a.	Deliver an annual University PDR Campaign which promotes effective PDRs and starts the PDR annual cycle. [REC Action 5.7a, 5.7b]	• PDR assurance report provided by the EDs and Registrar to PCIAG. Follow-up action identified as required.	PDR campaign in place from 31st January 2024. Confirmation report on the previous academic year considered by	Action Owner: People Developer, OD

	reported centrally making it difficult to: analyse employee experience and impact of PDR on performance; to identify differences across genders; or allow for intersectional analysis.	b. Publish a clear description of the University PDR model on the staff directory and embed this in recruitment, welcome, probation and promotion material. The rationale for the model will be clear and focused on the support for career development, progression at all stages and roles. [REC Action 5.7c]	• An increase of at least 10% in the number of staff who respond with 'strongly agree' or 'agree' to the following statement in the next Athena SWAN Survey: 'I receive useful feedback on my career development through performance reviews'	PCIAG in first meeting 2024 (October). Survey question included in Employee Voice 1st September 2024. Extended PDR module expected to be released 30th September 2024.	Supported by: Reporting Managers
		c. Extend the functionality of the current HR system to capture PDR-related information from manager and individual perspectives.			
		d. New training is provided to all line managers and staff in a range of formats and specific to career stages (e.g., through the professional development hub, management and leadership programmes). This will ensure managers are confident to hold effective PDRs and all staff can engage with PDR conversations. [REC Action 5.7d]			
		e. A survey question is included annually in the			

		Employee Voice surveys on the experience of professional development conversations and PDR. Responses will be analysed by P&C to identify and report patterns. [REC Action 5.7e]			
1.4	We have taken action to increase staff disclosure rates, for example through the relaunch of our Your Profile Counts campaign, but more work is needed to improve our understanding of the staff experience at specific points and over time.	a. Deliver the Your Profile Counts campaign each year with at least 2 high-profile campaigns. Impact reported to Athena SWAN SAT twice per year. [REC Action 4.1a b. Introduce a new staff requirement to check and update information annually. This will be supported by a communication campaign. [REC Action 4.1b]	• Increase in all staff disclosure rates. • 75% staff complete annual check and update process	Effectiveness of Your Profile Counts campaign to be reviewed 31 July 2024 and changes identified for AY 2024-25. This cycle to be repeated annually. Annual check and update in place September 2025.	Action Owner: Director of Inclusion Supported by: Head of Internal Communication, Head of Management Information
1.5	Year-on-year disclosure rates for gender identity are not available as it is not possible to identify the disclosure rate from specific dates in the past. At 30 June 2023, the disclosure rate was 9%.	a. Inclusion Team will attend section and department meetings, staff networks, and forums to identify why people are reluctant to disclose their gender identity.	• Increase in the disclosure rate for the question whether gender identity is the same as, or different to, the one they were assigned at birth.	15% disclosure rate for this question expected by March 2027.	Action Owner: Director of Inclusion Supported by: Inclusion Managers

1.6	Intersectional data is difficult to consider due to low disclosure rates, but of the protected characteristics the highest disclosure we have is of ethnicity which is at 85% (as at March 2022). The Athena SWAN SAT needs to work with other SATs such as the REC SAT to understand the issues and challenges that have been identified through their self-assessment process to understand intersectional issues and to discuss how best to address them.	a. SAT Chair(s) will invite REC SAT and Staff Network chairs to Athena Swan SAT meetings twice a year, to share the work they have been doing. This will help the SAT to consider how to develop intersectional actions for the gaps identified through qualitative analysis and discussions with relevant groups and individuals. [See actions 1.8 and 1.9 on increasing disclosure rates, which are also included in our REC Action 4.1a, 4.1b, and 4.1c]	• Future Athena and REC surveys to be developed so that data from those can be triangulated to generate intersectional insights. Improved intersectional data analysis, for both quantitative and qualitative data, is carried out for the next submission.	RECSAT chairs to be invited twice per year from 31 March 2024. March 2024; Staff Network Chairs to be invited to Athena SWAN SAT meetings from 1 April 2024.	Action Owners: REC SAT Chairs and Athena SAT Chairs Supported by: Inclusion Managers
1.7	We have an established leavers process which captures the broad reasons staff leave the University but more qualitative information could be included which may help us to better understand the staff experience..	a. Identify and propose additional qualitative information to be included in the leaver's process. This will help us to better understand whether there are different reasons for leaving by gender (and other protected characteristics).	• Essential manager training includes information on the leavers process • Annual reports considered at a SAT meeting and follow-up actions identified as required	Leaver's questionnaire confirmed and re-launched on 31 January 2024 Report considered by the SAT team by 31st July each year. Essential training revised annually for	Action Owner: Head of Management Information Supported by: Inclusion Manager

		b. Include information on the leaver's process in the essential manager training.		release 1st August each year.	

Priority 2: Maintain momentum for Athena Swan work through effective accountability measures, as well as support for faculty and departmental Athena Swan work					
2.1	Regular meetings and SAT membership refreshes will be essential to maintain momentum to successfully implement our action plan and to prepare for future self-assessments. The Athena SWAN SAT membership should be reviewed to ensure it is fit for purpose post-application with appropriate representation from different backgrounds and parts of the University.	a. Confirm the SAT membership post award and collect full monitoring data to ensure intersectional diversity. b. Identify additional SAT members to address gaps in intersectional diversity and gaps in representation from different faculties and sections.	• Membership is ethnically diverse and representative of staff and student communities, faculties and sections, and job roles. • Annual monitoring reports are considered by PCIAG and actions taken as required.	Membership confirmed 31 July 2024 and at the end of each academic year. Annual monitoring by PCIAG by 31st July 2024.	Action Owner: Athena SAT Co-Chairs Supported by: Inclusion Manager
		c. Convene termly meetings of the SAT to provide updates from action owners. Agree the point of escalation if progress on the actions is stalling. [Frequency will increase 18 months before the end of the award period and	• Relevant information is shared at each SAT, and two-way communication is established with other University committees and key stakeholders as appropriate.	Termly meetings, starting from 28 February 2024	Action Owner: Athena SAT Co-Chairs

		reflected in workload allocation and PDR].	• Progress and challenges are reported termly to PCIAG, escalating to USG and Council as appropriate.		
2.2	It is important that progress on work to further gender equity is communicated to the university community on a regular basis. Awareness of AS Principles still remains low, despite more academic departments getting credited since the previous application.	a. Provide termly updates to staff and students using different formats as needed. (e.g., publish updates from the VC, blog posts from SAT members and 'you said, we did' pieces.) Track engagement with the staff and student communities. [Also see actions 5.1 – 5.4]	• Increase in awareness of gender equity work across the University, evidenced through staff and student surveys and engagement with gender-related actions and activity. • 10% increase in the next AS survey for staff responding with 'agree' or 'strongly agree' that they are aware of the AS principles. Targets to be agreed following the next AS survey.	Termly meetings with Communication teams from 31 March 2024.	Action Owner: Athena SAT Co-chairs Supported by: Director of Communication, IC-SG
2.3	Student survey responses were too low to report meaningful findings and we need to increase student engagement with our gender equity work.	a. Arrange termly meetings between AS SAT Co-Chairs and the Students' Union to ensure two-way communication and updates, in addition to having student representation on the SAT. Collaboration on actions should be developed wherever possible and appropriate, and strategies to increase student	• Minimum of 15% response rate for the next Athena SWAN Student Survey. Future targets will be set following the results of the next survey.	Termly meetings from 31 March 2024 15% Increase achieved from 1 March 2026	Action owner: SAT Co-Chars Supported by: Inclusion Managers

			engagement with the survey and central gender equity initiatives should be a focus area for the meetings.			
2.4	Athena SWAN is a strategic priority and 15 out of 18 departments are currently AS accredited. Depending on their experience level with AS, departments will require different levels of central support.	a. Establish tiered levels of support for departments applying or renewing their Bronze, Silver or Gold submissions so they are able to concentrate on gender equity and instigating evidence based, meaningful actions.	• All accredited departments retain their awards and where appropriate, apply for a higher-level award • All remaining departments are accredited.	All remaining departments are accredited by the December 2025 Athena Swan panel round.	<u>Action Owner</u>: Senior Inclusion Manager and EDI Lead <u>Supported by</u>: Inclusion Managers

Priority 3: Advance the career development and progression of women across the University.

| 3.1 | Our recruitment and selection data suggest that women, once they apply, progress well through the recruitment process. In our most recent year, 28.86% of academic applicants were women but they accounted for 41.93% of appointments. However we need to attract more women to apply for ASER | a. Publicise policies and actions already in place to communicate how the University is an inclusive environment for women, for example through communicating the Body of Work policy suite, flexible working policy, and steps taken to raise awareness of the impact of the menopause on women at work. | • Application rates from women increase by 5% year on year.

• Increase the overall proportion of women on ASER contracts to 45% | Website and job pack statement to be updated by 31 January 2024; increase in women applying to roles expected by 30 June 2026

Increase in proportion of women on ASER contracts expected by 31 July 2028 | <u>Action Owner</u>:

Senior Inclusion Manager and EDI Lead, Head of Resourcing

<u>Supported by</u>:

OD Policy and Projects Officers |

	posts.	b.	Recruitment data by academic contract type will be evaluated in the EDI Annual Report.			
3.2	The University has robust governance in place supporting career progression. However, responses from the staff survey suggest that some staff do not feel that decisions on promotions and progression are made fairly. Only 27.7% of staff who did not declare their gender, 42.41% men, 39.23% women, and 27.27% who declared their gender identity as non-binary, agreed or strongly agreed that decisions on promotions and progression are made fairly.	a. Data from the staff survey will be analysed by faculty to see if these concerns are localised or across the University. Following that, faculty-specific quantitative analysis on promotions and progression will be carried out. Actions will be agreed following the analysis of this data.	• We will target an increase of at least 10% in staff of all genders who respond with 'strongly agree' or 'agree' to the question: 'Decisions about promotion/progression are made fairly.' The target will be revisited following the results of the next AS Staff Survey.	Further analysis on survey data to be completed by 30 June 2024. Next Athena SWAN Survey to be run by 31 March 2026	Action owner: Head of Management Information, EDs
3.3	We have made some progress in supporting staff to become mentors by creating and publishing	a. Include information about recognition for mentoring in the annual review guidance.	• Mentoring is recorded in annual review applications.	Information reviewed by 28 February 2024, and every two years following.	Action owner: HR Business Partners

	guidance on mentoring that all staff can access, but we also need to ensure that time dedicated to mentoring is recognised. Feedback suggests that recognition of the time given to mentoring, especially in PTO staff, remains low.	b. Review the ASC guidance on promotions, to increase references to mentoring under institutional citizenship.			
3.4	We have two established leadership programmes in place for staff (Strategic Leaders (SL) and Future Leaders (FL)). Female participation has fluctuated over the 18 cohorts to date. We need to understand the impact that these programmes have had on career progression recognising that these will not be the only one influencing factor.	a. Hold focus groups with previous participants to understand the impact of the programme on their career development.	• Feedback and impact monitoring indicates that the positive impact of the programmes is seen for both men and women	Initial set of analysis, of the impact career progression of SL and FL participants, carried out by April 2024. Network to be launched from 1 May 2025	<u>Action owner:</u> People Developers <u>Supported by</u>: SL and FL alumni
		b. Create an Alumni Network for participants of SL and FL as a way for colleagues to stay connected and to reflect upon their development together.	• The gender split of participants on SL and FL reflects the overall staff population of those eligible.		<u>Action owner:</u> SL and FL programme leads
3.5	Professional services colleagues are supported in their career progression through formal and informal development opportunities. However, feedback from the community suggests that more work is needed to	a. Increase communications and awareness of career development opportunities for Professional Services (PTO) staff.	• Engagement reports provided to EDs and Registrar through a development dashboard • Portal accessible to staff.	Increase in engagement expected by 30 June 2026	<u>Action Owner</u>: People Developers, Head of Internal Communications

	promote the range of opportunities available.				
		b.	Develop an online mechanism/portal for staff to register aspirations and interest in development opportunities (e.g. for institutional citizenship, training and development, task-and-finish groups, and other relevant activities).		Portal launched to staff by 31st January 2024. Evaluation of use by 30 November 2024 and annually after that.	Action Owner: Head of Academic and Professional Practice

Supported by: Faculty Deans and Section Heads for Professional Services |
| 3.6 | Feedback on professional development events is collected and staff surveys also provide opportunities for staff to reflect on the development offer. We will continue to develop our Athena SWAN survey mechanisms to provide more opportunities to capture feedback. | a. | Include a question in the AS survey on the learning and development offer at the University. Responses will be analysed by gender and ethnicity. | • Report considered by the Athena SWAN SAT and actions proposed to PCIAG. | Question introduced in Athena SWAN Survey 2026. | Action owner: Athena SWAN SAT Co-Chairs |
| 3.7 | The RDF and EDF were developed through extensive consultation with the academic community. The self-assessment process has shown that awareness of | a. | Provide annual engagement reports to Education and Research Committee to raise awareness, understand patterns and propose actions as required. | • Reports considered and supporting actions identified and agreed by Education and Research Committee. | Annual monitoring by gender introduced from 1 September 2024.

Feedback surveys and focus groups | Action owner:

People Developers

Supported by:

Faculty Deans |

	the frameworks and relevant training and development is still inconsistent and needs to be strengthened.	b. Include gender and ethnicity monitoring in the EDF and RDF engagement reports.		organised in April 2026.	Research, Faculty Deans Education
		c. Carry out a full evaluation in 2026, which would be 5 years from the introduction of the frameworks. The evaluation will include surveys and focus groups.			
3.8	Approval of flexible working requests is monitored by PCIAG annually and follow-up actions identified by faculty and section as required. Staff experience of flexible working discussions prior to a formal request being submitted is not currently collected and this would provide more detailed insight into the culture of flexible working at the University.	a. Develop a way to capture enquiries about formal flexible working requests. This will be used to inform future reviews of the policy and supporting guidance for managers and individuals.	• Report considered by PCIAG annually and actions identified as required.	Mechanism developed by 1st September 2025; data considered by PCIAG at an identified meeting in AY 2025/26.	Action owner: Business Partners

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4.1	Responses to the survey data, especially through open text responses,	a. Hold focus groups with staff, including representatives from the Women's Network and the	• Actions and success measures to be considered by the SAT and integrated into the	Focus groups organised from 30 September 2024 – 31	Action Owners: Senior Inclusion Manager and

suggests that some staff with caring responsibilities do not feel adequately supported by current policies.	Parents' Network, to capture feedback on the experiences of staff with caring responsibilities at various stages of the employee life cycle – from recruitment, to onboarding, to development and progression, and also their experience with central policies such as the Maternity Leave policy, Special Leave policy.	Athena SWAN Action Plan as appropriate.	March 2025; actions identified and approved by 31 May 2025; implementation to take place from AY 2025/26	EDI Lead Supported by: Inclusion Managers
	b. Explore the feasibility and potential benefits of adding a specific question in HR Organiser. on whether staff have caring responsibilities This will be a topic included in the focus groups (4.1a) and discussed with the Commercial Applications Team.	• Report submitted to the SAT and concluding recommendation made to PCIAG.	Report considered by 30 April 2024. If implemented, awareness raising campaign to be run through AY 2024/25, and incorporated into Your Profile Counts.	Action owner: Inclusion Manager Supported by: Head of Commercial Applications
	c. Re-pilot the Parents' Network Mentoring Scheme and evaluate it after 2 years	• An increase of at least 10% of staff who are parents who respond with 'agree' or 'strongly agree' with the following statement in the next Athena SWAN survey: 'The institution provides staff with support for different types of caring needs'.	Parents' Network Mentoring Scheme re-piloted between 1 October 2024 – 1 April 2025; evaluation to take place by 31 July 2025.	Action Owner: Chair of the Parents' Network Supported by: Inclusion Managers

4.2	The Career Development Fund for Carers was established to provide funding (£150) for successful applicants and has provided this amount for at least 5 years. The uptake for the fund is not centrally monitored so it is difficult to measure impact. Information collected suggests that awareness and take-up are low, especially in professional services areas.	a. Implement a consistent financial coding for the Career Development Fund. A summary report will then be available to EDs and the Registrar as part of the annual planning round and support review of fund available. b. Deliver an annual campaign to raise awareness of the Career Development Fund. c. Include information about the Career Development Fund as part of role-based support and inductions.	• Financial summary of take up of the Fund provided to the EDs and Registrar and targeted information provided to increase engagement where required. • Fund amount increased annually in line with inflation subject to resources available.	Code agreed and monitoring to commence from January 2024; first full year of monitoring will be AY 2024/25	Action owner: HoDs, Department Managers Supported by: Financial planning team.
4.3	Due to demand on teaching spaces, we have not introduced a parent and baby room on our Southend Campus, although there is an ability to book private spaces as an alternative.	a. Review the proposal of a parent and baby space on Southend Campus. If a space is agreed, the impact will be measured through a user survey one year after implementation.	• The proposal is reviewed, with alternative solutions proposed as required. • Proposal considered by PCIAG.	Proposal is reviewed and consultation complete by 28 February 2025, with recommendations presented to PCIAG for endorsement.	Action owner: Head of Estates and Planning, Southend Campus Manager
4.4	In March 2021, the University launched its Employee Fee Waiver policy, enabling the waiver of tuition fees for many of the degrees the University offers. The Fee	a. Analyse take-up of the employee fee waiver policy by gender.	• The uptake of the policy is in line with the proportions of staff at the University.	Uptake of employee fee waiver policy analysed by 31 July 2024, and recommendations for future actions reported to PCIAG by 30	Action owner: Director of OD

				September 2024. Agreed actions will be to be integrated into Athena SWAN Action Plan.	
	Waiver policy enables staff to access degrees and courses that can contribute to their professional development.				

Priority 5: Continue to celebrate and promote gender equity across the institution through central and local: events, communications, publications, imagery, language and role models

| 5.1 | 64.8% of men, 53.9% women, and 41.7% non-binary of survey respondents said they 'strongly agree' or 'agree' with the statement: The institutional senior leadership team actively supports gender equality. It is important to demonstrate our institutional commitment to gender equity at all levels. | a. Implement the actions agreed as part of the review of recruitment and onboarding. This includes reviewing recruitment materials shared at careers fair and through social media to ensure that the images, language, and examples are representative of the community at Essex, including strong intersectional representation. | • A 10% increase in respondents who 'strongly agree' or 'agree' with the statement: The institutional senior leadership team actively supports gender equality. | Recruitment material reviewed according to existing timelines and action plans.

Comms plan to be created and implemented from 31 March 2024. Comms plan to include at least 2 blogs a year, as well as other comms as appropriate through existing internal comms channels. | Action Owners:

Head of Resourcing, Head of CER

Supported by:

ICs, Director of Inclusion |
| | | b. Continue to consider equity and representation in all comms materials on our website, social media, printed materials and other platforms and channels. | | | |
| | | c. Develop a comms plan that involves strong messaging around gender equity from the IC–SG and Athena Swan SAT Co- | | | |

			Chairs, through blogs and regular internal communications.			
		d.	Work with all ICs to send positive messages around intersectional gender equity.			
5.2	Recognising and celebrating the achievements of members of our community is an important way to foster inclusion and belonging at the University, and to make everyone feel valued and heard.	a.	Celebrate the professional achievements of women across the University, such as those who have attended external leadership courses like Aurora or internal courses like Future and Strategic Leaders.	• An increase of 10% in respondents from all genders who respond with 'strongly agree' or 'agree' to the questions: 'I feel like I belong in this institution,' 'I feel that people care about me in this institution,' and 'My contributions are valued by this institution'	Profiles to be developed and published by 30 September 2025.	<u>Action Owner</u>: Head of CER, IC-SG <u>Supported by</u>: Head of CER, Inclusion Managers, Chairs of the Women's Network
		b.	Provide centralised support to the Women's Network for a programme of events during Women's History Month, and throughout the year.		Centralised support agreed and provided subject to resources from 31 January 2024; support is maintained.	

Priority 6: Ensure that every staff member and student is aware of how to report inappropriate behaviour, bullying, harassment and discrimination both as the affected party, and as a bystander. Ensure that reports are followed-up appropriately and that staff and students trust in the process.

6.1	We have taken action to communicate how to report bullying and harassment. 82.5% of men, 81.2% of women, and 75% of non-binary	a. Raise awareness of the Report and Support system, including what incidents can be reported, across campus. This can include regular internal comms through Essex	• An increase of 10% in respondents who responded with 'strongly agree' or 'agree' to the question: I know how	Awareness raising to commence from AY 2023/24; increased awareness expected by 30 September 2027	<u>Action Owner</u>: Senior Inclusion Manager and EDI Lead; <u>Supported by</u>:

	respondents said they 'strongly agree' or 'agree' with the statement: I know how to report bullying and harassment. While these numbers are high, it is important that all staff know how to report these incidents.	Weekly for staff and Essex Spirit for students, as well as posters and fliers across campus. b. Introduce staff to the Report and Support system when they start working at the University, through induction and welcome events, and throughout other points of the employee lifecycle.	to report bullying and harassment is expected.		Senior Student Wellbeing Manager (Community Engagement); Head of CER
6.2	The University is active in tackling bullying and harassment and has published its commitment in its EDI policies and practices. (e.g. Zero tolerance of harassment and bullying policy). The survey data suggests there is still more we can do to raise awareness: 41.2% of men, 32.52% of women, and 16.67% of non-binary respondents	a. Review the Report and Support website and improve the information given on the page on what happens after a staff member or student reports a case.	• An increase of at least 10% in respondents of all genders who respond with 'strongly agree' or 'agree' to the questions: 'I am satisfied with how bullying and harassment are addressed in my work area' and 'The institution is active in tackling bullying and harassment'	Review to be undertaken from 5 May 2024 – 5 September 2024; any additional actions implemented from AY 2024/25	<u>Action Owner</u>: Senior Inclusion Manager and EDI Lead; Senior Student Wellbeing Manager (Community Engagement); Head of CER

	said they 'strongly agree' or agree' with the statement: I am satisfied with how bullying and harassment are addressed in my work area.46.9% of men, 46.9% of women, and 38.3% of non-binary respondents said they 'strongly agree' or agree' with the statement.	b. Reinstate bystander training for students and staff, (depending on capacity within the Inclusion and OD teams for delivering to staff and within SWIS for delivering to students).	• User questionnaires before and after the training demonstrate improved confidence in being an active bystander.	Explore different formats for the training and if agreed reinstate once per term from January 2025.	<u>Action Owner</u>: Inclusion Managers <u>Supported by</u>: People Developers
Priority 7: Continue to create an inclusive environment for trans and non-binary staff and students					
7.1	It is imperative that we are representing the views of our TNBGNC staff and students within our gender equity work.	a. Invite the Chair(s) of the Trans, Non-Binary and Gender Non-Conforming Staff and Students Forum to join the AS SAT.	• Views of trans and non-binary staff and students captured and represented as part of gender equity actions and discussions. • Engagement from the trans community with the AS Student Survey improves; a target set following the next Athena SWAN Survey	Chairs invited 28 February 2024 Approach to guidance to be developed by 31 March 2025	<u>Action Owner</u>: SAT Co-Chairs, Diversity and Engagement Manager (SWIS) <u>Supported by</u>: Inclusion Managers, Student Accessibility Enhancements Manager (SWIS)
	The University introduced our *Approach to supporting Trans, Non-Binary and Gender Non-Conforming Staff* guidance in 2019 and reviewed it in 2022. The guidance is for staff and it is thought that a guidance should also be developed for students.	b. Work collaboratively with our student communities to develop a similar guidance document to support our Trans, Non-Binary and Gender Non-Conforming students. This will include consultation with relevant communities eg. Trans and Non-Binary Forum, and other student stakeholders.			
7.2	Our LGBTQ+ Staff Forum created a Pronoun guide	a. Purchase and subsequently disseminate pronoun	• Amongst our student and staff communities,	30 September 2024	Action owner: Director of SU,

	in 2021, providing guidance to all members of our university community about the important of using and asking for pronouns. This guidance remains on our staff and student directories. As we now working in a hybrid environment and have returned to our campuses following Covid-19, it would be effective to display our allyship visually.	badges amongst our staff and student communities to accompany our rainbow lanyards.	introducing ourselves with our pronouns becomes embedded as standard, inclusive practice within our study and working environments, preventing situations where only trans, non-binary and gender non-conforming people are expected to share their pronouns.		Director of Inclusion
		b. Review recruitment guidance and integrate inclusive interview practice into it, such as normalising panel members introducing themselves and mentioning their pronouns and inviting interviewees to do the same.	• In the next Athena SWAN Staff Survey, an increase of at least 10% in LGBTQ+ staff members who respond with 'strongly agree' or 'agree' to the statements: 'I feel like I belong in this institution' and 'I feel that people care about me in this institution.' This target will be reviewed as needed following the results of the next survey.	Guidance reviewed and updated by 31 March 2025	<u>Action Owner</u>: Head of Resourcing Senior Inclusion Manager and EDI Lead <u>Supported by</u>: Recruiting Managers
		c. Ask line managers and HoDs to review the guidance at team and departmental meetings and to encourage staff to add pronouns to Zoom and Teams profiles.		Request to line managers sent termly, beginning in AY 2024-25	HoDs and line managers
		d. Review committee		Guidance and	Head of

		guidance to consider how the use of pronouns can be proactively included in supporting documentation.		templates updated by Autumn term 2024-25.	Corporate Governance